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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 14, 2026

Subject Urban Promise Academy 2026-2027 Measure G1 Application

Ask of the Commission Approve the Urban Promise Academy 2026-2027 Measure G1 Application

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

Fiscal Impact The recommended amount is **\$186,538.00**. 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	Urban Promise Academy	School Address	3031 East 18th Street, Oakland, CA 94601
Principal	Tierre Mesa	Contact Email	tierre.mesa@ousd.org
G1 Contact	Tierre Mesa	Principal Email	tierre.mesa@ousd.org
School Phone	510-879-5236	Total Number of Students	400
Recommended Grant Amount¹	\$186,538.00	2025-2026 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only)	393
		2025-2026 LCFF³ Enrollment	385

Student Demographics (%)				Measure G1 Team	
English Learners	55.0%	Asian/Pacific Islander	3.8%	Name	Position
LCFF	98.5%	Latinx	87.9%	Tierre Mesa	Principal
SPED	13.6%	Black or African-American	3.3%	Glendy Cordero	CSM
		White	2.0%	Miguel Olivares	Teacher
		Indigenous or Native American	-	Naomi Pablo Ramirez	Student
		Multiracial	2.0%		

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	98(26.3%)	105(26.4%)	86 (22.2%)	78 (20%)
Asian/Pacific Islander	5(29.4%)	2(18.2%)	3(27.3%)	2 (18.2%)
Latinx	81(25.1%)	91(25.3%)	74 (21.4%)	69 (20%)
Black or African-American	5(41.7%)	7(58.3%)	2 (22.2%)	2 (22.2%)
White	4(44.4%)	1(14.3%)	1 (16.7%)	1 (16.7%)
Indigenous or Native American	0(0.0%)	-	-	0 (0%)
English Learners	47(30.7%)	53(28.0%)	50 (23%)	45 (21%)
Students w/ IEPs	19(38.8%)	13(27.1%)	14 (25.9%)	12 (23%)
Free/ Reduced Lunch Students	97(26.6%)	103(26.5%)	84 (22.4%)	75 (20%)

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	250 (66.8%)	184 (46%)	176 (45 %)	187 (48%)
	Language	0	0	0	0
	Music	250 (66.8%)	191 (47%)	157 (40%)	168 (43%)
Number of students participating in non-course experiences (e.g. after-school program)	Art	30 (8%)	30 (7.5%)	30 (7.6%)	30 (7.6%)
	Language	25 (6.7%)	30 (7.5%)	30 (7.6%)	30 (7.6%)
	Music	25 (6.7%)	30 (7.5%)	30 (7.6%)	30 (7.6%)

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: 03/26/2026				
Asian/Pacific Islander	2825(92.2%)	1834(93.5%)	1611 (93.3%)	1611 (94%)
Latinx	53275(92.3%)	59432(92.9%)	48390 (93.1%)	48390 (94%)
Black or African-American	1691(85.6%)	1852(86.4%)	1634 (91.4%)	1634 (92.4%)
White	1351(88.1%)	1009 (90.9%)	983 (93.2%)	983 (94%)
Indigenous or Native American	342(95.0%)	N/A	N/A	N/A
English Learners	24793(91.1%)	30850(92.5%)	30243 (93.1%)	30243 (94%)
Students w/ IEPs	7602(87.6%)	7945(91.1%)	7789 (91.5%)	7789 (92.5%)
Free/ Reduced Lunch	59658(91.9%)	64140(92.5%)	53762 (92.9%)	53762 (94%)

Metric	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Suspended Students Date of Figure: 3/26/26				
Asian/Pacific Islander	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
Latinx	9(2.7%)	12(3.2%)	7 (2%)	7 (2%)
Black or African-American	2(13.3%)	3(20.0%)	2 (14.3%)	1 (7.2%)
White	1(11.1%)	0(0.0%)	0(0.0%)	0(0.0%)
Indigenous or Native American	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
English Learners	6(3.8%)	5(2.5%)	5 (2.2%)	5 (2.2%)
Students w/ IEPs	5(9.3%)	6(11.3%)	2 (3.5%)	2 (3.5%)
Free/ Reduced Lunch	12(3.2%)	15(3.7%)	10 (2.5%)	10 (2.5%)

Student Retention from 5th Grade to 6th Grade				
Metric	2023-2024	2024-2025	2025-2026	2026-2027 Goal
6th Grade Enrollment	123	132	130	133

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
School Site Council- Gathered Feedback on Paper	January 28th, 2026
Coffee with Principal- Gathered Feedback on Paper	February 10th, 2026

Staff Engagement Meeting(s)	
Staff Group	Date
Whole Staff Meeting- Gathered Feedback via Exit Ticket	February 2nd, 2026

<u>Music (Rubric)</u>	2024-25	2025-26
<i>Access and Equitable Opportunity</i>	Basic	Basic
<i>Instructional Program</i>	Quality	Quality
<i>Staffing</i>	Basic	Basic
<i>Facilities</i>	Basic	Basic
<i>Equipment and Materials</i>	Quality	Quality
<i>Teacher Professional Learning</i>	Basic	Quality
<u>World Language (Rubric)</u>	2024-25	2025-26
<i>Content and Course Offerings</i>	Developing	Developing
<i>Communication</i>	Emerging	Emerging
<i>Real world learning and Global competence</i>	Emerging	Emerging
<u>Art (Visual Arts, Theater, and Dance)</u>	2024-25	2025-26
<i>Access and Equitable Opportunity</i>	Basic	Basic
<i>Instructional Program</i>	Basic	Quality
<i>Staffing</i>	Quality	Quality
<i>Facilities</i>	Basic	Quality
<i>Equipment and Materials</i>	Quality	Quality

<i>Teacher Professional Learning</i>	Basic	Quality
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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	0.9 FTE Music Teacher Position	\$105,675.00
Positive & Safe Culture		
1	0.4 FTE Case Manager 10-month Position	\$44,767.00
2	Part-time Family Champion Position	\$18,236.00
3	0.2 FTE Restorative Justice Facilitator Position	\$28,187.00
Budget Total		\$196,865.00

Summary of 2026-27 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	0.6 FTE Music Teacher Position	\$70,465.00
2	0.35 FTE Guitar Teacher Position	\$41,319.00
3	0.2 FTE Restorative Justice Facilitator Position	\$29,816.00
4	College Campus Visit Field Trips	\$20,000.00
5	Wellness Together Contract for Therapy Services	\$19,938.00

6	Family Champion Contracts	\$5,000.00
Budget Total (must add up to Recommended Grant Amount)		\$186,538.00

Proposed Expenditures By Focus Area

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
0.6 FTE Music Teacher Position	100	30	\$70,465.00
0.35 FTE Guitar Teacher Position	68	30	\$41,319.00

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
0.2 FTE Restorative Justice Facilitator Position	Decreasing suspensions by improving student conflict mediation skills and strengthening shared values across school	\$29,816.00
College Campus Visit Field Trips	Improve attendance by connecting academic goals to big picture college and career goals	\$20,000.00
Contract with Wellness Together to Provide On-Site Therapy Services 1 Day a Week	Address anxiety and depression needs that impacts some student's attendance	\$19,938.00
Two Part-Time Family Champion Positions Contracted to support supervision and family leadership development	Decrease suspensions by increasing supervision of bathrooms and hallways and improving family involvement	\$5,000.00

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

SSC and Measure G1 Feedback Survey

1. Which of these student services positions do you feel are most important for student success? (Rank number 1, 2, and 3)

- Full-Time Academic Counselor
- Bilingual Family Liaison (1)
- Full-Time Attendance Specialist
- Family Champions (3)
- Newcomer Social Worker (0.5)
- Restorative Justice Facilitators (2)
- Case Manager Position

2. Which of these master schedule options do you think is better for students?

Option 1

Move Boost into Elective Period

Impact

- * Significant Reduction in Elective Teacher Positions
- * ELLs and Boost students dont have Electives (except NCs)
- * Loss of a Prep Period for all teachers
- * Lose Prop 28 Funding

Option 2

Reduce Elective Offerings

Impact

- * Fewer Elective Teacher Positions
- * Significant Reduction in Student and Family Services
- * Lose Prop 28 Funding??

3. Which of the following possible Measure G1 investments do you feel are most important for students? (Rank number 1,2 and 3)

- Full Time Music, Guitar, and/or Art Teacher
- Case Manager to support School Culture (BUMPING CONCERNS)
- Family Champions to support School Culture
- Restorative Justice Facilitator Position
- Supplies for Art and Music Classrooms

SSC and Measure G1 Feedback Survey

1. Which of these student services positions do you feel are most important for student success? (Rank number 1, 2, and 3)

- Full-Time Academic Counselor
- Bilingual Family Liaison (1)
- Full-Time Attendance Specialist
- Family Champions (3)
- Newcomer Social Worker (0.5)
- Restorative Justice Facilitators (2)
- Case Manager Position

2. Which of these master schedule options do you think is better for students?

- Option 1**

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- * ELLs and Boost students dont have Electives (except NCs)
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- * Lose Prop 28 Funding

- Option 2**

Reduce Elective Offerings

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- * Fewer Elective Teacher Positions
- * Significant Reduction in Student and Family Services
- * Lose Prop 28 Funding??

3. Which of the following possible Measure G1 investments do you feel are most important for students? (Rank number 1,2 and 3)

- Full Time Music, Guitar, and/or Art Teacher
- Case Manager to support School Culture (BUMPING CONCERNS)
- Family Champions to support School Culture
- Restorative Justice Facilitator Position
- Supplies for Art and Music Classrooms

SSC and Measure G1 Feedback Survey

1. Which of these student services positions do you feel are most important for student success? (Rank number 1, 2, and 3)

- Full-Time Academic Counselor
- Bilingual Family Liaison (1)
- Full-Time Attendance Specialist
- Family Champions (3)
- Newcomer Social Worker (0.5)
- Restorative Justice Facilitators (2)
- Case Manager Position

2. Which of these master schedule options do you think is better for students?

Option 1

Move Boost into Elective Period

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- * Significant Reduction in Elective Teacher Positions
- * ELLs and Boost students dont have Electives (except NCs)
- * Loss of a Prep Period for all teachers
- * Lose Prop 28 Funding

Option 2

Reduce Elective Offerings

Impact

- * Fewer Elective Teacher Positions
- * Significant Reduction in Student and Family Services
- * Lose Prop 28 Funding??

3. Which of the following possible Measure G1 investments do you feel are most important for students? (Rank number 1,2 and 3)

2 Full Time Music, Guitar, and/or Art Teacher

Family Champions to support School Culture

Restorative Justice Facilitator Position

① Supplies for Art and Music Classrooms

8th grade Overnight College Trip

3 Mental Health Services- Wellness Together Therapist

Encuesta de opinión sobre SSC y la Medida G1

1. ¿Cuáles de estos puestos de servicios estudiantiles considera que son más importantes para el éxito de los estudiantes? (Clasifique del 1 al 3)

- 1º Consejero académico de tiempo completo
 - Enlace familiar bilingüe (1)
- 2º Especialista en asistencia de tiempo completo
 - Campeones familiares (3)
 - Trabajador social para estudiantes recién llegados (0.5)
- 4º Facilitadores de justicia restaurativa (2)
- 3º Puesto de gestor de casos

2. ¿Cuál de estas opciones de horario considera que es mejor para los estudiantes?

- Opción 1- Trasladar el programa Boost al período de asignaturas optativas**

Impacto

- * Reducción significativa de puestos de profesores de asignaturas optativas
- * Los estudiantes de ELL y del programa Boost no tienen asignaturas optativas (excepto los recién llegados)
- * Pérdida de un período de preparación para todos los profesores
- * Pérdida de financiación de la Propuesta 28

- Opción 2-Reducir la oferta de asignaturas optativas**

Impacto

- * Menos puestos de profesores de asignaturas optativas
- * Reducción significativa de los servicios para estudiantes y familias
- * ¿Pérdida de financiación de la Propuesta 28?

3. ¿Cuáles de las siguientes posibles inversiones de la Medida G1 considera que son más importantes para los estudiantes? (Clasifique del 1 al 3)

- Profesor de música, guitarra y/o arte de tiempo completo
- Campeones familiares para apoyar la cultura escolar
- 2º Puesto de facilitador de justicia restaurativa
 - Materiales para las aulas de arte y música
- 3º Viaje universitario de 8.º grado
- 1º Servicios de salud mental - Terapeuta de Wellness Together

Encuesta de opinión sobre SSC y la Medida G1

1. ¿Cuáles de estos puestos de servicios estudiantiles considera que son más importantes para el éxito de los estudiantes? (Clasifique del 1 al 3)

- Consejero académico de tiempo completo
- Enlace familiar bilingüe (1)
- Especialista en asistencia de tiempo completo
- Campeones familiares (3)
- Trabajador social para estudiantes recién llegados (0.5)
- Facilitadores de justicia restaurativa (2)
- Puesto de gestor de casos

2. ¿Cuál de estas opciones de horario considera que es mejor para los estudiantes?

- Opción 1- Trasladar el programa Boost al período de asignaturas optativas**

Impacto

- * Reducción significativa de puestos de profesores de asignaturas optativas
- * Los estudiantes de ELL y del programa Boost no tienen asignaturas optativas (excepto los recién llegados)
- * Pérdida de un período de preparación para todos los profesores
- * Pérdida de financiación de la Propuesta 28

- Opción 2-Reducir la oferta de asignaturas optativas**

Impacto

- * Menos puestos de profesores de asignaturas optativas
- * Reducción significativa de los servicios para estudiantes y familias
- * ¿Pérdida de financiación de la Propuesta 28?

3. ¿Cuáles de las siguientes posibles inversiones de la Medida G1 considera que son más importantes para los estudiantes? (Clasifique del 1 al 3)

- Profesor de música, guitarra y/o arte de tiempo completo
- Campeones familiares para apoyar la cultura escolar
- Puesto de facilitador de justicia restaurativa
- Materiales para las aulas de arte y música
- Viaje universitario de 8.º grado
- Servicios de salud mental - Terapeuta de Wellness Together

Encuesta de opinión sobre SSC y la Medida G1

1. ¿Cuáles de estos puestos de servicios estudiantiles considera que son más importantes para el éxito de los estudiantes? (Clasifique del 1 al 3)

- Consejero académico de tiempo completo = 14/15
 Enlace familiar bilingüe (1) 9/15
 Especialista en asistencia de tiempo completo 6/15
 Campeones familiares (3) 7/15
 Trabajador social para estudiantes recién llegados (0.5) 4/15
 Facilitadores de justicia restaurativa (2) 8/15
 Puesto de gestor de casos 2/15

2. ¿Cuál de estas opciones de horario considera que es mejor para los estudiantes?

- Opción 1- Trasladar el programa Boost al período de asignaturas optativas

Impacto

- * Reducción significativa de puestos de profesores de asignaturas optativas
- * Los estudiantes de ELL y del programa Boost no tienen asignaturas optativas (excepto los recién llegados)
- * Pérdida de un período de preparación para todos los profesores
- * Pérdida de financiación de la Propuesta 28

- Opción 2-Reducir la oferta de asignaturas optativas

Impacto

- * Menos puestos de profesores de asignaturas optativas
- * Reducción significativa de los servicios para estudiantes y familias
- * ¿Pérdida de financiación de la Propuesta 28?

3. ¿Cuáles de las siguientes posibles inversiones de la Medida G1 considera que son más importantes para los estudiantes? (Clasifique del 1 al 3)

- Profesor de música, guitarra y/o arte de tiempo completo
 Gestor de casos para apoyar la cultura escolar (PREOCUPACIONES SOBRE LA IMPLEMENTACIÓN)
 Campeones familiares para apoyar la cultura escolar
 Puesto de facilitador de justicia restaurativa
 Materiales para las aulas de arte y música