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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 9, 2024

Subject Envision Academy 2024-25 Measure G1 Application

Ask of the Commission Approve the Envision Academy 2024-25 Measure G1 Application

Discussion Middle School Network is open to questions from the commission regarding the Envision Academy 2024-25 Measure G1 Application.

Fiscal Impact The recommended amount is **\$18,205**. It's coming from resource 9332 - Measure G1.

Attachment(s) Grant application attached.





**2024-2025
 Measure G1 Application**

Due: March 14, 2024

Allocations are provisional subject to Board approval

School Information & Student Data

School	Envision Academy	School Address	1515 Webster St. Oakland, CA
Contact	Chris Angotti	Contact Email	cangotti@envisionschools.org
Principal	Thomas Kadelbach	Principal Email	tkadelbach@envisionacademy.org
School Phone	510-473-3886	Total Number of Students	214
Recommended Grant Amount¹	\$18,205	2022-23 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only)	39
		2023-24 LCFF³ Enrollment	30

Student Demographics (%)				Measure G1 Team	
English Learners	19%	Asian/Pacific Islander	1%	Name	Position
LCFF	78%	Latinx	48%	Thomas Kadelbach	Principal
SPED	16%	Black or African-American	36%	Angel Ward-Jackson	Executive Principal
		White	5%	Elizabeth Raji-Greig	Superintendent
		Indigenous or Native American	na		

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	4%		
Chronic Absence (Include raw number and percent)					
	2021-22	2022-23	2023-24	2024-25 Goal	
	raw number (%)	raw number (%)	raw number (%)	raw number (%)	
Student Population Overall	207 (49%)	138 (50%)	97 (39%)	20%	
Asian/Pacific Islander	n/a	n/a	na	na	
Latinx	83 (44%)	62 (48%)	41 (36%)	20%	
Black or African-American	86 (54%)	58 (57%)	36 (39%)	20%	
White	(9) 39%	5 (25%)	5 (36%)	20%	
Indigenous or Native American	n/a	n/a	na	na	
English Learners	40 (50.6%)	27 (46%)	13 (33%)	20%	
Students w/ IEPs	45 (58.4%)	21 (72%)	25 (29%)	20%	
Free/ Reduced Lunch Students	45 (58.4%)	28 (64%)	29 (40%)	20%	

Metrics

(all data points are required)

Electives (Include raw number and percent)					
Metric	Area	2021-22	2022-23	2023-24	2024-25 Goal
		raw number (%)	raw number (%)	raw number (%)	raw number (%)
Number of students taking elective courses.	Art	0 (0%)	25 (45%)	46 (100%)	77 (100%)
	Language	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Music	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Number of students participating in non-course experiences (e.g. after-school program)	Art	0 (0%)	0 (0%)	0 (0%)	15 (77%)
	Language	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Music	0 (0%)	0 (0%)	0 (0%)	15 (77%)

Positive & Safe Culture (Include raw number and percent)				
Metric	2021-22	2022-23	2023-24	2024-25 Goal
	87%	90%	88.5%	91.5%
Average Daily Attendance Date of Figure:				
Asian/Pacific Islander	na	na	na	na
Latinx	88.9%	87.3%	91.0%	94%
Black or African-American	84.6%	84%	88%	91%
White	91.1%	91.3%	90%	93%
Indigenous or Native American	na	na	na	na
English Learners	87.5%	86.97%	91.4%	94.4%
Students w/ IEPs				
Free/ Reduced Lunch	87.1%	85.52%	90.2%	93.2%

Metric	2021-22	2022-23	2023-24	2024-25 Goal
	54 (12.3%)	47 (16%)	36 (14.5%)	9%
Suspended Students Date of Figure:				
Asian/Pacific Islander	n/a	n/a	n/a	n/a
Latinx	6 (3.1%)	11 (7.7%)	7 (6.2%)	5%
Black or African-American	36 (22.2%)	28 (26.7%)	23 (24.7%)	15%
White	3 (13%)	4 (19%)	1 (7%)	5%
Indigenous or Native American	n/a	n/a	na	n/a
English Learners	6 (7.4%)	9 (14.5%)	3 (7.5%)	5%
Students w/ IEPs	18 (22.5%)	16 (27.1%)	13 (37%)	20%
Free/ Reduced Lunch	46 (13.1%)	41 (16.9%)	13 (17.8%)	10%

Student Retention from 5th Grade to 6th Grade				
Metric	2021-22	2022-23	2023-24	2024-25 Goal
6th Grade Enrollment	8	17	10	

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
Families	February 15, 2024

Staff Engagement Meeting(s)	
Staff Group	Date
Admins & Department Leads	March 11, 2024

<u>Music (Rubric)</u>	2022-23	2023-24
<i>Access and Equitable Opportunity</i>	N/A	Entry
<i>Instructional Program</i>	N/A	Entry
<i>Staffing</i>	N/A	Entry
<i>Facilities</i>	N/A	Entry
<i>Equipment and Materials</i>	N/A	Entry
<i>Teacher Professional Learning</i>	N/A	Entry
<u>World Language (Rubric)</u>	2022-23	2023-24
<i>Content and Course Offerings</i>	N/A	Emerging
<i>Communication</i>	N/A	Emerging
<i>Real world learning and Global competence</i>	N/A	Emerging
<u>Art (Visual Arts, Theater, and Dance)</u>	2022-23	2023-24
<i>Access and Equitable Opportunity</i>	N/A	Basic

Instructional Program	N/A	Entry
Staffing	N/A	Entry
Facilities	N/A	Entry
Equipment and Materials	N/A	Entry
Teacher Professional Learning	N/A	Entry

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 Approved Expenditures

All Actual Expenditures		Budget Amount
Electives (Art, Music, World Language)		
1	The Peoples Conservatory (TPC)	\$40,000
2	Supplies to support electives instruction	\$4,010.85
Budget Total		\$44,010.85

Summary of 2024-25 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	After School MG Arts Program <ul style="list-style-type: none"> Contracted (75/hr x 1.5 x 2 x 34) = \$7,650 Supplies (\$100/student x 15 students) = \$1,500 	\$9,205
2	After School MG Music Program <ul style="list-style-type: none"> Contracted (75/hr x 1.5 x 2 x 34) = \$7,650 Instrument Purchase/Rental (\$200/student x 15 students) = \$3,000 Field trip = \$900 	\$9,000
Budget Total (must add up to Recommended Grant Amount)		\$18,205

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
After School MG Arts Program <ul style="list-style-type: none"> Instructor to lead/facilitate/teach the after school Art class. 1 instructor for 1.5 hours for 2 times each week. 	0	15	\$7,650
After School MG Arts Program <ul style="list-style-type: none"> Materials and supplies for the program (i.e. paint brushes, pencils, charcoal pencils, colored pencils, tempura paint, oil paints, clay, different types of paper, digital cameras, polaroid cameras with film, digital art program, 3-D printer.) 	0	15	\$1,555
After School MG Music Program <ul style="list-style-type: none"> Instructor to lead/facilitate/teach the after school Art class. 1 instructor for 1.5 hours for 2 times each week. 	0	15	\$7,650
After School MG Music Program <ul style="list-style-type: none"> Equipment (i.e. keyboards) Materials (i.e. music application) 	0	15	\$1,350

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

Welcome! / Bienvenido / يترحم

Family Townhall / Reunión de Padres / اجتماع الأسرة

February 15, 2024

Who's here?

¿Quiénes
están?

من يوجد هنا؟

In the chat, what grade level is your child in?

En el chat, ¿en qué grado está su hijo/a?

في الدردشة، ما هو مستوى الصف الدراسي لطفلك؟

Who's here ?

Agenda / Agenda / جدول أعمال

- Welcome
- Culture
- Staffing Updates
- Academics
- Winter Sports
- Panther Student Activities
- College & Career
- Measure G1
- Looking Ahead
- Questions & Answers
- Closing
- Bienvenido
- Cultura
- Personal
- Académica
- Deportes de invierno
- Actividades estudiantiles
- Universidad y Carrera
- Beca G1
- Mirando hacia el futuro
- Preguntas y respuestas
- Cierre
- مرحباً
- ثقافة
- تحديثات التوظيف
- الأكاديميين
- الرياضات الشتوية
- الأنشطة الطلابية النمر
- الكلية والوظيفة
- أتطلع قدما
- أسئلة و أجوبة
- إغلاق



Culture at EA

(Thomas - Principal)

EA Panther School-Wide Expectations

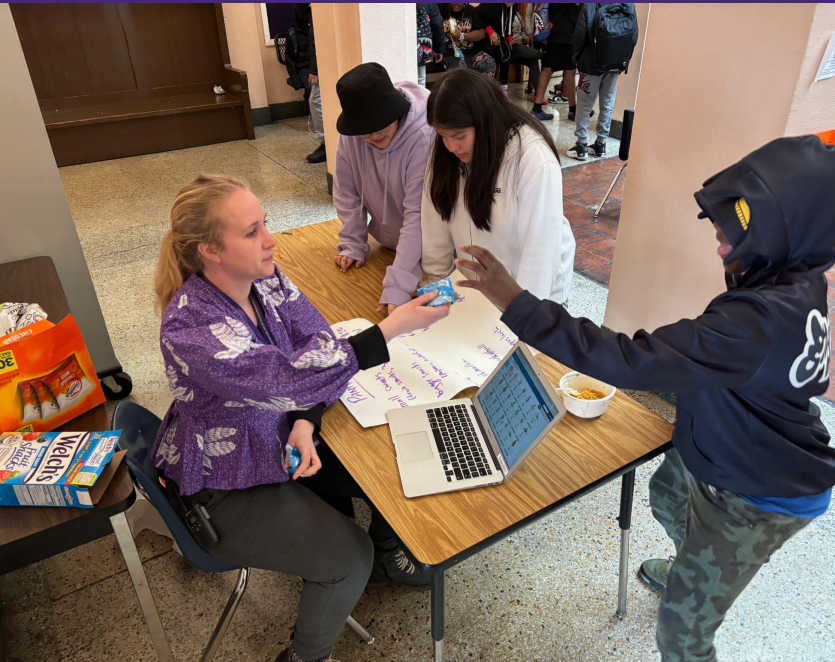
1. Based in our Values of **Community, Respect, Discipline, Justice & Growth**
2. Expectations for Different Spaces & Times

- Everywhere & All Times
- Classrooms and Learning Times
- Hallways and Stairs & Transition Times
- Atrium & Eating Times
- Restrooms & Personal Needs Times
- Gym & Recreation Times

ENVISION ACADEMY of ARTS & TECHNOLOGY		EA Panther School-Wide Expectations					
EA Values	Everywhere & All Times	Classrooms & Learning Times	Hallways and Stairs & Transition Times	Atrium and Commons & Eating Times	Bathrooms & Personal Needs Times	Gym & Recreation Times	
Community	<ul style="list-style-type: none"> • Live, work, speak, and act peacefully and in harmony with others (i.e. Use words that don't include cursing when you speak to and about others in school and on school trips). • Use appropriate and professional language. • Contribute to a clean and orderly environment ready for the next scholar. • Be helpful and encourage others to participate and try their best. 	<ul style="list-style-type: none"> • Wait your turn to speak during discussions. • Listen silently and identify when directions are given so you can follow them. 	<ul style="list-style-type: none"> • Maintain a safe walking pace when in hallways and on stairs. 	<ul style="list-style-type: none"> • Keep our school gossip-free and busy-free. • Appreciate the people serving food and taking care of your eating area. 	<ul style="list-style-type: none"> • Let staff know if the bathroom is messy or if there is a problem in the restroom. • Share the space so that multiple groups can play. • Play fairly and exercise good sportsmanship. 	<ul style="list-style-type: none"> • Include others who want to play or who are sitting out, or by themselves. • Share the space so that multiple groups can play. • Play fairly and exercise good sportsmanship. 	
Respect	<ul style="list-style-type: none"> • Follow directions from staff members the first time you are asked to do something. • Ask permission to use other people's property and food (i.e. play-fighting, public displays of affection, and theft is unacceptable). • Engage in behaviors that support a professional learning environment (i.e. we do not play-fight, show public displays of affection, and steal things). 	<ul style="list-style-type: none"> • Wait for others to finish speaking before you speak. • Raise your hand if you would like to speak and wait to be called on to begin. • Avoid distractions (i.e. out outside of class time, cell phones off and away). • Sit in your assigned seat. 	<ul style="list-style-type: none"> • Move quickly and quietly. • Be considerate of other classes in session by keeping your volume to level 1 or 2 when transitioning from place to place. 	<ul style="list-style-type: none"> • Talk quietly without yelling or screaming. • Say "excuse me" when necessary. 	<ul style="list-style-type: none"> • Keep ourselves and the restrooms clean. • Respect other people's privacy. • Be polite to other students. 	<ul style="list-style-type: none"> • Use space at appropriate times. • Listen for instructions from adults and follow them the first time you hear them. • Participate. • Listen out for and follow the signals to stop or pack up. 	
Self-Discipline	<ul style="list-style-type: none"> • Stay seated during lessons unless invited by a teacher or staff member to do something else. • Reach a hand and ask for permission to get up to get something or to go somewhere. • Keep yourself and our school drugs, smoking, and alcohol-free. 	<ul style="list-style-type: none"> • Remain focused on learning. • Use classroom materials appropriately. • Work the entire class period as directed. • Do and complete your classwork, projects, and tasks. 	<ul style="list-style-type: none"> • Enter class calmly. • Enter class on time. • Set up your materials as soon as you enter class so you are ready to learn. • Take care of and be appropriate with items in the hallways and on the walls or bulletin boards. 	<ul style="list-style-type: none"> • Get food and drinks only at the appropriate times. • Wait patiently in line. • Find a seat quickly and stay at it. • Sit to eat. • Clean up after yourself and ask others to do the same. 	<ul style="list-style-type: none"> • Obtain permission to leave class for the restroom. • Always get a pass from your teacher before leaving class. • Stay in the restroom only for the time you need to use it. • Use the restroom pass or privilege only once a period. 	<ul style="list-style-type: none"> • Follow game rules and support others to do the same. • Walk to the gym in a straight and quiet time. 	
Justice	<ul style="list-style-type: none"> • Stay in control of your behavior and accept consequences for your actions. 	<ul style="list-style-type: none"> • Complete your work to the best of your ability without copying other people's work. 	<ul style="list-style-type: none"> • When something is not going well or seems like it is not right, write a note to an adult to share your concern or ask for help and hand it to them the next time you see them. 	<ul style="list-style-type: none"> • Take responsibility for your actions, even when you have made a mistake or need to fix something. 	<ul style="list-style-type: none"> • Wash your hands. • Return to class within 3-5 minutes. 	<ul style="list-style-type: none"> • Celebrate others for their achievements and accomplishments. • Clap for others. 	
Growth	<ul style="list-style-type: none"> • Work to learn from mistakes. • Ask for feedback on your work and behavior and work to use that feedback to improve. 	<ul style="list-style-type: none"> • Follow directions and expectations. • Ask staff if a question if something is unclear by raising your hand or writing a note. 	<ul style="list-style-type: none"> • Only be in the hallways for the time you need to get from one place to another. 	<ul style="list-style-type: none"> • Seek out positive interactions and moments of joy. 	<ul style="list-style-type: none"> • Wait patiently for your turn. 	<ul style="list-style-type: none"> • Before you leave, make sure the space is better than you found it. 	



EA Panther Store



Values Valores

قيم

Share: Your name, your child's name and which EA value your child lives at home. How do they live it?

Comparta: *Su nombre, el nombre de su hijo y en qué valor EA vive su hijo en casa. ¿Cómo lo viven?*

شارك: اسمك واسم طفلك وقيمة EA التي يعيشها طفلك في المنزل. كيف يعيشونها؟

Q2 Academics

(Mr. Hoffman - Vice Principal)

Spotlight on: High School Projects!

Featuring **Ms. Stefani** (Digital Media Art 1 and 2) and
Mr. Brenneman (Chemistry and Physics)

Design Your Own Video Game



Work Time:

Movement: In Seat

Volume: Level 2

Participation: Individual

Time: 30 Minutes

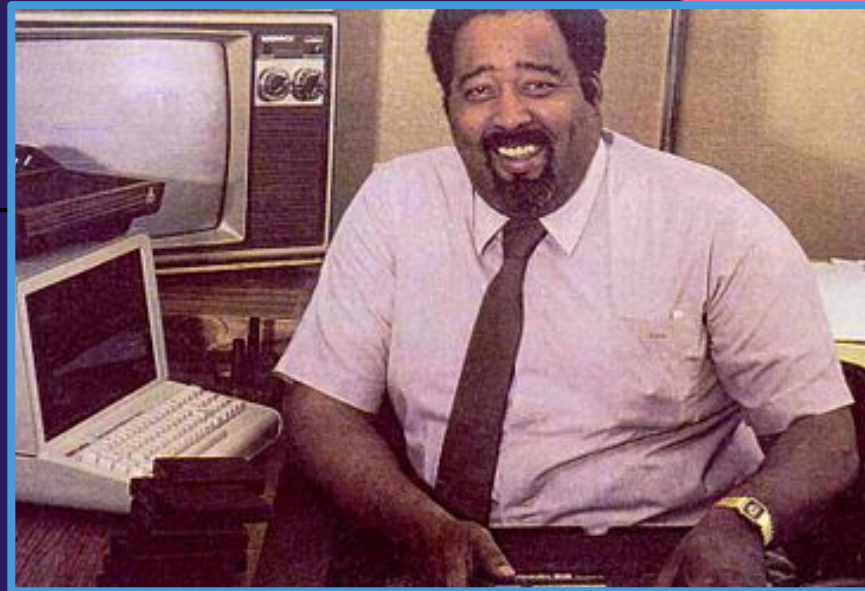




Jerry Lawson

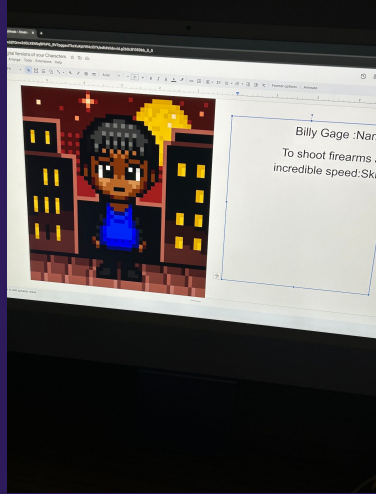
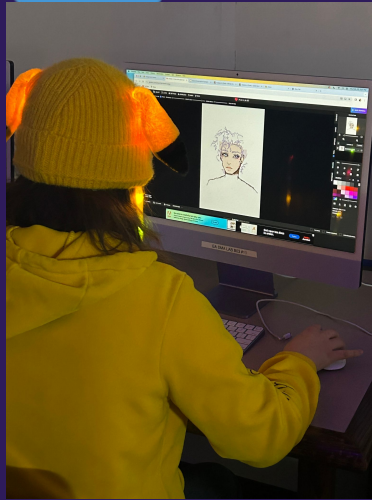
Who Was Jerry Lawson?

Jerry Lawson pioneered home video gaming in the 1970s by helping create the Fairchild Channel F, the first home video game system with interchangeable games. A New York native, Lawson is one of the few African American engineers who worked in computing at the dawn of the video game era.



Student Work

ENVISIO
ACADEMY



Student Work

Description: This is Stalker. This creature is a natural hunter. It's difficult to research this one since anyone who comes into contact with this creature usually never comes out alive, that's if they come out at all. Most of our knowledge about Stalker comes from one person who was able to escape the woods Stalker resides in, and from this individual we've been able to learn how dangerous Stalker actually is. Stalker is described as being pitch black with large glowing white eyes and very tall. Stalker's form of hunting is pretty self-explanatory; once Stalker has set its sights on a creature, it will stalk that creature for as long as it wants until it's ready to attack. Stalker's ability to be completely silent in any circumstance is horrifyingly incredible. One researcher reported seeing Stalker in a full sprint run through a pile of leaves, the researcher was equipped with a military grade hand held sound amplifier and reported zero spikes of any kind on the recording. Of course we only know this because we found his equipment and notes scattered on the forest floor next to a puddle of blood. From what know we can infer that no animal is too big for Stalker; we once found a mangle of mutilated body parts and innards of what we now know was a bear, but the corpses had no hope of being identified visually. Stalker is the overlord of these woods, and at the time of writing this all requests to research them will be denied until a more sustainable way of research is found; we can't spare anymore equipment nor researchers if they don't come back.



Skills:

- Moves fast
- Very quiet
- Blends in with the dark
- Knows its way around the woods
- Will hear the things you do



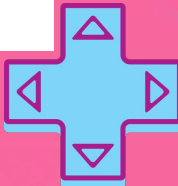
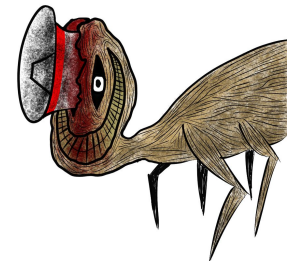
Skills:

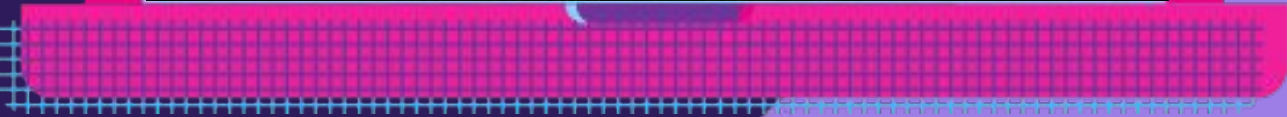
- Steals and relocates your bike pieces to random places
- Very inconvenient

Description: This is the Scrawlin. A some sort of animal... or is it an insect? Nobody definitively knows the origins of this wretched mangle of organisms for most don't make it out of the woods this thing calls home. The people who have come into contact with Scrawlin and made it out of the woods have described its face as "vaguely familiar". We tried to identify the face of the Scrawlin one time; we could never catch it, but with the megaphone protruding from the base of its cranium, it's fairly safe to say that the face is a bit too warped for an identification, so we gave up. We don't know much about the Scrawlin since there is only one in existence that we know of, but we do know one thing and that's: it's a huge ass. The only thing we know the Scrawlin does is it mimics the cries of animals (albeit in its own distorted way) to attract nearby predators to the position of the animal its mimicing. The Scrawlin is a literal freak of nature and us in the scientific community all hate this thing. A truly horrible creature.

Skills:

- Alerts the main monster to your exact position.
- All around jerk.





Physics and Bridge Building!

Academic Announcements

- Our next round of **interim assessments** will be **February 26-March 1**
 - Please support your students to be well-rested, on time, and having had breakfast if possible!
 - High school's testing schedule is very compacted, so **all grades will have off campus lunch that week** unless there are behavior concerns with any individual student

Academic Announcements

Testing season approaches

- Please keep an eye out for information about:
 - ELPAC summative assessments
 - CAASPP (for grades 6-8 and 11)
 - Physical Fitness Test (for grades 7 and 9, March 6-7)
 - AP tests (for many 11th and 12th graders)
 - CAST (for grade 12)

Panther Sports

(Coach Jon - Athletic Director)

Panther Sports Update

- School League
- Spring/Summer Development
- Spring/Summer Tournaments
- End of Summer Tournament - bonding trip



Panther Student Activities

(Ms. S - Dean of Students)

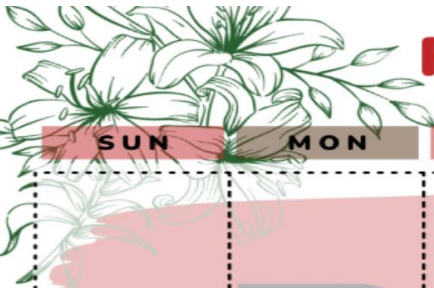
Celebrating Black History Month



Continuing our work in
Anti-Racist and
Pro-Black Framework

Celebrating Black History Month

FEBRUARY 2024




SUN	MON	TUE	WED	THU	FRI	SAT
			31 BSU Begins Decorating School	1 -Staff wears African Ashobi -Advisory BHM Facts Begin	2 BHM Door Decorating Begins	3
4	5	6	7	8	9	10
11	12 Comfort/Pajamas	13 BSU Meeting #BLACKOUT TUESDAY	14 Wear Red or Pink	15 Grade Level Color	16 Black Figure Friday	17 Black College Expo
18	19 Door Decorating Winners Announced	20	21	22 Family Gathering/Movie Night TBD	23 Advisories awarded prize for Door Decorating	24
25 Black Joy Parade	26	27 -BSU Meeting -Family Gathering/Movie Night TBD	28 Staff share Black History Month Black Business Project	29		

- BHM Advisory Facts
- Door decorating competition
- BH Community Meeting Feb 21 or 28th Assembly
- Feb 22 BHM Movie Night
- Feb 27 Black Family Gathering Meal Night

Celebrating Black History Month

SNACKS SOLD BEFORE MOVIE

AKEELAH and the BEE



THURSDAY, FEBRUARY 22
START 4-6
WHERE: ROOM 104 (MR. G'S ROOM)

BLACK HISTORY MONTH PRESENTS

JUDAS AND THE BLACK MESSIAH



THURSDAY, FEBRUARY 22
START AT 4:15 PM-6:30~
WHERE: THE THEATER

Snacks Sold Before Movie




February 15, 1851

What happened: Shadrach Minkins was born in Norfolk Virginia in 1814 to parents who were enslaved, so was himself enslaved from birth. He freed himself in 1850 and against dangerous conditions arrived in Boston, Massachusetts where he got a job as a waiter at a coffee house.

More info Later that year, Congress enacted the Fugitive Slave Act, which made it legal for federal agents to arrest and re-enslave people who had escaped to free states.

On **February 15, 1851** US Marshals disguised themselves as customers at the coffee house where Minkins worked and arrested him.

He was taken to a hearing at the Boston Federal Courthouse. Black abolitionists learned about Minkins and broke into the courthouse and rescued him. After the rescue, Minkins fled to Canada with other African Americans. The group created the first Black community in Montreal. Minkins died in 1875 a free man.



Reflection Question

1. What does this make you think/wonder?
2. How does this show up in or connect to our world today?

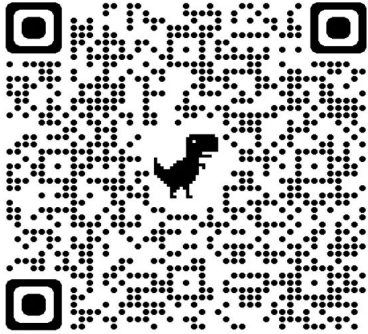
More events..

Upcoming Events Feb 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5 Cupid Floats Sales	6	7	8 Cupid Floats Sales	9 NO SCHOOL	10
11 Spirit Week	12 - Last Day to Buy candy grams -PJ Day	13 -Wear All Black	14 -MG Activity Day -Wear Red/Pink	15 -Wear your grade color	16 -HS Dance; 6-8pm -Wear green/yellow/red	17 Spirit Week
18	19 NO SCHOOL	20	21	22	23	24
25	26	27	28	29		

What's Happening..

The Princess Project San Francisco



Do you need a FREE prom dress?
If so, scan the QR code to sign up for a date and head to San Francisco



ENVISION ACADEMY of ARTS & TECHNOLOGY OSA Oakland School for the Arts

STEAM Showcase

- Sign up by: **February 16th**
- Science Fair Event: **March 27th**
- Grades 6-12 eligible!
- Work with up to 4 people
- Projects in science, math, engineering, and art welcome!

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Contact Mr. Breneman about signing up
(email or in person @ 306B)



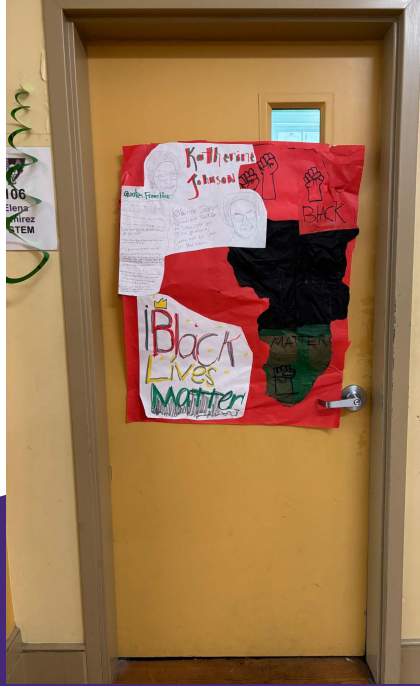
Panthers In Action..



BHM - Door Decoration.



BHM - Door Decoration.



BHM - Door Decoration.



College & Career

(Kevin - College Counselor &
Michael Viera - College & Career
Advisor)

College Acceptances

12th graders have already been accepted to the following universities:

- SF State
- CSU East Bay
- Sacramento State
- Chico State
- Fresno State
- Sonoma State
- Cal Poly Humboldt
- CSU Los Angeles
- CSU Northridge
- CSU Dominguez Hills
- UC Berkeley!!!



Many more still to come!

WOW – World of

- “WOW” = World of Work
- 11th Grade Internships: March 4th to 8th
- So far, more than half have found internships in places such as the following:
 - Law office
 - Animal shelter
 - Public Health Department
 - Boxing gym
 - Community and youth organizations
 - More

Measure G1

(Mr. K.)

Measure G1 - Agenda

- What is it?
- What can we do with it?
- What the potential value?
- What are our ideas and suggestions?

Measure G1 Grant


Oakland Voters approved a Parcel Tax

- Support increased Arts, Music & World Languages in Middle Grades
- Increase a Safe Middle Grades Environment

About \$60K

Measure G1 - Our Ideas & Suggestions



After school band	Volunteer in the community through the arts	better food
After school Choral	Train HS students to be mentors for the MGs in the arts	cultural dances
After school Theater	Digital Arts w/ Gamings from an artistic perspective	Family & student art & music
Mental Health - Counseling	Kidpower (safety)	
Opportunities to experience and become familiar with emotions	Breathe For Change (SEL & Trauma Informed)	

Measure G1 - Our Ideas & Suggestions



Looking Ahead

(Mr. K.)

Feb to Apr



- Black History Month - February
- Interim Assessments #3 - Feb 26 to Mar 1
- Women's History Month - March
- WOW Internships (11th) - March 4-8
- PE Testing - March 6 & 7
- Pi (3.14) Day - March 13
- **No School (Teacher PD)** - March 14 & 15
- Panther Family Townhall - March 21
- Last Day Quarter 3 - March 21
- **No School (Envision PD)** - March 22
- First Day Quarter 4 - March 25
- **Spring Break (No School)** - Mar 29 - Apr 5



Rebuilding the EA Family & School Connection

(Deja' Hayley - Family & Community
Engagement Coordinator)

Family Referral Program

(Deja')

What is the family referral program?

For each student that you refer to EA that applies for the 2024-25 school year, you will receive a \$50 gift card to either Safeway or Target.

How do I refer a family?

- Bring them onsite to apply in person.
- Email Deja' (hdeja@envisionacademy.org)
- Call Deja' (510) 372-0076 ext 3053

Key Takeaways:

- There is no limit on the amount of gift cards you can receive.
- All student(s) you refer must submit an application by deadline February 16!



Q & A

(Mr. K.)



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 MOLTE GRAZIE
 MERSI **danke** ARIGATO **ARIGATO** TEŞEKKÜR EDERİM
 DANKU muchas gracias
 PALDIES **grazas** **MULTUMESC**
спасибо **THANK YOU** **MERSI** **多謝**
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謝謝 **MERCI**
謝謝 **qujan**
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GRACIAS
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THANKS **TACK** **hvala** **TAK**
DANK U **gracias** **NA GODE**
danke schön **благодаря**
Gracies
どうも **TAK** **DZLEKI**
OBRIGADO **grazie**
merci **TACK** **danke**
ARIGATO



Measure G1

Monday, March 11, 2024

Measure G1 - Agenda

- What is it?
- What can we do with it?
- What the potential value?
- What are our ideas and suggestions?

Measure G1 Grant

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About \$60K

Measure G1 - Our Ideas & Suggestions



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Measure G1 - Our Ideas & Suggestions



Keyboard music program after school.	Restorative Justice work with students most in need. This would include	Guitars in the after school music program.
After school art program which includes field trips, materials, and supplies for students.		

Q & A



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 благодаря **MERCI** **MOLTE GRAZIE** **DANKU** **muchas gracias**
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どうも **TAK** **Gracies**
OBRIGADO **merc** **DZLEKI**
TACK **grazie**
danke **ARIGATO**



Measure G1 - Participants

Nicholas Gordon	Jo Howard
Dr. Evangelina Ward-Jackson	Thea Clarke
Maria DeMare	Sarata Sesay
Conrad Brenneman	Adam Nassar
Maria Kaimana	