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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Ralph J. Bunche Academy

Ask of the Board Approval by the Board of Education of the 2024-2025 School Plan for Student Achievement (SPSA) for Ralph J. Bunche Academy.

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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2024-2025 School Plan for Student Achievement (SPSA) for Ralph J. Bunche Academy



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

2024-25 School Plan for Student Achievement (SPSA)

School: Ralph J. Bunche Academy
CDS Code: 1612590118653
Principal: Gary Middleton
Date of this revision: 4/16/20

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: Gary Middleton	Position: Principal
Address: 1240 18th Street Oakland, CA 94607	Telephone: 510-874-3300 Email: gary.middleton@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/16/2024
The District Governing Board approved this revision of the SPSA on: 8/14/2024

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Benjamin "Sam" Davis, Board President

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site:

Ralph J. Bunche Academy

Site Number: 309

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement | <input checked="" type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input checked="" type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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:



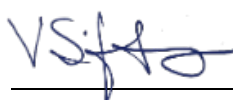

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes 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 and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4/16/2024

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

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

Signatures:

Gary Middleton <hr/> <i>Principal</i>	 <hr/> Signature	<hr/> 4/30/2024 <hr/> Date
Claudia Barquero <hr/> <i>SSC Chairperson</i>	 <hr/> Signature	<hr/> 4/30/2024 <hr/> Date
Vanessa Sifuentes <hr/> <i>Network Superintendent</i>	 <hr/> Signature	<hr/> 5/10/24 <hr/> Date
Lisa Spielman <hr/> <i>Director, Strategic Resource Planning</i>	 <hr/> Signature	<hr/> 5/10/24 <hr/> Date



Kyla Johnson-Trammell, Superintendent and Secretary, BOE 8/15/2024



Benjamin Davis, President, Board of Education 8/15/24

2024-25 SPSA ENGAGEMENT TIMELINE

School Site: Ralph J. Bunche Academy

Site Number: 309

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/16/2024	SSC	SPSA goal developmment/ startegy development
2/1/2024	SSC/Staff	SPSA goal developmment/ startegy development
4/16/2024	SSC/Staff	SPSA goal developmment/ startegy development/review and approval of 24-25 SPSA

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$135,049.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$544,454.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$21,600	LCFF Discretionary (General Purpose Discretionary #0000)	\$9,600
Title I, Part A Parent & Family Engagement (Title I #3010)	\$600	LCFF Supplemental (LCFF Supplemental #0002)	\$76,950
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$111,349	LCFF Equity Multiplier (#7399)	\$122,103
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$1,500	After School Education & Safety (ASES) (ASES #6010)	\$0
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	California Community Schools Partnership Program (CCSPP #6332)	\$135,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$8,822
		Measure H (Measure H #9339)	\$56,930
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$135,049		\$409,405

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$544,454.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Ralph J. Bunche Academy

School ID: 309

CDS Code: 1612590118653

SSC Approval Date: 4/16/2024

Board Approval Date: 8/14/2024

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.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- None

The purpose of this schoolwide plan is to improve academic achievement so that all students, particularly the lowest-achieving students, meet state standards. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each low-performing student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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.

School Demographics, 2022-23								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
54.2%	47.9%	31.3%	0.0%	6.3%	18.8%	95.8%	12.5%	12.5%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
45.8%	2.1%	4.2%	0.0%	0.0%	6.3%	95.8%	0.0%	22.4%

1B: GOALS & IDENTIFIED NEEDS

LCAP Goal 1: All students graduate college, career, and community ready.

School Goal: By June 2025, students will demonstrate increased literacy and math proficiency as measured by:
 Metric 1) 65% of students reaching their growth goals on i-Ready reading assessment
 Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments

Identified School Need: Additional small group and 1:1 students supports.

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-94.0	not available until fall 2024	not available until fall 2025	N/A
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	0.0%	not available until fall 2024	not available until fall 2025	N/A

Mathematics/Science Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students		not available until fall 2024	not available until fall 2025	N/A
California Science Test (CAST) Standard Met or Exceeded	All Students	0.0%	not available until fall 2024	not available until fall 2025	N/A

Graduation Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Four-Year Cohort Graduation Rate	All Students	73.5%	not available until fall 2024	not available until fall 2025	N/A
On Track to Graduate: 9th Grade	All Students	0.0%	not available until fall 2024	not available until fall 2025	N/A
On Track to Graduate: 11th Grade	All Students	0.0%	not available until fall 2024	not available until fall 2025	N/A
A-G Completion	All Students	3.6%	not available until fall 2024	not available until fall 2025	N/A
College/Career Readiness	All Students	1.5%	not available until fall 2024	not available until fall 2025	N/A

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	
School Goal:	SBAC ELA Distance from standard met for special education students will reach a -72.7 average over the course of the next three years.
Identified School Need:	Almost 20% of our total student population are in special education programs. By supporting this large population of students, we will serve all Bunche students in improving learning target.

Academic Measures & Targets for Focal Student Groups					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students		not available until fall 2024	not available until fall 2025	72.7%
SBAC ELA Distance from Standard Met	Low-Income Students	-94.0	not available until fall 2024	not available until fall 2025	70.0%
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	0.0%	not available until fall 2024	not available until fall 2025	20.0%
SBAC Math Distance from Standard Met	Special Education Students		not available until fall 2024	not available until fall 2025	-200.0
SBAC Math Distance from Standard Met	Low-Income Students		not available until fall 2024	not available until fall 2025	227

Reclassification Measures & Targets <i>*Complete Part 1 of ELD Reflection</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	0.0%	not available until fall 2024	not available until fall 2025	2.0%
LTEL Reclassification	Long-Term English Learners	0.0%	not available until fall 2024	not available until fall 2025	2.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Goal:	All students connectedness to school will increase to a 75% average over the course of the next three years.				
Identified School Need:	Students at Bunche Academy benefit from a small learning community, we want to make sure student attending school regularly feel connected to the educational experience.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School <i>*2021-22 baseline data</i>	All Students	n/a	not available until fall 2024	not available until fall 2025	75.0%
Out-of-School Suspensions	All Students	0.9%	not available until fall 2024	not available until fall 2025	2.0%
Out-of-School Suspensions	African American Students	0.0%	not available until fall 2024	not available until fall 2025	2.0%
Out-of-School Suspensions	Special Education Students	5.0%	not available until fall 2024	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	92.5%	not available until fall 2024	not available until fall 2025	50.0%
Chronic Absenteeism	African American Students	85.4%	not available until fall 2024	not available until fall 2025	50.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	Increase our One-Year school teacher retention rate for all teachers up to an average of 75% over the course of the next three years				
Identified School Need:	As a small school it is important to have a consistant staff that is excited to serve our unique student population.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	64.0%	not available until fall 2024	not available until fall 2025	75.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<i>By June 2025, students will demonstrate increased literacy and math proficiency as measured by: Metric 1) 65% of students reaching their growth goals on i-Ready reading assessment Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</i>	<i>New administartion will ensure staff have the tools needed to implement targeted curriculum to students in need. Additionally, with the use of Equity Multiplier finds the site will now be staffed with a case manager that can target more focal students to ensure graduation requirements are being met and studnets are seeing growth on all assessments.</i>
LCAP Goal 2:	<i>SBAC ELA Distance from standard met for special education students will reach a -72.7 average over the course of the next three years.</i>	Systems like COST, SST, and SART are in place to address student's needs. Teacher and Case Manager collaboration focused on adapting to student's needs. Multiple ways to get back on track digitally or traditionally.
LCAP Goal 3:	<i>All students connectedness to school will increase to a 75% average over the course of the next three years.</i>	Majority of students have expressed that they have at least 1 trusted adult on campus. Curriculum is appropriate and adaptable to student needs. Parents have expressed that attendance specialist is consistently contacting them and providing options for student success

LCAP Goal 4:	<i>Increase our One-Year school teacher retention rate for all teachers up to an average of 75% over the course of the next three years</i>	Special Education, Attendance Specialist, Counselor, After-School Program Coordinator, Enrollment Office, Finance Administrator, EBAC Therapist Intern, Advisors, and School Site Administrator all communicate clearly, promptly, and consistently with fellow staff, families, and various stakeholders to meet needs of students and faculty. Use of The Teaching Well can provide access to therapeutc support for staff facing burn out.
Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<i>By June 2025, students will demonstrate increased literacy and math proficiency as measured by: Metric 1) 65% of students reaching their growth goals on i-Ready reading assessment Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</i>	<i>Staff turnover is also a strength and weakness. The lack of consistent staff to build relationships with students and build confidence in systems is a drawback. New administration can and will use this as a strength. The site needs stable staff to monitor systems to ensure students are progressing towards mastery of skills and graduation.</i>
LCAP Goal 2:	<i>SBAC ELA Distance from standard met for special education students will reach a -72.7 average over the course of the next three years.</i>	Student attendance is lower than in the past. Numerous students have been juvenile justice impacted this year. Numerous students have been engaging in behaviors that threaten their personal safety and the safety of others in our community. Many students in need of therapeutic services decline taking them from our service providers. Title I funds are currently unallocated. The SSC will vote on the use of Title I funds during Fall 2024 to impact this Goal.
LCAP Goal 3:	<i>All students connectedness to school will increase to a 75% average over the course of the next three years.</i>	We have experienced numerous families that are unresponsive to our communication. We have low numbers of parent/student participation in school events. Title I - Parent funds are currently unallocated. The SSC will vote on the use of Title I funds during Fall 2024 to impact this Goal.
LCAP Goal 4:	<i>Increase our One-Year school teacher retention rate for all teachers up to an average of 75% over the course of the next three years</i>	Staff morale is down. This effects staff daily attendance and work completion. Most importantly it effects student consistency and safety

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Ralph J. Bunche Academy

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

Thus far, we continue to provide our students with personalized support which currently includes one on one and group support with School Counselor, Restorative Justice Facilitator and Teacher on Special Assignment. This year we did experience staff changes. We previously had two full-time case managers and have no case managers through ESSR funding last school year. This reduction in staff has greatly impacted our ability to have assigned case management to support Tier 2 & 3 intervention.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

Staff are the driving force in making progress towards all of our goals. By having appropriate staffing we can run the integral programs and interventions necessary for our students and families unique needs. Our teaching staff size has remained and because of this we are able to continue to offer academic coursework that is both flexible and rigorous. In addition, we are able to have Pathway aligned classes that support our college and career readiness efforts. We also routinely school college and career exploration visits that support all of our students post-secondary options.

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

We plan to offer more PD that supports pathway and academic curriculum development to center instruction in project based learning. Our hope is that students will engage more in a project based learning environment which will lead to increased attendance and high exposure to grade level content.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Consultant Contract - Think for Yourself Academy - PD	Staff Participation in Foundational Professional Learning	The consultant/PD facilitator will address Culturally Inclusive Practices aimed at bridging the gap between teachers and students. By helping teachers understand cultural nuances that might strain relationships, this initiative aims to prevent breakdowns in both student-teacher rapport and academic achievement.	The Professional Development (PD) has equipped teachers with equitable instructional strategies to customize instruction for each student's unique needs and academic level. Since this is the inaugural year of the program, quantitative data is not yet available.	We will continue this type of PD. We may choose a different vendor based on the School Site Council approval.
Extended Contracts - Extended Contracts for Tutoring After School	A-G Completion	Provided extended contracts for teachers to provide opportunities for students to stay after school and receive academic support to be able to graduate from high school.	At least 75% of students who receive tutoring after schools have improved their reading and writing levels.	Based on this evaluation we will continue to provide additional resources via one on one tutoring to students before and after school, as needed.

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School:	Ralph J. Bunche Academy	SCHOOL ID:	309
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3: SCHOOL STRATEGIES & ACTIONS [Click here for guidance on SPSA practices](#)

LCAP Goal 1: All students graduate college, career, and community ready.

School Goal:	By June 2025, students will demonstrate increased literacy and math proficiency as measured by: Metric 1) 65% of students reaching their growth goals on i-Ready reading assessment Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments
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Identified Need:	Additional small group and 1:1 students supports.
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#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Teacher alignment with other Alt Ed sites	All Students	Academic	Tier 1 - Universal
1-2	SEL Teacher training	All Students	SEL / Mental Health	Tier 1 - Universal
1-3	College and Career exploration through Pathway	All Students	Academic	Tier 1 - Universal
1-4	Pathway Coach involved in site based planning for pd and meetings	All Students	Academic	Tier 1 - Universal

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	SBAC ELA Distance from standard met for special education students will reach a -72.7 average over the course of the next three years.
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Identified Need:	Almost 20% of our total student population are in special education programs. By supporting this large population of students, we will serve all Bunche students in improving learning target.
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#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Reach out to families and build relationships for continuous collaboration on student access and success	All Students	Academic	Tier 1 - Universal

2-2	Professionally develop in the areas of ELA, Math, Science, and History	All Students	Academic	Tier 1 - Universal
2-3	Build safe, equitable, and effective classroom environments	All Students	Academic	Tier 1 - Universal
2-4	Problem solve with peers around difficult to reach students on a consistent basis by using positive intent	All Students	Academic	Tier 1 - Universal

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal:	All students connectedness to school will increase to a 75% average over the course of the next three years.
Identified Need:	Students at Bunche Academy benefit from a small learning community, we want to make sure student attending school regularly feel connected to the educational experience.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Maintain updated notes regarding students and families in accessible schoolwide tracker so all staff can engage fully with confidence to meet families needs	All Students	Academic	Tier 1 - Universal
3-2	Assume positive intent, act according to best practices, and center decisions on student/family need situation within the community's purview	All Students	SEL / Mental Health	Tier 1 - Universal
3-3	Create, build, and facilitate student activities with development and growth at the center of all activities.	All Students	SEL / Mental Health	Tier 1 - Universal
3-4	Notify and refer at-risk students through proper means and systems	All Students	Academic	Tier 1 - Universal

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal: Increase our One-Year school teacher retention rate for all teachers up to an average of 75% over the course of the next three years

Identified Need: As a small school it is important to have a consistant staff that is excited to serve our unique student population.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Provide and facilitate collaboration time for professionals to collaborate and develop	All Students	Academic	Tier 1 - Universal
4-2	Provide and facilitate time and support for contacts	All Students	Academic	Tier 1 - Universal
4-3	Educate staff on best practices and embolden staff to do this work and model effective ways of engagement of this work	All Students	Academic	Tier 1 - Universal
4-4	Promote, Model, and facilitate communicaton strategies consistently	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS [*Instructions & resources*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Manage systems of tiered support including master schedules, assessment calendars, staffing, and data analysis and monitoring in teams.	African American	SEL / Mental Health	Tier 1 - Universal
5-2	Rigor and Relevance: Engage Black students with grade-level texts and tasks every day, providing meaningful opportunities to apply their learning.	African American	Academic	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>Stages of ELD Implementation Self-Assessment</i>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Professionally develop in the areas of ELD best practices in the areas of ELA, Math, Science, and History	English Learner Students	Academic	Tier 1 - Universal
6-2	Provide and facilitate collaboration time for professionals to collaborate and develop	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 309

School: Ralph J. Bunche Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	\$9,600	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.		Build safe, equitable, and effective classroom environments	309-1
1120 - Teachers Salaries Stipends	\$3,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		Build safe, equitable, and effective classroom environments	309-2
4432 - Furniture < \$5,000	\$3,000	LCFF Supplemental	4432	Furniture < \$5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Create, build, and facilitate student activities with development and growth at the center of all activities.	309-3
4311 - Meeting Refreshments	\$3,000	LCFF Supplemental	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.		Reach out to families and build relationships for continuous collaboration on student access and success	309-4
5825 - Consultants	\$3,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		College and Career exploration through Pathway	309-5
2425- Clerical OT	\$3,000	LCFF Supplemental	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.		Create, build, and facilitate student activities with development and growth at the center of all activities.	309-6
Prog Mgr Community Schools11	\$3,209	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	New	11-Month Community School Manager	0.02	Goal 3: Students and families are welcomed, safe, healthy, and engaged.		Reach out to families and build relationships for continuous collaboration on student access and success	309-7

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 309

School: Ralph J. Bunche Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5610 - Equip Maintenance & Repairs	\$4,000	LCFF Supplemental	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.		Build safe, equitable, and effective classroom environments	309-8
4310 - Materials and Supplies	\$5,000	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.		Build safe, equitable, and effective classroom environments	309-9
5220- Travel and Conference	\$6,000	LCFF Supplemental	5220	Conference Expense	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		Build safe, equitable, and effective classroom environments	309-10
Teacher Structured Eng Immersn	\$6,234	LCFF Supplemental	1105	Certificated Teachers' Salaries	3319	Teacher, Structured English Immersion	0.05	Goal 1: All students graduate college, career, and community ready.		SEL Teacher training	309-11
4399 - Unallocated	\$15,046	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.		Teacher alignment with other Alt Ed sites	309-12

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 309

School: Ralph J. Bunche Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Prog Mgr Community Schools11	\$22,462	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	New	11-Month Community School Manager	0.14	Goal 3: Students and families are welcomed, safe, healthy, and engaged.		Reach out to families and build relationships for continuous collaboration on student access and success	309-13
4399 - Unallocated	\$21,600	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.	SBAC ELA Distance from Standard Met	Rigor and Relevance: Engage Black students with grade-level texts and tasks every day, providing meaningful opportunities to apply their learning.	309-14
4399 - Unallocated	\$600	Title I, Part A Parent & Family Engagement	4399	Unallocated	n/a	n/a	n/a	Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.	Student Connectedness to School	Reach out to families and build relationships for continuous collaboration on student access and success	309-15
5825 - Consultants	\$25,000	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.		SEL Teacher training	309-16

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 309

School: Ralph J. Bunche Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5100 - Subagreements For Services	\$86,349	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.		Professionally develop in the areas of ELA, Math, Science, and History	309-17
4399 - Unallocated	\$1,500	Title IV, Part A Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.	Student Connectedness to School	Build safe, equitable, and effective classroom environments	309-18
1120 - Teachers Salaries Stipends	\$15,000	Educator Effectiveness Grant	5825	Consultants	n/a	n/a	n/a	Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.		Teacher alignment with other Alt Ed sites	309-19

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 309

School: Ralph J. Bunche Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4399 - Unallocated	\$231	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a	Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Ruidsdale Continuation School.		Reach out to families and build relationships for continuous collaboration on student access and success	309-20
Prog Mgr Community Schools11	\$134,769	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New	11-Month Community School Manager	0.84	Goal 3: Students and families are welcomed, safe, healthy, and engaged.		Reach out to families and build relationships for continuous collaboration on student access and success	309-21
4310 - Materials and Supplies	\$3,000	Proposition 28 (Arts & Music in Schools)	4310	School Office Supplies	n/a	n/a	n/a	Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Ruidsdale Continuation School.		Build safe, equitable, and effective classroom environments	309-22
4399 - Unallocated	\$5,822	Proposition 28 (Arts & Music in Schools)	4399	Unallocated	n/a	n/a	n/a	Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Ruidsdale Continuation School.		Teacher alignment with other Alt Ed sites	309-23

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 309

School: Ralph J. Bunche Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4399 - Unallocated	\$11,555	Measure N	4399	Unallocated	n/a	n/a	n/a	Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.		Teacher alignment with other Alt Ed sites	309-24
4399 - Unallocated	\$7,589	Measure H	4399	Unallocated	n/a	n/a	n/a	Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.		Teacher alignment with other Alt Ed sites	309-25
Counselor	\$49,341	Measure H	1205	Certificated Pupil Support Salaries	6295	Counselor	0.4	Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.		Reach out to families and build relationships for continuous collaboration on student access and success	309-26

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 309

School: Ralph J. Bunche Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Case Manager	\$98,624	LCFF Equity Multiplier	2405	CASE MGR20	10383	Case Manager	0.80	Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.		Social Emotional Supports at Bunche Academy	309-27
Unallocated for staffing overages	\$18,907	LCFF Equity Multiplier	4399			Unallocated for staffing overages	n/a	Goal 7: Over three years, student academic outcomes and graduation rates will improve at Dewey Academy, Ralph J. Bunche Academy, and Rudsdale Continuation School.		Social Emotional Supports at Bunche Academy	309-28



School-Parent Compact Ralph J. Bunche Academy 2023-2024

This School-Parent Compact has been jointly developed with parents and family 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 will build and develop a partnership to help children achieve the State of California's standards.

This School-Parent Compact is in effect for the 2023-2024 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 engaging learning environment that enables the students served under Title I, Part A of the Elementary and Secondary Education Act of 1965 to meet or exceed the State of California's challenging academic standards.

Bunche Teachers expand awareness of curriculum and instructional practices through professional development, peer observation, and collaborative planning. Teachers also provide a respectful learning environment that supports and challenges students to achieve.

- 2) Hold parent-teacher conferences in which this compact will be discussed and used to guide the individual child's achievement.

Students' progress reports are generated every 6 weeks. Parents are invited to contact their students' teacher or counselor for information regarding academic progress.

- 3) Provide parents with frequent reports on their children's progress and understanding the state's academic content standards, assessment results, 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 content standards, including alternate assessments.
- 4) Academic proficiency levels students are expected to achieve (SR)



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 I 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
 - Attendance
 - 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. We have an open door policy where parents/family members can visit the school/classrooms 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, via Parent Square posts and invitations to parent meetings, i.e., Back to School Night, Open House, Multi-Cultural festivities and Students Awards Ceremony. We also incorporate outreach to parents for our regular school program and after school program. We have monthly SSC and Annual Title I 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 Parent Square Posts 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.

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 8/29/2023 and will be in effect for the period of August 7, 2023 through May 30, 2024.

The school will distribute this policy to all parents on or before September 30, 2023.

Michael M. Merriman, Ed.S
Principal

Signature: Michael M. Merriman Date: 8/29/23



Ralph J. Bunche Academy School

School Site Council Membership Roster

2023-2024

SSC - Officers

Chairperson:	Claudia Barquero
Vice Chairperson:	Rita Valdez
Secretary:	Paris Edwards

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Dr. Michael Merriman	X					
Paris Edwards			X			1st
Claudia Barquero			X			1st
Rita Valdez (parent)				X		1st
Clarissa Bincoe				x		1st
Razaz Ibrahim				X		1st
Small School SSC - 89 students enrolled						

SSC Meeting Schedule: (Day/Month/Time)	
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SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups.
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
- Secondary SSC's must have student member(s);** and
- Parents/community members cannot be OUSD employees at the site.

