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Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date December 9, 2020
Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval of the 2020-2021 School Plan for Student Achievement (SPSA) for Ralph J. Bunche High School

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2020-2021 School Plan for Student Achievement (SPSA) for Ralph J. Bunche High School



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

2020-2021 School Plan for Student Achievement (SPSA)

School: Ralph J. Bunche High School
CDS Code: 1612590118653
Principal: Dwayne Bartholomew
Date of this revision: 3/27/2020

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: Dwayne Bartholomew
Address: 1240 18th Street
Oakland, CA 94607

Position: Principal
Telephone: 510-874-3300
Email: dwayne.bartholomew@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 3/27/2020

The District Governing Board approved this revision of the SPSA on: 12/9/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School Plan for Student Achievement Recommendations and Assurances

School Site: Ralph J. Bunche High School

Site Number: 309

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> 21st Century Community Learning Centers |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 3/27/20

6. The public was alerted about the meeting(s) through one of the following:

- | | | |
|---|---|--|
| <input type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, media announcements, etc.) |
|---|---|--|

Signatures:

Dwayne Bartholomew

6/18/2020

Principal _____ Signature

_____ Date

Marsha Rhines

6/19/2020

SSC Chairperson _____ Signature

_____ Date

Lucia Moritz

Lucia Moritz

6/22/2020

Network Superintendent _____ Signature

_____ Date

Lisa Spielman

Lisa Spielman

6/24/2020

Director, Strategic Resource Planning _____ Signature

_____ Date

2020-21 SPSA ENGAGEMENT TIMELINE**School Site:** Ralph J. Bunche High School**Site Number:** 309

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/24/2019	SSC & Title 1	Shared rationale and overview of site plan and indoctrinated new members.
10/24/2019	Students grades 10-12	Surveyed students about programs and academics
11/12/2019	Teachers and SPED	Surveyed teachers about programs and academics
11/15/2019	All Parents	Surveyed parents about programs and academics
12/10/2019	SSC & Title 1	shared focus group results and SSC had a solution session
1/21/2020	HTR Pathway	shared focus group results and Pathway team had a solution session
1/21/2020	Instructional Leadership Team	shared focus group results and ILT had a solution session
1/21/2020	SSC & Title 1	Proposed changes to next year's SPSA, democratically chose
3/27/2020	SSC & Title 1	Roll over Title 1 and Title 4 funds for program improvement

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$170,260.00
Total Federal Funds Provided to the School from the LEA for CSI	\$38,150.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$394,236.00

Federal, State, and Local Funds

The School Site Council intends for this school to participate in the following programs:

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$20,460.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$13,200.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$440.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$102,850.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$111,210.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$38,150.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$107,926.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$170,260.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$223,976.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$394,236.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Ralph J. Bunche High School	School ID: 309
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School Description

Ralph J Bunche is a continuation high school located in West Oakland, California. Ralph Bunche is a continuation school designed to meet the needs of students 16-17 years of age, who are at risk of not graduating from high school. The school serves our most vulnerable, underserved, and resilient students who have not experienced the success or value of high school as of yet. Despite this, our students, mostly, African American and Latino/a, have continued to remain resilient and have entered Bunche determined to graduate. Bunche teachers and staff strive to engage students both academically and socio-emotionally so they might experience success and the value of school and be better equipped for college, career, and life. It is the school's mission to see and build from the strength and assets of students and the West Oakland community.

School Mission and Vision

Every student will find a renewed educational experience and greater success in school as well as a successfully complete program that prepares them for a post-secondary pursuit of their choice. The mission of Ralph J. Bunche is to: advance reading, writing technology and thinking skills; advance emotional development; graduate productive and positive citizens. We believe that: every learner has worth and deserves to be treated with dignity, respect, and to learn in a safe environment; all learners have an equal right to educational opportunities consistent with their personal needs, language, culture and abilities; positive behaviors and expectations promote positive responses; a focus on reading produces stronger learners; making good choices and decision make students positive responses; great attendance is the key to education; learners need community involvement; learners need encouragement; learners must understand why they must learn; learners must do homework to advance learning and our academic agenda; listening, writing and speaking skills are major keys to learning.

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	Culinary Program	Dynamic teacher leader with support of the community
<i>Focal Student Supports</i>	Special Ed	Consistent teacher leader with support of the administration
<i>Student/Family Supports</i>	Harambee	Students, families, and staff build time into the week to relationship build and develop partnerships
<i>Staff Supports</i>	All staff engagement through the collaboration process to support students, families, and each other.	Staff's willingness to work together to problem solve and be open and heartfelt about affecting positive change
Focus Area:	Priority Challenges	Root Causes of Challenges

<i>College/Career Readiness</i>	Student retention in college courses	Students not properly supported, vetted, or informed of the Dual Enrollment process
<i>Focal Student Supports</i>	Juvenile-impacted students, students with low attendance	Per the system they are in, frequent absence, quick turnaround court dates, and program runaways
<i>Student/Family Supports</i>	Going beyond regular attendees	Lack of rigor, lack of consistent phone calls home, many students are adult students (parents more detached)
<i>Staff Supports</i>	Lack of Rigor	Poor attendance, students gaps in their education, and low teacher expectations

1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023: All students have created a post-graduation plan to access the college, career, and community opportunities available to them

Instructional Focus Goal: All students graduate college-, career-, and community-ready.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Graduation Rate	All Students	TBD	59.5%	n/a	63.5%
On Track to Graduate: 9th Grade	All Students	TBD	n/a	n/a	n/a
On Track to Graduate: 11th Grade	All Students	TBD	n/a	n/a	n/a
A-G Completion	All Students	TBD	1.30%	n/a	11.30%
College/Career Readiness	All Students	TBD	n/a	n/a	n/a

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Grade 11 Students	+15 points DF3	-147.9	n/a	-117.9

Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	1.0%	n/a	11.0%
Instructional Focus Goal:		<i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i>			
SBAC Math	All Grade 11 Students	+15 points DF3	-206.8	n/a	-176.8
CAST (Science)	All Grade 11 Students	TBD	1.9%	n/a	11.9%

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Goal for May 2023:	Students build effective collaborative working relationships with colleagues and customers; is able to work with diverse teams, contributing appropriately to the team effort by increasing student participation in Career Preparation activities by 10%. (Activities include: industry connected projects, student-run enterprises (e.g. Bunche Culinary 'Pop-ups,' curriculum supported service learning and internships, etc.). SPED and ELL students receive the necessary supports and accommodations to fully participate in Work-Based Learning and HTR Pathway Opportunities
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Instructional Focus Goal: *All students continuously grow towards meeting or exceeding standards in Language Arts.*

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-139.4	n/a	-99.4
SBAC ELA	Low Income Students	+20 points DF3	-139.4	n/a	-99.4
Reading Inventory (SRI) Multiple Years Below Grade Level (Mid-Year Data)	All Students	-5pp	55.3%	n/a	45.3%
Instructional Focus Goal:		<i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i>			
SBAC Math	Students with Disabilities	+20 points DF3	-206.8	n/a	-166.8

SBAC Math	Low Income Students	+20 points DF3	-206.8	n/a	-166.8
Instructional Focus Goal:		<i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>			
ELL Reclassification	English Learners	Reclassify 16%	n/a	n/a	n/a
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	n/a	n/a	n/a

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)					
School Goal for May 2023:		All students build relationships to feel connected and engaged in learning.			
Instructional Focus Goal:		<i>All students build relationships to feel connected and engaged in learning.</i>			
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	54.9%	59.9%	64.9%
Suspensions	All Students	-2pp	2.1%	below 5%	below 5%
Suspensions	African-American Students	-2pp	3.8%	below 5%	below 5%
Suspensions	Students with Disabilities	-2pp	6.9%	below 5%	below 5%
Chronic Absence	All Students	-2pp	84.2%	82.2%	80.2%
Chronic Absence	African-American Students	-2pp	87.3%	85.3%	83.3%

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.					
School Goal for May 2023:		All Teachers build relationships to feel connected and positive about the school culture.			
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	54.9%	59.9%	64.9%

1D: IDENTIFIED NEED

Instructions: Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

At this time in April of 2020, our students have some equitable access to funding, some effective and experienced teachers, and some academic opportunities relative to other students in OUSD and across the state. Don't be mistaken our situation is not equitable to many students around the state. Many of our students require mental health services, and our school has no personnel qualified to do that. Many of our students require facilities adequate for learning and our facilities have numerous issues. Many of our students require rigorous curriculum and lessons scaffolded for students with special needs and our teachers don't always get that. Our lack of student centered program doesn't help our community either. These inequities have made it very difficult for our students to have pride for the school and attend frequently. We will try to find service providers to fill this equity gap over the coming months, frequently spray for bugs and pests, and check-in on the relationship work we must all do to build a true community.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Instructions: Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified LCAP goals and to the specific purposes of each funding program.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE

School: Ralph J. Bunche High School

SPSA Year Reviewed: 2019-20

SPSA Link: [19-20 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)

2019-20 Enabling Conditions

Related School Goals:

***School Leadership & Vision Goal for 2019-20:** Continue to deepen shared understanding of school vision, mission, and pathway with staff, students, families, community, and industry partners. Continue to ensure that the school engages and deepens the investment of industry partners with all aspects of the pathway. **Systems & Structures Goal for 2019-20:** Further formalize teams, their scopes of work, key metrics for their work, and trimester targets. More specifically, setting goals and targets in the beginning of the year and each trimester.*

Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Collaboration time dedicated throughout the year for teachers and staff to engage with students, families, community, and industry partners. Advisory board meetings occur monthly and provide time for planning around student opportunity. After completing the 2018-2019 SPSA changes in educational leadership changed scopes of work, teams, and targets. Staff changes facilitated the need for this, as well as needs assessment that affected targets.

What evidence do you see that your strategic actions are effective?

Evidence such as the breath and participation of our advisory board shows the buy-in toward our school pathway and vision. Staff investment to support senior capstone work shows our commitment to deepened understanding of academic foundations needed to access college. Progress toward our I.L.T. shows a commitment to assess, problem solve, and monitor student progress currently and post-graduation.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal will be altered to reflect the new educational leadership's assessment data. The data shows that they school community has a need to address academic support, rigor, and expectation setting. In addition the school community wants an emphasis on Social Emotional Learning (SEL). We plan on addressing this by professionally developing in the areas of trauma-informed education. pre-referral interventions, and deliberate and coordinated referrals for wrap-around services. Lastly, the school community wants more monitoring and support post-graduation. As such, we will also be launching and implementing a student data tracker and building a post-graduate network of partners for students and teachers to connect with so that support and monitoring continue beyond graduation. *(See 2020-21 SPSA, Part 3: Strategies & Actions, Theories of Action for Draft LCAP Goal 1, 2 & 4, Lines 8, 23 & 53)*

2019-20 Language & Literacy Focal Area

Theory of Change:

If we increase the amount of opportunities students have to interact with common-core, grade-level aligned text and writing tasks, then students will have an increased amount of time spent engaging in rigorous reading and writing, which will lead to an increase in SRI growth and writing proficiency as outlined by our school's writing rubric.

Related School Goals:	<p><i>Increase the percentage of students reading close to, at, or above grade-level by 5% each year and have 35% or more students reading close to, at, or, above grade level.</i></p> <p><i>Increase amount of EL students reclassified as English Proficient by 5% each year and have 35% or more ELLs reclassified as English Proficient by June 2021.</i></p> <p><i>Increase by 5% students who are demonstrating growth on SRI; Increase the amount of time students are interacting with grade-level text and writing across all classes</i></p>
<p>Briefly describe the overall implementation of 19-20 strategic actions for this area. If you changed any planned staffing or activities after completing your SPSA, please describe.</p>	
<p>Overall implementation of providing students access to grade level reading with support and focus on our English Language learners has been progressing. Students have been given more access to literature, and teachers have a focus of access to grade level vocabulary and academic language.</p>	
<p>What evidence do you see that your strategic actions are effective?</p>	
<p>Capstone completion was at 100%, with student exit survey stating an overall positive experience had by most participants. Per Teachers, most students met rubric mastery expectations in ELA 10, 11, and 12. Ample time and support observed to those who could not meet mastery to facilitate the skills we want our graduates to obtain. Due to site move due to contamination and Covid-19 closures we were not able to get SRI testing administered to show increased outcomes from many of our reading initiatives.</p>	
<p>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</p>	
<p>No major changes will be made to this goal within the power and ability of the school to have teacher-student interactions not just revolved around distance learning. Annually we will continue to support students ability to increase their reading scores, Students classified as ELL's access to reclassification, and students opportunities to access grade level texts. We will continue to use several of the same metrics and measurement tools, but our strategies and activities will shift. We will focus on more individualized approaches to student needs social-emotionally, physically, and therapeutically first, as a student who does not feel safe, seen, and heard is in no place to engage in the academic rigors of school until those needs are met, per Maslow's Hierarchy. From there teachers will embed systematic and explicit strategies that address reading and writing skill building. (No changes.)</p>	
<p style="text-align: center;">2019-20 Rigorous Academics & Career Technical Education (CTE) Focal Area</p>	
Theory of Change:	<p>If we create rigorous and relevant real-world pathway learning opportunities in all core content areas, then students will be more engaged in their core academics, and therefore will be more successful in their core academic classes. If we create consistent and community connected pathway learning opportunities in regular Wednesday courses and after school, then students will be more engaged in their planning towards career goals, and therefore will be able to fill out a comprehensive career plan by the time they graduate.</p>

Related School Goals:	<p><i>Increase the percentage of students passing math with a C or better by 5% each year and have more than 70% of students passing with a C or better by 2021.</i></p> <p><i>Increase the amount of students will engage in a pathway themed-experience through core-content, WBL and an internship site (on site and off/field trips).</i></p> <p><i>Students will participate in at least 20 hours of a culinary, field trips, dual enrollment, recreation, farm to table, tourism, and/or hospitality WBL experience. At least 10 students per trimester will receive their IA certification. At least 16 students will receive their servsafe certification each trimester.</i></p> <p><i>Integrate in a pathway component into the current senior portfolio and the graduate capstone.</i></p> <p><i>Decrease the amount of No Marks each trimester by 5% each year.</i></p>
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Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Our math teacher was given additional support with a STIP Sub to address class culture and climate. After our math teacher resigned midyear our STIP sub came in and took over the class. Math interest and success increased. Student experiences like career day, off-site internships, and on-site internships have provided access to our pathway. Our students have put in more than 20 hours in dual enrollment, feild trips, and/or culinary. Many of our students also did their Senior Capstone on culinary, tourism, or recreation.

What evidence do you see that your strategic actions are effective?

Evidence such as graduation rates, students working in the industry of tehir choice, and students going to local community college shows effective strategic actions.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

These goals will carry over in these high need areas to maintain student success standards.

2019-20 Work-Based Learning Focal Area

Theory of Change:	If we create engaging Work-Based Learning (WBL) opportunities across the WBL continuum, then students will increase their career awareness and readiness, they will become more effective at securing and maintaining employment, while advancing towards their post-secondary college and career plans.
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Related School Goals:	<p><i>Students can articulate the type of postsecondary education and training required in the Hospitality, Tourism, and Recreation career field and its importance to success in that field by increasing student participation in Career Awareness activities by 10%. (Activities include: workplace tours, guest speakers, career fairs, etc.)</i></p> <p><i>Students can give three or more examples of how the student's individual skills and interests relate to the Hospitality, Tourism, and Recreation career field and/or occupations by increasing student participation in Career Awareness activities by 10%. (Activities include: informational interviews, job shadow, virtual exchange with a partner, etc.)</i></p> <p><i>Students build effective collaborative working relationships with colleagues and customers; is able to work with diverse teams, contributing appropriately to the team effort by increasing student participation in Career Preparation activities by 10%. (Activities include: industry connected projects, student-run enterprises (e.g. Bunche Culinary 'Pop-ups,' curriculum supported service learning and internships, etc.)</i></p>
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Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

The work based learning activities were not as engaging or creative enough. Students didn't get involved as much as they should have. We will focus on utilizing the relationships that we have already established to provide students opportunities to work based learning.

What evidence do you see that your strategic actions are effective?

I have evidence to show that the direction Work Based Learning was headed toward was not effective. That evidence motivates us to get smaller and more specific in how we support our students with work based learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will focus on our relationships with Parks and Rec, Lau Foundation, and New Door Ventures to facilitate work based learning opportunities for our kids.

2019-20 Comprehensive Student Supports (CSS) Focal Area

Theory of Change:	If we create rigorous and relevant real-world pathway learning opportunities in all core content areas, then students will be more engaged in their core academics and work-based learning and attend school more regularly.
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Related School Goals:	<i>Increase student attendance by 5%.</i> <i>Increase dual enrollment by 10%. Students will engage in college preparatory activities (e.g. FAFSA).</i> <i>SPED and ELL students receive the necessary supports and accommodations to fully participate in Work-Based Learning and HTR Pathway Opportunities</i>
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Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We will focus on our student-teacher relationships and utilize trauma-informed practices to ensure our students are seen, respected, and listened to at our school. Once this standard is in place attendance should improve, college opportunities, and our most vulnerable students will receive much needed services. Dual enrollment will be reevaluated due to student withdrawal rate. We will try to build relationships to get our students to the community college campus experience.

What evidence do you see that your strategic actions are effective?

The evidence that I see that we need to change our practices is seen in our subpar attendance and dual enrollment drop out rate.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will be changed by suspending the dual enrollment piece due to lack of class options and student surveyed interest. All other goals will be maintained

DEPARTURE FROM PLANNED 19-20 SPSA BUDGET

Please describe any significant differences between your 19-20 SPSA *proposed* budget and your *estimated actual* budget for 2019-20. If you made changes, why?

Changes made during the course of 2019-20 school year reflect the change in educational leadership from its inception to the actual beginning of the 2019-20 school year and the priorities that change because of it. Things ranging from consultancy emphasis vs teacher stipends as ways to address the extended work that our teachers are forced to take on because of the size of our schools. The advanced level of needs that our students require, the lackluster internship turn out due to no longer having a dedicated Work-Based Learning Coordinator, and staff mid-year resignations.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Ralph J. Bunche High School

School ID: 309

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Priority:	Career Technical Education and Work-Based Learning
School Theory of Change:	If students have post-graduation supports, academically, social-emotionally, and professionally then we can see outcomes improve at a holistic level. The faculty needs to engage in consistent contact, community relationship connecting, and constant monitoring to ensure that the appropriate gradual release of students occurs.
Related School Goal:	All students have created a post-graduation plan to access the college, career, and community opportunities available to them
Students to be served by these actions:	<i>Juvenile Justice impacted, English Language Learners, students receiving free and reduced lunch, foster and homeless youth.</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Facilitate student interest and mental health survey	Work with staff to create survey and provide time to teachers	Survey data	Student retention in college courses
1-2	Embed college and career awareness into curriculum and school climate.	Provide and guide collaboration time for implementation	College and career field trips	Going beyond regular attendees
1-3	Teachers lead on-site internship opportunities for skill building	Fund the positions appropriately	Students are earning money while gaining skills that are easily transferable to career of their choice.	Going beyond regular attendees
1-4	Keep connections between graduating students and our school community	provide and guide collaboration time for implementation	Students come back for Harambee and are frequently returning to campus to support the next generation.	Going beyond regular attendees
1-5	Use a tracker to update graduate information	Create a tracker and monitor that teachers are updating it with current information	Tracker	Going beyond regular attendees

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Priority:	Increase connectivity, communication, and collaboration with caring adults invested in students (e.g. foster parents, social workers, probation officers, etc.)
School Theory of Change:	If we increase overall community with caring adults invested in students we can model and build multiple avenues of information sharing and support for students of various needs and abilities.
Related School Goal:	<i>Increase the amount of students will engage in a pathway themed-experience through core-content, WBL and an Students build effective collaborative working relationships with colleagues and customers; is able to work with div SPED and ELL students receive the necessary supports and accommodations to fully participate in Work-Based L</i>
Students to be served by these actions:	<i>Students living or attending school under alternative circumstances (e.g. youth in foster care, youth on probation.)</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	Model the communicative behaviors you want our students to emulate	Model the communicative behaviors you want staff to emulate	Palpable positive school community	Juvenile-impacted students, students with low attendance
2-2	Provide curriculum rich in collaborative practices in order to build community	Collaborate on lesson plans to ensure community centered curriculum	collaboration observed daily	Juvenile-impacted students, students with low attendance
2-3	Build relationships with students from varying backgrounds and hardships	Professional development on trauma-informed education	Achieve goals created during professional development	Juvenile-impacted students, students with low attendance
2-4	Log contacts to support providers, agencies, and pertinent adults	Keep teacher accountable for contact logs	Contact logs	Juvenile-impacted students, students with low attendance

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

School Priority:	Increase student enrollment at Ralph J. Bunche and identifying student needs and support much earlier on in the matriculation process.
School Theory of Change:	If we identify and recruit off-track 10th grade students demonstrating interest in Ralph J. Bunche and its culinary program, then...

Related School Goal:	Increase total school enrollment to 120 students; increase 10th grade enrollment to at least 20% of the student body; increase engagement in the Ralph J. Bunche HTR pathway and culinary program. Students build effective collaborative working relationships with colleagues and customers; is able to work with diverse teams, contributing appropriately to the team effort by increasing student participation in Career Preparation activities by 10%. (Activities include: industry connected projects, student-run enterprises (e.g. Bunche Culinary 'Pop-ups,' curriculum supported service learning and internships, etc.)			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	Counselor builds relationship with two other counselors at comprehensive high schools	Facilitate the relationships between counselors	Counselors have standing meeting to communicate potential students for us to "pitch" to	Going beyond regular attendees
3-2	Build promotional brochure	Devote money and collaboration time to develop recruitment tools	Brochure	Going beyond regular attendees
3-3	Attend information sessions and meet parents	Promote information sessions to talk to potentially interested future Bunche students	Scheduled community events	Juvenile-impacted students, students with low attendance
3-4	Increase our tenth grade population to get involved with the school community	provide fun atmosphere that makes younger students want to get involved and stay at Bunche	Our 10th grade numbers are 5% larger	Going beyond regular attendees

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	
School Priority:	Socio-emotional and personalized student data tracker, wrap around services, professionalism, referral culture, and healthy boundaries.
School Theory of Change:	If we identify and provide necessary wrap around services; provide staff professional development to build and maintain positive relationships, build and maintain healthy boundaries with students, provide pre-referral interventions, and make deliberate and thoughtful referrals for students to connect them with qualified outside providers, then: students will experience more positive relationships with adults (on campus and off campus); students will attend school more often; and students will have more positive relationships with other students and being involved in less altercations after school and off-site.

Related School Goal:	Increase student attendance by 5%. SPED and ELL students receive the necessary supports and accommodations to fully participate in Work-Based Learning. Students build effective collaborative working relationships with colleagues and customers; is able to work with diverse groups.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	log into the data tracker	Create tracker, model use, and monitor its implementation	tracker has data in it	Going beyond regular attendees
4-2	refer students to services	Provide student intervention discussion time	COST and Intervention tracker updates.	Going beyond regular attendees
4-3	participate in professional development	pay for and facilitate professional development	Collaboration time utilized	Juvenile-impacted students, students with low attendance
4-4	Spread morale and joy	Spread morale and joy	positive school culture	Juvenile-impacted students, students with low attendance

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS				
School Priority:	Ensure English Language Learners have access to devices that can help them communicate with the school community.			
School Theory of Change:	Some of our most vulnerable students need access to a quality education and jobs that could support them and their families access to a higher quality of life			
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	English Language Learners			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	Learn strategies to address the needs of ELL students	facilitate professional development to teach teachers best EL practices.	Collaboration notes	Going beyond regular attendees

5-2	Arrange opportunities like career day or college field trips to provide access to ELL students	fund these resources and get volunteers to run them	Students are going to field trips and career days	Going beyond regular attendees
5-3	Collaboration time given to teachers to map out language trends and areas of support that can be addressed through curriculum	Provide PD time bi-monthly to give teachers the time and space to collaborate	Collaboration notes	Going beyond regular attendees
5-4	ELL Shadowing protocol with EL Ambassador and support from ELMA	Utilize protocols from ELLMA office to support qualitative data from shadowing ELL student	Qualitative data obtained from shadowing observations	Going beyond regular attendees
5-5	Facilitate Internships	Procure internships with bilingually rich organizations	Students gaining culture perspective and respect	Going beyond regular attendees
5-6	Help students gain exposure to presenters from various backgrounds and possessing various languages	Incorporate Bilingual and multicultural presenters into Harambee	Harambee schedule	Going beyond regular attendees
5-7	Facilitate after school music lab open to anyone, and all are encouraged to express themselves in any language preferred	Provide an after school music lab open to anyone, and all are encouraged to express themselves in any language preferred	Music made by students in different languages	Juvenile-impacted students, students with low attendance

PROPOSED 2020-21 SCHOOL SITE BUDGET

Site Number: 309

School: Ralph J. Bunche High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher Stipends pay for the support of student services and non-negotiables for student success. From testing support to social-emotional support our school requires numerous teachers and staff members to work beyond the school day to meet student needs. This will improve student outcomes by ensuring that people are doing the student services and support work that students require in and out of the classroom. Off-track graduation rates will continue to improve, attendance will increase, and we will be able to connect more students with support for internships.	\$10,639	21st Century Community Learning Centers	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Build relationships with students from varying backgrounds and hardships	309-1
Clerical staff is foundational for our school, and the needs of their work can mean that they have to work longer than the normal workday. This will ensure that we are able to address our needs for addressing our attendance, communicating with our families, and building a more welcoming environment for community partners throughout the day. The positive effect of building better relationships within our community ensures that students are in school and ready to learn. Students will have more support in an area for our school that directly correlates with graduation outcomes.	\$9,443	21st Century Community Learning Centers	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Fund the positions appropriately	309-2
g Clerical staff is foundational for our school, and the needs of having a site staffed consistently are key to students getting supported. This will ensure that we are able to address our needs for addressing our attendance, communicating with our families, and building a more welcoming environment for community partners throughout the day. The positive effect of building better relationships within our community ensures that students are in school and ready to learn. Students will have more support in an area for our school that directly correlates with graduation outcomes.	\$6,295	21st Century Community Learning Centers	2450	Clerical Substitutes	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Fund the positions appropriately	309-3
We are buying textbooks to improve our student's literacy abilities and you can only do that by giving students access to literature.	\$2,000	21st Century Community Learning Centers	4100	Textbooks	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide curriculum rich in collaborative practices in order to build community	309-4

School supplies are being purchased to ensure our students have everything they need to learn. Students off track to graduate will benefit by not being asked to provide extra funding for any school-related materials like paper, pens, or markers.	\$16,500	21st Century Community Learning Centers	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	fund these resources and get volunteers to run them	309-5
Meeting refreshments are directly connected to our culinary program and provide opportunities for our students to learn career skills toward obtaining an internship.	\$5,000	21st Century Community Learning Centers	4311	Meeting Refreshments	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Spread morale and joy	309-6
Any unallocated funds will be used to support student services that lead toward increasing their graduation rates, mental health, and addressing literacy concerns.	\$29,634	21st Century Community Learning Centers	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	refer students to services	309-7
Computer use is foundational for most careers and maintenance of our technology is part of that effort. This ensures that we can have functioning technology for student success. The more access given to students the higher their outcomes upon graduation.	\$500	21st Century Community Learning Centers	4420	Computer < \$5,000	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Build promotional brochure	309-8
Furniture is imperative to create a professional environment for staff and students, we need to be able to model what professionalism looks like, furniture helps in that effort. Students will feel prouder of their school if we are able to do this work which will lead to higher outcomes academically and social-emotionally.	\$2,000	21st Century Community Learning Centers	4432	Furniture < \$5,000	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	provide fun atmosphere that makes younger students want to get involved and stay at Bunche	309-9
Audio-Visual equipment is important to teach students today, we need to be able to model what use of technology looks like. Audio-Visual equipment helps in that effort. Students will be more engaged in a tech-savvy school, if we are able to do this work which will lead to higher outcomes academically and social-emotionally.	\$500	21st Century Community Learning Centers	4474	Audio Visual Equip < \$5,000	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Embed college and career awareness into curriculum and school climate.	309-10
Staff needs to develop professionally to meet the needs of our school community. Travel and conferences allows us to collaborate on addressing all student sub-group needs and ensure they get access to the best education imaginable.	\$8,000	21st Century Community Learning Centers	5200	Travel And Conferences	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Collaboration time given to teachers to map out language trends and areas of support that can be addressed through curriculum	309-11
Dues and memberships for student centered resources helps provide as curriculum rich environment. This work can help ensure that our students are college or career ready.	\$1,000	21st Century Community Learning Centers	5300	Dues & Memberships	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Provide curriculum rich in collaborative practices in order to build community	309-12

Without working equipment we can't help our students to access the curriculum that will help them succeed post high school.	\$2,500	21st Century Community Learning Centers	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Keep connections between graduating students and our school community	309-13
Graduation is important for our students and we want to ensure we make it enticing and celebratory for our student's hard work toward this goal.	\$5,000	21st Century Community Learning Centers	5624	Rentals: Facility	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Spread morale and joy	309-14
Postage and mailing services to communicate effectively with families and community members. Students do better when communication is clear and effective between school and home.	\$250	21st Century Community Learning Centers	5724	Mail Services/Postage	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Model the communicative behaviors you want our students to emulate	309-15
Consultants will be necessary to help our students gain better literacy skills through our Capstone work. In addition, the work of our trauma-informed educational practices will help our students address the social-emotional piece that sometimes hinders their success in the classroom. Through this work we should see better outcomes toward graduation, literacy increases, and increased mental health.	\$9,950	21st Century Community Learning Centers	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	participate in professional development	309-16
Without external work orders we can't help our students to access the curriculum that will help them succeed post high school.	\$500	21st Century Community Learning Centers	5826	External Work Order Services	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Provide curriculum rich in collaborative practices in order to build community	309-17
Paying for admission fees means we can enrich our students learning with opportunities off of campus. Thereby exposing them to more curriculum.	\$1,000	21st Century Community Learning Centers	5829	Admission Fees	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Help students gain exposure to presenters from various backgrounds and possessing various languages	309-18
Postage and mailing services to communicate effectively with families and community members. Students do better when communication is clear and effective between school and home.	\$500	21st Century Community Learning Centers	5910	Postage	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Model the communicative behaviors you want our students to emulate	309-19

Teacher Stipends pay for the support of student services and non-negotiables for student success. From testing support to social-emotional support our school requires numerous teachers and staff members to work beyond the school day to meet student needs. This will improve student outcomes by ensuring that people are doing the student services and support work that students require in and out of the classroom. Off-track graduation rates will continue to improve, attendance will increase, and we will be able to connect more students with support for internships.	\$10,479	Comprehensive Support & Improvement (CSI) Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Build relationships with students from varying backgrounds and hardships	309-20
Meeting refreshments are directly connected to our culinary program and provide opportunities for our students to learn career skills toward obtaining an internship.	\$500	Comprehensive Support & Improvement (CSI) Grant	4311	Meeting Refreshments	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Build relationships with students from varying backgrounds and hardships	309-21
Any unallocated funds will be used to support student services that lead toward increasing their graduation rates, mental health, and addressing literacy concerns.	\$3,871	Comprehensive Support & Improvement (CSI) Grant	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	refer students to services	309-22
Teachers will be reimbursed for purchases made that benefit students academically or socio-emotionally. This will help address student's need for support academically and social-emotionally. Thereby increasing graduation rates, attendance, and literacy skills.	\$300	Comprehensive Support & Improvement (CSI) Grant	5210	Mileage/Personal Expenses Reimbursement	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers lead on-site internship opportunities for skill building	309-23
Consultants will be necessary to help our students gain better literacy skills through our Capstone work. In addition, the work of our trauma-informed educational practices will help our students address the social-emotional piece that sometimes hinders their success in the classroom. Through this work we should see better outcomes toward graduation, literacy increases, and increased mental health.	\$23,000	Comprehensive Support & Improvement (CSI) Grant	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Professional development on trauma-informed education	309-24
Any unallocated funds will be used to support student services that lead toward increasing their graduation rates, mental health, and addressing literacy concerns.	\$13,200	General Purpose Discretionary	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Learn strategies to address the needs of ELL students	309-25
Any unallocated funds will be used to support student services that lead toward increasing their graduation rates, mental health, and addressing literacy concerns.	\$102,850	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Build relationships with students from varying backgrounds and hardships	309-26

Teacher Stipends pay for the support of student services and non-negotiables for student success in the areas of our culinary pathway, academic achievement, and college awareness. To support our school teachers are sometimes required to work beyond the school day to meet student needs. This additional work will improve student outcomes by ensuring that we have people on site in charge of doing the student services and support work that students require in and out of the classroom. Off-track graduation rates will continue to improve, attendance will increase, and we will be able to connect more students with support for pathway internships.	\$9,443	Measure N	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Embed college and career awareness into curriculum and school climate.	309-27
Fund .10 FTE salary for a Counselor to ensure that our students in the Hospital, Tourism, and Recreation pathway are on track to meet A-G requirements while engaging in our pathway's access to college and career training.	\$22,323	Measure N	1205	Certificated Pupil Support Salaries	6295	Counselor	0.10	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Arrange opportunities like career day or college field trips to provide access to ELL students	309-28
Supplies for the Culinary Program: non-food culinary supplies like utensils, plates, cups, serving spoons, gas tank, pots, chafing dishes to support the culinary program.	\$5,000	Measure N	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers lead on-site internship opportunities for skill building	309-29
Food for Culinary Program: Purchase food for the culinary program (needs to be purchased individually by a staff member since cannot purchase most food through a vendor)	\$13,000	Measure N	4311	Meeting Refreshments	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers lead on-site internship opportunities for skill building	309-30
Gasoline will help us utilize our mobile kitchen (food truck) to teach our culinary students skills necessary to gain access to careers in the pathway. Students will be able to get real time skills at public cooking events that will help them become better chefs.	\$651	Measure N	4330	Gasoline	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers lead on-site internship opportunities for skill building	309-31
Vehicle Repair will help us utilize our mobile kitchen (food truck) to teach our culinary students skills necessary to gain access to careers in the pathway. Students will be able to get real time skills at public cooking events that will help them become better chefs.	\$1,500	Measure N	4368	Repr Support Vehicle	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers lead on-site internship opportunities for skill building	309-32
Any unallocated funds will be used to support student services that lead toward increasing their access and support in the pathway. This will ensure more students can get careers in the culinary arts.	\$12,000	Measure N	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Build relationships with students from varying backgrounds and hardships	309-33

Fund .33 FTE salary for the Pathway coach who supports our work toward college and career by creating student progress monitoring tools, student off-track to graduate information sharing systems, works side-by-side with WBL and SEL team members to ensure meetings address the needs of students off-track to graduate. Coaches all personnel working within the pathway to ensure that all Ralph Bunche students off-track to graduate have an advisory board that can provide internships that develop student skills in the HTR pathway. The pathway coach's outcomes are as follows: ensure internships occur, coach the work around Work-Based Learning, social-emotional learning coordinator, students services coordinator, and pupil support services. If all of these people have proper coaching then students will have optimal support from numerous angles and the coach would have facilitated the success of our pathway. This person is aligned to the pathway because they are working as a coach with every main entity in the pathway. With out a pathway coach the pathway would be less successful because this person creates synergy through sharing pathway information.	\$30,566	Measure N	2305	Classified Supervisors' and Administrators' Salaries	7830	Coach College/Career Pathways	0.17	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Embed college and career awareness into curriculum and school climate.	309-34
Academic Tutor (Consultant): Hire academic mentors to provide intensive literacy/math support to students, especially African-American and Latino students; children with disabilities; homeless and foster youth; ELL students; and newcomers.	\$20,460	Title I: Basic	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide student intervention discussion time	309-35
Conference Expenses for Parents: Increase parent's capacity to 1) support their children's engagement in school and 2) participate more productively in discussions about the school's academic programs. Parents who participate in these conferences will make presentations to their peers on the School Site Council, PTSA and other parent groups	\$440	Title I: Parent Participation	5220	Conference Expense	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Attend information sessions and meet parents	309-36
Students will be the focus with these unallocated funds providing them support services and academic enrichment to ensure that they are graduating, increasing academic skills, and having better mental health outcomes.	\$1,375	Title IV: Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Facilitate student interest and mental health survey	309-37



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools Through Standards

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Ralph J. Bunche Academy agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

1. *Inform parents of their schools participation in the Title I Program.*
 2. *Explain the requirements of the Title 1 Program.*
 3. *Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.*
- *The parents' right to participate in the development of the District's Title 1 Plan. The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.*
 - *The school will jointly develop with parents the school's Home-School Compact as a component of its School Parent Involvement Policy.*
 - *Accessibility: parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students*

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- **Ralph J. Bunche Academy helps parents gain understanding in mandatory parent orientations, individual student academic interventions, parent conferences for discipline, for truancy, for graduation requirements and general parent workshops throughout the school year.**

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Ralph J. Bunche Academy educates staff during periodic presentations and trainings by SSC members and parent coordinators as an ongoing part of professional development.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

The school communicates to families about the school's Title I, Part A programs by:

- Ralph J. Bunche will send out meeting notifications regarding monthly SSC meetings to keep families informed of Ralph J. Bunche Academy's Title 1 program.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Ralph J. Bunche helps parents gain understanding in mandatory parent orientations, individual student academic interventions, parent conferences for discipline, for truancy, for graduation requirements and general parent workshops throughout the school year.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Ralph J. Bunche distributes materials to help parents gain understanding in mandatory parent orientations, back to school nights, report card pickup nights, individual student academic interventions, newsletters, parent conferences for:
 - Discipline
 - Truancy
 - Graduation requirements
 - General parent workshops throughout the school year.

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Parents/family members are invited to participate and be part of our monthly SSC meetings, as well as to a coffee and tea social the first Friday of the month. We have an open door policy where parents/family members can visit the classroom at any time.

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- *New student enrollment includes providing materials and training on improving academic achievement. The trainings continue through the Supplemental Educational Services presentations, parent conferences and Parent Workshops*

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Ralph J. Bunche Academy educates staff during periodic presentations and trainings by SSC members and parent coordinators as an ongoing part of professional development.

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Ralph J. Bunche encourages parent participation by phone and invitations to parent meetings, i.e., Back to School Night, Open House, Multi-Cultural festivities. We also incorporate outreach to parents for our regular school program and after school program. We have monthly SSC and Annual Title 1 meetings to get input from families on school outcomes and reforms. The administration and the support staff (agencies) will make home visits as needed.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Ralph J. Bunche coordinates and integrates parental involvement activities throughout both our regular program and our after school program to encourage and support parents to increase participation in the education of their children.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Offer a flexible number of meetings for parents. Ralph J. Bunche offers parent involvement in new student orientations, Annual Title One Meetings, monthly SSC meetings, back to school nights, report card pickup nights, Parent Newsletters, periodic mailings, parents' notices sent by students, and School Messenger for school wide announcements.

The school provides support for parent and family engagement activities requested by parents by:

- Handing out a survey to they can indicate what activities they would like to see at the site. We have a coffee and tea social the first Friday of every month as well as a food distribution the second and fourth Thursday of each month.

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Ralph J. Bunche Academy coordinates and integrates parental involvement activities throughout both our regular program and our after school program to encourage and support parents to increase participation in the education of their children

Adoption

This policy was adopted by the Ralph J. Bunche Academy on 09/17/2019 and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2019.

Principal; Dwayne Bartholomew

Date: 10/29/2019

Signature 



OAKLAND UNIFIED
SCHOOL DISTRICT

School-Parent Compact

Ralph J. Bunche

2019-20

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2019-20 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

A variety of supports are available and utilized by students including, but not limited to: case management, therapeutic services, family engagement, and Restorative Justice supports.

We have a senior portfolio plan in place. Extended learning opportunities provide opportunities for peer to peer support. Teacher collaboration provides teachers time to analyze their practice and improve student outcomes through reflection. Teachers encouraged to go to Professional Development conferences to learn new strategies to meet the needs of students.

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

Student progress reports are generated every 6 weeks. Parents are invited to contact their students teacher or counselor for information regarding academic progress. School Site Council meetings, Back to School Nights, Open House Nights, and conferences based upon parent or teacher request. The school will also hold informal events when teachers and staff are available such as Bingo Night, Movie Night, and various other after school events.

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

- 1) The State of California's academic content standards
- 2) The State of California's student academic achievement standards
- 3) The State of California and Oakland Unified School District's academic assessments. Including alternate assessments.
- 4) Academic proficiency levels students are expected to achieve (SRI)

4) Provide parents reasonable access to staff.

Parents are welcome to email teachers at any time. Teachers return parents calls when classes are not in session. Teacher parent engagement days, teachers are given specific time during Collaboration days to reach out to parents/guardians. New Student Orientation informational sessions with ways to stay in contact with the school. Back to School Night where we share information on individual student needs/success. Harambee, school time to commune, information share, and talk to staff.

5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.

All of the access provided to English-only speaking parents/guardians is also offered to Spanish speaking families. School site staff members are willing to translate on campus. District support for translation in various other languages not spoken on campus.

6) Provide parents with materials and training to help them improve the academic achievement of their children.

New student enrollment includes providing materials and training on improving academic achievement. The trainings continue to through the supplemental educational services presentations, parent conferences. Back to School Night where we share information on individual student needs/success. Harambee, school time to commune, information share, and talk to staff.

7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.

Bunche Academy education staff during periodic presentations and trainings by SSC members and parent coordinators as an ongoing part of professional development.

- 8) **Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

Phone/Email messages are sent home via School Messenger in the parents home language.

Monthly professional development revolved around parent engagement. After School opportunities provided to incorporate staff and parent engagement. Wellness counselor coaching/education of staff on as needed basis. Spanish Translation for all events as needed by capable staff members. Remind App utilized for parent contacts.

Teacher Responsibilities

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible. *[required]*
- Participate in decisions related to the education of my child. *[required]*
- Promote positive use of my child's extracurricular time. *[required—schools may define what this means for the particular school community—e.g., limiting television watching or video games, ensuring 30 minutes of reading, etc.]*
- Be involved in and progress in the general education curriculum

Student Responsibilities

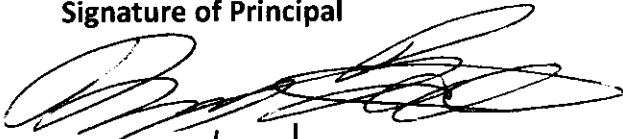
I agree to carry out the following responsibilities to the best of my ability:

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by the **Bunche Academy** on 9/24/19, and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2019.

Signature of Principal

A handwritten signature in black ink, consisting of several overlapping loops and strokes, positioned above the date.

Date 9/24/2019.



2019 - 2020

School Site Council Membership Roster – High School

School Name: Ralph J. Bunche

Chairperson: Marsha Rhynes

Vice Chairperson: Justus Sammuels

Secretary: Brian Willis

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Dwayne Bartholomew	X				
Marsha Rhynes		X			
Brian Willis		X			
Evelyn Delgado			X		
Justus Sammuels				X	
Daniel Miranda				X	
Precious Johnson				X	
Ken Porter				X	
Johnathan Ornelas					X
Carlos Rios					X

Meeting Schedule
(day/month/time)

SSC Legal Requirements: (Ed. Code 52852)

- Members MUST be selected/elected by peer groups;
- There must be an equal number of school staff and parent/community/student members;
- There must be an equal number of students and parent/community members;
- Majority of school staff members must be classroom teachers;
- Students are required to be members of the High School SSC
- Parent/community members cannot be OUSD employees at the site.

1-Principal
4-Classroom Teachers
1-Other Staff
AND
3-Parent /Community
3-Students