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Enactment Number	
Enactment Date	



**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 May 12, 2026

Subject United for Success Academy 2026-2027 Measure G1 Application

Ask of the Commission Approve the United for Success Academy 2026-2027 Measure G1 Application

Discussion Middle School Network is open to questions from the commission regarding the United for Success Academy 2026-2027 Measure G1 Application.

Fiscal Impact The recommended amount is **\$168,611.00**. Resource 9332 - Measure G1.

Attachment(s) Grant application attached.





2026-2027 Measure G1 Proposal

Due: March 1, 2026

Allocations are provisional subject to Board approval

School Information & Student Data

School Name	United for Success Academy	School Address	2101 35th Avenue Oakland, CA 94601
Principal	Sara Allen	Contact Email	sara.allen@ousd.org
G1 Contact	Sara Allen	G1 Principal Email	sara.allen@ousd.org
School Phone	510-535-3880	Total Number of Students	355
Recommended Grant Amount¹	\$168,611.00	2025-2026 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only)	352
		2025-2026 LCFF³ Enrollment	348

Student Demographics (%)				Measure G1 Team	
English Learners	41.6%	Asian/Pacific Islander	5.3%	Name	Position
LCFF	98.9%	Latinx	76.7%	Sara Allen	Principal
SPED	12.9%	Black or African-American	14.0%	Maura McMichael	Art teacher
		White	2.0%	Alfredo Aguayo	Music Teacher
		Indigenous or Native American		Amy Castillo	CS Teacher
		Multiracial	1.7%		

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.

Chronic Absence (Include raw number and percent)				
	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Student Population Overall	135(38.4%)	124(35.1%)	33.5%	114 (30%)
Asian/Pacific Islander	10(40.0%)	7(28.0%)	25%	6 (27%)
Latinx	102(36.6%)	83(30.9%)	28%	73 (203%)
Black or African-American	17(51.5%)	27(67.5%)	63.5%	20 (62%)
White	4(57.1%)	5(55.6%)	33.3%	4 (57.1%)
Indigenous or Native American	0(0.0%)	0(0.0%)	0(0.0%)	0 (0.0%)
English Learners	55(40.2%)	51(37.2%)	38.9%	36 (35%)
Students w/ IEPs	20(48.8%)	24(51.1%)	62.5%	20 (48%)
Free/ Reduced Lunch Students	133(38.3%)	123(35.3%)	34%	113 (33 %)

Metrics

(all data points are required)

Electives (Include raw number and percent)					
Metric	Area	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Number of students taking elective courses.	Art	150	150	150	150
	Language	0	0	0	0
	Music	136	145	147	0
Number of students participating in non-course experiences (e.g. after-school program)	Art	0	0	0	0
	Language	0	0	0	0
	Music	0	0	0	0

Positive & Safe Culture (Include raw number and percent)				
Metric	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Average Daily Attendance Date of Figure: 4/27/26				
Asian/Pacific Islander	3928(86.2%)	3850(86.3%)	93.8%	95%
Latinx	44893(90.1%)	43864(90.7%)	91.9%	95%
Black or African-American	5192(84.0%)	5367(78.6%)	78.3%	95%
White	1119(81.9%)	1156(76.4%)	92.7%	95%
Indigenous or Native American	234(93.2%)	70(90.9%)	-	-
English Learners	25138(88.6%)	21629(88.6%)	92.4%	95%
Students w/ IEPs	6233(85.5%)	7158(84.7%)	86.2%	95%
Free/ Reduced Lunch	55830(89.1%)	54879(88.7%)	90%	95%

Metric	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Suspended Students Date of Figure: 4/27/26				
Asian/Pacific Islander	2(7.7%)	1(3.6%)	0	0
Latinx	21(7.1%)	14(4.8%)	8	0
Black or African-American	8(20.5%)	6(12.5%)	12	0
White	3(27.3%)	3(25.0%)	0	0
Indigenous or Native American	0(0.0%)	0(0.0%)	0	0
English Learners	17(9.9%)	13(8.7%)	1	0
Students w/ IEPs	10(21.7%)	6(12.0%)	6	0
Free/ Reduced Lunch	35(9.3%)	26(6.8%)	20	0

Student Retention from 5th Grade to 6th Grade				
Metric	2023-2024	2024-2025	2025-2026	2026-2027 Goal
6th Grade Enrollment	116	120	118	118

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
UFSA MINUTES-SSC Title I/Budget Approval	1/20/26

Staff Engagement Meeting(s)	
Staff Group	Date
UFSA MINUTES-SSC Title I/Budget Approval	1/20/26

<u>Music (Rubric)</u>	2024-25	2025-26
<i>Access and Equitable Opportunity</i>	Quality	Quality
<i>Instructional Program</i>	Basic	Basic
<i>Staffing</i>	Basic	Basic
<i>Facilities</i>	Basic	Quality
<i>Equipment and Materials</i>	Quality	Quality
<i>Teacher Professional Learning</i>	Basic	Basic
<u>World Language (Rubric)</u>	2024-25	2025-26
<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
<u>Art (Visual Arts, Theater, and Dance)</u>	2024-25	2025-26
<i>Access and Equitable Opportunity</i>	Quality	Quality
<i>Instructional Program</i>	Quality	Quality
<i>Staffing</i>	Quality	Quality
<i>Facilities</i>	Quality	Quality
<i>Equipment and Materials</i>	Quality	Quality
<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 2025-26 Approved Expenditures

All Actual Expenditures		Budget Amount
Electives (Art, Music, World Language)		
1	Arts Contracts	\$5,506.88
Positive & Safe Culture		
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
Budget Total		\$178,215.00

Summary of 2026-27 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Case Manager 0.7 FTE	\$81,623.92
2	Arts supplies	\$151.28
3	Case Manager 0.8 FTE	\$86,835.80
Budget Total (must add up to Recommended Grant Amount)		\$168,611.00

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
Arts supplies	150	0	\$151.28

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
Case Manager 0.8 FTE	Attendance & Suspensions	\$86,835.80

Proposed Expenditures for Retention of 6th Graders	
Description of Proposed Expenditures	Budget Amount
Case Manager 0.7 FTE	\$81,623.92

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

G1 Meeting Agenda and Minutes 9/16/25

Ms. Allen's Office 3:30 PM

<p>AGENDA 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</p> <p>Attendance: Sara Allen, Alfredo Aguayo, Maura McMichael, Amy Castillo Absent:</p>		
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	<p>Discussion: Carry Over funding Carry over amount \$59,366.76</p> <p>\$9,507.31 of the carryover funding has been set aside by the district to cover salary increases.</p> <ul style="list-style-type: none"> ● Music teacher has asked for <ul style="list-style-type: none"> ○ Supplies ● Art Teacher has asked for <ul style="list-style-type: none"> ○ Supplies ● Maker Space CS Teacher has asked for <ul style="list-style-type: none"> ○ Supplies ● 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 ● G1 committee would like for some funding to be allocated for school wide events and and parent engagement events <ul style="list-style-type: none"> . \$24,000 (8,000 each) to supplies for ART, Music, and Computer Science. . 5,000 to go toward field trips . 5,000 to go to student and staff

		<p>incentives</p> <ul style="list-style-type: none"> . 10,000 to extended contracts classified Staff • 8,000 extended contracts certified staff . 7,366 to go to school events • <p>Allocation of funds can be found on the G1 carryover worksheet</p>																												
4:00-4:05	Closing and Next meeting	1. 2/6/2023																												
	<p>Next steps:</p> <table border="1"> <thead> <tr> <th>next steps</th> <th>who</th> <th>by when</th> <th>done? <input checked="" type="checkbox"/></th> </tr> </thead> <tbody> <tr> <td>Spend down Supply money</td> <td>all</td> <td>February 2026</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		next steps	who	by when	done? <input checked="" type="checkbox"/>	Spend down Supply money	all	February 2026																					
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G1 Meeting Agenda and Minutes 12/3/25

Ms. Allen's Office 3:30 PM

<p>AGENDA 3:30-3:35 Check in 3:35-4:00 Discussion of G1 funds and allocation of funds for 2026-27 4:00-4:05 Closing and date of Next meeting</p> <p>Attendance: Sara Allen, Alfredo Aguayo, Maura McMichael, Amy Castillo Absent:</p>		
time	topic	notes
3:30	Welcome and Check in	Welcome: Rose Thorn
3:35-4:00	Review of 2026-27 funds and discussion of allocation of funds	<p>G1 FUNDS: DISCUSSION, PROPOSAL Projected: \$_178,215.00 I asked for 50,000 to carry over from this year ahead of time)</p> <p>Case Manager 1.0 Up to \$135,000 Case Manager 0.5 (0.5 Covered Centrally) Up to 60,000 At supplies up to 15,000 Arts contracts up to 5,000</p> <p>Notes: art position is mostly paid for out of prop 28 UFSA does not have enough FTE in electives to continue both an Art and a Music program. Art is the most popular elective with students. We will try to offer a few classes of music next year as there are a few teachers that could teach music as their hanging 5th.</p> <p>There is strong feelings that we should do every thing we possibly can to keep music in some way.</p>

		<ul style="list-style-type: none"> ○ Expenditure 1: ____ RJ Case Manager up to 1.0 - 135,000 ○ Expenditure 2: ____ Case Manager/Dean up to 0.5-60,000 ○ Expenditure 3: ____ Art supplies up to 15,000 ○ Expenditure 4: ____ Art contracts up to 5,000 ● 																																
4:00-4:05	Closing and Next meeting	2. September of next year unless there is need to have one earlier.																																
	<p>Next steps:</p> <table border="1" data-bbox="467 720 1580 1178"> <thead> <tr> <th data-bbox="467 720 1042 783">next steps</th> <th data-bbox="1042 720 1234 783">who</th> <th data-bbox="1234 720 1401 783">by when</th> <th data-bbox="1401 720 1580 783">done? <input checked="" type="checkbox"/></th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>		next steps	who	by when	done? <input checked="" type="checkbox"/>																												
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United For Success Academy Middle School

~ SSC MEETING: 2026-2027 BUDGET APPROVAL MINUTES ~SPSA Review/Needs Assessment

DATE: **1/20/26**

MEETING START TIME: **3:45 PM**

LOCATION: **Main Office**

IF ZOOM, INSERT LINK: **N/A**

	MEMBER NAME	ROLL CALL		List Other Non-SSC Members in Attendance Here:
		PRESENT?	ABSENT?	
Principal	Sara Allen	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Shartresa Nixon
Teacher	Ronald McSwain	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Teacher	Cristna Sot	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Teacher	Noam Margalit	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Other Staff	Edwin Sollis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
ParentCommunity Member	Dayami Ramirez	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
ParentCommunity Member	Sulamita Pascaal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
ParentCommunity Member	Sibilia Jeronimo	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
ParentCommunity Member	Sophia Stevens	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Student	Allen Saeturn	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Alternate (if any)		<input type="checkbox"/>	<input type="checkbox"/>	
Alternate (if any)		<input type="checkbox"/>	<input type="checkbox"/>	
IMPORTANT NOTE: Do NOT include alternates to the quorum count since they are non-voting members.		Number of Members Present: 7	Number of Absent Members: 3	
QUORUM? ⇄⇄⇄ (Quorum = a minimum of 6 members present)		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		

YOU MUST SUBMIT A SIGN-IN SHEET OR ZOOM PARTICIPANT LIST IN ADDITION TO MINUTES.

AGENDA ITEM	NOTES
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<p>Agenda</p>	<ol style="list-style-type: none"> 1. Welcome 2. Roll Call establish quorum 3. Approve last meetings minutes 4. SPSA Needs Assessment part 1-2 5. SPSA Program Review 6. SPSA Program Evaluation of Effectiveness 7. Discuss and approve proposed 26-27 SY Title I/IV expenditures 8. Discuss G1 and CCSPP proposed expenditures 9. Public Comment 10. Closing
<p>1. Welcome & Call to Order</p>	<p>This meeting was called to order at [3:45] by _____ Sara Allen _____</p>
<p>2. Roll Call & Quorum Established</p>	<p>Roll call was taken to establish a quorum. <i>(See roll call table above)</i> Quorum Established?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>3. Reading & Approval of Minutes</p>	<p>The meeting minutes from last month were shared for review prior to approval. Discussion Notes (if any):</p> <hr/> <p>VOTE TO APPROVE:</p> <p>Purpose of Vote: Approval of Minutes _____</p> <p>Motion by: Ronald McSwain _____</p> <p>Second by: Sulamita Pascual _____</p> <p>How is the vote taken? Raise of Hands _____</p> <p>Vote Outcome: 7/7 approve _____</p>
<p>4. SPSA needs assessment part 1 and 2</p>	<p>SPSA parts 1-2 were reviewed discussed and revised as needed https://docs.google.com/spreadsheets/d/1FiQPPTrtQ_v0TxbHLvYZ6MUxtHuMoLhKT OUFZl1zMes/edit?gid=1943639186#gid=1943639186</p> <p>NO vote at this meeting just review and discussion</p> <p>Discussion around priorities given a smaller budget.</p> <p>Small changes were made within the document in real time.</p> <p>Some categories have typos that we can not change (years are incorrect etc.) Principal does not have full access to change the document, as it messes up the formula.</p>

5. SPSA Program
Review

REVIEW 25-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA)

- Our School's Goals are:
- **LCAP Goal 1: All students graduate college, career, and community ready.**
 - **Close Distance from met on SBAC ELA and MATH**
- **LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**
 - **Close Distance from met on SBAC Math and ELA for specific subgroups**
- **Students and families are welcomed, safe, healthy, and engaged in joyful schools.**
 - Increase connectedness to school, reduce suspensions and chronic absenteeism.
- **LCAP Goal 4**
 - **Increase teacher retention**

- Our Strengths are:
- LCAP Goal 1: 100% of students have access to needed Intervention courses. Additionally our AVID electives support college and career readiness. Academic counselor, and Extended Contracts for teachers and classified staff. Professional Development in best practices, planning time and collaboration time. Provided office hours for students that need extra support. Time for teachers to reach out to families about academic support and office hours. Guided work period and goal setting in Advisory classes. Technology upgrades and repairs to keep teachers and students up to date with technology use. Teachers have time within their schedules and paid time to collaborate. SIPPS for students that need foundational reading support.
- LCAP Goal 2: If our Newcomer numbers remain the same next year and funding allows us to keep a full time ELD teacher we can continue to provide various Newcomer sheltered content courses for targeted support of focal students, and movement of mainstreamed newcomers in a cohort. ELD courses that also provide reading intervention for targeted support of focal students. Professional development in best practices for targeted support of focal students. African American students receive math support via our blue print math intervention and reading intervention classes. Technology upgrades and repairs to keep all teachers and students up to date with technology use. Technology that assists teachers with their teaching and their own growth as teachers. ie promethean boards, equipment for recording. Newcomer support includes a social worker, and a specific Newcomer Joven Noble class. PD schoolwide focus has been on scaffolding for rigor and standards based instruction.
- LCAP Goal 3: School-wide advisory program supports family-school connection, RJ, CSM and Academic Counselor provide support for students and families. Usage of Sown to Grow to better understand the feelings of students. Grade level Case managers for students and families. Attendance team and Cost team. Partnership with Joven Noble with a focus on LatinX men and boys, and an additional New Comer Section of Joven Noble. Leadership class as an elective. Electives in Music, Art and Computer Science, as well as one section of Ethnic Studies. Family engagement activities such as coffee with the principal and family workshops. Extended advisory days and assemblies for cultural connectedness and community

building. BSU and GSA clubs with connected events and assemblies. Field trips and camping for each grade level.

- LCAP Goal 4: Continued support via PD with differentiation for newer teachers. Mentor support for new teachers, and coaching support for math and Literacy with TSA/Coaches. Staff appreciation and Events. COST team and attendance team support. Support from Academic counselor. Scheduled office hours. Technology that assists teachers with their teaching and their own growth as teachers. ie promethean boards, equipment for recording. Support for new teachers to have lightened schedules if the master schedule permits. Grade level and Dept. collaboration.
- Our Challenges are:
- LCAP GOAL 1: UFSA continues to have a majority of students reading below grade level. Students often coming in to middle already behind. Shorter class periods in order to accommodate both electives and intervention classes for all students. Technology upgrades and repairs to keep all teachers and students up to date with technology use. continuing to update and purchase technology that assists teachers with their teaching and their own growth as teachers. ie promethean boards, equipment for recording. Paid Extended hours for planning and collaboration. Having a teacher for Newcomer/ELD. Bolster reading by adding a part time reading teacher. Sipps instruction for kids that need foundational reading skills.
- LCAP GOAL 2: UFSA continues to have a majority of students that have a math performance below grade level, Struggle to attend to the needs of all subgroups in one classroom. Not having an adult in the classroom that has a shared language with students. Students need enriching off-campus learning experiences that align with core academic standards as they are an opportunity to deepen students' understanding of Math, ELA, and Science standards through targeted learning experiences. Technology upgrades and repairs to keep all teachers and students up to date with technology use. Technology that assists teachers with their teaching and their own growth as teachers. ie promethean boards, equipment for recording. Paid Extended hours for planning and collaboration
- LCAP GOAL 3: UFSA has had a continuing struggle to regain family engagement since the pandemic and other school interruptions such as both strikes. Comprehensive plans to reintroduce chronically absent students and families. Students need enriching off-campus learning experiences that align with core academic standards as they are an opportunity to deepen students' understanding of Math, ELA, and Science standards through targeted learning experiences. Parents and families need translation services in order to better communicate with teachers and staff. More parent engagement workshops, events and education programs are needed to promote parental involvement, improve student academic achievement, and enhance educational outcomes for disadvantaged students.
- LCAP GOAL 4: Meaningful PD that engages staff at all different levels of their teaching career. Teachers teaching newcomers without specific training and support is frustrating. Consistent plans and support for tier 3 students. Paid extra planning and collaboration time. Coaching and mentorships Technology upgrades and repairs to keep all teachers and students up to date with technology use. Technology that assists teachers with their teaching and their own growth as teachers. ie promethean boards, equipment for recording. Time for teachers to continue to collaborate. Partnering with outside agencies to provided PD.

	<ul style="list-style-type: none"> ● Root causes (based on the most recent student data and California School Dashboard results) <ul style="list-style-type: none"> ○ Notes on Discussion: ○ Student data continues to improve each year little by little. ○ Continuing similar interventions and school wide expenditures and initiatives and improving and adding to them to continue this growth. ○ Budget cuts will affect our ability to maintain the programs we have built <p>ANNUAL REVIEW OF THE 25-26 SPSA ACTIONS</p> <ul style="list-style-type: none"> ● Are our actions being implemented as planned? If not, what are the barriers? What adjustments are needed for the current school year? <ul style="list-style-type: none"> ○ We have continued to improve in all areas, with the exception of teacher retention ○ Teacher retention was due to budget cuts and this may continue this year due to more budget cuts
<p>6. SPSA Program Evaluation of Effectiveness <<Take detailed notes on the discussion.>></p>	<p>ROOT CAUSE ANALYSIS FOR 25-26 TITLE 1 EXPENDITURES</p> <ul style="list-style-type: none"> ● Where did we allocate our 25-26 Title 1 funds? ● List of Title I-Student & Title I-Parent expenditures: <ul style="list-style-type: none"> ○ Expenditure #1: Field Trips ○ Expenditure #2: Extended Contracts Certified ○ Expenditure #3: Academic Counselor (0.2 FTE) 1205 ○ Expenditure #4: ELD teacher 0,5 funded by title 1 but it is a 1.0 position 1105 ○ Expenditure #5: Reading intervention teacher 0.2 funded by tittle 1 for a total of 0.4 FTE 1105 ○ Expenditure #6: Parent Education Classes/Workshops ○ Expenditure #7: ○ Notes on Discussion: ● What did we say we would do (Strategies and Practices)? By when? <ul style="list-style-type: none"> ○ Notes on Discussion: PIQE/parent engagement We have used funding to provide space and classes for parents around their student's education and progress. <ul style="list-style-type: none"> ○ Extended Contracts- UFSA has been able to pay teachers extended hours to long term plan and to collaborate with dept and grade level peers. Also for additional office hours/Eagle Check-ins as needed. ○ Academic Counselor- Having a full time counselor has enabled UFSA students to have a comprehensive master schedule, to have prepered classes, and for families to be more engaged with their student's learning and progress. This has also helped the school maintain enrollment, and ensures that 8th grade students are enrolling in high schools in the disrict. The counselor also supports 8th grade students in meeting their academic requirements for promotion. The academic counselor hosts high school nights and forges partnerships with alternative high schools in Oakland. ○ Newcomer Teacher/ELD 0.5 (this is a full time position title 1 covers half) this teacher is able to provide DELD for about half of the students that need it, and provide translation for families. The teacher has a bulk of classes dedicated to our newcomer population. ○ Field Trips-Students have been able to take experiential field trips to support their learning

- Reading Intervention Teacher 0.21 paid for in title I (this is a 0.4 position total) . This teacher provides 2 classes of reading intervention as we have a high percentage of students that are reading below grade level and need reading intervention.
-
- Were we successful? How do we know?
 - **Notes on Discussion:** PIQE/Parent Engagement - UFSA has used funding to provide space and classes for parents around their student's education and progress.
 - Extended Contracts- UFSA has been able to pay teachers extended hours to long term plan and to collaborate with dept and grade level peers. Teachers utilize this time for organization, planning and analyzing student work.
 - Academic Counselor- Having a full time counselor has enabled UFSA students to have a comprehensive master schedule, to have preferred classes, and for families to be more engaged with their student's learning and progress. This has also helped the school maintain enrollment, and ensures that 8th grade students are enrolling in high schools in the district, and supports 8th graders in their requirements for 8th grade promotion.
 - Field Trips-Students have been able to take experiential field trips to support their learning
 - ELD teacher is able to teach 3 classes of DELD and 2 sheltered classes for our newcomer students. We have had continuous growth in the amount of students that reclassify since we have added a DELD teacher. The teacher also helps with communication to families, as they are a spanish speaker.
 - Reading Intervention teacher, is able to provide 2 classes for students that need reading intervention. Our iready percentages continue to show growth Start of year to mid year data shows growth. BOY students reading above grade level 2.0 % MOY 4.5% Students on grade level BOY 6.1% MOY 6.2% Students reading 1 grade below grade level BOY 14.2% MOY 18.9% (these numbers do mean growth based on the percentages of students reading several years below grade level. Students 2 grades below BOY 11.2% MOY 10.7% Students 3 or more grades below grade level BOY 64 % MOY 58%
 -
- What adjustments are needed for the current school year?
 - **Notes on Discussion:** We do not plan on changing the way our money is being spent based on the growth we have made and our student and family needs. We will prioritize our academic counselor and ELD teacher depending on budget when we receive it.

ROOT CAUSE ANALYSIS FOR ELL PROGRAM for 25-26

(Needs Assessment should be included for review)

- What did we say we would do (Strategies and practices)? By when?
 - **Notes on Discussion:**
 - ELD teacher is able to teach 3 classes of DELD and 2 sheltered classes for our newcomer students. We have had continuous growth in the amount of students that reclassify since we have added a DELD teacher. The teacher also helps with communication to families, as

	<p>they are a spanish speaker.</p> <ul style="list-style-type: none"> ○ Provide a separate DELD class for all ELL students using our ELD teacher and Gen ED teachers ○ Provide days for PD around ELL students and DELD classes <ul style="list-style-type: none"> ● Were we successful? How do we know? <ul style="list-style-type: none"> ○ Notes on Discussion: Yes: Students reclassification rates <ul style="list-style-type: none"> ○ 2021-22 12.1% ○ 2022-23 11.2% ○ 2023-24 16.9% ○ 2024-25 14.5% ○ ○ Students were able to receive more support this year in ELD instruction and sheltered classes for newcomers were able to be provided in our master schedule ○ ○ ELPAC growth overall <ul style="list-style-type: none"> ○ ○ 2023-24 <ul style="list-style-type: none"> ○ 4-16.5% ○ 3-37% ○ 2- 21.4% ○ 1- 24.2% ○ ○ 2024-25 <ul style="list-style-type: none"> ○ 4-15.6% ○ 3-30% ○ 2-24.7% ○ 1-29.2% ○ ● What adjustments are needed for the current school year? <ul style="list-style-type: none"> ○ Notes on Discussion: ○ Continue as much as the budget will allow us to keep programming as is <p>SPSA INPUT:</p> <ul style="list-style-type: none"> ● SSC Members: <ul style="list-style-type: none"> ○ Notes on Discussion: Input was put directly on the SPSA document and is reflected in the notes above ● SELLS Members: <ul style="list-style-type: none"> ○ Notes on Discussion: Our SELLS and SSC are combined
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<p>7.</p> <p>Discuss & Approve 2026-2027 Title I Student Budget Priorities</p>	<p>TITLE I-STUDENT FUNDS: DISCUSSION, PROPOSAL & APPROVAL</p> <ul style="list-style-type: none"> ● Review this current school year’s School Plan for Student Achievement (SPSA) Part 1: Needs Assessment as it relates to Title I-Student Expenditures. (See Agenda Item above) ● Discussion of Title I - Student Budget Priorities using “SSC Approved Expenditure Worksheet” Expenditure Worksheet 26-27 ● SSC SLIDES UFSA ● Vote to approve the 2026-2027 Title I-Student proposed expenditures, as reflected on the “SSC Approved Expenditure Worksheet”. <p><i>Use the following steps and fill in the blanks to document the approval of Proposed Budget Development Documents:</i></p>
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VOTE TO APPROVE TITLE I-STUDENT FUNDS FOR 2026-2027

Purpose of Vote: Approve 26-27 Title I-Student Expenditures as Proposed

Motion by: Ronal McSwain

Second by: Noam Margalit

How is the vote taken? Raise of hands

Vote Outcome: 7/7

Additional discussion notes, if any: Up to language was used based on the fact that we did not have our one pagers from the district yet. We were working with an estimated number for our title 1 budget.

8. Discuss & Approve
2026-2027 Title I - Parent
ED Budget Priorities

TITLE I - PARENT ED FUNDS: DISCUSSION, PROPOSAL & APPROVAL

- Review this current school year’s SPSA-Part 1: Needs Assessment as it relates to Title I-Parent Education Expenditures.
- [SSC SLIDES UFSA](#)
- Discussion of Title I - Parent ED Budget Priorities using “SSC Approved Expenditure Worksheet”. [Expenditure Worksheet 26-27](#)
- Vote to approve the **2026-2027 Title I-Parent ED** proposed expenditures, as reflected on the “SSC Approved Expenditure Worksheet”.

Use the following steps and fill in the blanks to document the approval of Proposed Budget Development Documents:

VOTE TO APPROVE TITLE I-PARENT ED FUNDS FOR 2026-2027

Purpose of Vote: Approve 26-27 Title I-Parent Ed. Expenditures as Proposed

Motion by: Sara Allen

Second by: Sulamita Pascual

How is the vote taken? Raise of hands

Vote Outcome: 7/7

Additional discussion notes, if any:

9. Discuss & Approve
CCSPP and G1
Expenditures for 26-27

CCSPP FUNDS: DISCUSSION, PROPOSAL & APPROVAL

- Discussion of current school community needs.
- Again working with an estimated budget,
- Ask to encumber any left over funds from this year
- Must pay for 0.25 of CSM out of CCSPP
- District has not provided an RJ facilitator for some time now, UFSA has continued to have a full time RJ facilitator and this is still a priority here.

- Secondary priority are our case manager positions
- Proposed Expenditures
- Mandatory Expenditure : ____ CSM 0.25 must be covered with CCSPP (0.75) will be covered centrally
- [Expenditure Worksheet 26-27](#)
 - Expenditure 1: ____ **RJ Case Manager up to 1.0 - 140,000**
 - Expenditure 2: ____ **Case Manager/Dean up to 1.0- 100,000**
 - Expenditure 3: ____ Meetings and refreshments up to 10,000
 - Expenditure 4: ____ School wide events up to 10,000
 - Expenditure 5: ____ Field trips up to 10,000
 - Expenditure 6: ____ Transportation up to 10,000
 - Expenditure 7: ____ School wide events up to 10,000
 - Expenditure 8: ____ Student and Staff initiatives and incentives up to 25,000
 - Expenditure 9: ____ CSM 0.25 must be covered with CCSPP (0.75) will be covered centrally

Purpose of Vote: Approve 26-27 CCSPP Expenditures as Proposed Above

Motion by: Sara Allen

Second by: McSwain

How is the vote taken? Raised hands

Vote Outcome: 7/7

Additional discussion notes, if any:

We used up to language because we do not have a budget yet expenditures are Prioritized from 1st priorities starting after CSM 0.25

G1 FUNDS: DISCUSSION, PROPOSAL & APPROVAL

Projected: \$ 178,215.00 (asked for 50,000 to carry over from this year ahead of time)

Case Manager 1.0 Up to \$135,000

Case Manager 0.5 (0.5 Covered Centrally) Up to 60,000

Art supplies up to 15,000

Arts contracts up to 5,000

Notes: art position is mostly paid for out of prop 28

UFSA does not have enough FTE in electives to continue both an Art and an Music program. Art is the more popular elective with students. We will try to offer a few classes of music next year as there are a few teachers that could teach music as their hanging 5th.

- Expenditure 1: ____ **RJ Case Manager up to 1.0 - 135,000**
- Expenditure 2: ____ **Case Manager/Dean up to 0.5- 60,000**
- Expenditure 3: ____ Art supplies up to 15,000
- Expenditure 4: ____ Art contracts up to 5,000
-

	<p>Purpose of Vote: Approve 26-27 G1 Expenditures as Proposed Above</p> <hr/> <p>Motion by: Sulamita</p> <hr/> <p>Second by: McSwain</p> <hr/> <p>How is the vote taken? Raised hands</p> <hr/> <p>Vote Outcome: 7/7</p> <hr/>
10. Public Comment	Notes: None
11. Next Meeting Date & Adjourn	<p>The next SSC meeting will be on the following date: __2/17/26__</p> <p>The meeting adjourned at the following time: __5:00 PM__</p>