

**MEASURE N AND H – COLLEGE AND CAREER READINESS COMMISSION**

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

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# Memo

**To** Measures N and H – College and Career Readiness Commission

**From** Vanessa Sifuentes  
High School Network Superintendent

**Board Meeting Date**

**Subject** Services For: Ralph J. Bunche Academy

**Action Requested and Recommendation**

Adoption by the Measures N and H – College and Career Readiness Commission of the 2025 -2026 Education Improvement Plan and Assessment for Ralph J. Bunche Academy as “Approved,” with a base allocation of \$55,616.38 and a strategic carryover 2024-2025 plan and budget of \$2,677.54, for a total amount not to exceed \$58,293.92.

**Background** *(Why do we need these services?  
Why have you selected this vendor?)*

N/A

**Competitively Bid** : Was this contract competitively bid? No  
If no, exception: N/A

**Fiscal Impact** Funding resource(s): Measure N and H

**Attachments**

1. 25-26 EIP Assessment
2. 25-26 Proposed EIP

# **Measures N and H 2025-2026 Education Improvement Plan Assessment** **(Year Three of Three-Year Cycle)**

Ralph J. Bunche

**Criterion 1: Measures N and H Pathway Improvement Progress Reflection:** To what extent have schools engaged in meaningful reflection about progress toward their strategic goals and articulated the connections between their reflections and new or adapted strategic actions? What progress is evident in the school's reflection on Year 1 (2023-24) and Year 2 (2024-2025)?

*(NOTE: If a school does not receive a four in this category, the highest final recommendation they can receive is "Approved," and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)*

Category	Comprehensive Analysis 4	Developing Analysis 3	Emergent Analysis 2	Unclear Analysis 1
<b>Evidence of Progress toward Pathway Program(s)' <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a></b>				
<b>Instructions:</b> Review 2024-2025 whole school and pathway three-year goals, the blue reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:	<b>FEEDBACK:</b> Provide feedback only if the site receives a score of 3 or below.			
<input type="checkbox"/> Meaningful reflection about progress toward strategic goals (whole school and pathway)				
<input type="checkbox"/> Clear articulation of connections between these reflections and new or adapted strategic actions				
<input type="checkbox"/> Evidence of progress toward pathway programs' quality standards				
<b>Score: ____3____</b> <b>Rationale:</b> IEP is clear and concise of the needs of the pathway. The site team is making progress towards improving overall standards that would be reflective of a comprehensive pathway.	<b>Suggestions for 25-26 Continued Progress Monitoring:</b> Continue to identify student needs through assessment and reflection of the entire pathway and how it connects with the overall school goals.			

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Criterion 2: Measures N and H Pathway Improvement Plan (Actions): How does the EIP clearly articulate new or revised actions grounded in schools' and pathways' reflection on the implementation of Year 2 strategic actions?				
Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<b>Strategic Actions</b>	<b>FEEDBACK:</b> <i>Provide feedback only if the site receives a score of 3 or below.</i>			
<input type="checkbox"/> Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the three domains of Linked Learning <ul style="list-style-type: none"> <li><input type="checkbox"/> Integrated Program of Study</li> <li><input type="checkbox"/> Work-Based Learning</li> <li><input type="checkbox"/> Integrated Student Support</li> </ul>				
<input type="checkbox"/> Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals				
<input type="checkbox"/> Coherence is evident as an explicit theory of action that bridges their reflection logically into their actions				
<b>Score: _____3_____</b> <b>Rationale:</b> EIP reflects work around work based actions. Continue to explore how these actions connect with overall student improvement.	<b>Suggestions for 25-26 Continued Progress Monitoring:</b> Continue to look for ways to integrate the pathway into all core classes.			

Criterion 3: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan				
Category	Strategic & Aligned 4	Partially Strategic & Aligned 3	Unclear Strategy & Alignment 2	Missing or Non-Compliant 1
<p><b>Instructions:</b> Review the Budget in Whole School, Pathway Tabs, and 9th Grade Tab (where relevant) for evidence that the school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways via specific whole-school and pathway strategic actions for 2025-2026</p>	<p><b>FEEDBACK:</b> Provide feedback only if the site receives a score of 3 or below.</p>			
<input type="checkbox"/> A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan				
<input type="checkbox"/> Expenditures provide clear justifications that demonstrate the alignment between the three domains of Linked Learning				
<input type="checkbox"/> Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming)				
<p>Score: ____4____</p> <p><b>Rationale:</b> EIP exhibits a clear connection between the budget and how it supported pathway actions.</p>	<p><b>Suggestions for 25-26 Continued Progress Monitoring:</b> Continue to identify and monitor budget items to ensure they continue to support pathway efforts.</p>			

## Final Recommendation

**Instructions:** Based on the entirety of the school's EIP, provide your assessment rating for the EIP, a summary of the Plan's Strengths, note any Key Questions, and overall Budget feedback. Identify the Next Steps for the Site. See Rating descriptions below.

**Rating<sup>1</sup>: Approved.**

**Strengths:**

- ☐ Pathway supports and actions are clear and concise.
- ☐ Pathway is supported by school wide efforts.

**Key Questions:**

- ☐ How can the pathway be strengthened in consideration of budget limitations?
- ☐ Can the pathway staff provide more support towards overall student success to increase graduation rates?

**Budget Feedback:**

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**Next Steps (for Conditionally Approved Sites)** - add rows as needed

What	Suggested Lead	Deliverable	Date
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### <sup>1</sup>Fully Approved

- School has **fully implemented** a whole-school pathways model with all three domains of Linked Learning are evidenced for all students: Integrated Program of Study (a distinct CTE program plus integrated and cohorted core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School is deeply engaged in the strategic continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

### Approved

- School is **actively developing and implementing** a whole-school pathways model with the three domains of Linked Learning as evidenced by the establishment of all three domains of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School has evidence of continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

### Conditionally Approved

- School is **actively developing** a whole-school pathways model as evidenced by early implementation of key elements of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School does not demonstrate continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

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## Criterion 4 Evidence of Progress and Linked Learning Implementation

### Category to be completed by High School Linked Learning Office

**Instructions:** Review the *Work-Based Learning template*, *EIP Presentation*, *Master Schedule*, and *Program of Study* to demonstrate an understanding of and development of high-quality pathway implementation.

<input type="checkbox"/> Program of Study	<p>Identify points of integration to increase the relevance and rigor of core academics. Regarding the inclusion of a Business course, to what extent can you integrate skills and concepts into core academics to make those classes as rigorous and relevant as possible? Two pathway lead teachers at Bunche, both of whom have academic background AND CTE, is promising. Re-establishing the capstone and using it as a driver for vertical planning. Explore more deeply COP-ED as a dual enrollment class for working students. This is currently offered as a district-wide DE option.</p>
<input type="checkbox"/> Work-Based Learning Plan	<p>In what specific and standards-based way do the in-school and beyond-school work-based learning experiences supplement core academic classes? For WBL activities, specify industry and/or community partners who support student learning. How do your WBL activities support career and college planning? In addition to industry partners, which community-based orgs could you partner with to support post-secondary planning and transition? What aspects of college and career readiness are supported by these activities? How can you leverage the work students are doing outside of school via work experience programming, badging, and/or relevance in core academics?</p>
<input type="checkbox"/> Master Schedule	<p>Which courses on the master schedule:</p> <ul style="list-style-type: none"> <li>- Are taught by teachers who collaborate closely to align?</li> <li>- Integrate common classroom expectations and HTR standards?</li> </ul>
<input type="checkbox"/> EIP Presentation	<p>Presenters included both pathway lead teachers, principal, and a student Reflection was grounded in specific elements of the program of study and demonstrated strong attention to adult capacity to support college and career readiness for Bunche students.</p>

School Name:	Ralph J. Bunche Academy							Site #:	309	
Pathway Name(s):	Hospitality, Tourism, and Recreation (HTR)									
School Description										
Bunche is an Alternative Education Center that supports students toward high school graduation by educating the whole student to engage in social-emotional development, academic challenge, and goal setting to cultivate a better quality of life.										
School Mission and Vision										
The students of Ralph J. Bunche Academy are resilient, and it is our vision that they graduate with the skills necessary to access a quality of life focused on their futures. They will obtain the academic skills necessary to flourish in college or develop experiences in a career in the field of culinary, hospitality, tourism, and/or recreation. Our community will instill a sense of opportunity, balance, and support through restorative justice, case management, and therapeutic services in order to address students' health and sustain their well being, in perpetuity. Ralph J. Bunche students will...										
... commit to building ongoing meaningful and personal relationships with students, staff, family members, and community partners to support a student's sense of identity, goal setting, and a personal belief in themselves;										
... engage in academic endeavors that support the "whole child," build confidence through challenge in their academic abilities, and develop skills through PBL that spark a passion for learning;										
... leave feeling confident in their post-graduation plan with experiences of exploring careers, college, and other areas of interest.										
School Demographics										
2023-2024 Total Enrollment Grades 9-12			86							
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe	
	51.2%	48.8%	93.0%	95.8%	19.8%	16.3%	1.2%	18.6%		
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported	
	41.9%		2.3%	44.2%	1.2%	1.2%	2.3%	3.5%	3.5%	
Focal Student Population	Which student population will you focus on in order to reduce disparities?					African American - Male				
SCHOOL PERFORMANCE GOALS AND INDICATORS										
Please refer to this Data Dictionary for definitions of the Indicators. * Denotes changes for 2024-25 for continuation schools										
Whole School Indicator		2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data		
Four-Year Cohort Graduation Rate		76.6%	73.5%	76.7%	59.7%	TBD	77.0%			
Graduation Rate: Non-Cohort (Continuation)*		71.8%	73.7%		75.0%	5.5%				
Four-Year Cohort Dropout Rate		10.6%	2.9%	10.0%	6.0%	TBD	9.0%			
A-G Completion Rate (12th Grade Graduates)		0.0%	2.1%	N/A	5.1%	TBD	0.0%			
Course Completion Rate (Continuation)*		84.0%	88.5%		89.8%	86.3%				
On Track to Graduate - 9th Graders		TBD	TBD	N/A	28.6%	TBD	0.0%			
9th Graders meeting A-G requirements		TBD	TBD	N/A	28.6%	TBD	0.0%			
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience		7.6%	11.7%	10.0%	12.9%	11.5%	15.0%			
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better		0.0%	5.2%	2.0%	2.9%	0.0%	3.0%			
Percentage of 10th-12th grade students in Linked Learning pathways		98.4%	98.9%	100.0%	98.1%	82.4%	100.0%			
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course		0.0%	0.0%	3.0%	0.0%	0.0%	3.5%			
CTE Participation (Continuation)*		57.9%	24.4%		56.9%	0.0%				
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation		11.5%	17.9%	5.0%	TBD	TBD	7.0%			
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation		1.6%	TBD	2.5%	TBD	TBD	3.0%			
Focal Student Population Indicator		2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data		



Four-Year Cohort Graduation Rate	88.2%	68.8%	89.0%	46.2%	TBD	89.0%		90.0%
Graduation Rate: Non-Cohort (Continuation)*	79.2%	92.9%		66.7%	0.0%			
Four-Year Cohort Dropout Rate	5.9%	6.3%	5.0%	0.0%	TBD	4.0%		3.0%
A-G Completion - 12th Grade (12th Grade Graduates)	0.0%	0.0%	N/A	0.0%	TBD	N/A		N/A
Course Completion Rate (Continuation)*	82.0%	90.4%		89.9%	79.1%			
On Track to Graduate - 9th Graders	TBD	TBD	N/A	66.7%	TBD	N/A		N/A
9th Graders meeting A-G requirements	TBD	TBD	N/A	66.7%	TBD	N/A		N/A
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	0.0%	14.3%	10.0%	9.1%	16.7%	15.0%		20.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	0.0%	0.0%	2.0%	9.1%	0.0%	3.0%		5.0%
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.0%	100.0%	90.0%	100.0%		100.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	0.0%	0.0%	3.0%	0.0%	0.0%	3.4%		4.0%
CTE Participation (Continuation)*	52.9%	30.0%		61.1%	0.0%			
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	15.8%	7.7%	7.0%	TBD	TBD	8.0%		10.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	TBD	TBD	2.0%	TBD	TBD	2.5%		3.0%

**ROOT CAUSE ANALYSIS**

Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.

<b>Indicator</b> <i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i>	<b>Strengths</b> <i>What is our site doing well that's leading to improvements in this indicator?</i>	<b>Challenges</b> <i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>
<b>Four-Year Cohort Graduation Rate &amp; Four Year Cohort Dropout Rate</b> (Analyze these two indicators together)	Due to our staff's ability to build relationships with our students off-track to graduate we can provide some support to help students thrive in an alternative educational setting. Our data shows that we have had better success in these areas as compared to our sister schools over the course of the last 4 years. Our current graduation rate of 76.6% is over 30% higher than the next closest Alternative Education Center. Our 3 year drop out rate is 10% and under which is well below alternative education comparables.	Many of our students off-track to graduate have various issues that have led to a disconnection to the public education system. Situations like underfunded inner-city schools, uncredentialed teachers in middle and high school, and juvenile justice system impacts increase our dropout rates. If we are able to support students off-track to graduate with mental health support and therapy access in school, we can positively affect education for this subgroup of students. Specifically in '23-24 we have a reduction in staff FTE. This in addition to the difficulties of navigating a split campus environment leaves us having to organize logistics with practical staffing going forward.
<b>A-G Completion - 12th Grade</b>	Our teachers have credentials that make them highly qualified to teach all core classes to help our students off-track to graduate complete more A-G classes. As an Alternative Education Center we are not an A-G completion school.	The number of teachers we have compared to the amount of class offerings necessary to meet A-G completion is not equal. Many teachers then have to teach double booked (ELA and History together) humanities classes in order to meet the needs of our students
<b>On Track to Graduate - 9th Grade &amp; 9th Graders meeting A-G requirements</b> (Analyze these two indicators together)	N/A	N/A
<b>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation</b> (Analyze these two indicators together)	Our students graduate eligible to enroll in a community college of their choice. In 2021 20% of students enrolled in community college within a year of graduation.	When students enroll in our school, they are most focused on credit recovery and graduation. As such, students will often enter the workforce and return a year or more later to further discuss postsecondary long term plans. There is no data available on alums transferring to 4 year schools for our analysis.
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	20% of Seniors participated in an employer-evaluated internship or similar experience. Our Strength is relational connections and back end support for students going through difficult situations to be able to access internship opportunities	Many of our students work and do not have the ability to participate in internships due to time and personal constraints. In addition, many students have not learned the skill of follow-through and completion in regard to activities. This area of growth needs to be addressed as a school in order to see this 20% success increase to 30%-50%.

Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12	0% of Bunche students have been enrolled in Dual Enrollment	0% of Bunche students have been enrolled in Dual Enrollment
Percentage of 10th-12th grade students in Linked Learning pathways	100% of our 10th-12th Grade students are in Linked Learning Pathways	No challenges have been noted in this area
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	None of our students have completed the CTE track due to the fact that our students get to our program in 11th or 12th grade and don't have the time, bandwidth, or ability to finish their CTE track because it doesn't line up with graduation tracks (which is the purpose of Measure N and H).	The challenge is that a continuation school has shorter timelines than a comprehensive high school which makes it more difficult to complete CTE certification in only 6 to 12 months while finishing out core classes toward improving graduation rates.

**PATHWAY QUALITY ASSESSMENT**

<i>Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>, self-assess in each category</i>	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
<b>Integrated Program of Study</b> Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	100% of Bunche students are in the Hospitality, Tourism, and Recreation Pathway. In addition, the CTE HTR state standards are integrated and aligned with all Academic core subject standards. Conceptual alignment is explicitly stated in the Pathway curriculum and instructional design and delivery category.	Continue developing strategies to increase concurrent enrollment at Peralta colleges. Continued collaboration time and professional development for teachers to develop more cross-curricular pathway focused alignment.	Our priority will be in the area of Curriculum and Instructional Design and Delivery. We need a teacher with a CTE credential and want to entice multiple teachers with getting the certification necessary to embed CTE with Academics in their unique classroom settings.
<b>Work Based Learning</b> Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Career exploration visits to HTR centered employers on a Trimester basis along with integrating the Advisory board internship opportunities has provided solid WBL opportunities for our students. In addition, participation in the summer ECCCO program has provided WBL opportunities for students as well. Last, college exploration visits to the Peralta Community Colleges to expose students to CTE and 2-year degree/certificate programs.	Our Advisory Board has not maintained consistent membership and participation throughout the year. We want to hand more students off to Advisory Board partners for job opportunities post-graduation. We also want to incorporate more Community Based Organizations in our West Oakland neighborhood to see community fidelity. Student Self Assessments are a need as well.	Seek out partnerships from West Oakland restaurants and community based establishments. Build a stronger foot print in West Oakland and downtown for Hospitality and Tourism focus.
<b>Integrated Student Supports</b> College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	100% of our students have access to 1:1 support from case managers, school counselor, teachers and administration. Student's Social Emotional Learning is fully supported through classroom curriculum and throughout campus events and ceremonies. Mental Health services in 1:1 formats and in Gendered Groups are embedded into the master schedule. In addition, College and Career preparation is covered through an interdisciplinary lens and our academic counselor provides 1:1 support to students to build a post-graduation plan. She supports all families and students with completing FAFSA and Peralta college applications. Students receive multiple touch points and exposure to college and career options via academic curriculum, in-class presentations and 1:1 meetings with support staff.	Student Supports could grow in the area of transparent communication to staff and families on a consistent basis. In addition, some staff members are not as fluent in Social-Emotional Skill Development as others which can negatively affect other support staff. Student leadership would be appreciated to provide a holistic perspective on our community progress and opinions about growth.	Next Steps consist of building systems to ensure transparent communication with parents, students, and staff regarding students that had a COST form filled out, had a behavior issue, or had a history of behavior issues. This in conjunction with more staff being aware of their SEL and trauma informed practices could help the overall community morale.

2023-2024: YEAR ONE ANALYSIS						
<b>Pathway Strategic Goals</b>						
<b>Pathway Quality Strategic 3 Year Goals</b> Based on the standards assessment, your data indicators and root cause analysis, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide (when relevant). Goals should start with the "By 2026..." <b>Example:</b> By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.						
<b>Goal #1:</b> By 2026	By 2026 we would like to have at least 3 strong partnerships with community based organizations in the West Oakland Community that provide students career exploration opportunities centered in HTR and beyond.					
<b>Goal #2:</b> By 2026	By 2026 we would like to have the 3 community based organizations mentioned in Goal #1 part of our advisory board. In addition, we will utilize the advisory board to provide internship opportunities and lead career centered events on campus (ie: mock interviews, resume support)					
<b>Goal #3:</b> By 2026	By 2026 at least one Academic Core teacher will be in pursuit of a HTR CTE credential to help support and manage the integration of HTR CTE curriculum school wide. The purpose of this goal on a large scale is to create an academic culture where all teachers receive adequate support with CTE subject matter.					
<b>Pathway Strategic Actions</b>						
<b>Strategic Actions for 2023-24</b>						
What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?						
<b>Strategic Actions for Goal #1</b>	Create feedback survey and request survey students can fill out to ensure we are bringing industry partners aligned with what our students are seeking.					
	Create partnership database and designate staff member to follow-up with partners twice per trimester					
	Hold annual career exploration fair where partners and other community based organizations provide job and community opportunities to students					
<b>Strategic Actions for Goal #2</b>	As part of being on the advisory board, invite partners to present internship/job opportunities, conduct mock interviews and serve as professional consult to students and staff					
	Utilize advisory board to create career pipeline for students interested in entering the workforce upon graduation					
	Consult with advisory board on CTE curriculum to ensure students are receiving up to date workforce exposure in the classroom					
<b>Strategic Actions for Goal #3</b>	Identify eligible HTR CTE teachers and connect with Linked Learning credentialing team					
	Develop plan with teacher/s and determine funding available to help fund credentialing					
	Provide leadership opportunities for any teacher pursuing HTR CTE credential (ie: ILT lead, attendance at linked learning conference in 2024)					
<b>Budget Expenditures</b>						
<b>2023-2024 Budget: Enabling Conditions Whole School</b>						
<b>BUDGET JUSTIFICATION</b> For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">EIP Budget Justification Instructions</a> .  - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.  - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)  We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i>						
	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>PATHWAY NAME (if applicable)</b>

<b>Supervisor &amp; Administrative Salaries: Hire a Pathway Coach at .10 FTE.</b> The Pathway Coach will support Ralph Bunche Academy with building and maintaining industry relationship, linking community based organizations with at-risk youth, providing career exploration opportunities, and supporting CTE teachers over the course of the school year. The Pathway Coach supports all of the Alternative Education Schools by ensuring our access to community college opportunities for youth. This Pathway Coach will also ensure fidelity with programming, transition, graduation rates, and dropout rates. All students will be impacted because the Pathway Coach will support them with opportunities to explore careers, get internships, have fulfilling CTE classes, and link their learning in high school to a pathway to college and career. PCN 2803, Lauren Reid (Salary & Benefits Costs)	\$18,726.38	2305	Supervisor & Administrative Salaries	College & Career Pathway Coach	.10 FTE	Hospitality, Tourism, and Recreation
<b>Pupil Support Salaries / Counselor: Hire a Counselor at .17 FTE.</b> The counselor will support Ralph Bunche Academy with ensuring students take appropriate A-G classes for progress toward graduation, support with FAFSA, college applications, work study programs, supported work environments, internships, and linkages to mental health services. All students will be impacted because the supports will help students graduate, not drop out, and transition to college/career opportunities. PCN 6295 Dulce Hsu (Salary & Benefits Costs)	\$19,734.92	1205	Pupil Support Salaries / Counselor	Counselor	.17 FTE	Hospitality, Tourism, and Recreation
<b>Teacher Salaries Stipends: Extended Contracts for 2 Teachers to provide extra works as the Pathway Co-Leads.</b> The pathway Co-Leads will support Ralph J. Bunche Academy with on-site pathway leadership over the course of the next year, facilitated by Ashley Cunningham and Anne Garvey. This leadership will focus on Pathway integration into core classes, career exploratory excursions for student learning, systems and structures for student pathway access and fidelity of progress. In conjunction to these needs Pathway Co-Leads will promote core teacher CTE acquisition going forward, This is in hopes that we can develop a fully functional work based learning schematic based in PBL that can be implemented holistically for student benefit. Lastly this expenditure will support parent communication and access to supports like Fafsa and peralta app access and staff unification around latest protocols and procedures to stay compliant, support, and thought-partnership. All students will be impacted by the continued Pathway integration, teacher development, academic rigor, student/family support, and Work Based Learning opportunities. Ashley Cunningham & Anne Garvey Budget Calculation: \$38.50 per hour X 77 hours + 25% benefits cost = \$3,705.63 X 2 teachers= \$7,411.25	\$7,500.00	1120	Teacher Salaries Stipends			Hospitality, Tourism, and Recreation
<b>Transportation Costs: Charter Bus rentals for students to attend College &amp; Career Exploration Visits.</b> This expenditure will fund an exploratory trip within our pathway domain of Hospitality, Tourism, and Recreation for upwards of 25 students. The trip will occur in late October - early November in order to link seniors to pathway opportunities and experiences before their graduation. This expenditure supports our students within the pathway by showcasing college programs outside of Oakland that could further support their development as scholars that want careers in these industries.	\$5,108.09	5826	Transportation Costs			Hospitality, Tourism, and Recreation

## 2024-2025: YEAR TWO

## Pathway Strategic Goals

<b>Pathway Quality Strategic 3 Year Goal</b>	<b>Check in on 3-Year Goals</b> <i>For each 3-year goal, answer:</i> -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
By 2026 we would like to have at least 3 strong partnerships with community based organizations in the West Oakland Community that provide students career exploration opportunities centered in HTR and beyond.	We currently have a partnership with Grow Together as part of our pathway. Grow together is a non-profit based in Oakland focused on garden education. With this partnership and a goal of obtaining one additional partnership per year, we will be on track to meet this goal. Specifically, we will need to be intentional about West Oakland partners.

By 2026 we would like to have the 3 community based organizations mentioned in Goal #1 part of our advisory board. In addition, we will utilize the advisory board to provide internship opportunities and lead career centered events on campus (ie: mock interviews, resume support)		At the moment our advisory board is on pause as we continue to rebuild our Pathway as it transitions to general HTR from Culinary. As we gain more community partnerships, we will solicit interests in joining an advisory board. This transition along with having an overall smaller staff this school year are the biggest hindrances to accomplishing this goal.	
By 2026 at least one Academic Core teacher will be in pursuit of a HTR CTE credential to help support and manage the integration of HTR CTE curriculum school wide. The purpose of this goal on a large scale is to create an academic culture where all teachers receive adequate support with CTE subject matter.		We do not currently have any HTR CTE eligible teachers. The one teacher who was eligible for the HTR CTE credential did not return this academic year. This is our biggest hindrance for this strategic goal. We will continue to inquire with new teachers of their interests in obtaining a CTE credential.	
Pathway Strategic Actions Reflection			
2023-2024 Strategic Actions		Reflection on 2023-2024 Strategic Actions For the Strategic Action sets for each goal, answer: -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?	
23-24 Strategic Actions for Goal #1	Create feedback survey and request survey students can fill out to ensure we are bringing industry partners aligned with what our students are seeking.	We have started a database of industry partners that will be used to plan future career events and fairs. We will continue to update the database and are on track in accomplishing this action by the end of the school year. We successfully held a career exploration fair this Fall and are planning a summer internship fair thus, are on track with this action. We need to create a feedback survey as an action for Goal #1, we have not yet created this because we have been focused on planning events so far this year.	
	Create partnership database and designate staff member to follow-up with partners twice per trimester		
	Hold annual career exploration fair where partners and other community based organizations provide job and community opportunities to students		
23-24 Strategic Actions for Goal #2	As part of being on the advisory board, invite partners to present internship/job opportunities, conduct mock interviews and serve as professional consult to students and staff	We have not formed an advisory board to date due to smaller staffing and losing our CTE teacher. We have been focused on our HTR elective courses and working in our one community partnership into those classes. This is why these strategic actions have not yet been met.	
	Utilize advisory board to create career pipeline for students interested in entering the workforce upon graduation		
	Consult with advisory board on CTE curriculum to ensure students are receiving up to date workforce exposure in the classroom		
23-24 Strategic Actions for Goal #3	Identify eligible HTR CTE teachers and connect with Linked Learning credentialing team	We do not currently have any teachers eligible for an HTR CTE credential. Because of this, we are not on track to meet these strategic actions.	
	Develop plan with teacher/s and determine funding available to help fund credentialing		
	Provide leadership opportunities for any teacher pursuing HTR CTE credential (ie: ILT lead, attendance at linked learning conference in 2024)		
Pathway Strategic Actions 2024-2025			
2024-2025 Strategic Actions Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?			
Goal #1: By 2026	By 2026 we would like to have at least 3 strong partnerships with community based organizations in the West Oakland Community that provide students career exploration opportunities centered in HTR and beyond.	New or Revised Strategic Actions for Goal #1	Work with new Grow Together garden partner to connect with other HTR related partners
			By 2025, have two community based organization partnerships that are willing to serve on an advisory board
			By 2025, plan student engagement event with two community based organizations
Goal #2: By 2026	By 2026 we would like to have the 3 community based organizations mentioned in Goal #1 part of our advisory board. In addition, we will utilize the advisory board to provide internship opportunities and lead career centered events on campus (ie: mock interviews, resume support)	New or Revised Strategic Actions for Goal #2	By 2025, Host a career fair that includes at least 2 West Oakland based companies/organizations
			Plan career exploration visits to local West Oakland urban Farms
			Meet with current partner, Grow Together to learn of other potential partnerships
Goal #3: By 2026	By 2026 at least one Academic Core teacher will be in pursuit of a HTR CTE credential to help support and manage the integration of HTR CTE curriculum school wide. The purpose of this goal on a large scale is to create an academic culture where all teachers receive adequate support with CTE subject matter.	New or Revised Strategic Actions for Goal #3	Develop Measure H Committee that includes teachers interested in HTR
			Research other HTR Pathway programs to visit
			Determine if HTR CTE credential is needed for additional CTE support

<b>Budget Expenditures</b> <b>Effective July 1, 2024 - June 30, 2025</b> <b>2024-2025 Budget: Enabling Conditions Whole School</b>								
<b>BUDGET JUSTIFICATION</b> For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the <a href="#">Measures N and H Permissible Expenses document</a> when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">Measures N and H Instructions for a Proper Budget Justification</a> .  - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.  - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)  We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i>  <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i>	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>PATHWAY NAME (if applicable)</b>	<b>Fully Approved</b> (no additional Justification Form required)  <i>(protected cells below to be completed by MN/H staff only)</i>	<b>Conditionally Approved</b> (Justification Form is required)  <i>(protected cells below to be completed by MN/H staff only)</i>
<b>Pupil Support Salaries / Counselor: Hire a Counselor at .40 FTE.</b> The counselor will support Ralph J Bunche Academy with ensuring students take appropriate A-G classes for progress toward graduation, support with FAFSA, college applications, work study programs, supported work environments, internships, and linkages to mental health services. All students will be impacted because the supports will help students graduate, not drop out, and transition to college/career opportunities. This portion of the FTE is above and beyond the central base allocation of 0.4 FTE. PCN 6295 Dulce Hsu (Salary & Benefits Costs)	\$49,341.22	1205	Pupil Support Salaries / Counselor	Counselor	40%	Hospitality, Tourism, Recreation	Approved	
<b>Teacher Salaries Stipends: Extended Contracts for 2 Teachers to serve on HTR Pathway Committee.</b> The HTR pathway committee will support Ralph J. Bunche Academy with on-site pathway leadership over the course of the next year. This expenditure will focus on Pathway integration into core classes, career exploratory excursions for student learning, systems and structures for student pathway access and fidelity of progress. All students will be impacted by the continued Pathway integration, teacher development, academic rigor, student/family support, and Work Based Learning opportunities. Budget Calculation: \$38.50 per hour X 40 hours + 25% benefits cost = \$1925 X 2 teachers= \$3,850	\$3,850.00	1120	Teacher Salary Stipends			Hospitality, Tourism, Recreation	Approved	
<b>Transportation Costs: Charter Bus Rentals for the students to participate in College and Career Exploration Visits.</b> Including trips to Chabot College, San Francisco City College, Skyline College and Santa Rosa College. The students will explore various HTR related career programs at these community colleges and learn about community college options outside the local area. These trips will supplement the college visits to the Peralta Colleges to provide students with as many post secondary college exploration opportunities as possible. This expenditure will also fund one career exploration visit to a local community garden in alignment with Strategic Action #1 which is to increase local community partnerships. 20-30 students will attend each trip from all grade levels. Funding will be used for transportation.	\$3,739.01	5826	Transportation			Hospitality, Tourism, Recreation	Approved	
<b>2025-2026: YEAR THREE</b>								
<b>Pathway Strategic Goals</b>								



Pathway Quality Strategic 3 Year Goal		Check in on 3-Year Goals For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?	
By 2026 we would like to have at least 3 strong partnerships with community based organizations in the West Oakland Community that provide students career exploration opportunities centered in HTR and beyond.		Thus far, we have formed partnerships with The Center (OUSD's Garden and Kitchen) and Oakland Ice, both of which are located in or on the edge of West Oakland. We have also done outreach to additional West Oakland-focused organizations/groups such as Mandela Grocery Cooperative, Black Liberation Walking Tour, and People's Program. We feel confident that with additional outreach and follow-up, we can meet our goal of having 3 strong partnerships in the West Oakland community by 2026.	
By 2026 we would like to have the 3 community based organizations mentioned in Goal #1 part of our advisory board. In addition, we will utilize the advisory board to provide internship opportunities and lead career centered events on campus (ie: mock interviews, resume support)		We have reached out to many community based organizations to be part of our Advisory Board for Bunche Academy's Pathway (Hospitality, Tourism, Recreation), including Growing Together, Semifreddi's, and Filoli Historic House & Garden. We are currently contracting with Growing Together for an urban gardening educator who collaborates with the pathway leads for the pathway class. Semifreddi's has previously donated food products for interactive culinary units. Furthermore, Filoli has signed an MOU with Bunche & Dewey to provide transportation and educational career exploration visits three times in the '24-25 SY.	
By 2026 at least one Academic Core teacher will be in pursuit of a HTR CTE credential to help support and manage the integration of HTR CTE curriculum school wide. The purpose of this goal on a large scale is to create an academic culture where all teachers receive adequate support with CTE		We currently have two new co-pathway leads that are also Academic Core teachers. We are making progress towards this goal as we explore CTE eligibility for our new pathway leads. In addition, our Academic Core teachers are engaging in Project Based Learning to integrate pathway themes throughout the schoolwide curriculum. Teacher turnover and staff reductions have hindered this goal as we continue to try to build our pathway and obtain sustainability.	
Pathway Strategic Actions Reflection			
2024-2025 Strategic Actions		Reflection on 2024-2025 Strategic Actions For the Strategic Action sets for each goal, answer: -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?	
24-25 Strategic Actions for Goal #1	Work with new Grow Together garden partner to connect with other HTR related partners	We are on track to accomplish the strategic actions for Goal #1 by the end of the 2025 SY in the following ways:	
	By 2025, have two community based organization partnerships that are willing to serve on an advisory board	With Growing Together, we are planning a field trip with City Slicker Farm in West Oakland and a field trip to SF's Ferry Building (& Farmer's Market) for spring '25. We hope to form ongoing partnerships with these organizations/groups for the following school years.	
	By 2025, plan student engagement event with two community based organizations	We have reached out to three of our ongoing partnerships – Filoli, Growing Together, and Semifreddi's – about joining our advisory board and hope to have at least two confirmed by the end of the '25 SY.	
24-25 Strategic Actions for Goal #2	By 2025, Host a career fair that includes at least 2 West Oakland based companies/organizations	We hosted a career fair that featured eight booths, four of which are West Oakland based companies/organizations. Continuing our partnership with Growing Together we provide weekly learning opportunities with students that builds upon the development of our community Garden at Bunche. In addition, we are working with Growing Together to build future potential partnerships with community based farms such as City Slicker Farms. One of the field trips took students from the pathway to The Center in West Oakland in which students engaged in using food from their garden to build upon their culinary experience by cooking lunch. We have reached out to The Center to plan future field trips.	
	Plan career exploration visits to local West Oakland urban Farms		
	Meet with current partner, Grow Together to learn of other potential partnerships		
24-25 Strategic Actions for Goal #3	Develop Measure H Committee that includes teachers interested in HTR	We have developed a Measure H/Pathway Team that meets twice per month and includes; Our pathway co-leads, Pathway Coach, Community Schools Manager, School counselor and Principal and therefore have achieved this strategic action. In addition, we are looking at other local HTR/Culinary programs in the Bay Area to visit by next Fall. We have fallen short of this strategic action because we have prioritized other actions this school year. We are currently able to run our HTR program without a CTE-credentialed teacher and with our reduction in staff size, will likely continue with this model as we continue to serve our students.	
	Research other HTR Pathway programs to visit		
	Determine if HTR CTE credential is needed for additional CTE support		
Pathway Strategic Actions 2025-2026			
2025-2026 Strategic Actions Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?			
Goal #1: By 2026	By 2026 we would like to have at least 3 strong partnerships with community based organizations in the West Oakland Community that provide students career exploration opportunities centered in HTR and beyond.	New or Revised Strategic Actions for Goal #1	By 2026, we will plan out two retreats specifically for outreach to West Oakland community organizations that will include the pathway leads and coach.  By 2026, we will have further developed our partnership with OUSD's The Center, specifically in regards to field trips and use of the Center's culinary facilities and gardens. We will also work to formalize our partnership with the Center, potentially in an advisory role.  By 2026, we will have asked at least 5-7 West Oakland community organizations to form partnerships, with the goal of creating at least 3.
Goal #2:	By 2026 we would like to have the 3 community based organizations mentioned in Goal #1 part of our advisory board. In addition, we will utilize the advisory board to provide internship opportunities and lead career centered events on campus (ie: mock interviews, resume support)	New or Revised	By 2026, we will host 2 Career Fairs aimed toward providing students with more exposure to internship opportunities that occur in the Fall and Spring.  By 2026, we will continue to develop our relationship with community organizations by reaching out to at least 5 organizations to meet our goal of having at least 3 community-based organizations on our advisory board.

Goal #2: By 2026		Strategic Actions for Goal #2	By 2026, collaborate in Senior Seminar and Advisory Periods to build on career skills. The collaboration would include planning to align the graduate profile, that includes an individual learning plan for each senior. There would be opportunities for career and college exploration.
			By 2026 incorporate the advisory board to be part of graduate profile review.
Goal #3: By 2026	By 2026 at least one Academic Core teacher will be in pursuit of a HTR CTE credential to help support and manage the integration of HTR CTE curriculum school wide. The purpose of this goal on a large scale is to create an academic culture where all teachers receive adequate support with CTE subject matter.	New or Revised Strategic Actions for Goal #3	By 2026, hold additional professional development and planning time for project-based learning for whole school integration. Incorporating and lifting a social justice theme embedded in the HTR+Culinary academy.
			By 2026, have at least 2 HTR-themed integrated projects across Academic Core courses. In 2024/2025 trimester 3, Bunche Academy engaged in two sessions on PBL PD to then piloted and launched PBL.
			By 2026, visit other HTR Pathway high school to better understand CTE integration, curriculum resources, model and best practices.

**Budget Expenditures****Effective July 1, 2025 - June 30, 2026****2025-2026 Pathway Budget****BUDGET JUSTIFICATION**

For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.  
Reference the [Measures N and H Permissible Expenses document](#) when developing the justification.

For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the [Measures N and H Instructions for a Proper Budget Justification](#).

- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.

- How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.)

We encourage you to refer to this list of [OUSD's Object Codes](#) if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.*

*\*\*If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.*

**Pupil Support Salaries/Counselor:****Hire a Counselor at .10 FTE.**

The counselor will support Ralph J. Bunche Academy students with postsecondary timelines and lists, financial aid/scholarship applications, and community college applications. In addition, the school counselor will co-plan and co-lead the senior seminar/senior capstone course, which includes developing an in-depth post-secondary plan and presentation.  
All students will be impacted because they will create a post-secondary plan while exploring college and career opportunities, which will lead to motivation toward graduation.

This portion of the FTE is supplemental because it exceeds the Central Base allocation of .20 FTE and .10 FTE from Title I funding.

**PCN 6295, Dulce Hsu**

(Salary &amp; Benefits Costs)

COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved	Conditionally Approved
						(Fully approved means your justification is complete; therefore, a Measure H Justification Form is <b>not</b> required. However you still need to submit any other OUSD form that is required for approval)  (protected cells below are to be completed by MN/H staff only)	(Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval)  (protected cells below are to be completed by MN/H staff only)
\$13,759.98	1205	Pupil Support Salaries / Counselor	Counselor	.10 FTE	Hospitality, Tourism, Recreation	Approved	



<b>Teachers Salaries:</b> <b>Hire a Pathway Teacher at .15 FTE to offer Hospitality, Tourism, and Recreation Elective classes once per week.</b> The pathway teacher will teach our pathway elective course (Hospitality, Tourism, and Recreation) curriculum for all our students. The curriculum will offer students opportunities to personalize their education based on their career interests and unique learning needs. The Pathway Teacher will provide students with career and academic skills and soft skills needed for the modern workplace, college, and general postsecondary success. The Pathway Teacher will also work to ensure their curriculum is current and relevant to today's HTR industry standards. Bunche saw a reduction in Teacher FTE from 24-25 to 25-26, and this position is supplemental as it is no longer funded out of base. <b>PCN 10206, Miriam Hennig</b> (Salary & Benefits Costs)	\$14,290.02	1105	Teacher Salaries	Teacher Structured English Immersion	.15 FTE	Hospitality, Tourism, Recreation	Approved	
<b>Consultant Contracts:</b> <b>Contract with Grow Together to provide Garden Education for the Hospitality, Tourism, and Recreation (HTR) pathway during elective classes through June 30, 2026.</b> Grow Together will partner with the HTR pathway elective teachers to provide project-based learning opportunities centered on Garden education. Students will work in the Garden weekly to accomplish various tasks aligned with academic standards. Students will explore the science of plants, the intersection of Art and plants, and careers aligned with HTR. Each week, 20 - 30 students will participate in the garden program. This expenditure supports Strategic Action #1, which is to increase HTR-centered community-based organization partnerships. It will support 80 - 90 students enrolled in the HTR elective classes through June 30, 2026. (Admin Fees Included)	\$8,000.00	5825	Consultant Contracts				Approved	
<b>Teacher Salaries Stipends:</b> <b>Extended Contracts for 2 Teachers to serve as Pathway Co-Leads.</b> The HTR pathway co-leads will support Ralph J. Bunche Academy with on-site pathway leadership over the course of the next year. This expenditure will focus on leading and planning the bi-weekly pathway team meetings over the course of the 2025-26 academic school year. The pathway team meetings occur during the shared prep period for the pathway co-leads. All students will be impacted by this expenditure as all students interact with the pathway through the elective courses, career exploration visits and work based learning opportunities. Budget Calculation: 2 hours x 10 months = 20 hours each x 2 Teachers = 40 hrs total x \$47.50 = \$1,900 + 25% Benefit Costs = \$2,375.00.	\$2,375.00	1120	Teacher Salaries Stipends				Approved	
<b>Teacher Salaries Stipends: Extended Contracts for planning time for Pathway Co-leads</b> The HTR pathway co-leads will support Ralph J. Bunche Academy with school-wide pathway integration over the course of the next year. This planning time will focus on Pathway integration into core classes and in-depth planning of the HTR elective course. HTR elective course planning time will include coordinating career exploration visits in alignment with curriculum, culinary lab preparation, and guest speaker coordination. Pathway integration into core classes will consist of working with peer teachers to align projects and lessons and coordinating shared curriculum themes across subjects. 50 - 70 students will be impacted by the continued Pathway integration, teacher development, academic rigor, and Work Based Learning opportunities. Budget Calculation: (2 hours per week) 8 hours x 10 months = 80 hours each x 2 teachers = 160 total hours x \$47.50 = \$7,600 + 25% Benefit Costs = \$9,500.00.	\$9,500.00	1120	Teacher Salaries Stipends				Approved	

<p><b>Consultant Contracts:</b>  <b>Contract with the Oakland Public Ed Fund (OPEF) for the Exploring College, Career, &amp; Community Options Program (ECCCO) to facilitate and pay out the 2025-26 Student Internship Stipends through June 30, 2026.</b>  OPEF will be a fiscal sponsor to process ECCCO Stipends for student participants in Summer 2026. The ECCCO summer internship program exposes students to real-world work experience and college courses. ECCCO offers hands-on activities and is specifically designed to help all students, regardless of background, they build the necessary skills and networks for a successful transition beyond high school.  This expenditure aligns with our pathway goal to increase the number of students in internships and expose them to more work-based learning opportunities to prepare them for college and their careers.  This funding will provide stipends to 10 high school students, focusing on male students, participating in various summer internships for approximately \$500 per stipend. Summer Internship and Peralta Institute stipends through June 30, 2026.  (Includes 15% admin fees - \$750)  <i>OPEF can only invoice schools for student stipends with 100% participation and completion and the admin fees for those funds. OPEF can not invoice for the full contract amount before the program ends. Under no circumstances can OPEF hold unspent Measures N or H funds for the schools.</i></p>	\$5,750.00	5825	Consultant Contracts				Approved	
<p><b>Professional Contracted Bus Services:</b>  <b>Charter Bus Rentals for students to participate in College and Career Exploration Visits.</b>  This expenditure will fund exploratory trips within our pathway domain of Hospitality, Tourism, and Recreation for upwards of 25 students. It supports our students within the pathway by showcasing college programs both within and outside of Oakland that could further support their development as scholars who want careers in these industries. Twenty to thirty students will be impacted by this expenditure as they prepare for graduation.</p>	\$1,941.38	5826	Professional Contracted Bus Services					Conditionally Ap...

2025-2026 MEASURE H BUDGET			
Effective: July 1, 2025 - June 30, 2026			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$55,616.38	\$55,616.38	\$0.00
[For Alt Ed only] *Funding Allocation is based on school's highest attendance reported in 2023-2024 (69), multiplied by the percentage of Oakland residents in 2024-25 (94.8%), multiplied by the per pupil amount of \$850.			

School: Ralph J. Bunche Academy

Site #: 309

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
309-1	<p>Pupil Support Salaries/Counselor: Hire a Counselor at .10 FTE. The counselor will support Ralph J. Bunche Academy students with postsecondary timelines and lists, financial aid/scholarship applications, and community college applications. In addition, the school counselor will co-plan and co-lead the senior seminar/senior capstone course, which includes developing an in-depth post-secondary plan and presentation. All students will be impacted because they will create a post-secondary plan while exploring college and career opportunities, which will lead to motivation toward graduation. This portion of the FTE is supplemental because it exceeds the Central Base allocation of .20 FTE and .10 FTE from Title I funding. PCN 6295, Dulce Hsu (Salary &amp; Benefits Costs)</p>	\$13,759.98	1205	Pupil Support Salaries / Counselor	Counselor	.10 FTE	Hospitality, Tourism, Recreation
309-2	<p>Teachers Salaries: Hire a Pathway Teacher at .15 FTE to offer Hospitality, Tourism, and Recreation Elective classes once per week. The pathway teacher will teach our pathway elective course (Hospitality, Tourism, and Recreation) curriculum for all our students. The curriculum will offer students opportunities to personalize their education based on their career interests and unique learning needs. The Pathway Teacher will provide students with career and academic skills and soft skills needed for the modern workplace, college, and general postsecondary success. The Pathway Teacher will also work to ensure their curriculum is current and relevant to today's HTR industry standards. Bunche saw a reduction in Teacher FTE from 24-25 to 25-26, and this position is supplemental as it is no longer funded out of base. PCN 10206, Miriam Hennig (Salary &amp; Benefits Costs)</p>	\$14,290.02	1105	Teacher Salaries	Teacher Structured English Immersion	.15 FTE	Hospitality, Tourism, Recreation

309-3	<p>Consultant Contracts: Contract with Grow Together to provide Garden Education for the Hospitality, Tourism, and Recreation (HTR) pathway during elective classes through June 30, 2026. Grow Together will partner with the HTR pathway elective teachers to provide project-based learning opportunities centered on Garden education. Students will work in the Garden weekly to accomplish various tasks aligned with academic standards. Students will explore the science of plants, the intersection of Art and plants, and careers aligned with HTR. Each week, 20 - 30 students will participate in the garden program. This expenditure supports Strategic Action #1, which is to increase HTR-centered community-based organization partnerships. It will support 80 - 90 students enrolled in the HTR elective classes through June 30, 2026. (Admin Fees Included)</p>	\$8,000.00	5825	Consultant Contracts			
309-4	<p>Teacher Salaries Stipends: Extended Contracts for 2 Teachers to serve as Pathway Co-Leads. The HTR pathway co-leads will support Ralph J. Bunche Academy with on-site pathway leadership over the course of the next year. This expenditure will focus on leading and planning the bi-weekly pathway team meetings over the course of the 2025-26 academic school year. The pathway team meetings occur during the shared prep period for the pathway co-leads. All students will be impacted by this expenditure as all students interact with the pathway through the elective courses, career exploration visits and work based learning opportunities. Budget Calculation: 2 hours x 10 months = 20 hours each x 2 Teachers = 40 hrs total x \$47.50 = \$1,900 + 25% Benefit Costs = \$2,375.00.</p>	\$2,375.00	1120	Teacher Salaries Stipends			
309-5	<p>Teacher Salaries Stipends: Extended Contracts for planning time for Pathway Co-leads The HTR pathway co-leads will support Ralph J. Bunche Academy with school-wide pathway integration over the course of the next year. This planning time will focus on Pathway integration into core classes and in-depth planning of the HTR elective course. HTR elective course planning time will include coordinating career exploration visits in alignment with curriculum, culinary lab preparation, and guest speaker coordination. Pathway integration into core classes will consist of working with peer teachers to align projects and lessons and coordinating shared curriculum themes across subjects. 50 - 70 students will be impacted by the continued Pathway integration, teacher development, academic rigor, and Work Based Learning opportunities. Budget Calculation: (2 hours per week) 8 hours x 10 months = 80 hours each x 2 teachers = 160 total hours x \$47.50 = \$7,600 + 25% Benefit Costs = \$9,500.00.</p>	\$9,500.00	1120	Teacher Salaries Stipends			

309-6	<p>Consultant Contracts: Contract with the Oakland Public Ed Fund (OPEF) for the Exploring College, Career, &amp; Community Options Program (ECCCO) to facilitate and pay out the 2025-26 Student Internship Stipends through June 30, 2026. OPEF will be a fiscal sponsor to process ECCCO Stipends for student participants in Summer 2026. The ECCCO summer internship program exposes students to real-world work experience and college courses. ECCCO offers hands-on activities and is specifically designed to help all students, regardless of background, they build the necessary skills and networks for a successful transition beyond high school. This expenditure aligns with our pathway goal to increase the number of students in internships and expose them to more work-based learning opportunities to prepare them for college and their careers. This funding will provide stipends to 10 high school students, focusing on male students, participating in various summer internships for approximately \$500 per stipend. Summer Internship and Peralta Institute stipends through June 30, 2026. (Includes 15% admin fees - \$750) OPEF can only invoice schools for student stipends with 100% participation and completion and the admin fees for those funds. OPEF can not invoice for the full contract amount before the program ends. Under no circumstances can OPEF hold unspent Measures N or H funds for the schools.</p>	\$5,750.00	5825	Consultant Contracts			
309-7	<p>Professional Contracted Bus Services: Charter Bus Rentals for students to participate in College and Career Exploration Visits. This expenditure will fund exploratory trips within our pathway domain of Hospitality, Tourism, and Recreation for upwards of 25 students. It supports our students within the pathway by showcasing college programs both within and outside of Oakland that could further support their development as scholars who want careers in these industries. Twenty to thirty students will be impacted by this expenditure as they prepare for graduation.</p>	\$1,941.38	5826	Professional Contracted Bus Services			

2024-25 MEASURE H STRATEGIC CARRYOVER PLAN																																				
Effective: July 1, 2025 - June 30, 2026																																				
Name of School Site		Ralph J. Bunche Academy					Site #		309																											
Approved Strategic Carryover (from prior years - Carryover Plan)		\$2,677.54		In the box below, please indicate why you decided to allocate Strategic Carryover.																																
Total Budgeted Amount		\$2,677.54		We decided to allocate Strategic Carryover to ensure we had an ECCCO advisor for July 2025. Historically our program has had a high percentage of participation in the ECCCO program and we wish to continue this work.																																
Remaining Amount to Budget		\$0.00																																		
<b>NOTE:</b> Measure H funds are to be expended during the fiscal year for which the Measure H Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.																																				
<b>Directions:</b> Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure H Education Improvement Plan (EIP) to support students and pathway development.  <b>**Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O, and Budget Modification Development document linked below.</b>																																				
<b>Resources:</b> <a href="#">Measures N and H 2025-2026 Permissible Expenses</a> <a href="#">Measure H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O and Budget Modification Development</a>																																				
<b>BUDGET JUSTIFICATION</b> <b>For All Budget Line Items</b> , enter 3-5 sentences to create a Proper Justification that answers the below questions. <b>For Object Codes 1120, 5825, and all FTE</b> , please also respond to the additional Budget Justification questions outlined in the <a href="#">Measure H Instructions for a Proper Budget Justification</a> .  - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.  - How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-26 strategic actions.)  <b>If you have questions about which object codes to use, we encourage you to refer to this list of OUSD's object codes.</b> <i>Please note that this is NOT a comprehensive list of all OUSD's object codes, and not all are permissible uses of Measure H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i>																																				
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<b>Classified Support Salaries Overtime:</b> <b>ET/OT for Community Schools Manager to be the Summer Advisor for the Summer 2026 ECCCO Program, through June 30, 2026.</b> The ECCCO Summer advisor will support students in summer internships by providing a work-based learning curriculum to students and assisting them in finding internships and work site visits. The advisor will visit students at their internship sites to evaluate and support the students as they complete this important experience. This position is critical for students' success in the program, as it provides an adult liaison role between the student and the hosting organization that can help ensure students are doing what is required of them and also support the host organization and ensure their interactions and expectations for students are appropriate. This expenditure will serve 10-14 total students during the summer program. The HSLLO office will match this funding for a total of \$4,305.60 from July 1, 2025 - July 11, 2025.																																				
<b>Meeting Refreshments:</b> <b>Funds to purchase ingredients for the Pathway Community events for students, families, staff and advisory board.</b> Our Pathway will host community engagement events. These events will promote various HTR career opportunities while fostering community and belonging. We will need various ingredients to prepare snacks for our attendees. There will be 2 events in total, and we will spend approximately \$250 per event to serve 25- 35 people.																																				