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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 Envision Academy 2025-2026 Measure G1 Application

Ask of the Commission Approve the Envision Academy 2025-2026 Measure G1 Application

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

Fiscal Impact The recommended amount is **\$20,205.00**. 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

School	Envision Academy	School Address	1515 Webster St. Oakland, CA
Contact	Lindzey Tassano	Contact Email	ltassano@envisionschools.org
Principal	Kassandre Harper-Cotton	Principal Email	kharper-cotton@envisionacademy.org
School Phone	510-473-3886	Total Number of Students	224
Recommended Grant Amount¹	\$20,205	2024-25 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only)	51
		2024-25 LCFF³ Enrollment	39

Student Demographics (%)				Measure G1 Team	
English Learners	9%	Asian/Pacific Islander	n/a	Name	Position
LCFF	80%	Latinx	41%	Angel Ward-Jackson	Executive Principal
SPED	18%	Black or African-American	41%	Elizabeth Raji-Greig	Superintendent
		White	5%	Kassandre Harper-Cotton	Principal
		Indigenous or Native American	n/a		
		Multiracial	n/a		

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)				
	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Student Population Overall	138 (50%)	97 (39%)	119 (53%)	45 (20%)
Asian/Pacific Islander	n/a	na	n/a	n/a
Latinx	62 (48%)	41 (36%)	40 (43%)	20%
Black or African-American	58 (57%)	36 (39%)	56 (58%)	20%
White	5 (25%)	5 (36%)	11 (73%)	20%
Indigenous or Native American	n/a	na	n/a	n/a
English Learners	27 (46%)	13 (33%)	13 (65%)	20%
Students w/ IEPs	21 (72%)	25 (29%)	23 (56%)	20%
Free/ Reduced Lunch Students	28 (64%)	29 (40%)	29 (45%)	20%

Metrics

(all data points are required)

Electives (Include raw number and percent)					
Metric	Area	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Number of students taking elective courses.	Art	25 (45%)	46 (100%)	50 (100%)	100%
	Language	0 (0%)	0 (0%)	0	0
	Music	0 (0%)	0 (0%)	0	0
Number of students participating in non-course experiences (e.g. after-school program)	Art	0 (0%)	0 (0%)	25 (11%)	112 (50%)
	Language	0 (0%)	0 (0%)	0	0
	Music	0 (0%)	0 (0%)	25 (11%)	112 (50%)

***At Envision Academy, all 9th-12th graders take language as a class within their regular course load.**

Positive & Safe Culture (Include raw number and percent)				
Metric	2022-23	2023-24	2024-25	2025-26 Goal

	raw number (%)	raw number (%)	raw number (%)	raw number (%)
Average Daily Attendance Date of Figure: 3/17/25				
Asian/Pacific Islander	na	na	95%	97%
Latinx	87.3%	91.0%	89%	93%
Black or African-American	84%	88%	83%	93%
White	91.3%	90%	80%	93%
Indigenous or Native American	na	na	n/a	n/a
English Learners	86.97%	91.4%	84%	93%
Students w/ IEPs	-	88%	86%	93%
Free/ Reduced Lunch	85.52%	90.2%	87%	93%

Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Suspended Students Date of Figure: 3/17/25				
Asian/Pacific Islander	n/a	n/a	0 (0%)	0%
Latinx	11 (7.7%)	7 (6.2%)	8 (9.6%)	>5%
Black or African-American	28 (26.7%)	23 (24.7%)	30 (29.7%)	>10%
White	4 (19%)	1 (7%)	2 (11.8%)	>5%
Indigenous or Native American	n/a	na	0 (0%)	n/a
English Learners	9 (14.5%)	3 (7.5%)	2 (10%)	>5%
Students w/ IEPs	16 (27.1%)	13 (37%)	7 (8%)	>10%
Free/ Reduced Lunch	41 (16.9%)	13 (17.8%)	8 (12.5%)	>10%

Student Retention from 5th Grade to 6th Grade				
Metric	2022-23	2023-24	2024-25	2025-26 Goal
6th Grade Enrollment	17	10	15	30

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
Parent Leadership Committee	3/20/25

Staff Engagement Meeting(s)	
Staff Group	Date
Staff PD	3/12/25
Staff Leadership Meeting	3/12/25

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

<i>Teacher Professional Learning</i>	Entry	Entry
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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
Electives (Art, Music, World Language)		
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		\$18,205.00

Summary of 2025-26 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Dean of Students salary: 0.25 FTE focused on multi-tiered attendance system and attendance team leadership	\$20,205
Budget Total (must add up to Recommended Grant Amount)		\$20,205

Proposed Expenditures By Focus Area

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
<p>Dean of Students salary: 0.25 FTE</p> <p>A primary barrier to operating a fully functional program, including access to arts and language, is the current average daily attendance at Envision Academy. In post-Pandemic times, we are still working tirelessly to reinvigorate our community's commitment to school as <i>needed</i>, and therefore not optional. We believe all families want the very best for their students, but that healthy habits and school-home connections must be rebuilt to support student attendance. Increased student attendance will ensure that ADA funding is able to adequately provide opportunities for students across disciplines. Through Measure G-1 funding, we plan to designate .25 FTE of a full-time Dean of Students (DoS) to facilitate and lead a multi-tiered approach to attendance. Through this work, the DoS will lead a robust attendance task-force that includes family engagement, counseling, SpEd, Advisors, and site admin. They will additionally develop and manage site-wide incentives and attendance-focused interventions across grades 6-8, as well as parent workshops and support programs related to healthy school habits and attendance. We believe this broad focus on increasing student presence at school will affect all the things we believe our students deserve most - access, agency, mastery, and a sense of belonging.</p>	Average Daily Attendance (Chronic Absence)	\$20,205

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

See Attachments:
Stakeholder Engagement Slides
Stakeholder Engagement sign-in sheets
Attendance system structure/sample agendas to be used

Dominic Monteiro Thu 3:25 PM



I understand how we will use Measure G-1

Lexy Morte Thu 3:25 PM



I understand how we are going to use Measure G-1

Myeia Glenn Thu 3:25 PM



I understand how we will use Measure G

Maria Kaimana Thu 3:25 PM



I understand how we're going to use Measure G1

Adam Nasser Thu 3:25 PM



I understand how we will use Measure G-1

Thea Clarke Thu 3:25 PM



I understand how we will use Measure G

Hanwen Cui Thu 3:25 PM



I understand how we will use Measure G-1

Physics Teacher Thu 3:25 PM



I understand how we are going to use Measure G-1 funds.

Daniel Gonzalez Valdez Thu 3:25 PM • Edited



I understand how we will use Measure G(-1)! 🤔

Stefani Lawrence Thu 3:27 PM



I understand measure G.

Michelle Chang Thu 3:28 PM



I understand how we will use Measure G

Nicholas Gordon Thu 3:30 PM



I understand Measure G

Michael Viera Thu 3:25 PM



I understand how we will use Measure G-1

Chet Lloyd Thu 3:25 PM



I understand how we will use measure G

Leigh Crespo Thu 3:25 PM



I understand how we are going to use MG -1

Jo Howard Thu 3:25 PM



 Dominic Monteiro

I understand how we will use Measure G-1

I understand how we are going to use Measure G-1 funds.

Is there still a way to provide feedback or ask questions about it?

HS Math Thu 3:25 PM



I understand how we will use Measure G-1

David Rosales Thu 3:26 PM



I understand how we are going to use Measure G-1

Jordan Dallas Thu 3:26 PM



I understand how we will use measure G

Kevin Chang Thu 3:27 PM



I understand how we will use Measure G-1



Core Values:

Respect

Growth

Joy

Community

Agency

Name of School

School Attendance Team Bi-weekly

Date & Time

Team Attendees:

What	Activity & Outcome	Notes
Welcome (5 min)	<ul style="list-style-type: none"> Rose & Thorn - Connection 	
Tier 1 Data Review (10 min)	<ul style="list-style-type: none"> Data Discussion - Identify Trends <ul style="list-style-type: none"> by grade (link) by date (link) 	<p>Were next steps (Tier 1) from the previous meeting implemented? What (if any) additional follow-up is required?</p> <p>Which grade levels had high rates of attendance over the past two weeks? How can we celebrate those?</p> <p>Which grade levels had lower rates of attendance over the past two weeks? What types of collaboration/support would be most helpful for grade levels with lower attendance?</p> <p>Considering upcoming dip days (days with historically low attendance) or other factors that might impact school-wide attendance, what additional Tier 1 strategies should be implemented?</p>



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Tier 2 & 3 Data Review (25 min)	<ul style="list-style-type: none">• Data Discussion - Identify Students + Steps in the Supportive Attendance Model<ul style="list-style-type: none">○ Chronic Absentee site data (link)	<p>Collect your site attendance data from the past two weeks (link site data)</p> <p>Identify which students are newly identified as chronically absent and start them in the process (letter 1).</p> <p>Identify which students have progressed from one step to the next in the attendance model.</p> <p>Update tracker, as needed, based on student absences and progress or lack thereof.</p> <p>Identify next steps for each student and who will take what actions to move the work forward.</p>
Wrap Up (5 min)	<ul style="list-style-type: none">• Identify next steps to move work forward	<p>Next Steps:</p> <ul style="list-style-type: none">•



Core Values:

Respect

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Agency

Name of School

School Attendance Team

Quarterly Step Back

Date & Time

Team Attendees:

What	Activity & Outcome	Notes
Welcome (5 min)	<ul style="list-style-type: none"> Rose & Thorn - Connection 	
Data Review (35 min)	<ul style="list-style-type: none"> Data Discussion - Identify Trends <ul style="list-style-type: none"> by month (link) by chronic absent rate (link) Disaggregated by race, gender, language, grade, disability (link) Summary of categories (link) 	<p>Given the unique challenges of the past few years, what are we most proud of about our attendance data?</p> <p>What challenges are most evident in our current attendance data?</p> <p>Do our attendance systems lead to accurate data collection?</p> <p>When looking at attendance data by FRLP status, special education status, ELL status, race/ethnicity, and gender, what patterns of inequity exist? How can we adjust our systems to address these inequities?</p>

**Core Values:**

Respect

Growth

Joy

Community

Agency

Planning Forward (15 min)	<ul style="list-style-type: none">• Attendance Systems and Support - Reflection	<p>As a group, discuss strengths and/or improvements that the team has made over the past quarter.</p> <p>As a group, identify 1–3 areas of growth and focus for the coming quarter.</p> <p>Create an implementation plan to improve in those areas. How will you know if you met your goal?</p>
Wrap Up (5 min)	<ul style="list-style-type: none">• Identify next steps to move work forward	<p>Next Steps:</p> <ul style="list-style-type: none">•

Update: Measure G at EA!

What is Measure G1?

“Oakland Unified School District 2008 Education Parcel Tax Measure,” is more commonly known as “Measure G.” Measure G-1 was passed in 2008 and allocates \$20 Million dollars per year to Oakland schools.

The purpose of Measure G-1 is to:

- Continue after-school academic programs
- Provide programs, including arts and music, that enhance student achievement
- Improve and nurture positive school climates, in which all students can thrive
- Reduce chronic absenteeism and truancy

How have we previously used Measure G-1 funds?

Each year, schools that receive Measure G-1 funds submit a plan for how they will use them. Schools choose a focus and identify goals for how the funds will impact students through their use.

EA previously used measure G-1 to support enrichment (music, arts) programming after school, which are currently in action!

How do we want to use Measure G-1 funds in 25-26?

We are fortunate to have received Extended Learning Opportunities Programming funds that we will be using to continue after school enrichments in 25-26. Therefore, we propose a shift in how we make the best use of Measure G-1 funds next year.

Proposal:

- Measure G-1 funds amount to \$20,000 for 25-26.
- We propose to use these funds to support the work of building a positive school culture. Funds will supplement the continuation of a Dean of Culture at EA, along with implementation of PMSC.



Please Confirm that You Received This Information

