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| Board Office Use: Legislative File Info. | |
| File ID Number | 26-1151 |
| Introduction Date | 5/12/2026 |
| 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 Envision Academy 2026-2027 Measure G1 Application

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

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

Fiscal Impact The recommended amount is **\$24,226.00**. 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 | Envision Academy | School Address | 1515 Webster St., Oakland California |
| Principal | Kassandre Harper Cotton | Principal Email | kharper-cotton@envisionacademy.org |
| G1 Contact | Lindzey Tassano | Contact Email | ltassano@visionschools.org |
| School Phone | (510) 596-8901 | Total Number of Students | 186 |
| Recommended Grant Amount¹ | \$24,226.00 | 2025-2026 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only) | 55 |
| | | 2025-2026 LCFF³ Enrollment | 50 |

| Student Demographics (%) | | | | Measure G1 Team | |
|--------------------------|-----|-------------------------------|-----|-------------------------|---------------------|
| English Learners | 9% | Asian/Pacific Islander | n/a | Name | Position |
| LCFF | 88% | Latinx | 33% | Angel Ward-Jackson | Executive Principal |
| SPED | 19% | 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) | | | | |
|---|-------------------------------|-------------------------------|-------------------------------|------------------------------------|
| | 2023-2024 raw number & (%) | 2024-2025 raw number & (%) | 2025-2026 raw number & (%) | 2026-2027 Goal raw number & (%) |
| Student Population Overall | 97 (39%) | 119 (53%) | 89 (49.4%) | 30% |
| Asian/Pacific Islander | na | n/a | NA | NA |
| Latinx | 41 (36%) | 40 (43%) | 42% | 25% |
| Black or African-American | 36 (39%) | 56 (58%) | 60% | 35% |
| White | 5 (36%) | 11 (73%) | NA | NA |
| Indigenous or Native American | na | n/a | NA | NA |
| English Learners | 13 (33%) | 13 (65%) | 42% | 25% |
| Students w/ IEPs | 25 (29%) | 23 (56%) | 48% | 25% |
| Free/ Reduced Lunch Students | 29 (40%) | 29 (45%) | 49% | 30% |

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 | 46 (100%) | 50 (100%) | 55 (100%) | 55 (100%) |
| | Language | 0 (0%) | 0 | 0 (0%) | 0 (0%) |
| | Music | 0 (0%) | 0 | 0 (0%) | 0 (0%) |
| Number of students participating in non-course experiences (e.g. after-school program) | Art | 0 (0%) | 25 (11%) | 55 (100%) | 55 (100%) |
| | Language | 0 (0%) | 0 | 0 (0%) | 0 (0%) |
| | Music | 0 (0%) | 25 (11%) | 25 (45%) | 25 (45%) |

| 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: | | | | |

| | | | | |
|-------------------------------|-------|-----|-----|-----|
| Asian/Pacific Islander | na | 95% | NA | NA |
| Latinx | 91.0% | 89% | 91% | 93% |
| Black or African-American | 88% | 83% | 88% | 93% |
| White | 90% | 80% | NA | NA |
| Indigenous or Native American | na | n/a | NA | NA |
| English Learners | 91.4% | 84% | 92% | 95% |
| Students w/ IEPs | 88% | 86% | 89% | 93% |
| Free/ Reduced Lunch | 90.2% | 87% | 87% | 93% |

| Metric | 2023-2024 raw number & (%) | 2024-2025 raw number & (%) | 2025-2026 raw number & (%) | 2026-2027 Goal raw number & (%) |
|--|-------------------------------|-------------------------------|-------------------------------|------------------------------------|
| Suspended Students Date of Figure: | | | | |
| Asian/Pacific Islander | n/a | 0 (0%) | 0 | 0 |
| Latinx | 7 (6.2%) | 8 (9.6%) | 9 (5.3%) | <8% |
| Black or African-American | 23 (24.7%) | 30 (29.7%) | 31 (17.5%) | <10% |
| White | 1 (7%) | 2 (11.8%) | 0 | 0 |
| Indigenous or Native American | na | 0 (0%) | 0 | 0 |
| English Learners | 3 (7.5%) | 2 (10%) | 0 | 0 |
| Students w/ IEPs | 13 (37%) | 7 (8%) | 20 (11%) | <9% |
| Free/ Reduced Lunch | 13 (17.8%) | 8 (12.5%) | 26 (14.5%) | <10% |

| Student Retention from 5th Grade to 6th Grade | | | | |
|--|-----------|-----------|-----------|----------------|
| Metric | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 Goal |
| 6th Grade Enrollment | | 18 | 15 | 20 |

Community and Staff Engagement

| Community Engagement Meeting(s) | |
|--|-------------|
| Community Group | Date |
| Parent Engagement Meetings: EA Listening Session | 2/10/26 |

| Staff Engagement Meeting(s) | |
|-----------------------------|--------|
| Staff Group | Date |
| Staff PD | 4/8/26 |
| Leadership Team Discussion | 4/1/26 |

| <u>Music (Rubric)</u> | 2024-25 | 2025-26 |
|--|----------|----------|
| <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> | 2024-25 | 2025-26 |
| <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> | 2024-25 | 2025-26 |
| <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 |

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 |
|------------------------------------|--|--------------------|
| Positive & Safe Culture | | |
| 1 | Dean of Students salary: 0.25 FTE focused on multi-tiered attendance system and attendance team leadership, as well as positive and safe school culture. | \$20,205.00 |
| Budget Total | | \$20,205.00 |

Summary of 2026-27 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 | \$24,226.00 |
| Budget Total (must add up to Recommended Grant Amount) | | \$24,226.00 |

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 |
| Dean of Students salary: 0.25 FTE 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 | Average Daily Attendance (Chronic Absence) | \$24,226.00 |

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.

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



EA Professional Development Rolling Agenda

| Bookmarks | | | | |
|-----------------|---------------------------------------|--------------|--------------|--------------|
| <u>TEMPLATE</u> | <u>New to Envision PD 8/5 & 6</u> | <u>8/8</u> | <u>8/13</u> | <u>8/14</u> |
| <u>8/20</u> | <u>8/27</u> | <u>9/3</u> | <u>9/10</u> | <u>9/17</u> |
| <u>9/24</u> | <u>10/1</u> | <u>10/8</u> | <u>10/15</u> | <u>10/29</u> |
| <u>11/5</u> | <u>11/12</u> | <u>11/19</u> | <u>12/3</u> | <u>12/10</u> |
| <u>12/17</u> | 1/14 | <u>1/21</u> | <u>1/28</u> | <u>2/4</u> |
| <u>2/11</u> | <u>2/18</u> | <u>2/25</u> | <u>3/4</u> | <u>3/11</u> |
| <u>3/18</u> | 4/8 | 4/15 | <u>4/22</u> | <u>4/29</u> |
| 5/6 | 5/13 | 5/20 | | |

| EA Community Agreements | Principles of Equitable Instruction |
|---|--|
| <ul style="list-style-type: none"> ● We believe in collective genius. ● We need each other to help be better listeners. ● We believe Black people’s experiences. ● We expect it to be messy at times. ● We meet people where they are—not where we want them to be. ● We remember that conversation is the natural way humans think together. ● We acknowledge each other as equals. ● We slow down to think and reflect. ● We listen with curiosity and speak with vulnerability. | <ol style="list-style-type: none"> 1. A belief that ALL students come to us with valuable knowledge and an innate ability to learn; educators work actively to hold high expectations for all students and disrupt biases 2. A classroom that is sustaining of students’ culture and cultivates a growth mindset 3. Instruction that reflects principles of anti-oppression 4. Students shouldering the cognitive lift in their learning and sharing their thinking 5. Targeted opportunities to address unfinished learning/teaching to make grade-level instruction accessible for all students 6. Targeted analysis of data and student work to adjust instruction and respond to student needs |
| <p>EA Instructional Mission: Deliver rigorous, standards- and competency-aligned assessments that engage students in deeper learning that is joyous, meaningful, and prepares them for their future college, career, and life dreams.</p> | |

RESOURCES

[COST Referral Link](#)

[Grade Level Team Time Notes 25/26](#)

| Agenda Wednesday, April 8 | | | |
|---------------------------|---|---|--|
| Time & Space | Learning Target, Facilitator(s), & Participants | Activities & Notes | Resources & Action Items |
| 1:30-1:45 | LT: Facilitator(s): Participants: All staff | Announcements <ul style="list-style-type: none"> • Staff Survey • CPI Presentation | |
| 1:45-2:35 | LT: I can use our student work analysis protocol to plan for a re-teach in my class Facilitator(s): Hoffman/Rhodes Participants: All staff | <ul style="list-style-type: none"> • Everyone in B04 • Non-teaching staff, please review data from your work and adjust/make plans accordingly • SWA Notetaker (4/8) | Make a copy of the template Reteach Scripts Reteach Tracker Group SW A Protocol |
| 2:35-2:50 | LT: I can build community with my staff. Facilitator(s): Vali Participants: All staff Iron Chef: | Community Builder | Up next week (4/15) Connector: Vanessa Iron Chef: Jo Iron Chef & Connector schedule |
| 2:50-3:00 | Break | | |
| 3:00-3:50 | LT: I can collaborate with my grade level team to identify celebrations, areas for growth, and students of concern. Facilitator(s): GLLs Participants: All staff | Grade Level MG: B01 9th: 2:50-3:20 in B09 11th: 2:50-3:20 in B04 10th: 3:20-3:50 in B09 | |

| | | | |
|-----------|--|---|--|
| | | 12th: 3:20-3:50 in B04 | |
| 3:50-4:20 | <p>LT: I understand updates on upcoming initiatives, including a defense prep day, surveys, funding, and more.</p> <p>Facilitator(s): GLLs</p> <p>Participants: All staff</p> | <ul style="list-style-type: none"> • Review of staff and student survey <ul style="list-style-type: none"> • Measure G-1 Alignment <ul style="list-style-type: none"> • Defense prep days • Lunch reframe | <p>Student Survey</p> <p>Measure G-1</p> <p>Staff Survey</p> <p>Defense Day Schedule</p> |
| 4:20-4:30 | <p>LT: I can reflect on my learning and growth and offer constructive feedback as needed.</p> <p>Facilitator(s):</p> <p>Participants:</p> | <p style="text-align: center;">Closing</p> <p>Silent Announcements:</p> <ul style="list-style-type: none"> • PD Feedback <p>Ah-Has, Appreciations, & Apologies</p> | |

ENVISION ACADEMY LISTENING SESSION

Thank you for taking the time to attend this Listening Session. Your presence, questions, and honest reflections are deeply appreciated. As Envision Academy and EBIA continue to build a strong partnership, your insight helps guide our next steps and ensures that our community's needs, hopes, and experiences are centered. We are grateful for your engagement.



Child care (for children 5 and up) is offered in **Room 201** (next to the stairs). A movie and snacks are provided.

| | | |
|---|--|--|
| 9:45-10:00 a.m. | Light snacks are provided. | |
| 10:00-10:05 a.m. | Welcome and Community Agreements | Envision Administration and Support Office |
| 10:05-10:15 a.m. | The Tale of Two Schools: What is New for 26-27! | Kassandre Harper-Cotton, Principal |
| 10:15-11:00 | <p>BREAKOUT ROOMS: KEEP, CHANGE, NEW IDEAS</p> <p>BREAK OUT 1: Room 205 (Middle Grades) Facilitator: Elizabeth Raji-Greig, Superintendent</p> <p>BREAK OUT 2: Room 204A (High School) Facilitator: Kassandre Harper-Cotton, Principal</p> <p>REDESIGN AGENDA</p> <p><i>Activity will be adjusted based on the size of the group.</i></p> <ol style="list-style-type: none"> I. Who is in the room? Introduce yourself and the grade that your student is currently in. II. What is your vision? <ol style="list-style-type: none"> A. In each breakout group think about the 26-27 school year. What do you want your student to experience in terms of Culture/School Experience, Teaching/Learning, and | |
| <p>MATERIALS</p> <ul style="list-style-type: none"> ● Post-Its ● Easel paper ● Markers/Pens | | |

| | |
|------------------|--|
| | Communication. |
| | Answers will be compiled and shared with the parent community. |
| 11:05-11:20 a.m. | Parent/Guardian(s) share out. |
| 11:20-11:30 a.m. | Closing and Next Steps |

GUIDING QUESTIONS

Culture, Climate, and Student Experience

- What do you value most about the current school culture that you want to see protected in the partnership?
- What are your biggest hopes for student experience in the merged school (safety, belonging, activities, identity, clubs, sports)?
- What are your biggest worries or questions about how students will feel and be treated?

Teaching, Learning, and Programs

- What is working well for your child academically that you hope continues?
- What additional classes, supports, or programs would you like to see after the merger?
- What are your questions about teachers, class sizes, and academic expectations?

Operations, Logistics, and Communication

- What parts of daily operations are working well now (transportation, schedule, drop off / pick up, food)?
- What are your biggest concerns about logistics for next year (location, transportation, schedule, safety)?
- How do you prefer to receive important updates and information from the school?

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! This year, we used the funds to continue our culture work and maintain the Dean of Culture position.

How do we want to use Measure G-1 funds in 26-27?

We've made excellent progress around culture and belonging this year. We still have lots to do! We propose the following:

Proposal:

- Measure G-1 funds amount to \$24,226 for 25-26.
- We propose to use these funds to support the work of building a positive school culture - now more than ever, given redesign work for next year. Funds will supplement the continuation of a Dean of Culture at EA. The Dean works on: culture writ large, attendance, Advisory, student well-being.



Please Confirm that You Received This Information

