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

Board Cover Memorandum

To Measure G1 Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission

From Middle School Network

Meeting Date January 13, 2026

Subject Amended Elmhurst United Middle School 2025-2026 Measure G1 Application

Ask of the Commission Approve the Amended Elmhurst United Middle School 2025-2026 Measure G1 Application

Discussion Middle School Network is open to questions from the commission regarding the Amended Elmhurst United Middle School 2025-2026 Measure G1 Application.

Fiscal Impact The recommended amount is **\$365,237.00**. Resource 9332 - Measure G1.

Attachment(s) Amended grant application attached.



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

2025-2026 Measure G1 Application

Due: March 1, 2025

Amended: January 13, 2026

School Information & Student Data

| | | | |
|---|------------------|--|--------------------------------------|
| School | Elmhurst United | School Address | 800 98th Avenue Oakland, CA 94603 |
| Contact | Viet-Ly Gonzalez | Contact Email | viet-ly.gonzalez@ousd.org |
| Principal | Viet-Ly Gonzalez | Principal Email | viet-ly.gonzalez@ousd.org |
| School Phone | 510-639-2888 | Total Number of Students | 745 |
| Recommended Grant Amount¹ | \$365,237 | 2024-25 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only) | 721 |
| | | 2024-25 LCFF³ Enrollment | 705 |

| Student Demographics (%) | | | | Measure G1 Team | |
|--------------------------|-----|-------------------------------|-----|------------------|----------------|
| English Learners | 47% | Asian/Pacific Islander | 4% | Name | Position |
| LCFF | 99% | Latinx | 73% | Viet-Ly Gonzalez | Principal |
| SPED | 16% | Black or African-American | 18% | Emily Rasmussen | Asst Principal |
| | | White | 0% | Ariel Benaivdes | CSM |
| | | Indigenous or Native American | 0% | Maria Sanchez | Family Liason |

¹ Allocation of funds will be based on the prior year 20-day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.

² The California Longitudinal Pupil Achievement Data System (CALPADS) collects various about students, including school enrollment. Each fall, around early October, all schools in California submit enrollment figures into the CALPADS system which becomes the official count for that school for that year.

³ Under the Local Control Funding Formula, the following categories of students receive additional funding: English learners, students in foster care, students eligible for the free- and reduced-lunch program.

| | | | | | | |
|--|--|-------------|----|--|--------------|---------|
| | | Multiracial | 2% | | Mariko White | Teacher |
|--|--|-------------|----|--|--------------|---------|

| Chronic Absence (Include raw number and percent) | | | | |
|---|---|---|---|---|
| | 2022-23 raw number (%) | 2023-24 raw number (%) | 2024-25 raw number (%) | 2025-26 Goal raw number (%) |
| Student Population Overall | Mod Chronic: 43.9% 336 Severe Chronic: 29% 222 | Mod Chronic: 25.9% 197 Severe Chronic: 14.7% 112 | Mod Chronic: 21.6% 162 Severe Chronic: 12.4% 93 | Mod Chronic: 16% 150 Severe Chronic: 9% 85 |
| Asian/Pacific Islander | Asian Mod Chronic: 30.7% 8 Severe Chronic: 26.5% 7 Pacific Islander Mod Chronic: 25% 2 Severe Chronic: 41.7% 8 | Mod Chronic: 22.2 % 4 Severe Chronic: 11.1 % 4 | Mod Chronic: 33.3% 5 Severe Chronic: 13.3% 2 | Mod Chronic: 27% 3 Severe Chronic: 10% 2 |
| Latinx | Mod Chronic: 29.6% 240 Severe Chronic: 16% 130 | Mod Chronic: 22.7% 122 Severe Chronic:11.7 % 11.7 | Mod Chronic: 18.3% 101 Severe Chronic: 9.4% 52 | Mod Chronic: 15% 90 Severe Chronic: 7% 45 |
| Black or African-American | Mod Chronic:30.7% 72 Severe Chronic: 26.5% 63 | Mod Chronic:33.8 % 54 Severe Chronic: 23.1% 37 | Mod Chronic: 34.8% 47 Severe Chronic: 22.2% 30 | Mod Chronic: 28% 35 Severe Chronic: 18% 25 |
| White | Mod Chronic: % Severe Chronic: % | Mod Chronic: 40% 4 Severe Chronic: 30% 2 | n/a | |
| Indigenous or Native American | Mod Chronic: % Severe Chronic: % | n/a | n/a | |
| English Learners | Mod Chronic: 43.2% 126 Severe Chronic: 29.5% 86 | Mod Chronic: 25.2% 82 Severe Chronic: 12.6% 41 | Mod Chronic: 17.8% 63 Severe Chronic: 9.6% 34 | Mod Chronic: 12% 54 Severe Chronic: 7% 30 |
| Students w/ IEPs | Mod Chronic: 44.6% 50 Severe Chronic: | Mod Chronic:29.4 % 37 Severe Chronic:16.7 | Mod Chronic: 23.7% 28 Severe Chronic: | Mod Chronic: 19% 22 Severe Chronic: 9% |

| | | | | |
|------------------------------|--|--|---|--|
| | 36.6% 41 | % 21 | 11.4% 72 | 65 |
| Free/ Reduced Lunch Students | Mod Chronic: 41.7% 315 Severe Chronic: 25% 199 | Mod Chronic: 25.6 % 191 Severe Chronic: 15% 112 | Mod Chronic: 21.6% 161 Severe Chronic: 12.3% 92 | Mod Chronic: 15% 150 Severe Chronic: 10% 85 |

Metrics

(all data points are required)

| Electives (Include raw number and percent) | | | | | |
|--|----------|---------------------------|---------------------------|---------------------------|--------------------------------|
| Metric | Area | 2022-23 raw number (%) | 2023-24 raw number (%) | 2024-25 raw number (%) | 2025-26 Goal raw number (%) |
| Number of students taking elective courses. | Art | 120 | 124 | 121 | 120 |
| | Language | 50 | 34 | N/A | N/A |
| | Music | 115 | 118 | 115 | 115 |
| Number of students participating in non-course experiences (e.g. after-school program) | Art | 10 | 24 | 25 | 25 |
| | Language | N/A | N/A | N/A | N/A |
| | Music | N/A | N/A | 20 | 25 |

| Positive & Safe Culture (Include raw number and percent) | | | | |
|---|---------------------------|---------------------------|---------------------------|--------------------------------|
| Metric | 2022-23 raw number (%) | 2023-24 raw number (%) | 2024-25 raw number (%) | 2025-26 Goal raw number (%) |
| Average Daily Attendance Date of Figure: 2/28/25 | | | | |
| Asian/Pacific Islander | 19.2% | 13% | 86% | 88% |
| Latinx | 16.3% | 10.7% | 89.2% | 91% |
| Black or African-American | 20.5% | 15.6% | 83.9% | 88% |
| White | 20% | 22% | N/A | N/A |
| Indigenous or Native American | 31.5% (3) | N/A | N/A | N/A |
| English Learners | 14.9% | 10.4% | 11% | 14% |

| | | | | |
|---------------------|-------|-------|-------|-----|
| Students w/ IEPs | 20.4% | 15.2% | 15.6% | 18% |
| Free/ Reduced Lunch | 17.5% | 12.2% | 12.3% | 15% |

| Metric | 2022-23 raw number (%) | 2023-24 raw number (%) | 2024-25 raw number (%) | 2025-26 Goal raw number (%) |
|--|---------------------------|---------------------------|---------------------------|--------------------------------|
| Suspended Students Date of Figure: 3/1/25 | | | | |
| Asian/Pacific Islander | 4.3% 1 | 0% | 0% | 0% |
| Latinx | 5% 28 | 2.6% 15 | 1.7% 10 | 1.5% 9 |
| Black or African-American | 21.2% 38 | 14.9% 26 | 10.6% 16 | 9% 15 |
| White | 5.9% 1 | 0% | 11.8% 2 | 0% 0 |
| Indigenous or Native American | 33.3% 1 | n/a | n/a | n/a |
| English Learners | 9.1% 1 | 10% 1 | 1.3% 5 | 1% 4 |
| Students w/ IEPs | 5.7% 18 | 3.4% 12 | 9% 11 | 7% 9 |
| Free/ Reduced Lunch | 14.8% 18 | 8.3% 11 | 3.6% 29 | 3.3% 27 |

| Student Retention from 5th Grade to 6th Grade | | | | |
|---|---------|---------|---------|--------------|
| Metric | 2022-23 | 2023-24 | 2024-25 | 2025-26 Goal |
| 6th Grade Enrollment | 253 | 247 | 244 | 240 |

Community and Staff Engagement

| Community Engagement Meeting(s) | |
|---------------------------------|------------------|
| Community Group | Date |
| Student Council | January 27, 2025 |

| | |
|-----|--------------|
| SSC | Jan 25, 2025 |
|-----|--------------|

| Staff Engagement Meeting(s) | |
|-----------------------------|------------------|
| Staff Group | Date |
| Leadership Team | January 22, 2025 |
| Whole Staff | January 22, 2025 |

| <u>Music (Rubric)</u> | 2023-24 | 2024-25 |
|--|----------|--------------|
| <i>Access and Equitable Opportunity</i> | Basic | Basic |
| <i>Instructional Program</i> | Basic | Basic |
| <i>Staffing</i> | Entry | Basic |
| <i>Facilities</i> | Basic | Basic |
| <i>Equipment and Materials</i> | Basic | Basic |
| <i>Teacher Professional Learning</i> | Entry | Basic |
| <u>World Language (Rubric)</u> | 2023-24 | 2024-25 |
| <i>Content and Course Offerings</i> | Emerging | N/A |
| <i>Communication</i> | Emerging | N/A |
| <i>Real world learning and Global competence</i> | Emerging | N/A |
| <u>Art (Visual Arts, Theater, and Dance)</u> | 2023-24 | 2024-25 |
| <i>Access and Equitable Opportunity</i> | Basic | Intermediate |
| <i>Instructional Program</i> | Basic | Basic |
| <i>Staffing</i> | Entry | Basic |
| <i>Facilities</i> | Basic | Basic |
| <i>Equipment and Materials</i> | Basic | Basic |
| <i>Teacher Professional Learning</i> | Basic | Basic |

Proposed Expenditures

Guidelines

1. In the following sections, please discuss your team's plan to address the goals of G1:
 - a. Increase access to courses in arts, music, and world languages in grades 6-8.
 - b. Improve student retention during the transition from elementary to middle school.
 - c. Create a more positive and safe middle school learning environment.
2. Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.
3. Add additional lines as needed.
4. The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1
5. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

Summary of 2024-25 Approved Expenditures

| All Actual Expenditures | | Budget Amount |
|--|-----------------------------|---------------|
| Safe & Positive Culture | | |
| 1 | Fund 1.0 FTE RJ Facilitator | \$143,466.25 |
| 2 | Fund 1.0 FTE RJ Facilitator | \$141,839.30 |
| Electives (Art, Music, World Language) | | |
| 1 | Arts Integration Consultant | \$23,351.11 |
| 6th Grade Enrollment | | |
| 1 | Fund 1.0 FTE RJ Facilitator | \$136,164.34 |
| Budget Total | | \$444,821 |

Summary of 2025-26 Proposed Expenditures

| All Proposed Expenditures (from sections below) | | Budget Amount |
|---|---|--|
| 1 | Fund 1.0 FTE RJ Facilitator Case Manager | \$111,916.96 |
| 2 | Fund 1.0 FTE RJ Facilitator (Position Eliminated) | \$142,370.37 \$28,510.65 |
| 3 | Partially Fund 0.2 of Case Manager | \$16,787.55 |
| 4 | Fund Student Wellness and Activities Coordinator | \$45,000.00 |
| 5 | Partially Fund Arts Integration Consultant | \$38,100.00 |

| | | |
|---|---|---------------------|
| 6 | Music and Art Supplies | \$11,062.12 |
| 7 | Extended Time/Overtime for Classified Employees | \$25,000.00 |
| 8 | Field Trips | \$15,000.00 |
| 9 | Fund .5 FTE Computer Science | \$20,000.00 |
| 10 | Equipment for Lunchtime Activities | \$8,000 |
| 11 | Uniforms | \$20,000 |
| 12 | Fund contract for Teaching Artists | \$25,859.72 |
| Budget Total (must add up to Recommended Grant Amount) | | \$365,237.00 |

Proposed Expenditures By Focus Area

| Proposed Expenditures for Electives (Art, Language, and Music only) | | | |
|--|---|---|---------------|
| Description of Proposed Expenditures | Number of students taking a course in art, language, or music (based on the specific investment). | Number of students participating in a non-course experience in art, language or music (based on the specific investment) + frequency and amount of time spent in each activity. | Budget Amount |
| Fund long-standing arts integration specialist to support integration of studio habits of mind into core instruction | 125 | 50 | \$38,100.00 |
| Fund supplies for music and art classes that include: <ul style="list-style-type: none"> - Musical instruments - Repair of musical instruments - Music stands - Software for music production - Mixed media supplies including construction paper, paint supplies, ceramic supplies | 300 | 50 | \$11,062.12 |
| Fund .5 FTE Computer Science | 100 | 50 | \$20,000.00 |
| Fund contract for Teaching Artists to teach specialized instrument work in woodwind and brass twice a week for 5 periods. | 60 | 20 | \$25,859.22 |

Proposed Expenditures for Positive & Safe Culture

| Description of Proposed Expenditures | Which metric will this investment impact - suspensions or average daily attendance? | Budget Amount |
|---|--|--|
| Fund 1.0 FTE RJ Facilitator (Position Eliminated) | suspensions | \$142,370.37 \$28,510.65 |
| Partially fund 0.20 of Case Manager | suspensions | \$16,787.55 |
| Field Trips: music, drama and dance classes attend field trips to create more experiential learning opportunities | CHKS survey | \$15,000.00 |
| Uniforms: Purchase student uniforms to create more inclusivity, equity and to support school safety structures. | CHKS Survey | \$20,000.00 |
| Equipment for lunchtime activities to create more structured, safe play | suspensions | \$8,000.00 |

| Proposed Expenditures for Retention of 6th Graders | |
|---|----------------------|
| Description of Proposed Expenditures | Budget Amount |
| Fund 1.0 FTE RJ Facilitator Case Manager | \$111,916.96 |
| Fund extended time and over time for case managers to work closely with rising 6th graders during Elmhurst Summer Bridge Program, and to develop programming for the 26-27 school year, creating a more smooth and supportive transition from elementary to middle school. Case managers will also conduct home visits to Tier 2 and Tier 3 students. | \$25,000.00 |

Please submit your Measure G1 proposal to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).



SSC Agenda

Elmhurst United Middle School

School Site Council Meeting

Date: January 28 @8:30am

Family Resource Center

| Time | Items | Facilitator |
|------|--|--------------|
| 8:30 | 1. Welcome | Ms. Gonzalez |
| 8:35 | 2. Title I <ul style="list-style-type: none">a. Fall Revisionsb. 24-25 Funding | Ms. Gonzalez |
| 9:00 | 3. Community Schools Grant <ul style="list-style-type: none">a. Carryover fundingb. 24-25 Funding | Ms. Gonzalez |
| 9:15 | 4. Measure G1 Community Input 24-25 Allocation: \$365,190.00 Proposal: <ul style="list-style-type: none">• Fund two FTEs of Restorative Justice Facilitator to maintain strong restorative justice program at Elmhurst• Fund Arts Integration Consultant• Fund Student Wellness and Activities Coordinator Strengths of RJ Program: <ul style="list-style-type: none">- Much needed SEL and culture building support to support smooth transition from 5th to 6th grade- RJ support allows for stronger instruction in classroom if students' needs are met- Build communication and problem-solving skills in students and adults Challenges: <ul style="list-style-type: none">- Role of RJ is challenging, want to sustain and maintain folks in the position- How to create preventative strategies vs. just responding to incidents Wonderings: <ul style="list-style-type: none">- How do RJs spend their day?- What coaching and training to do they receive?- How do they work with the teachers? | Ms. Gonzalez |



| | | |
|------|--|----------|
| | <p>Motion to approve funding of three positions: unanimous “yes”</p> <p>Arts Integration: support teachers with integrating hands-on visual projects in core classes to support whole child thinking and visual learners</p> <p>Strengths:</p> <ul style="list-style-type: none">- Teachers have named this is a strong resource- Helps to liven up curriculum <p>Challenges:</p> <ul style="list-style-type: none">- Would love to increase opportunity if funding is available <p>Motion to approve arts integration: unanimous “yes”</p> <p>Student Wellness and Activities Coordinator: to support structured activities during all lunches and breaks. Develop wellness campaigns throughout the year</p> <p>Strengths:</p> <ul style="list-style-type: none">- This will reduce physical fights that occur- Students need opportunities to learn more about wellness so that they are more ready to learn in the classroom <p>Challenges:</p> <ul style="list-style-type: none">- How to differentiate between each of the grade levels and special programs? <p>Motion to approve arts integration: unanimous “yes”</p> | |
| | 5. Public Input | Everyone |
| 9:30 | 6. Establish Date of Next Meeting and Adjourn | |

Elmhurst United Student Council

January 27, 2025

| Time | January 27, 2025 |
|------|---|
| 8:25 | Community Builder |
| 8:30 | School Budgets 101 <ol style="list-style-type: none">1. What do you know already?2. Give overview3. Answer questions |
| 8:40 | G1 Funding Proposal <ol style="list-style-type: none">1. Share proposal for 2 RJ Facilitators, arts integration consultant, and student wellness and activities coordinator2. Questions about each of the jobs?3. Turn and talk: How can each of the jobs help students? |
| 8:55 | Exit Ticket Budget Priorities |

Leadership Team

In attendance: Ariel, Majerus, Rasmussen, McDonald, Gonzalez, White, Douglas

| Time | January 22, 2025 | Next Steps/To Do |
|------|--|------------------|
| 3:45 | Landing | Rotate opening |
| 3:55 | Updates/Follow-ups: <ol style="list-style-type: none"> Field Day Attendance Data | |
| 4:30 | <p>Measure G1 24-25 Funding \$365,190.00</p> <ol style="list-style-type: none"> Measure G1 <ol style="list-style-type: none"> Proposal: <ol style="list-style-type: none"> 2 FTE for RJ Arts Integration Consultant Student Wellness and Activities Coordinator <p>Proposal notes:</p> <ul style="list-style-type: none"> - Critical to maintain these positions to support Restorative Discipline program - See increase of Tier 2 and 3 needs from students - With a large group of newer teachers, this has been important - How do we build more capacity of teachers to hold RJ conversations? They need to also do the reflection when referrals are made - Important to identify objectives for RJ/Admin meetings and <ul style="list-style-type: none"> - Monthly? - create year-long scope with time for reflection - Examine suspension and referral data - Exciting momentum of Peer RJ class. Would love to continue <p>Approval to fund 2 FTEs for RJ.</p> <p>Proposal to spend on Arts Integration</p> <ul style="list-style-type: none"> - Going very well, let's continue - Teachers see benefit of utilizing visual thinking skills to liven up curriculum <p>Approval to fund Arts Integration Consultant</p> <p>Proposal to fund Student Wellness and Activities Coordinator</p> <ul style="list-style-type: none"> - Seeing need for students to have structured activities daily at each of the lessons to increase positive play and communication - Coordinator will develop student wellness campaigns once per marking period <p>Approval to fund Student Wellness and Activities Coordinator</p> | |
| 5:00 | Closing | |

Student Council Meeting
Elmhurst United Middle School

January 27, 2025

| | |
|------------------------|-------------------|
| 1. Diego | 16. Gratton |
| 2. Jose | 17. Jaceles |
| 3. Kacey | 18. Adolfo |
| 4. Michael | 19. Ritchie |
| 5. Damian | 20. Franklin |
| 6. Eder Lyons | 21. Christian |
| 7. Brooklyn Revis | 22. Justin Melgar |
| 8. Anya Kidd | 23. |
| 9. Alexander Barrantes | 24. |
| 10. Guenaro Alvarez | 25. |
| 11. Levy, Pablo | 26. |
| 12. Melissa G | 27. |
| 13. Boramei Than | 28. |
| 14. Itza, VR | 29. |
| 15. La'mont White | 30. |

School Site Council (SSC) Meeting

Sign-In Sheet

SSC Meeting Date: 01/28/2025

| Elected SSC Members: | Role: and phone# # De contacto | Signature \ firma |
|----------------------|--------------------------------|-------------------|
| 1. Lesly Hernandez | 510 772 46 97 | Lesly H. |
| 2. Cr. Santa Ramirez | 610 692-3080 padre | C.R. |
| 3. Maria Sanchez | Staff. (510) 692-7459 | Maria Sanchez |
| 4. Viet-Ly Gonzalez | Principal | Vygo |
| 5. Mariko White | Teacher 510-289-4937 | Mariko White |
| 6. Aaron Pratt | 510 812 1461 | Aaron Pratt |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |
| 11. | | |
| 12. | | |

* Note: SSC must have a quorum (51%) to vote on any agenda items. Alternates are NOT voting members and do not count towards quorum.