

|   |               |
|---|---------------|
| Board Office Use: <b>Legislative File Info.</b> |               |
| File ID Number                                  | 23-0376       |
| Introduction Date                               | 2/14/2023     |
| Enactment Number                                | 23-0276       |
| Enactment Date                                  | 2/14/2023 CJH |



**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** February 14, 2023

**Subject** Elmhurst United 2023-24 Measure G1 Proposal

**Ask of the Commission** Approve the Elmhurst United 2023-24 Measure G1 Proposal

**Discussion** Middle School Network is open to questions from the commission regarding the Elmhurst United 2023-24 Measure G1 Proposal.

**Fiscal Impact** The recommended amount is **\$440,580.91**. It's coming from resource 9332 - Measure G1.

**Attachment(s)** Grant Application attached.





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

**2023-24  
Measure G1 Proposal**

*Due: January 30, 2023*

### School Information & Student Data

|   |  |   |                                       |
|---|--|---|---------------------------------------|
| <b>School</b>                               | Elmhurst United                                | <b>School Address</b>   | 1800 98th Avenue<br>Oakland, CA 94603 |
| <b>Contact</b>                              | Viet-Ly Gonzalez                               | <b>Contact Email</b>  | viet-ly.gonzalez@ousd.org             |
| <b>Principal</b>                            | Viet-Ly Gonzalez                               | <b>Principal Email</b>  | viet-ly.gonzalez@ousd.org             |
| <b>School Phone</b>                         | 510-531-6600                                   | <b>2022-23 CALPADS Enrollment Data (6-8 Oakland Residents Only)</b> | 712                                   |
| <b>Recommended Grant Amount<sup>1</sup></b> | <del>\$347,588.54</del><br><b>\$440,580.91</b> | <b>2022-23 LCFF Enrollment</b>                                      | 733                                   |

| Student Demographics (%) |      |                           |      | Measure G1 Team |                     |
|--------------------------|------|---------------------------|------|-----------------|---------------------|
| English Learners         | 44.2 | Asian/Pacific Islander    | 3.2  | Name            | Position            |
| LCFF                     | 97.2 | Latinx                    | 69.2 | Ariel Benavides | CSM                 |
| SPED                     | 14.6 | Black or African-American | 21.4 | Mariko White    | Instructional Coach |
|                          |      | White                     | n/a  | Bryan Bassette  | AP                  |

<sup>1</sup> 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.

|  |  |                               |     |  |                 |         |
|--|--|-------------------------------|-----|--|-----------------|---------|
|  |  | Indigenous or Native American | .3  |  | Alyssa Pandolfi | Teacher |
|  |  | Multiracial                   | 1.2 |  | Sandra Wilson   | Parent  |

| Chronic Absence               |   |  |  |  |
|-------------------------------|---|--|--|--|
| Metric                        | 2020-21   | 2021-22  | 2022-23  | 2023-24 Goal   |
| Student Population Overall    | Satisfactory: 63.5%<br>At Risk: 15.2%<br>Mod Chronic: 11.4%<br>Severe Chronic: 9.9%   | Satisfactory: 17.8%<br>At Risk: 24.5%<br>Mod Chronic: 31.2%<br>Severe Chronic: 26.5%   | Satisfactory: 28%<br>At Risk: 23.2%<br>Mod Chronic: 29.4%<br>Severe Chronic: 19.5%   | Satisfactory: 40%<br>At Risk: 30%<br>Mod Chronic: 20%<br>Severe Chronic: 10%   |
| Asian/Pacific Islander        | Asian<br>Satisfactory: 63.6%<br>At Risk: 13.6%<br>Mod Chronic: 13.6%<br>Severe Chronic: 9.1%<br><br>Pacific Islander<br>Satisfactory: 45.8%<br>At Risk: 16.7%<br>Mod Chronic: 29.2%<br>Severe Chronic: 8.3% | Asian<br>Satisfactory: 28.1%<br>At Risk: 25%<br>Mod Chronic: 25%<br>Severe Chronic: 21.9%<br><br>Pacific Islander<br>At Risk: 10.5%<br>Mod Chronic: 42.1%<br>Severe Chronic: 47.4% | Asian<br>Satisfactory: 21.7%<br>At Risk: 21.1%<br>Mod Chronic: 30.7%<br>Severe Chronic: 26.5%<br><br>Pacific Islander<br>Satisfactory: 25%<br>At Risk: 8.3%<br>Mod Chronic: 25%<br>Severe Chronic: 41.7% | Asian<br>Satisfactory: 50%<br>At Risk: 20%<br>Mod Chronic: 20%<br>Severe Chronic: 10%<br><br>Pacific Islander<br>Satisfactory: 50%<br>At Risk: 8%<br>Mod Chronic: 22%<br>Severe Chronic: 20% |
| Latinx                        | Satisfactory: 70.5%<br>At Risk: 13.7%<br>Mod Chronic: 8.5%<br>Severe Chronic: 7.3%  | Satisfactory: 20.7%<br>At Risk: 27.4%<br>Mod Chronic: 30.7%<br>Severe Chronic: 21.3%   | Satisfactory: 29.6%<br>At Risk: 24.8%<br>Mod Chronic: 29.6%<br>Severe Chronic: 16%   | Satisfactory: 50%<br>At Risk: 30%<br>Mod Chronic: 10%<br>Severe Chronic: 10%   |
| Black or African-American     | Satisfactory: 45.7%<br>At Risk: 19.1%<br>Mod Chronic: 19.1%<br>Severe Chronic: 16%  | Satisfactory: 11.8%<br>At Risk: 18.4%<br>Mod Chronic: 28.7%<br>Severe Chronic: 41.2%   | Satisfactory: 21.7%<br>At Risk: 21.1%<br>Mod Chronic: 30.7%<br>Severe Chronic: 26.5%   | Satisfactory: 50%<br>At Risk: 30%<br>Mod Chronic: 10%<br>Severe Chronic: 10%   |
| White                         | Satisfactory: 100%  | Satisfactory: 7.7%<br>At Risk: 15.4%<br>Mod Chronic: 53.8%<br>Severe Chronic: 23.1%  | Satisfactory:<br>At Risk:<br>Mod Chronic:<br>Severe Chronic:   | Satisfactory:<br>At Risk:<br>Mod Chronic:<br>Severe Chronic:   |
| Indigenous or Native American | Satisfactory: 100%  | Mod Chronic: 25%<br>Severe Chronic: 75%  | Mod Chronic:<br>Severe Chronic:  | Mod Chronic:<br>Severe Chronic:  |
| English Learners              | Satisfactory: 67%<br>At Risk: 14.4%<br>Mod Chronic: 9.6%<br>Severe Chronic: 8.9%  | Satisfactory: 20.7%<br>At Risk: 22.4%<br>Mod Chronic: 31.3%<br>Severe Chronic: 25.7%   | Satisfactory:<br>At Risk:<br>Mod Chronic:<br>Severe Chronic:   | Satisfactory:<br>At Risk:<br>Mod Chronic:<br>Severe Chronic:   |
| Students w/ IEPs              | Satisfactory: 49.1%<br>At Risk: 19.1%<br>Mod Chronic: 13.6%   | Satisfactory: 6.2%<br>At Risk: 24.8%<br>Mod Chronic: 29.2%   | Satisfactory:<br>At Risk:<br>Mod Chronic:  | Satisfactory:<br>At Risk:<br>Mod Chronic:  |

|                              |   |  |   |  |
|------------------------------|---|--|---|--|
|                              | Severe Chronic:<br>18.2%  | Severe Chronic:<br>39.8%   | Severe Chronic:   | Severe Chronic:  |
| Free/ Reduced Lunch Students | Satisfactory: 63.4%<br>At Risk: 15.5%<br>Mod Chronic: 11.3%<br>Severe Chronic: 9.8% | Satisfactory: 18.4%<br>At Risk: 24.2%<br>Mod Chronic: 31.4%<br>Severe Chronic: % | Satisfactory: 28%<br>At Risk: 23.2%<br>Mod Chronic: 29.4%<br>Severe Chronic:<br>19.5% | Satisfactory: 40%<br>At Risk: 30%<br>Mod Chronic: 20%<br>Severe Chronic: 10% |

## Metrics

(all data points are required)

| Electives  |          |         |         |         |              |
|--|----------|---------|---------|---------|--------------|
| Metric   | Area     | 2020-21 | 2021-22 | 2022-23 | 2023-24 Goal |
| Number of students taking elective courses.  | Art      | 156     | 110     | 120     | 125          |
|  | Language | N/A     | 60      | 50      | 55           |
|  | Music    | 114     | 82      | 115     | 120          |
| Number of students participating in non-course experiences (e.g. after-school program) | Art      | 10      | N/A     | 10      | 20           |
|  | Language | N/A     | N/A     | N/A     | N/A          |
|  | Music    | N/A     | N/A     | N/A     | 40           |

| Positive & Safe Culture      |  |         |         |              |
|------------------------------|--|---------|---------|--------------|
| Metric                       | 2020-21  | 2021-22 | 2022-23 | 2023-24 Goal |
| Connectedness on CHKS Survey |  |         |         |              |
| Asian/Pacific Islander       | Very much true: 25%<br>Pretty much true: 20%<br>A little true: 25%       |         |         |              |
| Latinx                       |  |         |         |              |
| Black or African-American    | Very much true: 30.6%<br>Pretty much true: 37.8%<br>A little true: 19.4% |         |         |              |

|                               |  |                |                |                     |
|-------------------------------|--|----------------|----------------|---------------------|
| White                         | Very much true: 25%<br>Pretty much true: 22.2%<br>A little true: 27.8%   |                |                |                     |
| Indigenous or Native American | Very much true: 22.2%<br>Pretty much true: 44.4%<br>A little true: 22.2% |                |                |                     |
| English Learners              | <i>Data not available</i>  |                |                |                     |
| Students w/ IEPs              | Very much true: 22.1%<br>Pretty much true: 37.3%<br>A little true: 19.9% |                |                |                     |
| Free/ Reduced Lunch           | <i>Data not available</i>  |                |                |                     |
| <b>Metric</b>                 | <b>2020-21</b>   | <b>2021-22</b> | <b>2022-23</b> | <b>2023-24 Goal</b> |
| <b>Suspension Incidents</b>   |  |                |                |                     |
| Asian/Pacific Islander        | 0  | 4              |                |                     |
| Latinx                        | 0  | 22             |                |                     |
| Black or African-American     | 0  | 49             |                |                     |
| White                         | 0  | 0              |                |                     |
| Indigenous or Native American | 0  | 1              |                |                     |
| English Learners              | 0  | 14             |                |                     |
| Students w/ IEPs              | 0  | 18             |                |                     |
| Free/ Reduced Lunch           | 0  | 76             |                |                     |

| <b>Student Retention from 5th Grade to 6th Grade</b> |                |                |                |                     |
|--|----------------|----------------|----------------|---------------------|
| <b>Metric</b>  | <b>2020-21</b> | <b>2021-22</b> | <b>2022-23</b> | <b>2023-24 Goal</b> |
| 6th Grade Enrollment                                 | 238            | 255            |                |                     |

---

## Community and Staff Engagement

| Community Engagement Meeting(s) |         |
|---------------------------------|---------|
| Community Group                 | Date    |
| SSC                             | 1/23/23 |

| Staff Engagement Meeting(s)        |         |
|------------------------------------|---------|
| Staff Group                        | Date    |
| Student Experience Leadership Team | 1/13/23 |
| Leadership Team                    | 1/12/23 |

## 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 2023-24 Proposed Expenditures

| All Proposed Expenditures (from sections below) |                             | Budget Amount |
|---|-----------------------------|---------------|
| 1   | Arts Integration Consultant | \$61,000      |
| 2   | 0.6 FTE Spanish Teacher     | \$54,685.34   |
| 3   | 1.0 FTE RJ Facilitator      | \$125,106.65  |
| 4   | 1.0 FTE Case Manager        | \$120,698.98  |
| 5   | 0.55 FTE Case Manager       | \$69,688.43   |
| 6   | Music Consultant            | \$9,401.51    |

|  |   |                     |
|--|---|---------------------|
|  | <b>Budget Total (must add up to Recommended Grant Amount)</b> | <b>\$440,580.91</b> |
|--|---|---------------------|

# 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   | n/a   | \$61,000      |
| Fund 0.6 FTE Spanish Teacher   | 55  | n/a   | \$54,685.34   |
| Music Dept Consultant  | n/a   | n/a   | \$10,401.51   |

| Proposed Expenditures for Positive & Safe Culture |  |               |
|---|--|---------------|
| Description of Proposed Expenditures              | Which metric will this investment impact - chronic absence, suspensions, CHKS survey results, or another metric named by the site? | Budget Amount |
| Fund 1.0 FTE RJ Facilitator                       | Suspensions  | \$125,106.65  |
| Fund 0.55 FTE RJ Facilitator                      | Suspensions  | \$69,688.43   |

|   |
|---|
| <b>Proposed Expenditures for Retention of 6th Graders</b> |
|---|

| Description of Proposed Expenditures | Budget Amount |
|--------------------------------------|---------------|
| Fund 1.0 FTE Case Manager            | \$120,698.98  |

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



# SSC Agenda

## Elmhurst United Middle School

School Site Council Meeting

Date: January 23, 2023 @11:00am

Family Resource Center

| Time  | Items  | Facilitator  |
|-------|--|--------------|
| 11:00 | 1. Welcome   | Ms. Gonzalez |
| 11:10 | <p>2. Review Site Budget 1-Pager</p> <p>Ms. Gonzalez provides an overview of the 1-pager, starting with the enrollment projection. She explains how the district provides a certain amount of teachers and staff based on the enrollment projection. This is called “Base.” Outside of that, we are funded through grants and state and federal money to provide additional programming for our students.</p> <p>Attention is given to Title I, Title I Parent, Title IV: these are allocated funds that we make discuss and vote on as an SSC. We also give input and discuss how to use Measure G1 and CCSPP allocation.</p> <p>Questions?<br/>What positions are funded by the district?<br/>What have we funded in the past that is outside what the district pays for?</p>  | Ms. Gonzalez |
| 11:20 | <p>3. Adjustment for Title IV funding for 22-23 School Year</p> <p>Ms. Gonzalez: We were not able to hire a contractor to provide organized games and physical activities during morning break and lunch time. The proposal is to use the money that was originally allocated to consultancies (object code 5825) to be put toward purchasing sports equipment and to fund a student mural project.</p> <p>Ms. Gonzalez: To increase physical activity and promote healthy habits during morning break and lunch, I propose to purchase sports equipment, such as basketballs, soccer balls, jump ropes and tether balls, so that students have access to equipment. This will increase positive engagement during morning break and lunch. I propose to purchase up to \$2,000 worth of sports equipment. This would mean we will use the funds originally allocated for consultants (Object code 5825) to purchase sports equipment.</p> <p>Mayra: Yes I think that is a great idea. Students need more equipment to play with. They need more activity and sports during the day instead of looking at their phones during lunch.</p> |              |



|       |   |              |
|-------|---|--------------|
|       | <p>Ms. Sanchez: I motion to approve up to \$2,000 for sports equipment.<br/>Ms. Lopez: I second that motion.<br/>All in favor? Unanimous “aye.”</p> <p>Ms. Lopez: I would like to propose to allocate funding toward a mural project. This can be a two-part series to update the old murals and freshen up the campus. For the mural project, we can work with the students in art to co-create a vision and then work with a mural team that includes students to paint the mural. This will strengthen the visionary and artistic skills of the art students and provide an exciting collaboration opportunity. Students will feel more connected and proud of their campus knowing that they are contributing to a mural project.</p> <p>Ms. Mayra: I think students need a lot more art in their lives. It helps them feel more creative. The mural project seems like a great idea for students to take part in making the campus more beautiful while getting better at designing and painting.</p> <p>Ms. Gonzalez: I propose that we use \$5825 that was originally allocated to consultancies (object code 5825) to fund a mural project. In addition, I propose to use the Fall Revisions (object code 4397) to fund the same mural project. The total amount would be \$16,520 from Title IV funds for the mural project.</p> <p>Ms. Sanchez: I make a motion to vote to fund \$16,520 toward a mural project.<br/>Ms. White: I second that.<br/>All in favor: unanimous “aye.”</p> |              |
| 11:30 | <p>4. Funding Allocation for 23-24 School Year: Review Budget Approval Worksheet</p> <ul style="list-style-type: none"><li>a. Title 1<ul style="list-style-type: none"><li>i. TSA 11 Month for a math instructional coach</li><li>ii. \$140,000 in Extended Contracts</li><li>iii. \$10,000 License for Digital Tools</li></ul></li><li>b. Title IV</li></ul> <p>Ms. Gonzalez proposes to increase the amount originally allocated for Field Trips from \$5,000 to \$9,000. This will provide the opportunity for students in the SDC program and newcomer program to attend field trips along with the entire student body. We want to increase the well-rounded experiences for students as well as provide them with experiences that connect to their academic content.</p> <p>Ms. White: If we increase the amount for Field Trips, I propose that we add an additional \$1000 allocation to books other than textbooks.</p>   | Ms. Gonzalez |



|       |  |                 |
|-------|--|-----------------|
|       | <p>Ms. Sanchez: I make a motion to increase the original amount that was given to Field Trips from \$5,000 to \$9,000.<br/>Ms. Pandolfi: I second that<br/>All in favor: unanimous “aye”</p> <p>Ms. White: I make a motion to vote to increase the amount allocated to Books other than Textbooks from \$2,825 to \$3,825.</p> <p>Ms. Lopez: I second that.<br/>All in favor: unanimous “aye”</p> <p>Ms. Gonzalez: Lastly, I propose that we partner with the Asian Pacific Environmental Network. They are an organization that will hold weekly meetings with students who identify as Asian Pacific Islander. The organization will work with API students, and any students who are interested in joining, to empower our API immigrant and refugee students to be leaders of for positive school change and positive neighborhood impact. APEN instructor will provide after school workshops that give students an opportunity to explore their histories, develop their cultural and student identity, and build positive relationships with members of the group. The goal is to increase positive interactions between API students and between API students and the Elmhurst student body. I propose that we fund up to \$5,000 to partner with APEN.</p> <p>Ms. White: I think this would be really great for our API students. Some API students struggle with attendance and by providing this positive space for them, we could build a stronger connection to school.</p> <p>Ms. Mayra: I like this idea. I also would like to see if it’s possible to get something similar for Latino students.</p> <p>Ms. Gonzalez: We offer a Latino Men and Boys class as an elective. This is through the Unity Council. We don’t have a structured space for Latinx students that identify as girls. This is definitely something we should explore for the future.</p> <p>Ms. Sanchez: I make a motion to fund up to \$5,000 to work with APEN.<br/>Ms. White: I second that.<br/>All in favor: unanimous “aye”</p> |                 |
| 11:40 | <p>5. Measure G1 Funding</p> <p>G1 Funding comes from local tax measure. It focuses on retaining students in middle school, building a positive school culture and offering elective classes for students.</p> <p>Ms Mayra: What elective classes are not offered?<br/>Ms. White: art, music, computer science,</p>  | Ms.<br>Gonzalez |



|       |   |          |
|-------|---|----------|
|       | <p>Ms. Gonzalez: In the past we have funded elective teachers and Restorative Justice Facilitators. It's important that we continue to offer music and art to students to provide them with creative skill building and a well-rounded education. In addition, having an extra RJ Facilitator in the 6th grade will help build positive school culture. If sixth grade students start off with a positive experience and feel welcomed and supported during their first year of middle school, they are more likely to stay through the 8th grade. If there are strong student to student relationships and strong adult to student relationships, this is the foundation of a positive school culture.</p> <p>Ms. White: I have seen the impact of the additional RJ Facilitators and it's so important to have extra adults on campus. We have a very impacted student body and community and they do a lot of great work to build positive relationships, mediate conflicts with students and offer ways to build SEL and problem-solving skills with students.</p> <p>Ms. Lopez: I agree with that. They are working very hard and we need to keep this RJ team for next year.</p> <p>Ms. Mayra: Art is very beneficial for students so we should definitely continue funding an art and music teacher.</p> |          |
| 11:50 | 6. Public Input   | Everyone |
|       | 7. Establish Date of Next Meeting and Adjourn   |          |

**SSC Agenda**  
**Elmhurst United Middle School**



School Site Council Meeting  
Fecha: 23 de Enero 2023 @11:00am  
Centro de Recursos Familiares

| Horario |   | Facilitador  |
|---------|---|--------------|
| 11:00   | 8. Bienvenida   | Ms. Gonzalez |
| 11:10   | 9. Repaso del plan del sitio escolar y el presupuesto en la 1 página  | Ms. Gonzalez |
| 11:20   | 10. Fondos localizados para el año escolar 23-24<br>A. Título 1<br>i. Que hemos aprobado<br>ii. Que mas queremos ver?<br><br>b. Título IV | Ms. Gonzalez |
| 11:40   | 11. Presupuesto de fondos de la beca de G1  | Ms. Gonzalez |
| 11:50   | 12. Comentario Publico  | Everyone     |
|         | 13. Establecer la próxima reunion   |              |



## School Site Council (SSC) Meeting Sign-In Sheet

SSC Meeting Date: January 23, 2023

| Elected SSC Members:       | Role:                                      | Signature   |
|----------------------------|--|---|
| 1. <u>Viet-Ly Gonzalez</u> | Principal                                  |  |
| 2. <u>Mariko White</u>     | Instructional Coach ( <del>teacher</del> ) |  |
| 3. <u>Mayra Molina</u>     | Madre                                      |  |
| 4. <u>Crisanta Ramirez</u> | Madre                                      |  |
| 5. <u>Leslie Lopez</u>     | Family Liaison                             |  |
| 6. <u>Maria Sanchez</u>    | Family Liaison                             | Maria Sanchez   |
| 7. <u>Alyssa Pandofi</u>   | Teacher                                    |  |
| 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.