

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Ralph Bunche High School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- 21st Century After School Programs

Recommendation:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Ralph Bunche High School.



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 Oakland, CA 94607	Telephone: 510-874-3300 Email: betsye.steele@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/22/2016

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 checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> LCFF Supplemental Grant | <input checked="" 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:

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- 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.
- 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.
- 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).
- 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: 5/24/2016

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

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

Signatures:

Betsye Steele

Print name of School Principal

Betsye Steele
Signature

5/24/2016

Date

Sean Glean

Print name of SSC Chairperson

Sean Glean
Signature

5/24/2016

Date

Lucia Moritz/Preston Thomas

Print name of Network Superintendent

Lucia Moritz
Signature

5/24/2016

Date

Ruth Alahydoian
Ruth Alahydoian, Chief Financial Officer

Ruth Alahydoian
Signature

5/24/2016

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:

Date	Stakeholder Group	Engagement Description
10/15/2015	SSC/Back to School Night	Parent/Family Night SSC-Family Resource Center Opening-Bar b Que and Parent Classroom Instruction Gallery Walk
11/19/2015	Staff/Student/Community combined Meeting	Food Bank Distribution, Healthy Foods Cooking class, family Thanks Giving Celebration,
12/15/2015	I.L.T. Planning	Planning for student Academic Success, Prep for teacher observations/walk throughs, plan parent engagement activities
1/21/2016	SSC/Parents/ELL/Staff/SPED	Data Drive, SRI, SBAC, CELT, and Tech Learning
2/29/2016	Staff/Parents/Student Focus Groups	Pathway Planning Engagement Progress - Reviewed School Site visits for Culinary Arts
3/15/2016	SSC	SPSA Budget Modifications, and program projections for 2016-17
4/15-16/2016	Staff/Faculty/Parents	Link Learning Retreat, Develop out Redesign Plan for Pathway

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 Discretionary #0000	\$148,899.50	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$0.00	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$0.00	TBD
TOTAL:	\$148,899.50	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$13,841.70	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$354.82	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$74,982.76	TBD
TOTAL:	\$89,179.28	\$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.	Teachers have had low academic expectations of students. Teachers have viewed 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)

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	65.9%	69.9%	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	78%	85%	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 along with differentiated supports for Foster and Homeless youth.	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

SCHOOLWIDE PRACTICES

Select Key Practices:

- Work-Based Learning Specialist - In conjunction with CPT2 funding, hire a full-time Work-Based Learning Specialist to develop and coordinate Work-Based Learning (e.g student internships, shadowing opportunities, mentorships, weekend certification workshops (WCW), college and career exploration visits, dual and concurrent enrollment.) and also identify and implement acceleration strategies for GATE students.
- Business & Marketing Workshops - Provide school day and weekend workshops to students develop business and marketing skills so they are better prepared for career and are more competitive in the job market.
- Provide Internship Stipends to students involved in Work-Based Learning internships.
- Culinary Instructional Assistant - Hire a part-time Culinary Instructional Assistant to support culinary internships and Bunche Breakfast preparation in the morning and to support Work-Based Learning classes and internships in the afternoon. Culinary Instructional Assistant will work closely with Culinary Instructor and Work Based Learning Specialist.
- Provide Equipment for Culinary Classes
- Provide Equipment for Morning Electives
- College and Career Transition (CCT) Specialist - Hire CCT Specialist to develop, build, and coordinate dual enrollment and concurrent enrollment programming; develop and coordinate work shadowing, work mentorships, weekend certification opportunities, and career exploration visits in partnership with the Work Based Learning (WBL) Specialist and Pathway Lead Teacher.
- Pay for student books, supplies, and fees for Dual Enrollment and Concurrent Enrollment classes.
Expand College and Career Exploration Visits to all students.

Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$74,982.76	21st Century	After school Programs	Hospitality, Tourism, Recreation, will focus on developing out culinary arts strand including certification program, work based learning , and college and career support programs.	A1.1: Pathway Programs	5825	n/a	n/a	n/a	309-1	309
\$5,000.00	General Purpose Discretionary	Teacher extra pay	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	A3.4: Teacher Professional Development focused on Literacy	1120	n/a	n/a	n/a	309-2	309
\$2,000.00	General Purpose Discretionary	Clerical overtime	Attendance Program	A5.4: Root Causes of Chronic Absence	2425	n/a	n/a	n/a	309-3	309
\$5,000.00	General Purpose Discretionary	Provide supplementary books	Develop a school-wide literacy program focused on classroom literacy and writing instructional practices and an intensive reading acceleration program.	A2.3: Standards-Aligned Learning Materials	4200	n/a	n/a	n/a	309-4	309
\$32,004.50	General Purpose Discretionary	Provide necessary materials for instruction and operation of school	Develop a school-wide literacy program focused on classroom literacy and writing instructional practices and an intensive reading acceleration program.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	309-5	309
\$6,800.00	General Purpose Discretionary	Meeting refreshments	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	A2.5: Teacher Professional Development for CCSS & NGSS	4311	n/a	n/a	n/a	309-6	309
\$6,500.00	General Purpose Discretionary	Surplus	n/a	n/a	4399	n/a	n/a	n/a	309-7	309
\$5,000.00	General Purpose Discretionary	Books - Other than textbooks	Hospitality, Tourism, Recreation, will focus on developing out culinary arts strand including certification program, work based learning , and college and career support programs.	A1.1: Pathway Programs	4410	n/a	n/a	n/a	309-8	309
\$10,476.00	General Purpose Discretionary	Computers	Online differentiated learning and reading support: Achieve 3000.	A3.2: Reading Intervention	4420	n/a	n/a	n/a	309-9	309
\$10,000.00	General Purpose Discretionary	Furniture	Hospitality, Tourism, Recreation, will focus on developing out culinary arts strand including certification program, work based learning , and college and career support programs.	A1.1: Pathway Programs	4432	n/a	n/a	n/a	309-10	309
\$5,000.00	General Purpose Discretionary	Audio Visual Equipment	Develop a school-wide literacy program focused on classroom literacy and writing instructional practices and an intensive reading acceleration program.	A2.1: Implementation of CCSS & NGSS	4474	n/a	n/a	n/a	309-11	309
\$6,000.00	General Purpose Discretionary	Conference Expenses	Hospitality, Tourism, Recreation, will focus on developing out culinary arts strand including certification program, work based learning , and college and career support programs.	A1.1: Pathway Programs	5220	n/a	n/a	n/a	309-12	309
\$900.00	General Purpose Discretionary	Dues and Memberships	Hospitality, Tourism, recreation Pathway with culinary arts focus	A1.1: Pathway Programs	5300	n/a	n/a	n/a	309-13	309
\$4,200.00	General Purpose Discretionary	Rentals (Non-Capital Leases)	Develop a school-wide literacy program focused on classroom literacy and writing instructional practices and an intensive reading acceleration program.	A2.1: Implementation of CCSS & NGSS	5620	n/a	n/a	n/a	309-14	309
\$250.00	General Purpose Discretionary	Interprogram postage	Attendance Program	A5.1: School Culture & Climate (Safe & Supportive Schools)	5724	n/a	n/a	n/a	309-15	309
\$18,750.00	General Purpose Discretionary	Restorative Justice Coordinator	Schoolwide Restorative Justice Practices	A2.2: Social Emotional Learning	5736	n/a	n/a	n/a	309-16	309
\$15,719.00	General Purpose Discretionary	Provide computer tech	Develop a school-wide literacy program focused on classroom literacy and writing instructional practices and an intensive reading acceleration program.	A2.3: Standards-Aligned Learning Materials	5737	n/a	n/a	n/a	309-17	309
\$5,000.00	General Purpose Discretionary	Operations Consultant	Develop a school-wide literacy program focused on classroom literacy and writing instructional practices and an intensive reading acceleration program.	A2.9: Targeted School Improvement Support	5825	n/a	n/a	n/a	309-18	309
\$2,800.00	General Purpose Discretionary	Provide buses for field trips	Hospitality, Tourism, recreation Pathway with culinary arts focus	A1.1: Pathway Programs	5826	n/a	n/a	n/a	309-19	309
\$6,000.00	General Purpose Discretionary	Assemblies and class room presentations	Develop a school-wide literacy program focused on classroom literacy and writing instructional practices and an intensive reading acceleration program.	A1.3: A-G Completion	5828	n/a	n/a	n/a	309-20	309

Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$1,000.00	General Purpose Discretionary	Admission Fees	Develop a school-wide literacy program focused on classroom literacy and writing instructional practices and an intensive reading acceleration program.	A1.1: Pathway Programs	5829	n/a	n/a	n/a	309-21	309
\$500.00	General Purpose Discretionary	Postage	Hospitality, Tourism, Recreation, will focus on developing out culinary arts strand including certification program, work based learning , and college and career support programs.	A6.5: Academic Parent-Teacher Communication & Workshops	5910	n/a	n/a	n/a	309-22	309
\$5,201.87	Measure G (TGDS)	Peer Observation	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	A2.5: Teacher Professional Development for CCSS & NGSS	1150	n/a	n/a	n/a	309-23	309
\$57,800.00	Measure N Parcel Tax	Surplus	Hospitality, Tourism, recreation Pathway with culinary arts focus	A1.1: Pathway Programs	4399	n/a	n/a	n/a	309-24	309
\$7,224.82	Program Investment	Alternate Observer Stipends for the Teacher Growth and Development System	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	A2.6: Teacher Evaluation	1120	n/a	n/a	n/a	309-25	309
\$13,841.70	Title I Basic	Academic mentoring and tutoring	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	A2.9: Targeted School Improvement Support	5825	n/a	n/a	n/a	309-26	309
\$354.82	Title I Parent Participation	Parents attend Conferences	Develop a school-wide literacy program focused on classroom literacy and writing instructional practices and an intensive reading acceleration program.	A3.3: Family Engagement focused on Literacy Development	5220	n/a	n/a	n/a	309-27	309

Ralph J Bunche High School Secondary School Compact

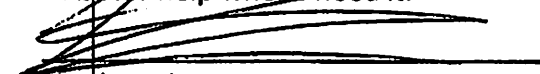
School Name

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:

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

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.


Student signature

Parent/Guardian or Family Member Pledge:

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

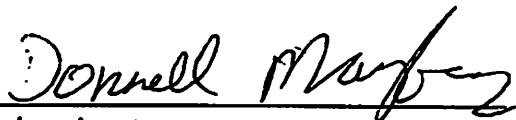
- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.


Parent/Guardian or Family member signature

Teacher Pledge:

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

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnership with the families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.



Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this 19th day of Nov., 2015.



Title I School Parental Involvement Policy 2015-16

(Blue fonts indicate an area that needs to be completed)

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Ralph Bunche High School agrees to implement the following statutory requirements:

(Name of school)

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title I 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.
 4. The parents' right to participate in the development of the District's Title I Plan.
(In the box below, briefly describe or bullet how this happens at your school.)

Meetings to align programing with budgeting
Data Review meetings
Parent Engagement meetings

- Offer a flexible number of meetings for parents.
(In the box below, briefly describe or bullet how this happens at your school.)

Various meetings offered through out the year, ie., parent engagement meetings, Data Review meetings, various parent work shops and SSC meetings. Family Resource meetings.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
(In the box below, briefly describe or bullet how this happens at your school.)

SSC Establishment meeting.
Monthly SSC meeting
Parent Engagement Meeting



- ▶ Provides parents of Title I students with timely information about Title I programs. (In the box below, briefly describe or bullet how this happens at your school.)

Monthly Newsletters
Weekly take-home flyers
Posting in the school
Phone calls

- ▶ Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. (In the box below, briefly describe or bullet how this happens at your school.)

The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent involvement

- ▶ Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. (In the box below, briefly describe or bullet how this happens at your school.)

SSC Meetings
Various workshop and Seminars and meetings, ie. financial aide workshops. Measure N, pathway planning and implementations meetings

School-Parent Compact

(Name of school) **Ralph J Bunche High School** :
has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



Building Parent Capacity for Involvement

(Name of school) Ralph Bunch High School :

engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding 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's and Oakland Unified School District's academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress

(In the box below, briefly describe or bullet how this happens at your school.)

Understanding the common core Parent Meetings
Data Dive Nights
Standard Test - How to read test results
Progress reports for every student

- ▶ Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

(In the box below, briefly describe or bullet how this happens at your school.)

Will train parents in basic reading & writing strategies
Sponsor two trainings with author Betty McGee "Take Back the Wheel"
Use Title I funds to sponsor conferences and purchase of needed material

- ▶ Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

(In the box below, briefly describe or bullet how this happens at your school.)

Brain storm with parents on the importance of school attendance and parents as monitors.
Educate staff on proper positive language when talking to young adults
Train staff on the principles of Resiliency
Assist parents in translation



- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

(In the box below, briefly describe or bullet how this happens at your schools.)

Coordinate activities with After School Program & outside agencies
 Involve parents in the organization of field trips, assemblies and student internships Parent Organization of Community Day

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

SSC Notices
 Radio Calls
 Newsletters
 Parent Engagement Meetings
 Parent Calls

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

(In the box below, briefly describe or bullet how this happens at your school.)

Offer encouragement
 Establish childcare as often as possible
 Use Title I funds to send representatives to conferences or to honor parent request

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

School will hold flexible number of meetings at varying times, and will provide dinner, paid for with Title I funds as long as these services relate to parental involvement
 Distribute in-take home packets and newsletters
 Assist parents in translations

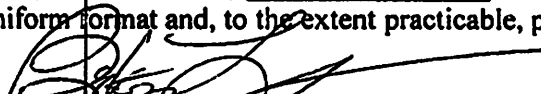


Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) Ralph Bunche Hig School Site Council on (Date) 11/19/2015 and will be in effect for the 2015-16 School Year. The school will distribute this policy to all parents of participating Title I, Part A, children. It will be made available to the local community.

The (Name of school) Ralph Bunche High School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.


(Principal's Signature)

11/19/2015
(Date)



School Site Council Membership Roster – High School

School Name: Ralph Bunche High School

School Year: 2015-16

Chairperson : Sean Gleason	Vice Chairperson: Birdie Winrow
Secretary: Taylor Ellis	LCAP Parent Advisory Nominee: * Doris Parker
LCAP EL Parent Advisory Nominee: * Glenda Nunez	LCAP Student Nominee: * Estefania Cabrera

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.	Student
Betsye Steele	X				
Isiah Alvarado		X			
Sean Gleason		X			
Donnell Mayberry		X			
Ester Dixon		X			
Caroline Cotton			X		
Glenda Nunez				X	
Birdie Winrow				X	
Doris Parker				X	
Daryon Acosta					X
Taylor Ellis					X
Estefania Cabrera					X

Meeting Schedule (day/month/time)	October 15, 2015 6:00 PM
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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 Parents/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
 Or
 3-Parent /Community
 3 High School Students

*Please submit members' and nominees' contact information to raquel.jimenez@ousd.org

Revised 9/2/2015