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

Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Ralph J. Bunche Academy

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Ralph J. Bunche Academy.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Ralph J. Bunche Academy



2025-26 School Plan for Student Achievement (SPSA)

School: Ralph J. Bunche Academy
CDS Code: 1612590118653
Principal: Ana Vasquez
Date of this revision: 3/27/2025

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: Ana Vasquez	Position: Principal
Address: 1240 18th Street Oakland, CA 94607	Telephone: 510-874-3300 Email: ana.vasquez@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 3/27/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Ralph J. Bunche Academy

Site Number: 309

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

☒ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☒ Local Control Funding Formula Equity Multiplier

☒ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 3/27/2025

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

☐ Flyers in students' home languages

☐ Announcement at a public meeting

☐ Other (notices, ParentSquare blasts, etc.)

Signatures:

Ana Vasquez

Principal

Ana Vasquez

Signature

4/10/2025

Date

Erynn Jennings

SSC Chairperson

Erynn Jennings

Signature

4/10/25

Date

SELLS Representative (optional)

Signature

Date

Vanessa Sifuentes

Network Superintendent

Vanessa Sifuentes

Signature

Date

Lisa Spielman

Director, Strategic Resource Planning

Lisa Spielman

Signature

Date



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/19/2024	SSC	Introduction to SPSA, mid year review of SPSA 2024/2025.
1/28/25 to 3/3/25	CSM	Work session with CSM to respond to 3C, Community School Plan
2/25/2025	Instructional Leadership Team	Work session to engage and respond to the LCAP goals strategies and actions for 1-4 and conditions for AA and ELL students.
2/26/2025	Culture and Climate Leadership Team	Work session to engage and respond to the LCAP goals strategies and actions for 1-4 and conditions for AA and ELL students.
3/10/2025	Bunche Whole School Staff	Provide engagement with Strategies and Activities and connect to the WASC student learner goals, review the CCSPP and budget sections for insight and input.
3/27/2025	SSC	

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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

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).
- **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.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$133,272.25
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$468,415.69

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$20,880
Title I, Part A Parent & Family Engagement (#3010)	\$580
21st Century Community Learning Centers (Title IV, Part B #4124)	\$111,812
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$133,272

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$468,415.69

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$7,600
LCFF Equity Multiplier (#7399)	\$152,930
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$25,000
After School Education & Safety (ASES #6010)	\$0
Community Schools Grant (CCSPP #6332)	\$135,000
Proposition 28 (Arts & Music in Schools #6770)	\$14,613
SUBTOTAL OF STATE & LOCAL FUNDING:	\$335,143

2025-26 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:	Board Approval Date:
School Mission and Vision		
<p>Vision</p> <p>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.</p> <p>Mission</p> <p>Ralph J. Bunche students will...</p> <p>... commit to building ongoing healthy, meaningful and personal relationships with students, staff, family members, and community partners to support a student's sense of identity, personal belief in themselves, building agency to include goal setting, reflecting and internalizing self efficacy;</p> <p>... engage in academic endeavors that support the "whole child," build confidence through challenge in their academic abilities, and develop skills through project based learning that spark a passion for learning:</p> <p>... leave feeling confident in their post-graduation plan with experiences of exploring careers, college, and other areas of interest.</p>		
Purpose of this Plan		
<p>This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):</p> <ul style="list-style-type: none"> Targeted Support & Improvement for the following groups: Latino/a Students 		
<p>The purpose of this schoolwide plan is to improve outcomes for all students. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each 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 LCAP goals and to the specific purposes of Title I, Equity Multiplier, CCSP and other targeted funding programs.</p>		

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

This year Bunche Academy has been engaged in the WASC self study and able to better evaluate student learner needs around attendance, student achievement, college and career readiness and community engagement. We have worked hard this year to establish systems and structures to support our students who come to continuation school having had difficulty in a comprehensive high school setting. Many of our students require mental health support, have a 504 or an IEP. Our students come in with a need to increase attendance and build their academic confidence to build their academic skills. This year, 50% of the teachers were on emergency credential status, there have been three different resource specialist teachers, the school counseling has been varied throughout the year from one day to four days and in trimester 3 the math teacher resigned. In addition, the school had to clear up a 60K depth that has been accumulating since 2022, resulting in limiting the school counselor for two days in 2025/2026. Inequities in access to student direct services has been the challenge, but the Bunche staff and school partnerships have been doing the most with the least to create a school community that speaks to its core values of being respectful, safe and responsible to establish a academic instructional program balanced with social emotional student support with compassion and integrity.

School Demographics, 2023-24

% 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 *SBAC & CAST exclude 10% penalty, if applicable.	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	-236.8	not available until fall 2025	N/A
SBAC ELA Participation	All Students	5.3%	16.0%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	0.0%	0.0%	not available until fall 2025	N/A
Mathematics/Science Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students		-210.0	not available until fall 2025	N/A
SBAC Math Participation	All Students	15.4%	15.4%	not available until fall 2025	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	0.0%	0.0%	not available until fall 2025	N/A
California Science Test (CAST) Participation	All Students	27.0%	39.4%	not available until fall 2025	95.0%
Graduation Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Four-Five Year Cohort Graduation Rate	All Students	73.5%	64.0%	not available until fall 2025	N/A
On Track to Graduate: 9th Grade	All Students	0.0%	28.6%	not available until fall 2025	N/A
On Track to Graduate: 11th Grade	All Students	0.0%	0.0%	not available until fall 2025	N/A
A-G Completion	All Students	3.6%	2.7%	not available until fall 2025	N/A

College/Career Readiness	All Students	1.5%	0.0%	not available until fall 2025	N/A
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LCAP Goal 2: Within three years, 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		N/A	not available until fall 2025	N/A
SBAC ELA Distance from Standard Met	Low-Income Students	-94.0	-236.8	not available until fall 2025	0.7
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	0.0%		not available until fall 2025	20.0%
SBAC Math Distance from Standard Met	Special Education Students		N/A	not available until fall 2025	N/A
SBAC Math Distance from Standard Met	Low-Income Students		-210.0	not available until fall 2025	227.0

Reclassification Measures & Targets **Reference [Stages of ELD Data slides](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	0.0%	7.1%	not available until fall 2025	2.0%
LTEL Reclassification	Long-Term English Learners	0.0%	7.7%	not available until fall 2025	2.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
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	All Students	n/a	53.2%	not available until fall 2025	75.0%
Out-of-School Suspensions	All Students	0.9%	5.9%	not available until fall 2025	2.0%
Out-of-School Suspensions	African American Students	0.0%	10.2%	not available until fall 2025	2.0%
Out-of-School Suspensions	Special Education Students	5.0%	3.7%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	92.5%	91.0%	not available until fall 2025	50.0%
Chronic Absenteeism	African American Students	85.4%	97.4%	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 consistent 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%	62.1%	not available until fall 2025	75%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p><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</i></p> <p><i>Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</i></p>	<p><i>In 2023/2024 there was limited information on standard assessments.</i></p> <p><i>For 2024/2025 the whole school engaged in i ready diagnostic for the fall and winter. There was been an increase of participation from 70% in the fall to 93% in the winter.</i></p> <p><i>There has also been an increase in scores from the fall to the winter for mid to above grade level to early on grade:</i></p> <p><i>Phonics: 86% for fall and winter</i></p> <p><i>High Frequency Words: 2% for fall and winter</i></p> <p><i>Vocabulary: 5% to 11%</i></p> <p><i>Reading Comprehension Overall: increase from 0% to 2%</i></p> <p><i>RC Literature: 7% for fall and winter</i></p> <p><i>RC of Informational Text: 0% to 4%</i></p> <p><i>Overall i ready scores from the fall to the winter:</i></p> <p><i>Mid to above increase from 0% to 2%</i></p> <p><i>Early on grade remained at 5%</i></p> <p><i>One grade below increased from 7% to 13%</i></p> <p><i>Two grades below increased from 10% to 11%</i></p> <p><i>Three grades below decreased from 79% to 70%</i></p> <p><i>For Metric 2: As of December 2024 there was no math data. Nevertheless to support implehere are content PDs that teacher attends and there is a PLC that focuses on CEAs with backward planning.</i></p>
LCAP Goal 2:	<p><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></p>	<p><i>Staff have engaged with having PD from the RS teacher to better understand different types of learners and engage with the IEP one pager for teacher review. IEPs have been updated. There has been also been a focus on Academic Discussion and the students with an IEP have been our focal group. This year there is a teacher on special assignment.</i></p>

LCAP Goal 3:	<i>All students connectedness to school will increase to a 75% average over the course of the next three years.</i>	<p><i>There are systems and structures in place to address student connectedness:</i></p> <ul style="list-style-type: none"> <i>- A culture and climate team that meets bimonthly with the framework Positive Behavioral Interventions and Supports (PBIS)</i> <i>-An attendance team that meets once a week to address different tiers of support</i> <i>-Parent engagement that includes a weekly newsletter and parent square messages</i> <i>-A COST team that allows for social emotional support for students that meets once a week with professionals and consultation</i> <i>-Student Leadership with a student council and peer RJ</i>
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>	<i>In 2024/2025 there was a high turnover of teaches 3 out of the 8 remained. Weekly professional development on LCAP goals that includes specific school wide goals, content and classroom culture tier 1 practices.</i>
Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p><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</i></p> <p><i>Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</i></p>	<p><i>Student attendance is an ongoing issue that affects testing participation and results.</i></p> <p><i>For Metric 2: Use of CEAs is fairly new there is teacher resistance. This will shift as the next round of curriculum embedded assessments will be in February. To support there are content PDs that teacher attends and there is a PLC that focuses on CEAs with backward planning. Title I funds will be used to support LCAP Goal 1 by providing a 0.10 FTE Counselor, transportation for field trips to enhance college and career readiness, and materials and supplies for project-based learning. These investments aim to strengthen academic engagement, expand opportunities for student growth, and support hands-on learning experiences.</i></p>
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>	<i>Bunche started the year in August with no RS teacher and by December there have been 2 different RS teachers. In January an emergency credential teacher will be hired. Having multiple RS teachers causes constant pivots on services for IEP students and teacher support and building relationships to support students.</i>

LCAP Goal 3:	<i>All students connectedness to school will increase to a 75% average over the course of the next three years.</i>	<i>The CHKS survey data only comes out once a year at the EOY to dive into meeting the goal on students feeling connected to school. Title I-Parent funds will be used to purchase light refreshments to support family attendance at parent meetings. This investment is aimed at positively impacting LCAP Goal 3 by fostering student and family connectedness, creating a welcoming environment that encourages greater participation and engagement.</i>
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>	<i>Of the 7 teachers, 3 are emergency credential teachers. There is a need to have credential teachers to support strong instruction and student academic outcomes.</i>

ATSI & TSI Target Student Groups and Metrics					
Measure	Target Student Group	2022-23	2023-24	2024-25	2025-26
		Baseline	Outcome	Outcome	Target
Graduation	Latino/a Students	63.30%	51.90%	not available until fall 2025	46.90%

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Ralph J. Bunche Academy

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 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.

Bunche Academy has focused on reviewing each LCAP goal with staff, leadership teams (ILT and CLT) and parents/guardians at SSC. The implementation of the current SPSA (School Plan for Student Achievement) strategies and actions has been progressing steadily. Key focus areas include aligning resources to support student learning goals, enhancing teacher professional development, and promoting equitable access to educational opportunities. Specific actions, such as the hire of a TSA, re-igniting a focus on the HTR+Culinary academy, increasing parent/guardian engagement and well defined and established PD with clear goals around academic and social emotional learning, have been implemented as planned.

Since the completion of the SPSA last spring, there have been some adjustments to activities. For example, not being able to collaborate with other alternative education programs to align programmatic and instructional practices, not offering Ethnic Studies and affinity groups. There has been a focus on building wider systems and structures of support including, leadership teams that includes attendance, ILT, CLT, COST, PBIS and MTSS. These changes aim to strengthen the plan's impact and better meet the needs of students and staff.

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

The strategies and actions outlined in the SPSA have been moderately effective in advancing the articulated goals. For example, targeted intervention programs have shown a measurable improvement in student achievement, particularly among at-risk populations. Regular progress monitoring has highlighted gains in areas such as literacy, demonstrating that data-driven instruction and personalized learning plans are yielding positive results.

Professional development for teachers has been instrumental in equipping staff with the skills and tools needed to implement these strategies effectively. Feedback from educators indicates that training sessions focused on academic discussion and use of OUSD adopted curriculum have enhanced classroom engagement and learning outcomes.

However, some challenges remain, such as student attendance and building students' academic confidence. These factors have highlighted the need to refine implementation timelines and explore additional support mechanisms to maximize the impact of strategies and actions. Continuous assessment and adjustments will be crucial to further improve effectiveness and ensure progress toward the SPSA goals.

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.

As a result of the analysis, several changes will be made to better achieve the annual goals, outcomes, and strategies/actions outlined in the SPSA. These adjustments include:

1. Professional Development in areas of ELD given the increase of ELL at Bunche Academy.
2. Enhanced focus on math: Utilizing CEAs to better understand student level of performance and create small group academic interventions.
3. Continue to envision and re-ignite the HTR+Culinary academy to include establishing a Board, building partnerships and paid student internships.
4. Established a consistent RS support program for the 23% of students with IEPs.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure Code (this column will be hidden eventually)	Title I Expenditure (describe expenditure in column a)	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
4399 - Unallocated	\$216 for PBIS Material	Student Connectedness to School	Purchase PBIS material for student store	Count of Bunche Bucks received,	Continue
4399 - Unallocated	\$9736 Teacher moving from .90 to 1.00	SBAC Math Distance from Standard Met	Algebra Support and Study Hall course offerings	<p>-Student passing rates in Algebra was low during the first progress report. 44.4% of students were failing. With the Alg. support class there was a decrease by 33.3% students failing the course. For the second trimester 33.3% of students failed Alg. 1 even with the support class, but there was a decrease from the initial progress report during Trimester 1.</p> <p>-During the end of trimester 1, 5.2% of students had an F and 9.3% had a D, students with a D or F were scheduled into study hall at the start of Trimester 2. By progress report of trimester 2 there was an increase of Fs. The math teacher resigned mid February. At this point the use of Title 1 funds will not continue to fund the increase of the FTE.</p>	Discontinue due to reduction of teachers for 2025/2026.

Increase FTE for Teacher (Algebra)	\$9736 Teacher moving from .90 to 1.00	SBAC Math Distance from Standard Met	Algebra Support and Study Hall course offerings	-Student passing rates in Algebra was low during the first progress report. 44.4% of students were failing. With the Alg. support class there was a decrease by 33.3% students failing the course. For the second trimester 33.3% of students failed Alg. 1 even with the support class, but there was a decrease from the initial progress report during Trimester 1. -During the end of trimester 1, 5.2% of students had an F and 9.3% had a D, students with a D or F were scheduled into study hall at the start of Trimester 2. By progress report of trimester 2 there was an increase of Fs. The math teacher resigned mid February. At this point the use of Title 1 funds will not continue to fund the increase of the FTE.	Discontinue due to reduction of teachers for 2025/2026.
Light Refreshments	\$600 Light Refreshments	On Track to Graduate: 11th Grade	Purchase light refreshments to support the increase engagement/attendance at Bunche parent/guardian meetings.	Any outreach for parent engagement is worth while. This year we have had 4 parent meetings. In addition, Bunche has been able to hold two parent/teacher conferences in the Fall and the Spring to build parent engagement.	Continue but with budget modifications.
PBL Material and Field Trips	\$11648 for Instructional Material and field trips for PBL	Student Connectedness to School	PBL for the whole school, teacher collaboration and end of year project display during open house.	This year there is an introduction of projected pased learning across the whole school. Teachers are given opportunity to collaborate and plan during 10 PD sessions. Projects across all the school.	Continue but with budget modifications.

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES					
School:		Ralph J. Bunche Academy	SCHOOL ID:	309	
3: SCHOOL STRATEGIES & ACTIVITIES			2025-26 High School SPSA Guidance		
LCAP Goal 1: All students graduate college, career, and community ready.					
School Goal:		By June 2026, students will demonstrate increased literacy and math proficiency as measured by: Metric 1) There will be an increase of 10% or more of students reaching their growth goals on i-Ready reading assessment. Metric 2) There will be a 10% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments.			
Identified Need:		Increase student achievement by continuing to use data as a springboard for decisions on whole school academic and SEL goals. Be better at understanding school context of being on a trimester system and applying OUSD curriculum while giving PD space to continue for teachers to evolve in application of the curriculum with integrity, build rigor with scaffolding support and offer guidance to better support our students academic confidence and academic skills.			
#	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	Continue to implement OUSD adopted curriculum for all subjects and provide PD planning, collaboration and adapting curriculum to trimester schedule. Implementation of the curriculum embedded assessments with integrity.		All Students	Academic	Tier 1 - Universal
1-2	Expand PLC with academic skill building.		All Students	Academic	Tier 1 - Universal
1-3	Build the Hospitality, Tourism, Recreation + Culinary Academy to include project based learning and a focus on social justice.		All Students	Academic	Tier 1 - Universal
1-4	Adopt whole school digital literacy skills that include use of online search engines, communication tools and applications to create presentations that support senior seminar, the academy and PBL.		All Students	Academic	Tier 1 - Universal
1-5	Increase participation rate by 25% of students taking the CEAs in math for Algebra 1 and Geometry.		All Students	Academic	Tier 1 - Universal

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.				
School Goal:		By May of 2026 AA, special education and ELL students will increase the percentage on mid or above grade level in i-Ready ELA by 10% and decrease the the percentage of students by 10% for those that are three or more grade levels below.		
Identified Need:		40% of our students are AA, 28% are ELL and 15% are Special Education totaling 83% of the whole student population. By supporting each focal group of students, we will serve all Bunche students in improving literacy and learning growth.		
#	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	Create and establish a RS teacher schedule for push in support and/or create a study hall/ differentiated class for further academic support in literacy.	Sped Students	Academic	Tier 3
2-2	Build tier 1 classroom teacher expectations for a safe, equitable, and effective classroom learning environment.	All Students	Academic/SEL	Tier 1 - Universal
2-3	PLC focal group on building academic skills.	AA, ELL, IEP	Academic	Tier 2
2-4	Provide PD with a focus on different types of learners including understanding IEPs, 504s, EL language modifications and accommodations.	AA, ELL, IEP	Academic	Tier 2

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.				
School Goal:		By the end of the 2025-2026 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 78% to 68%.		
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. Build on students social emotional learning competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Bunche needs be intentional in supporting our students abilities to understand and manage emotions, build positive relationships, and make thoughtful choices across different situations. Given the budget constraints for 2025/2026, Bunche will rely on in kind partnerships to support in professional development, student centered direct services and building parent engagement and collaboration.		
#	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	Decrease chronic absenteeism by 10%. Build an incentive program under PBIS framework.	All Students	Academic	Tier 1 - Universal
3-2	All new students engage in an empathy interview with case manager to assess needs and interventions through COST.	All Students	SEL / Mental Health	Tier 1 - Universal

3-3	Build student social emotional competencies through leadership and RJ practices. CLT provides a series of PDs with whole staff on social emotional competencies and focus on top two SEL competencies throughout the year.	All Students	SEL / Mental Health	Tier 1 - Universal
3-4	Provide Advisory 4-5 times to build meaningful relationships, student reflection, student goals and create a personalized learning plan.	All Students	Academic/SEL	Tier 1 - Universal
3-5	All students have a personalized learning plan includes post HS plans including applying for FAFSA, community college and vocational program.	All Students	Academic/SEL	Tier 1 - Universal
3-6	Through advisory, senior seminar and the academy provide exploration of college and career opportunities. Implement CCGI in all advisory classes.	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 consistent staff that is excited to serve our unique student population. Provide distributive leadership opportunities to build capacity. The staff need to have the same vision and mission to service our students to keep students in the center of decision making. Provide teachers with professional development, grace, time for applications, evaluation and feedback to allow for reflection on instruction, self assessment and teacher growth.		
#	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	Hire credentialed teachers by 20%.	All Students	Academic	Tier 1 - Universal
4-2	Continue to implement OUSD adopted curriculum for all subjects and provide PD planning, collaboration and adapting curriculum to trimester schedule. Implementation of the curriculum embedded assessments with integrity.	All Students	Academic	Tier 1 - Universal
4-3	PD for advisors twice a month to align practices across school and support students.	All Students	Academic/SEL	Tier 1 - Universal
4-4	Establish staff leadership to build collaboration and whole school decision making opportunities.	All Students	Academic/SEL	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	Intentional SST meetings for AA students (w/o an IEP) to build relationships, increase attendance and support path towards HS graduation and post HS plans.	African American	Academic/SEL	Tier 2 - Universal
5-2	Build tier 1 classroom teacher expectations for a safe, equitable, and effective classroom learning environment.	African American	Academic/SEL	Tier 1 - Universal
CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>Stages and Actions for ELD Implementation</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	Whole school focus on ELL students, provide PD for teachers on GLAD strategies that support literacy across all content areas.	English Learner Students	Academic	Tier 1 - Universal
6-2	Work in collaboration with the ELLMA office for PD series and resources.	English Learner Students	Academic	Tier 1 - Universal
6-3	Provide an ELD class for ELL students.	English Learner Students	Academic	Tier 2

PROPOSED 2025-26 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
Provide electives/enrichment activities to our students that focus on both academic and SEL.	\$86,812	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a			Decrease chronic absenteeism by 10%. Build an incentive program under PBIS framework.	309-1
Provide electives/enrichment activities to our students that focus on both academic and SEL. - Build student social emotional competencies through leadership and RJ practices. CLT provides a series of PDs with whole staff on social emotional competencies and focus on top two SEL competencies throughout the year.	\$25,000	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a			Build student social emotional competencies through leadership and RJ practices. CLT provides a series of PDs with whole staff on social emotional competencies and focus on top two SEL competencies throughout the year.	309-2
Provide art and music enrichment through after school program. Provide PD with a focus on different types of learners including understanding IEPs, 504s, EL language modifications and accommodations.	\$11,690	Arts & Music in Schools (Proposition 28)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Provide PD with a focus on different types of learners including understanding IEPs, 504s, EL language modifications and accommodations.	309-3
Use of funds to build the art and music enrichment programs for after school. Provide PD with a focus on different types of learners including understanding IEPs, 504s, EL language modifications and accommodations.	\$2,923	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Provide PD with a focus on different types of learners including understanding IEPs, 504s, EL language modifications and accommodations.	309-4
This year there has been an increase of ELL students at Bunche Academy by 58.33% and there is a need to support ELL students. The TSA will: Adopt the ELL as a focal group Sit in ILT and create PD for all content teachers to engage in EL strategies to support the students.	\$15,432	California Community Schools Partnership Program	1119	Certificated Teachers on Special Assignment Salaries	New Position 01	10-Month Teacher on Special Assignment (TSA)	0.1			Provide an ELD class for ELL students.	309-5

PROPOSED 2025-26 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
The Community School Manager impacts all levels of the CCSPP priorities and is a key focal member of the school community bringing in resources and building in kind support student direct services for academics and social emotional needs. As a key member of the school, the CSM increases daily attendance and decreases chronic absences. The CSM facilitates the culture and climate leadership team to enhance PBIS on campus to increase attendance for student engagement. The CSM is integral in creating the whole school culture plan that is shared at the start of the school year and uses tier 1 classroom expectations walkthrough data. The CSM also facilitates a high quality COST team to support students' social emotional needs with services to increase attendance, academic performance and provide students with different tiers of interventions. Family engagement and partnerships are needed for students to be successful and the CSM is key to building those relationships through SSTs, parent workshops and weekly communication via parent square and the newsletter.	\$57,393	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	10314	11-Month Community School Manager	0.3			Decrease chronic absenteeism by 10%. Build an incentive program under PBIS framework.	309-6
Purchase incentives for attendance to increase daily attendance and decrease chronic absenteeism.	\$1,927	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a			Decrease chronic absenteeism by 10%. Build an incentive program under PBIS framework.	309-7
Eliminate the debt that has been accumulating since 2022.	\$60,247	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a			Clearing of debt	309-8
Provide electives/enrichment activities to our students that focus on both academic and SEL.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Decrease chronic absenteeism by 10%. Build an incentive program under PBIS framework.	309-9

PROPOSED 2025-26 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 SPSS ACTIVITY	BUDGET ACTION NUMBER
TSA will take on the task of coaching teachers, run PLC, be part of ILT to uphold a small school's instructional program integrity.	\$30,865	LCFF Equity Multiplier	1119	Certificated Teachers on Special Assignment Salaries	New Position 01	10-Month Teacher on Special Assignment (TSA)	0.2			Continue to implement OUSD adopted curriculum for all subjects and provide PD planning, collaboration and adapting curriculum to trimester schedule. Implementation of the curriculum embedded assessments with integrity.	309-10
Allow for teacher leadership opportunities through distribute leadership, transparency and shared decision making.	\$3,791	LCFF Equity Multiplier	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Establish staff leadership to build collaboration and whole school decision making opportunities.	309-11
The Community School Manager impacts all levels of the CCSPP priorities and is a key focal member of the school community bringing in resources and building in kind support student direct services for academics and social emotional needs. As a key member of the school, the CSM increases daily attendance and decreases chronic absences. The CSM facilitates the culture and climate leadership team to enhance PBIS on campus to increase attendance for student engagement. The CSM is integral in creating the whole school culture plan that is shared at the start of the school year and uses tier 1 classroom expectations walkthrough data. The CSM also facilitates a high quality COST team to support students' social emotional needs with services to increase attendance, academic performance and provide students with different tiers of interventions. Family engagement and partnerships are needed for students to be successful and the CSM is key to building those relationships through SSTs, parent workshops and weekly communication via parent square and the newsletter.	\$38,262	LCFF Equity Multiplier	2305	Classified Supervisors' and Administrators' Salaries	10314	11-Month Community School Manager	0.2			Build student social emotional competencies through leadership and RJ practices. CLT provides a series of PDs with whole staff on social emotional competencies and focus on top two SEL competencies throughout the year.	309-12
Build on student engagement and SEL support with direct student services impacting attendance, social emotional state and academics.	\$43,668	LCFF Equity Multiplier	2405	Clerical Salaries	10383	Case Manager	0.4			All new students engage in an empathy interview with case manager to assess needs and interventions through COST.	309-13

PROPOSED 2025-26 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 SPSS ACTIVITY	BUDGET ACTION NUMBER
This year there has been an increase of ELL students at Bunche Academy by 58.33% and there is a need to support ELL students. The TSA will: Adopt the ELL as a focal group Sit in ILT and create PD for all content teachers to engage in EL strategies to support the students.	\$30,865	LCFF Equity Multiplier Carryover	1119	Certificated Teachers on Special Assignment Salaries	New Position 01	10-Month Teacher on Special Assignment (TSA)	0.2			Whole school focus on ELL students, provide PD for teachers on GLAD strategies that support literacy across all content areas.	309-14
Allow for teacher leadership opportunities through distribute leadership, transparency and shared decision making.	\$5,480	LCFF Equity Multiplier Carryover	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Establish staff leadership to build collaboration and whole school decision making opportunities.	309-15
Instructional materials: Journals, paper for copies, folders, novels, on line subscriptions, general school supplies for the year.	\$7,600	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a			Continue to implement OUSD adopted curriculum for all subjects and provide PD planning, collaboration and adapting curriculum to trimester schedule. Implementation of the curriculum embedded assessments with integrity.	309-16
ECCCO Coordinator to support student interns during the summer of 2025. All students have a personalized learning plan includes post HS plans including applying for FAFSA, community college and vocational program.	\$2,678	Measure H Carryover	4399	Unallocated	n/a	n/a	n/a			All students have a personalized learning plan includes post HS plans including applying for FAFSA, community college and vocational program.	309-17
Academy Lead for HTR+Culinary Academy at Bunche Academy to focus on administrative duties that includes managing budget for Measure H, writing needed reports and facilitate academy/retreat meetings. Coordinate guest speakers and field trips to expose students to careers in hospitality, tourism, recreation and culinary. Work on curriculum development for HTR+Academy course offering.	\$14,290	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	10206	Teacher, Structured English Immersion	0.15			Build the Hospitality, Tourism, Recreation + Culinary Academy to include project based learning and a focus on social justice.	309-18

PROPOSED 2025-26 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
<p>Ensure that all students graduate college, career, and community ready</p> <p>Create and teach postgraduate curriculum tied to Hospitality, Tourism, and Recreation Pathway standards</p> <p>Support students and families with FAFSA completion</p> <p>Contact families about student progress, HTR events, and Internship opportunities</p> <p>Enact interventions and strategies to meet student progress toward graduation</p> <p>Monitor student progress based on intervention strategies to access HTR pathway opportunities</p> <p>Create student opportunities/work that is tied to HTR Pathway</p> <p>Provide information for support with students with IEPs, English Language learners, newcomers, houseless youth, foster youth, and free-reduced lunch recipients.</p> <p>Lead Full Staff Collaboration tied to HTR, as needed</p> <p>Provide access to A-G compliant classes through the scheduling process</p> <p>Provide college and career readiness opportunities for students during the school year</p>	\$13,760	Measure H: College & Career Readiness for All	1205	Certificated Pupil Support Salaries	6295	Counselor	0.1			Through advisory, senior seminar and the academy provide exploration of college and career opportunities. Implement CCGI in all advisory classes.	309-19
Use of funds for contract with Grow Together, Teacher Stipends, Extended Contracts, ECCO Student Stipends and Transportation for Academy Field Trips.	\$27,566	Measure H: College & Career Readiness for All	4399	Unallocated	n/a	n/a	n/a			Build the Hospitality, Tourism, Recreation + Culinary Academy to include project based learning and a focus on social justice.	309-20
Light refreshments to encourage and increase family engagement opportunities including workshops twice per trimester.	\$580	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a		i-Ready Reading at or above Mid-Grade	Intentional SST meetings for AA students (w/o an IEP) to build relationships, increase attendance and support path towards HS graduation and post HS plans.	309-21

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



School-Parent Compact

Ralph J. Bunche Academy

2024-2025

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

This School-Parent Compact is in effect for the 2024-2025 school year.

School Responsibilities

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

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

Bunche Teachers expand awareness of curriculum and instructional practices to support understanding and engage students in learning. Teachers also provide a respectful and rigorous learning environment that supports and challenges students to achieve.

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

Students' progress reports are generated every 6 weeks. Parents are invited and encouraged to contact their students' teacher or counselor for information regarding academic progress. Parents and students are welcome to stop in 8:30am-9am with teachers for drop in or call the office to make an appointment at 510-879-2309.

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

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

4) Provide parents reasonable access to staff.

Parents are welcome and encouraged to email teachers at any time. Teachers return parents' calls when classes are not in session. Parents may also visit their students' classrooms at any time by making an appointment and signing for a visitor's pass.

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

We encourage parent participation by phone, email and to attend school meetings, i.e. Back to School Night, Multi-Cultural festivities, Student 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 ask families for input on school matters, outcomes and reforms. The administration and the support staff also make home visits as needed.

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

New student orientation and returning student registration includes providing materials and training on improving academic achievement. A student success manual is part of all students' registration process. We provide various training through supplemental educational services presentations and parent conferences.

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

Bunche's staff receives periodic presentations and training by SSC members and parent coordinators as an ongoing part of professional development.

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

Phone calls, email messages and text messages via Parent Square are sent home in the parents' home language. Parents may also drop in on Mondays from 8:45am-9:15am or by appointment.

Teacher Responsibilities

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

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

Parent Responsibilities

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

- Volunteer in my child's classroom if possible. Communicate with teachers to decide on best time to volunteer.
- Participate in decisions related to the education of my child. *Communicate with teachers what is the best learning style for my students.*
- Promote positive use of my child's extracurricular time. Will limit time playing video games and will set a specific place for homework/study.
- Be involved in and progress in the general education curriculum
- Be available to speak to teachers about my child's educational and school attendance progress.

Student Responsibilities

- Participate in class discussions.
- Do my homework every day.
- Ask for help when I need it.
- Follow classroom instruction.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was jointly developed and adopted by Ralph J. Bunche Academy on August 29, 2024 and will be in effect for the period of August 12, 2024 to May 30, 2025.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before August 31, 2024



Principal: Ana Vasquez Signature: _____ Date: 8/29/24 _____



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

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 training 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 so 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 8/29/24 and will be in effect for the period of August 12, 2024 through May 30, 2025.

The school will distribute this policy to all parents on or before September 30, 2024.



Principal: Ana Vasquez Signature: _____ Date: 8/29/24



Strategic Resource Planning (SRP)

Ralph Bunche

School Site Council Membership Roster

2024-2025

SSC - Officers

Chairperson:	Erynn
Vice Chairperson:	Karina Castillo
Secretary:	Cindy Hukill

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Ana Vasquez	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Erynn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Mia Turner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Tanya Johnson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Karina Castillo	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Cindy Hukill	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule:
(Day/Month/Time)

September 19, 2024

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.

