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Board Cover Memorandum

To Board of Education

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

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Ralph J. Bunche Academy

Ask of the Board Approval by the Board of Education of the 2026-2027 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)

- 2026-2027 School Plan for Student Achievement (SPSA) for Ralph J. Bunche Academy



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

2026-27 School Plan for Student Achievement (SPSA)

School: Ralph J. Bunche Academy
CDS Code: 1612590118653
Principal: Ana Vasquez
Date of this revision: 4/23/26

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: 4/23/2026

The District Governing Board approved this revision of the SPSA on: 6/24/2026

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

2026-27 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: 4/23/2026

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

4/24/2026
Date

SSC Chairperson

Darianna Mendoza Silverio
Signature

4/28/26
Date

SELLS Representative (optional)

Signature

Date

Vanessa Sifuentes
Network Superintendent

Vanessa Sifuentes
Signature

04/24/2026
Date

Lisa Spielman
Director, Strategic Resource Planning

Lisa Spielman
Signature

4/17/26
Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/20/2025	SSC	Conducted mid-year or final SPSA review, Reflected on progress and challenges, Reviewed SPSA goals and strategies, Collected input for next year's SPSA draft
12/17/2025	Faculty, Admin Team, ILT	Discussed proposed expenditures and priorities, Conducted mid-year or final SPSA review
12/18/2025	SSC	Reviewed SPSA goals and strategies
1/22/2026	SSC	Reviewed SPSA goals and strategies, Collected input for next year's SPSA draft, Reflected on progress and
2/25/2026	Faculty, Admin Team, ILT, Other	Reviewed SPSA goals and strategies, Facilitated group feedback on SPSA sections, Discussed proposed e
4/20/2026	Admin Team, Faculty, ILT	Discussed proposed expenditures and priorities, Reviewed SPSA goals and strategies
4/23/2026	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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$28,560.32
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$392,810.33

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 Resource 3010	\$28,050
Title I Parent & Family Engagement Resource 3010	\$510
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$28,560

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$392,810.33

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$6,000
LCFF Equity Multiplier Resource 7399	\$141,403
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$100,000
After School Education & Safety (ASES) Resource 6010	\$0
Community Schools Grant (CCSPP) Resource 6332	\$104,891
Proposition 28 (Arts & Music in Schools) Resource 6770	\$11,956
SUBTOTAL OF STATE & LOCAL FUNDING:	\$364,250

2026-27 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

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.

Mission

Ralph J. Bunche students will...

- ... 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;
- ... 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;
- ... leave feeling confident in their post-graduation plan with experiences of exploring careers, college, and other areas of interest.

Purpose of this Plan

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

- Targeted Support & Improvement for the following groups: African American Students, Socio Economically Disadvantaged

The purpose of this schoolwide plan is to improve outcomes for consistently undperforming student groups. Based on a review of performance indicators for targeted 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's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

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

Last year, Bunche Academy engaged in the WASC self-study, which allowed us to more effectively evaluate student needs related to attendance, academic achievement, college and career readiness, and community engagement. This year, we have worked intentionally to establish systems and structures that better support students who arrive at continuation school after experiencing challenges in a comprehensive high school setting.

Many of our students require mental health support and receive services through a 504 plan or an IEP. Students often enter Bunche needing to improve attendance, rebuild academic confidence, and strengthen foundational academic skills.

The most significant challenges we face are limited resources and the ongoing OUSD budget deficits, which directly impact student services. Fall revisions, mid-year budget freezes, and reductions in teaching positions have strained course offerings and limited access to full programs in art and physical education. Additionally, the school was required to resolve a \$60,000 debt that had accumulated since 2022, resulting in reduced counseling services to two days per week for the 2025–2026 school year.

While inequities in access to direct student services remain a challenge, Bunche staff and school partners continue to do the most with the least. Together, we are committed to creating a school community grounded in our core values of being respectful, safe, and responsible, and to providing an academic program balanced with social-emotional support, compassion, and integrity.

School Demographics, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
50.0%	39.7%	44.8%	0.0%	5.2%	24.1%	100.0%	22.4%	22.4%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
50.0%	0.0%	5.2%	0.0%	1.7%	0.0%	100.0%	1.7%	27.8%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By June 2027, 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 <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	All Students	-94.0	-236.8	-146.9	N/A	-58.0
SBAC ELA Participation	All Students	5.3%	16.0%	75.0%	95.0%	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	0.0%	0.0%	14.3%	52.8%	65.0%
Mathematics/Science Measures & Targets						
Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students		-210.0	-195.1	N/A	-100.0
SBAC Math Participation	All Students	15.4%	15.4%	75.0%	95.0%	100.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	0.0%	0.0%	0.0%	11.7%	22.0%
California Science Test (CAST) Participation	All Students	27.0%	39.4%	2.0%	95.0%	100.0%
Graduation Measures & Targets						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Four-Five Year Cohort Graduation Rate	All Students	73.5%	64.0%	69.4%	N/A	N/A
On Track to Graduate: 9th Grade	All Students	0.0%	28.6%		N/A	N/A
On Track to Graduate: 11th Grade	All Students	0.0%	0.0%		N/A	N/A
A-G Completion	All Students	3.6%	2.7%	0.0%	N/A	N/A
College/Career Readiness	All Students	1.5%	0.0%	0.0%	N/A	N/A

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	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students		NULL	-238.0	N/A	-150.0
SBAC ELA Distance from Standard Met	Low-Income Students	-94.0	-236.8	-146.9	0.7	15.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	0.0%		78.6%	70.4%	50.0%
SBAC Math Distance from Standard Met	Special Education Students		NULL	-194.0	N/A	-150.0
SBAC Math Distance from Standard Met	Low-Income Students		-210.0	-195.1	227.0	250.0

Reclassification Measures & Targets **Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	0.0%	7.1%	12.5%	2.0%	25.0%
LTEL Reclassification	Long-Term English Learners	0.0%	7.7%	12.5%	2.0%	25.0%

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	2026-27 New Target
Student Connectedness to School	All Students	n/a	53.2%	45.5%	75.0%	85.0%
Out-of-School Suspensions	All Students	0.9%	5.9%	12.2%	2.0%	10.0%
Out-of-School Suspensions	African American Students	0.0%	10.2%	24.4%	2.0%	10.0%
Out-of-School Suspensions	Special Education Students	5.0%	3.7%	28.6%	0.0%	10.0%
Chronic Absenteeism	All Students	92.5%	91.0%	83.5%	50.0%	40.0%
Chronic Absenteeism	African American Students	85.4%	97.4%	96.3%	50.0%	40.0%

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	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	64.0%	62.1%	58.3%	75.0%	90%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	<p>By June 2027, 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</p> <p>Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</p>	<p>Metric 1</p> <p>-For 2025/2026 the whole school engaged in i ready diagnostic for the Fall and Winter. There was steady participation of 86% for the Fall and Winter diagnostics.</p> <p>There has also been an increase in scores from the Fall to Winter for mid to above grade level:</p> <p>Phonics: increase from 91% to 92% winter Vocabulary: increase from 7% to 10% Reading Comprehension Overall: increase from 0% to 2% RC Literature: increase from 2% to 4% RC of Informational Text: increase of 0% to 4%</p> <p>Overall i ready scores from the Fall to Winter:</p> <p>Mid to above increase from 4% to 8% Early on grade remained at 5% One grade below increased from 7% to 10% Two grades below remained the same at 2% Three grades below decreased by 9%</p> <p>Metic 2</p> <p>-Use of curriculum but adjusted to fit the trimester calendar vs. a semester -Collaboration with central office math instructional coach for support -Productive struggle and a growth mindset are highly valued</p>
<i>LCAP Goal 2:</i>	<p>SBAC ELA Distance from standard met for special education students will reach a -72.7 average over the course of the next three years.</p>	<p>-Sped students are enrolled in the least restrictive environment -Consistent RS teacher compared to last year where we had 3 different teachers in one year -Focal group of students at Bunche</p>
<i>LCAP Goal 3:</i>	<p>All students connectedness to school will increase to a 75% average over the course of the next three years.</p>	<p>-7.5% decrease of chronic absenteeism from 2022-2025 -1.1% decrease of African American students chronically absent from 2023/2024 to 2024/2025</p>
<i>LCAP Goal 4:</i>	<p>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</p>	<p>-For 2024/2025 retention of all teachers, reduction of budget and credential matters impacted those teachers who did not return. -All teachers are credentialed in their content areas</p>
Goal Area:	School Goal:	Priority Challenges

<i>LCAP Goal 1:</i>	By June 2027, 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	Metric 1 -SBAC scores do not align with i Ready exam -75% of students are 3 or more years behind reading level -For reading comprehension of informational 83% students three or more grade level below on diagnostic 1 and a decrease of 1% on diagnostic 2 Metric 2 -Bunche is on a trimester calendar and the curriculum is not followed with integrity to allow for preparation to take the assessment, there are specific units used for alternative schools scope and sequence -Students in Alg. 1 and Geom did not take the curriculum embedded math interim assessment
<i>LCAP Goal 2:</i>	SBAC ELA Distance from standard met for special education students will reach a -72.7 average over the course of the next three years.	- Sped students distance from standard is the highest compared to other focal groups -Chronic attendance among the sped students creates gaps in learning. Ralph J. Bunche High School will allocate Title I funding to support essential student services, specifically for 1 School Counselor at 0.1 FTE to support academic performance and student needs. Please note that while up to this FTE amount has been approved, the actual amount of FTE may differ. Any remaining Title I Student funds will be directed toward field trips to support student engagement and learning.
<i>LCAP Goal 3:</i>	All students connectedness to school will increase to a 75% average over the course of the next three years.	-Increase of suspensions from 2022/2023 to 2024/2025 by 11.3% -Increase of suspensions for African American students by 14.2% and sped students by 24.9% from 2023 to 2025 -Increase of chronic absenteeism for African American students by 10.9% from 2022 to 2024. Title I Parent Education funding will support LCAP Goal 3 at Ralph J. Bunche High School by enhancing school-community partnerships and student connectedness. These funds are specifically allocated for light refreshments to support parent participation in school meetings and events. Any remaining Title I Parent ED funds will be used toward further supporting these family engagement goals.
<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	-Reduction of budget and credential matters impacts teacher retention.

ATSI & TSI Target Student Groups and Metrics						
Measure	Target Student Group	2022-23	2023-24	2024-25	2025-26	2026-27
		Baseline	Outcome	Outcome	Outcome	Target
Graduation	Latino/a Students	63.30%	51.90%	not available until fall 2025	46.90%	90.00%
Suspension	Latino/a Students	0.00%	1.80%	not available until fall 2025		0.50%
Suspension	Socio Economically Disadvantaged			13.70%		5.00%
Chronic Absenteeism	Socio Economically Disadvantaged			not on CA dashboard?		40.00%

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Ralph J. Bunche Academy

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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.

Whole staff The entire staff reviewed and reflected on the strategies and actions aligned to each LCAP goal. Across all LCAP goals, there has been intentional effort to adapt and implement the identified strategies and actions. Staff also identified growth areas and the need to continue developing and strengthening these strategies, along with clear next steps to further enhance the academic program at Bunche Academy.

During the first part of the school year, three key staff and faculty members at our small school were either on leave or hired late, which impacted the implementation of curriculum-embedded assessments, the continued development of the HTR and Culinary academy

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

Whole staff transparency, collaboration and intentional reflection on the strategies and actions have allowed staff to continue the work on LCAP goals strategies and actions. Moreso, having gone through WASC in 2024/2025 offered the opportunity to evaluate, reflect and create a plan of action that remained effective and alive in 2025/2026.

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.

During the first part of the school year, three key staff and faculty members at our small school were on extended leave, which impacted the implementation of curriculum-embedded assessments, the continued development of the HTR and Culinary academy/pathway, and the creation of an ELD course for our English Language Learners. With the return of these key staff members, we plan to strengthen the adoption of curriculum-embedded assessments aligned to LCAP Goals 1 and 4, continue the development of the HTR and Culinary academy/pathway aligned to LCAP Goal 1, and develop an ELD course to support the growing number of English Learners at Bunche Academy aligned to LCAP Goal 2 and the Conditions for English Learners.

Additionally, as a school, we continue to engage with the OUSD-adopted curriculum and make necessary adjustments to align with a trimester calendar rather than a semester calendar across all LCAP goals and conditions, with particular attention to Black students and English Learners.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p>Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p>Target Addressed by Expenditure</p>	<p>Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p>What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p>Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>Project Based Learning (PBL) material \$2000</p>	<p>Student Connectedness to School</p>	<p>For Trimester 3 use of funds to implement project based learning.</p>	<p>2 out of the 5 teachers will work in collaboration for PBL during trimester 3.</p>	<p>Due to OUSD budget funds being frozen the funds may not be available. If funds are available there is a proposal to repurpose of the funds for summer school support.</p>

<p>Hire of a school counselor at .10 for \$13848.94</p>	<p>College/Career Readiness</p>	<p>College and Career Readiness to support individual student planning for post HS.</p> <p>Support students identified as failing or most at risk of failing in order to alert the school of struggling students and assist with planning and support to improve student performance, long-term determine educational planning and support needs, coordinate educational field trips, coordinate Student Success Team Meetings, participate as a member of the Coordination of Services Team and the transition team for high school. Risk assessment and mobile crisis, summer programming, organizing high school fairs, support college and career programs, student and family advocacy with courts around involvement with the justice system</p>	<ul style="list-style-type: none"> -Weekly push in support by counselor to the two senior advisories to support the implementation of the California College Guidance Initiative for college and career exploration -Individual 1x1 senior meetings for individual planning -Fall and Spring Career Fairs -Fall and Winter Cash for College sessions -Coordinate 4 community college field trips -Supervise a counseling intern -Weekly support in the Coordination of Services Team 	<p>The SSC voted at the December 2025 meeting that all Title I student allocations will be used to continue to offer school counseling services to Bunche students to enhance direct student services.</p>
<p>\$580 for the use of light refreshments 4311</p>	<p>Student Connectedness to School</p>	<p>Host parent/guardian events on campus.</p>	<p>Provide light refreshments for up to 3 parent/guardian events on campus: Open House, Fall Parent/teacher Conferences and parent workshop.</p>	<p>We will continue to provide opportunities for parent/guardian engagement.</p>
<p>Field trips to colleges \$5031.06</p>	<p>College/Career Readiness</p>	<p>School counselor coordinates and chaperones college field trips.</p>	<p>Two field trips that require a bus to Chabot College and SF State for up to 25 seniors for each trip.</p>	<p>Based on budget limitations any fund left over under Title 1 student allocations will be used for college field trips.</p>

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:	Ralph J. Bunche Academy	SCHOOL ID:	219
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3: SCHOOL STRATEGIES & ACTIVITIES	Click here for guidance on SPSA practices
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LCAP Goal 1: All students graduate college, career, and community ready.

School Goal:	By June 2027, students will demonstrate increased literacy and math proficiency as measured by: Metric 1) 65% of students reaching their growth goals on i-Ready reading assessment Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments
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Identified Need:	Additional small group and 1:1 students supports.
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#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	Continue to implement OUSD adopted curriculum for all subjects and provide PD planning, collaboration, peer to peer observations and adapting curriculum to trimester schedule. Implementation of the curriculum embedded assessments with integrity.	All Students	Academic	Tier 1 - Universal
1-2	PLC with academic skill building that is meaningful with a scope and sequence for a full year.	All Students	Academic	Tier 1 - Universal
1-3	Build the Hospitality, Tourism, Recreation + Culinary Academy, with a plan to narrow the pathway to only Culinary, to include a focus on building available resources, project based learning and a focus on social justice. Incorporate cross curricular projects that highlight the academy across all content areas.	All Students	Academic	Tier 1 - Universal
1-4	Adopt whole school digital literacy skills, embedded through all classes, that include use of online search engines, communication tools and applications to create presentations that support senior graduate course, the academy, end of trimester class project presentations 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 2027 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 with academic skill building that is meaningful with a scope and sequence for a full year.	AA, ELL, IEP	Academic	Tier 2
2-4	Provide a series of PDs 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 2026/2027 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate by 10%.		
Identified Need:		Students at Bunche Academy benefit from a small learning community, we want to make sure student attending school regularly feel connected to the educational experience.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Decrease chronic absenteeism by 10%. Build an incentive program under PBIS framework and support through the COST team.	All Students	Academic/SEL	Tier 2
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. Include opportunities for student input on choosing the SEL competencies. CLT provides a series of PDs by mental health professionals 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 daily advisory 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. Build on leveraging no cost community resources to support college and career exploration with the support of a new college center and a designated post HS team.	All Students	Academic/SEL	Tier 1 - Universal
3-6	Through advisory and the academy provide exploration of college and career opportunities. Implement CCGI in all advisory classes and provide ongoing PD, to advisors, on the use of CCGI platform.	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.

#	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	Continue to implement OUSD adopted curriculum for all subjects and provide PD planning, collaboration, peer to peer observations and adapting curriculum to trimester schedule. Implementation of the curriculum embedded assessments with integrity.	All Students	Academic	Tier 1 - Universal
4-2	PD for teacher advisors once a month to align practices across school and support students.	All Students	Academic/SEL	Tier 1 - Universal
4-3	Establish staff leadership to build collaboration and whole school decision making opportunities.	All Students	Academic/SEL	Tier 1 - Universal
4-4	Build on student leadership and student voice to build collaboration and whole school decision making opportunities.	All Students	Academic/SEL	Tier 1 - Universal
4-5	Monthly pathway (HTR/Culinary) PD for teacher collaboration and planning on cross curricular projects.	All Students	Academic/SEL	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS				
#	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. Provide case management meetings for updates and transparency on 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
5-3	Engage in educator affinity groups to support anti racist and unpack implicit bias practices.	African American	Academic/SEL	Tier 1 - Universal
5-4	Intentional check-ins: Teachers, advisor, home visits to build relationships and increase connection to school and engagement to reduce chronic absences.	African American	Academic/SEL	Tier 1 - Universal
5-5	Literacy PD for teachers geared towards supporting focal group to increase reading comprehension across all content areas using i-Ready data and reviewed 3 x a year.	African American	Academic/SEL	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>ELL Progress Data</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 EL 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	Intentional SST meetings for EL to support academic language acquisition, increase attendance and support path towards HS graduation and post HS plans. Provide case management for updates and transparency on post HS plans.	English Learner Students	Academic	Tier 2

PROPOSED 2026-27 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
Use of funds to purchase art supplies.	\$2,409	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00	1		Decrease chronic absenteeism by 10%. Build an incentive program under PBIS framework and support through the COST team.	309-1
PD retreat at the beginning of the school year to kick off the new school year to include teacher collaboration and planning on whole school literacy focus, HTR+Culinary Academy and advisory.	\$3,013	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends			0.00	1		Continue to implement OUSD adopted curriculum for all subjects and provide PD planning, collaboration, peer to peer observations and adapting curriculum to trimester schedule. Implementation of the curriculum embedded assessments with integrity.	309-2
Extended contracts to support teacher leadership that in ILT and CLT to support with collaboration and planning to enhance instruction and support student learning outcomes.	\$11,832	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends			0.00	4		Establish staff leadership to build collaboration and whole school decision making opportunities.	309-3
NA since CCSPP cannot be used for Attendance Specialist, use of Equity Multiplier Funds	\$8,874	LCFF Equity Multiplier Carryover	2205	Classified Support Salaries	2076	Attendance Specialist	0.15			Decrease chronic absenteeism by 10%. Build an incentive program under PBIS framework and support through the COST team.	309-4

PROPOSED 2026-27 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
<p>Family Engagement: CSM increases parent engagement through weekly communication and parent workshops every trimester. Home visits to build relationship and/or address attendance interventions.</p> <p>Joyful Schools: CSM facilitates weekly COST meetings, support Bunche's mission to build social emotional competencies, student leadership and RJ practices CSM facilitates and leads whole school PBIS with clear tier interventions (T1, T2, & T3) to support both students and staff feeling both safe and more connected to the school community.</p> <p>Student Engagement: CSM will lead a robust Culture and Climate Leadership Team (CLT) that meets regularly to create and implement a site wide culture team that supports creating a safe and connected school community for students and staff. CSM has established a student leadership class that includes collaboration and planning to promote a vibrant and safe school culture incorporating student voice. There is a peer to peer mentorship program and CSM has secured paid internships to support students with attendance and social emotional student interventions.</p>	\$86,405	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	10314	Prog Mgr Community Schools11	0.45	3		Build student social emotional competencies through leadership and RJ practices. Include opportunities for student input on choosing the SEL competencies. CLT provides a series of PDs by mental health professionals with whole staff on social emotional competencies and focus on top two SEL competencies throughout the year.	309-5
Distribute Leadership opportunities (with extended contracts) specifically on leadership teams such as ILT and CLT to plan and work toward meeting the LCAP goals to create conditions for learning and push instructional practices with intentional PD for our teachers.	\$3,641	California Community Schools Partnership Program Carryover	1120	Certificated Teachers' Salaries: Stipends			0.00	4		Continue to implement OUSD adopted curriculum for all subjects and provide PD planning, collaboration, peer to peer observations and adapting curriculum to trimester schedule. Implementation of the curriculum embedded assessments with integrity.	309-6
Teacher of record to support dual enrollment course offerings that enhance the pathway theme. Support students on non class days to hold study hall. Logistical planning and work in collaboration with instructor.	\$62,900	College & Career Access Pathways Grant	1119	Certificated Teachers on Special Assignment Salaries	11061	TSA 10Pay	0.50	1		Build the Hospitality, Tourism, Recreation + Culinary Academy, with a plan to narrow the pathway to only Culinary, to include a focus on building available resources, project based learning and a focus on social justice. Incorporate cross curricular projects that highlight the academy across all content areas.	309-7

PROPOSED 2026-27 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 SPSSA ACTIVITY	BUDGET ACTION NUMBER
Coordinator for dual enrollment, recruit, support student enrollment. Collaborate with different stakeholders to have dual enrollment opportunities on campus.	\$9,601	College & Career Access Pathways Grant	2305	Classified Supervisors' and Administrators' Salaries	10314	Prog Mgr Community Schools11	0.05	1		Build the Hospitality, Tourism, Recreation + Culinary Academy, with a plan to narrow the pathway to only Culinary, to include a focus on building available resources, project based learning and a focus on social justice. Incorporate cross curricular projects that highlight the academy across all content areas.	309-8
Supplies for dual enrollment courses offerings, including books, subscriptions and/or tech.	\$8,654	College & Career Access Pathways Grant	4310	School Office Supplies			0.00	1		Build the Hospitality, Tourism, Recreation + Culinary Academy, with a plan to narrow the pathway to only Culinary, to include a focus on building available resources, project based learning and a focus on social justice. Incorporate cross curricular projects that highlight the academy across all content areas.	309-9
Partner with after school program to service students in extracurricular activities, such as art, yearbook and sports.	\$75,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00	3		Decrease chronic absenteeism by 10%. Build an incentive program under PBIS framework and support through the COST team.	309-11
Partner with after school program to service students in extracurricular activities, such as art, yearbook and sports.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants			0.00	3		Decrease chronic absenteeism by 10%. Build an incentive program under PBIS framework and support through the COST team.	309-12
Build on student engagement and SEL support with direct student services impacting attendance, social emotional state and academics.	\$105,646	LCFF Equity Multiplier	2405	Clerical Salaries	10383	Case Manager 20	0.80	3		All new students engage in an empathy interview with case manager to assess needs and interventions through COST.	309-13
Unallocated funds	\$134	LCFF Equity Multiplier	4399	Unallocated			0.00			n/a	309-14
Reduction of student chronic attendance by 10%, carryover funds to pay for .30 of an attendance specialist.	\$8,874	LCFF Equity Multiplier Carryover	1119	Certificated Teachers on Special Assignment Salaries	2076	Attendance Specialist		2		Decrease chronic absenteeism by 10%. Build an incentive program under PBIS framework and support through the COST team.	309-15
Unallocated funds	\$126	LCFF Equity Multiplier Carryover	4399	Unallocated			0.00			n/a	309-16

PROPOSED 2026-27 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
Instructional materials: paper for copies, folders, online subscriptions, general school supplies for the year.	\$2,500	LCFF Supplemental	4310	School Office Supplies			0.00	1		Continue to implement OUSD adopted curriculum for all subjects and provide PD planning, collaboration, peer to peer observations and adapting curriculum to trimester schedule. Implementation of the curriculum embedded assessments with integrity.	309-17
Extended work time to support teachers coming back to work one day early for the August retreat or extended work day for collaboration and planning.	\$1,500	LCFF Supplemental	4311	Meeting Refreshments			0.00	1		Continue to implement OUSD adopted curriculum for all subjects and provide PD planning, collaboration, peer to peer observations and adapting curriculum to trimester schedule. Implementation of the curriculum embedded assessments with integrity.	309-18
Community building field trips or field trips that allow for learning beyond the classroom across all content areas.	\$2,000	LCFF Supplemental	5100	Subagreements For Services			0.00	3		Decrease chronic absenteeism by 10%. Build an incentive program under PBIS framework.	309-19
TSA will take on the task of coaching teachers, run PLC, be part of ILT to uphold a small school's instructional program integrity. Support with the focus on literacy across all content areas and as a whole school.	\$62,900	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	11064	TSA 11Mon 12Pay	0.50	1		Provide a series of PDs with a focus on different types of learners including understanding IEPs, 504s, EL language modifications and accommodations.	309-20

PROPOSED 2026-27 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. Build student leadership and oversee the mentorship program.	\$96,006	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	10314	Prog Mgr Community Schools11	0.50	3		Build student social emotional competencies through leadership and RJ practices. Include opportunities for student input on choosing the SEL competencies. CLT provides a series of PDs by mental health professionals with whole staff on social emotional competencies and focus on top two SEL competencies throughout the year.	309-21
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.	\$15,402	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	10206	Teacher Structured Eng Immersn	0.15	1		Build the Hospitality, Tourism, Recreation + Culinary Academy, with a plan to narrow the pathway to only Culinary, to include a focus on building available resources, project based learning and a focus on social justice. Incorporate cross curricular projects that highlight the academy across all content areas.	309-22
Partner with after school program to service students in extracurricular activities with a focus on art.	\$9,547	Arts & Music in Schools (Proposition 28)	1120	Certificated Teachers' Salaries: Stipends			0.00	3		Build student social emotional competencies through leadership and RJ practices. Include opportunities for student input on choosing the SEL competencies. CLT provides a series of PDs by mental health professionals with whole staff on social emotional competencies and focus on top two SEL competencies throughout the year.	309-23

PROPOSED 2026-27 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 Create and teach postgraduate curriculum tied to Hospitality, Tourism, and Recreation Pathway standards Support students and families with FAFSA completion Contact families about student progress, HTR events, and Internship opportunities Enact interventions and strategies to meet student progress toward graduation Monitor student progress based on intervention strategies to access HTR pathway opportunities Create student opportunities/work that is tied to HTR Pathway Provide information for support with students with IEPs, English Language learners, newcomers, houseless youth, foster youth, and free-reduced lunch recipients. Lead Full Staff Collaboration tied to HTR, as needed Provide access to A-G compliant classes through the scheduling process Provide college and career readiness opportunities for students during the school year</p>	\$14,199	Measure H: College & Career Readiness for All	1205	Certificated Pupil Support Salaries	6295	Counselor	0.10	1		All students have a personalized learning plan includes post HS plans including applying for FAFSA, community college and vocational program. Build on leveraging no cost community resources to support college and career exploration with the support of a new college center and a designated post HS team.	309-24
Unallocated funds	\$7,125	Measure H: College & Career Readiness for All	4399	Unallocated			0.00			n/a	309-25
Use of funds for contract with Grow Together to support HTR+Culinary Academy highlighting the farm to table for production and harvesting.	\$13,000	Measure H: College & Career Readiness for All	5825	Consultants			0.00	3		Build the Hospitality, Tourism, Recreation + Culinary Academy, with a plan to narrow the pathway to only Culinary, to include a focus on building available resources, project based learning and a focus on social justice. Incorporate cross curricular projects that highlight the academy across all content areas.	309-26

PROPOSED 2026-27 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
Fund field trips to expose students in hospitality, tourism, recreation & culinary fields.	\$2,500	Measure H: College & Career Readiness for All	5826	External Work Order Services			0.00	1		Build the Hospitality, Tourism, Recreation + Culinary Academy, with a plan to narrow the pathway to only Culinary, to include a focus on building available resources, project based learning and a focus on social justice. Incorporate cross curricular projects that highlight the academy across all content areas.	309-27
Funds to encourage and increase parent engagement activities including Title I establishment, back to school and end of year open house.	\$510	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments			0.00	3	Student Connectedness to School	Decrease chronic absenteeism by 10%. Build an incentive program under PBIS framework and support through the COST team.	309-28
Reduction of student chronic attendance by 10%.	\$17,748	LCFF Equity Multiplier	2205	Classified Support Salaries	2076	Attendance Specialist	0.30	2		Decrease chronic absenteeism by 10%. Build an incentive program under PBIS framework and support through the COST team.	309-29
Unallocated Funds	\$6,201	Title I, Part A Schoolwide Program	4399	Unallocated			0.30		n/a	n/a	309-30
College campus field trips	\$7,650	Title I, Part A Schoolwide Program	5826	External Work Order Services			0.30	2	On Track to Graduate: 11th Grade	All students have a personalized learning plan includes post HS plans including applying for FAFSA, community college and vocational program. Build on leveraging no cost community resources to support college and career exploration with the support of a new college center and a designated post HS team.	309-31
Pathway Coach to support academy with a focus on planning and collaboration to build out a clear vision and purpose, student outcomes, courses scope and sequence and senior project.	\$21,236	California Career Technical Education Incentive (CTEIG) Grant	2305	Classified Supervisors' and Administrators' Salaries	2803	Coach College/Career Pathways	0.30	1		Build the Hospitality, Tourism, Recreation + Culinary Academy to include project based learning and a focus on social justice.	309-32
Case manager to support with work based learning opportunities including coordination of college/career fairs, field trips to local community colleges and vocational programs. Creates post high school personalized plans for each senior.	\$26,412	California Career Technical Education Incentive (CTEIG) Grant	2405	Clerical Salaries	10383	Case Manager 20	0.30	3		All students have a personalized learning plan includes post HS plans including applying for FAFSA, community college and vocational program. Build on leveraging no cost community resources to support college and career exploration with the support of a new college center and a designated post HS team.	309-33

PROPOSED 2026-27 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
Unallocated	\$27,489	California Career Technical Education Incentive (CTEIG) Grant	4310	School Office Supplies			0.30				309-34
College and Career Readiness to support individual student planning for post HS. Support students identified as failing or most at risk of failing in order to alert the school of struggling students and assist with planning and support to improve student performance, long-term determine educational planning and support needs, coordinate educational field trips, coordinate Student Success Team Meetings, participate as a member of the Coordination of Services Team and the transition team for high school. Risk assessment and mobile crisis, summer programming, organizing high school fairs, support college and career programs, student and family advocacy with courts around involvement with the justice system.	\$14,199	Title I, Part A Schoolwide Program	1205	Certificated Pupil Support Salaries	6295	Counselor	0.10	2	On Track to Graduate: 11th Grade	All students have a personalized learning plan includes post HS plans including applying for FAFSA, community college and vocational program. Build on leveraging no cost community resources to support college and career exploration with the support of a new college center and a designated post HS team.	



**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 parent orientations, back to school night, 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 training continues 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 training 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, Students Awards Ceremony and the end of the year open house. 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 student.

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, parent conferences, open house, Parent Newsletters, periodic mailings 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 student.

Adoption

This policy was adopted by the Ralph J. Bunche Academy on 8/28/25 and will be in effect for the period of August 11, 2025 through May 30, 2026.

The school will distribute this policy to all parents on or before September 30, 2025.



Principal: Ana Vasquez Signature: _____ Date: 8/28/25



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



School-Parent Compact

Ralph J. Bunche Academy

2025-2026

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 2025-2026 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 academically.

- 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 literacy proficiency levels students are expected to achieve on i-Ready assessment 3 x a year.

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, Parent/Guardian Conference week in the fall and spring, Student Awards Ceremony., and Open House at the end of the year. 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 Tuesdays from 8:45am-9:15am or by appointment to meet with the school principal.

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 and understand their future goals and support students in reaching those goals.
- Provide a safe, positive and healthy learning environment.

Parent Responsibilities:

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

- Volunteer in my students' school if possible.
- Participate in decisions related to the education of my students. *Communicate with teachers what is the best learning style for my students.*
- Promote positive use of my student's extracurricular time. Will limit time on social media 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 student's educational and school attendance progress.

Student Responsibilities

- Participate in class discussions.
- Do my classwork and homework every day.
- Ask for help when I need it.
- Follow classroom instruction.
- Respect myself, my school, classmates, staff, community members and family at all times.
- Follow Bunche's school norms and OUSD behavior policies.
- Follow Bunche's core values of being safe, responsible and respectful.

This Compact was jointly developed and adopted by Ralph J. Bunche Academy on August 28, 2025 and will be in effect for the period of August 11, 2025 to May 30, 2026.

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, 2025

Principal: **Ana Vasquez**

Signature:



Date: 8/28/25



Strategic Resource Planning (SRP)

Ralph Bunche
School Site Council Membership Roster
2025-2026

SSC - Officers

Chairperson:	Darianna [REDACTED]
Vice Chairperson:	Idris Abas
Secretary:	Claudia Barquero

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
Mia Turner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Alma Martinez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Idris Abas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Claudia Barquero	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Darianna	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
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SSC Meeting Schedule: (Day/Month/Time)	September 19, 2024
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SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal

3 Classroom Teachers

1 Other Staff

AND

4 Parents/Community Members

1 Student (at least)