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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** April 8, 2025

**Subject** United for Success Academy 2025-2026 Measure G1 Application

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**Ask of the Commission** Approve the United for Success Academy 2025-2026 Measure G1 Application

**Discussion** Middle School Network is open to questions from the commission regarding the United for Success Academy 2025-2026 Measure G1 Application.

**Fiscal Impact** The recommended amount is **\$178,215.00**. Resource 9332 - Measure G1.

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



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

## 2025-2026 Measure G1 Application

**Due: March 1, 2025**

### School Information & Student Data

<b>School</b>	United for Success Academy	<b>School Address</b>	2101 35th Avenue Oakland, CA 94601
<b>Contact</b>	Sara Allen	<b>Contact Email</b>	sara.allen@ousd.org
<b>Principal</b>	Sara Allen	<b>Principal Email</b>	sara.allen@ousd.org
<b>School Phone</b>	510-535-3880	<b>Total Number of Students</b>	353
<b>Recommended Grant Amount<sup>1</sup></b>	<b>\$178,215</b>	<b>2024-25 CALPADS<sup>2</sup> Enrollment Figure (grades 6-8 Oakland residents only)</b>	349
		<b>2024-25 LCFF<sup>3</sup> Enrollment</b>	344

Student Demographics (%)				Measure G1 Team	
English Learners	45%	Asian/Pacific Islander	7%	Name	Position
LCFF	100%	Latinx	76.3%	Sara Allen	Principal
SPED	12.4%	Black or African-American	11.5%	Alfredo Aguayo	Teacher
		White	2.3	Maura McMichael	Teacher
		Indigenous or Native American	0	Amy Castillo	Teacher
		Multiracial	1.4		

<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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<b>Chronic Absence</b> (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	43.3%	42.5%	15.8%	10%	
Asian/Pacific Islander	35.7%	33.7%	Data for 24-25 not available	30%	
Latinx	41.7%	55.3%	Data for 24-25 not available	35%	
Black or African-American	56.9%	50.4%	Data for 24-25 not available	45%	
White	33.3%	33.3%	Data for 24-25 not available	25%	
Indigenous or Native American	50%	34%	Data for 24-25 not available	40%	
English Learners	42%	45%	Data for 24-25 not available	35%	
Students w/ IEPs	54.2%	54.4%	Data for 24-25 not available	45%	
Free/ Reduced Lunch Students	NA	N/A	Data for 24-25 not available	NA	

## Metrics

(all data points are required)

<b>Electives</b> (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	160	150	150	150
	Language	0	0	0	0
	Music	148	136	145	140
Number of students participating in non-course	Art	0	0	0	0
	Language	0	0	0	0

experiences (e.g. after-school program)	Music	0	0		0
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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: 3/19/25				
Asian/Pacific Islander	14.3% 22.7%	11.5% 16.4%	15.1 2.7 16.1	10 1 11
Latinx	16.4%	9.9%	9.2	6
Black or African-American	23.7%	15.4%	20.5	15
White	26/7%	7.0%	23.7	18
Indigenous or Native American	20.2%	7.4%	19.4	15
English Learners	16.9%	10.8%	11.1	8
Students w/ IEPs	20.9%	14.1%	15.9	11
Free/ Reduced Lunch	N/A	N/A	N/A	N/A

Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Suspended Students Date of Figure: 3/19/25				
Asian/Pacific Islander	1	4	1	0
Latinx	8	23	13	10
Black or African-American	12	9	4	2
White	2	5	2	0
Indigenous or Native American	0	0	0	0
English Learners	8	20	13	8
Students w/ IEPs	9	12	5	2
Free/ Reduced Lunch	N/A all of our students have	N/A all of our students have	N/A all of our students have	N/A all of our students have

	free/reduced lunch	free/reduced lunch	free/reduced lunch	free/reduced lunch
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Student Retention from 5th Grade to 6th Grade				
Metric	2022-23	2023-24	2024-25	2025-26 Goal
6th Grade Enrollment	110	116	120	120

## Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
SSC <a href="#">Agenda 1/21/25</a>	1/21/25

Staff Engagement Meeting(s)	
Staff Group	Date
G1 meeting <a href="#">Running Agenda 24-25</a>	1/17/24

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

<b><i>Access and Equitable Opportunity</i></b>	Basic	Quality
<b><i>Instructional Program</i></b>	Basic	Quality
<b><i>Staffing</i></b>	Quality	Quality
<b><i>Facilities</i></b>	Quality	Quality
<b><i>Equipment and Materials</i></b>	Quality	Quality
<b><i>Teacher Professional Learning</i></b>	Basic	Basic

## Proposed Expenditures

### Guidelines

- In the following sections, please discuss your team's plan to address the goals of G1:
  - Increase access to courses in arts, music, and world languages in grades 6-8.
  - Improve student retention during the transition from elementary to middle school.
  - Create a more positive and safe middle school learning environment.
- Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.
- Add additional lines as needed.
- The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1
- 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
Positive & Safe Culture		
1	RJ Case Manager (1.0 FTE)	\$118,733
2	RJ Case Manager (0.24 FTE)	\$24,668.60
Electives (Art, Music, World Language)		
1	Art Teacher 6-8 (0.34 FTE)	\$34,171
2	Music Teacher 6-8 (0.34 FTE)	\$40,814
3	Supplies	\$686.40
Budget Total		\$219,073.00

# Summary of 2025-26 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	RJ Case Manager (1.0 FTE)	\$139,430.30
2	RJ Case Manager (0.3 FTE) but is a full time position with other funding **	\$33,277.82
3	Arts Contracts	\$5,506.88
Budget Total (must add up to Recommended Grant Amount)		<b>\$178,215.00</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
Arts Contracts	240 (All students have 1 of our 3 electives) Computer science is the other elective	120	\$5,506.88

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
RJ/Case Manager	suspensions tier 1 and tier 2 student support and CHKS	\$139,430.30
RJ/Case Manager	suspensions tier 1 and tier 2 student support and CHKS	\$33,277.82


**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)).**

## G1 Meeting Agenda and Minutes 9/16/24

Ms. Allen's Office 3:30 PM

<b>AGENDA</b> 3:30-3:35 Check in 3:35-4:00 Review of G1 Carryover funds and discussion around allocation of funds 4:00-4:05 Closing and date of Next meeting  Attendance: Sara Allen, Alfredo Aguayo, Maura McMichael, Absent: Amy Castillo		
time	topic	notes
3:30	Welcome and Check in	Welcome: What is one word to describe how you are coming into our meeting today?
3:35-4:00	Review of Carry over funds and discussion of allocation of funds	<b>Discussion: Carry Over funding</b> <b>Carry over amount \$149,241</b>  <b>What caused the carry over funding?</b> <b>Inability to hire the positions and spend down all allocations that were set forth last year.</b> <ul style="list-style-type: none"><li>• <b>Music teacher has asked for</b><ul style="list-style-type: none"><li>○ Furniture</li><li>○ Supplies</li></ul></li><li>• <b>Art Teacher has asked for</b><ul style="list-style-type: none"><li>○ Furniture</li><li>○ Supplies</li></ul></li><li>• <b>Maker Space CS Teacher has asked for</b><ul style="list-style-type: none"><li>○ Furniture</li><li>○ Supplies</li></ul></li><li>• <b>All G1 Committee members agreed that students would enjoy, benefit from, and be more engaged if performances at the school and field trips around the Arts were offered</b></li><li>• </li></ul> <b>Allocation of funds can be found on the G1 carryover worksheet</b>
4:00-4:05	Closing and Next meeting	1. 2/6/2023
	Next steps:	



		next steps	who	by when	done? 
		Spend down Supply money	all	February 2025	
		Spend Down Furniture Money	all	Feb 2025	
		Contact Buildings and grounds to begin work for the kiln	Sara	January 2024	
<a href="#">Meeting Feedback</a>					
		-			

## G1 Meeting Agenda and Minutes 1/17/25

Ms. Allen's Office 3:30 PM

<b>AGENDA</b> 3:30-3:35 Check in 3:35-4:00 Review of G1 Proposed Expenditures for 2025-26 4:00-4:05 Closing and date of Next meeting  Attendance: Sara Allen, Alfredo Aguayo, Maura McMichael, Absent: Amy Castillo		
time	topic	notes
3:30	Welcome and Check in	Welcome: What is one word to describe how you are coming into our meeting today?
3:35-4:00	Review of funds and discussion of allocation of funds	<b>Discussion: funding</b> <b>Amount \$178215</b>  Case Manager \$139,430.30 (1.0 FTE) Case manager \$33,277.82 (0.3 FTE) Arts Contracts \$5,506.88

		Case managers have been important in the climate and culture of our school and retaining 6th- 8th graders. Given the constraints in the budget for next year the committee would like to ensure that we maintain the culture and climate of our school.			
4:00-4:05	Closing and Next meeting	2. Apr 25, 2025			
	Next steps:				
	next steps		who	by when	done? <input checked="" type="checkbox"/>
	Spend down Supply money		all	April	
	Spend Down Furniture Money		all	April	
		-			

# (UFSA) School Site Council Meeting

## SSC Budget Approval Agenda

(DATE: 1/21/25 )

(TIME: 3:45 PM )

(LOCATION: Main Office)

Items	Facilitator
1. Welcome, Introductions, Norms	Chair
2. Roll Call, Establish Quorum	Secretary
3. Reading and Approval of Minutes	Chair
4. Discuss and Approve Title I & Title IV 2025-26 School Year Budgets	Principal
5. Discuss G1 and CCSPP proposed expenditures	Principal
6. Public Input	Open Forum
7. Establish the Date of the Next Meeting	Chair
8. Adjournment	Chair