



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2016-2017 Single Plan for Student Achievement (SPSA)

School: Ralph J. Bunche High School
CDS Code: 1612590118653
Principal: Betsye Steele
Date of this revision: 6/10/2016

The Single 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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

Contact: Betsye Steele	Position: Principal
Address: 1240 18th Street	Telephone: 510-874-3300
Oakland, CA 94607	Email: betsye.steele@ousd.org

The District Governing Board approved this revision of the SPSA on:

6/29/2016

OAKLAND UNIFIED SCHOOL DISTRICT

Antwan Wilson, Superintendent

James Harris, Board President

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site: Ralph J. Bunche High School

Site Number: 309

- | | | |
|---|--|---------------------------------------|
| <input type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant | |

The School Site Council (SSC) recommends this comprehensive Single 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 Single 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 Single 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 Single 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: _____

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

- | | | |
|---|---|--|
| <input type="checkbox"/> Fliers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (Notices and Media Announcements, etc.) |
|---|---|--|

Signatures:

Print name of School Principal

Signature

Date

Print name of SSC Chairperson

Signature

Date

Print name of Network Superintendent

Signature

Date

Ruth Alahydoian, Chief Financial Officer

Signature

Date

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

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 SPSA. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

[illegible]

2016-2017 Final Budget**Programs Included in This Plan**

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Base #0000		TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002		TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003		TBD
After School Education and Safety Program (FTE Only) ... ASES #6010		TBD
TOTAL:	\$0.00	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010		TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010		TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124		TBD
TOTAL:	\$0.00	\$0.00

ABOUT THIS SCHOOL

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.

School Demographics

Special Populations	% Female	% Male	% LCFF	% English Learners
	51.9%	48.1%		9.3%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		4.6%		
Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	63.0%	0.0%	1.9%	27.8%
	Filipino	Pacific/ Islander	Caucasian	Multiracial
	0.9%	0.9%	1.9%	1.9%

STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
Accelerated credit recovery, Small classes, drop out rate for EL's less than district drop rate, graduation rate higher than district grad rate. Students demonstrate persistence in pursuing their high school diploma despite prior setbacks. As a result, students are able to recover classes quickly	Students come in 1-2 years behind in credits; classified as 11th and 12th graders when most have credits of 9th and 10th graders	Students have yet to experience success and the value of school. Students have yet to shift their thinking and internalize the connections between attendance, graduation, college success, and career success.

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
Students have strong interest in culinary career cluster as demonstrated by the high student attendance of the culinary class.	Need to support students transitioning into college and/or career opportunities through dual-enrollment and work certificate opportunities built into the program. Post-Secondary College Transition: A majority of students are not registering or attending community college after graduation.	Lack of structured program before graduation to support transition to post secondary (e.g. concurrent enrollment, dual enrollment, work-based learning, etc.)

Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
Low suspension rate	Students need high level of SEL support. High rate of chronic absenteeism	Students have yet to experience success and the value of school. Students have yet to shift their thinking and internalize the connections between attendance, graduation, college success, and career success.

Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
Higher EL reclassification rate than district;	Students come in multiple years below in SRI level and need intensive reading and writing support. Students have low academic expectations of themselves.	Most teachers have low academic expectations of students. Most teachers are viewing students through a deficit lens as opposed to an asset-based lens.

SCHOOL GOALS, TARGETS & THEORY OF ACTION**Schoolwide WASC Multi-Year Goals**

- Improve students' attendance to 80% in order to further their academic progress in credit recovery and literacy gains. (Related to LCAP Goal)
- Increase CAHSEE ELA passing rates. As the school continues to develop their work teaching literacy skills across disciplines, it is essential that more students can read, write and speak proficiently in order to graduate with the skills necessary for their college and career goals. (Related to LCAP Goal)
- Increase CAHSEE Math passing rates: The school is committed to increasing essential skills in math to support problem-solving and ensure that students have the essential gate- keeping skills necessary for graduation, college and career goals. (Related to LCAP Goal)
- (Related to LCAP Goal)
- (Related to LCAP Goal)

Schoolwide Annual Goals

Focal Area	Annual School Goal	Related LCAP Goal	Related WASC Goal
Graduate Outcomes:	Increase the amount of students graduating by 5%	1: Graduates are college and career ready.	
Post-Secondary Readiness:	Increase the amount of students participating in dual-enrollment by 10%	1: Graduates are college and career ready.	
Climate and Culture:	Increase average monthly attendance to 85%	5: Students are engaged in school everyday.	Improve students' attendance to 80% in order to further their academic progress in credit recovery and literacy gains.
Rigorous Academics:	Increase by 5% students who are demonstrating growth on SRI	3: Students are reading at or above grade level.	Increase CAHSEE ELA passing rates. As the school continues to develop their work teaching literacy skills across disciplines, it is essential that more students can read, write and speak proficiently in order to graduate with the skills necessary for their college and career goals.

Schoolwide Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:	Graduation Rate	All Students			1: Graduates are college and career ready.	Graduation Rate

Post-Secondary Readiness:	Concurrent Enrollment	All Students	2.8%	12.8%	1: Graduates are college and career ready.	Concurrent Enrollment
Climate and Culture:	Chronic Absence	All Students			5: Students are engaged in school everyday.	Chronic Absence
Rigorous Academics:	SRI	All Students	51.8%	56.8%	3: Students are reading at or above grade level.	SRI

School Theory of Action

Literacy: If we teach writing across all disciplines and provide intensive one-to-one or small group personalized reading support, then student literacy should grow and develop. Attendance and Graduation: If we build a Bunche that embodies and emulates our Hospitality, Tourism and Recreation pathway theme, then students will attend school and graduate because they feel welcome and know they will be at school that has top notch facilities and is preparing them for the real world. College and Career: If we provide real world work-based learning opportunities and college level courses before they graduate, then graduates will be more likely to land and keep a job and register and stay in school.

SCHOOLWIDE STRATEGIES

Strategy Area	Strategy	School Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
Instructional Improvement Strategy:	Develop a school-wide literacy program focused on classroom literacy and writing instructional practices and an intensive reading acceleration program.	Increase by 5% students who are demonstrating growth on SRI	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Culture & Climate Improvement Strategy:	Incorporate SEL competencies into core classes, including the daily advisory program	Decrease chronic absenteeism by 5%	Personalized Student Support	Building a Rigorous Academic Core: Student Conditions
Pathway Development/ Implementation Strategy:	Hospitality, Tourism, Recreation, will focus on developing out culinary arts strand including certification program, work based learning , and college and career support programs.	Increase the amount of students graduating by 5%	Program of Study & Master Scheduling	Work-Based Learning
New or Emerging Design Feature #1:	School-wide focus on writing across the curriculum via professional development, coach and peer observations/feedback cycles. Intensive one-on-one and small group reading interventions with students	Increase by 5% students who are demonstrating growth on SRI	Equity/Access/ Achievement	Building a Rigorous Academic Core: Student Conditions

New or Emerging Design Feature #2:	Dual enrollment course offered at site	Increase the amount of students participating in dual-enrollment by 10%	Building a Rigorous Academic Core: Student Conditions	Program of Study & Master Scheduling
New or Emerging Design Feature #3:	Hospitality, Tourism, recreation Pathway with culinary arts focus	Decrease chronic absenteeism by 5%	Work-Based Learning	Equity/Access/Achievement
Established Signature Element #1:	Schoolwide Restorative Justice Practices	Increase the amount of students graduating by 5%	Personalized Student Support	Equity/Access/Achievement
Established Signature Element #2:	Online differentiated learning and reading support: Achieve 3000.	Increase by 5% students who are demonstrating growth on SRI	Equity/Access/Achievement	Building a Rigorous Academic Core: Student Conditions
Established Signature Element #3:	Attendance Program	Decrease chronic absenteeism by 5%	Personalized Student Support	Equity/Access/Achievement

