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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 December 9, 2025

Subject American Indian PCS II 2024-2025 G1 Carryover Application

Ask of the Commission Approve the American Indian PCS II 2024-2025 G1 Carryover Application

Discussion Middle School Network is open to questions from the commission regarding the American Indian PCS II 2024-2025 G1 Carryover Application.

Fiscal Impact The recommended amount is **\$21,917.38**. It's coming from resource 9332 - Measure G1.

Attachment(s) Carryover Application Attached.





2024-25 Measure G1 Carryover Justification Long Form
(Complete if carryover is more than \$5000)

Due Date: October 3, 2025

School:	American Indian PCS II	Principal/Contact	Jonathan Winn Mikael Wooten
School Address:	171 12th Street Oakland, CA 94607	Principal/ Contact Email	jonathan.winn@aimsk12.org mikael.wooten@aimsk12.org
		School Phone:	510-893-8701

Carryover Amount	\$21,917.38
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Approved 2025-26 Measure G1 Application [Link](#)

Summary of Proposed Use of Carryover for 2024-25 (listed in order of priority)

2024-25 Proposed Carryover Expenditures		Budget
1.	Part-Time SEL Coach	\$10,000
2.	5th grade Field Trip trip to Chabot Space & Science Center	\$3,276.38
3.	Field trip to Oakland Chinatown	\$2,780
4.	Black History Month Programming	\$5,861
Budget Total (must add up to Anticipated Amount)		\$21,917.38

REQUIRED: Please provide all meeting agendas, minutes, and sign-in sheets of the engagement meetings which addressed carryover funds with this application. The application will NOT be considered without this documentation of engagements.

Community Engagement Meeting(s) to Address Carryover Funds	
Community Group	Date
Students	10.29.25
Parents	11.20.25

Staff Engagement Meeting(s) to Address Carryover Funds	
Staff Group	Date
All Staff Meeting	10.10.25

Budget Justification and Narrative

In the following sections, please review the self-assessment and discuss your team's plan to address the following:

The Goals of the Measure

- 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

You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis. Please highlight what G1 specifically supported in the 2025-26 school year.

1. Please explain how you plan to use the Measure G1 carryover funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
2. Add additional lines if you would like to add additional budget items.
3. All budget items should total up to the total carryover amount.

3. World Language Program

Programmatic Narrative Based on Rubric		
<p>In our Measure G1 self-assessment, we identified Cultural Relevance and Student Engagement as essential drivers for improving student connection and language development. During the previous year, G1-funded cultural events successfully increased participation and enthusiasm in world language programs but also revealed a need for more authentic, experiential learning opportunities outside the classroom. Building on these insights, carryover funds will support a Mandarin field trip to Oakland Chinatown, designed to immerse students in real-world cultural and linguistic contexts.</p> <p>This experience will allow students to apply their Mandarin language skills in authentic settings while strengthening their understanding of Chinese traditions, food, and community life. Students will demonstrate learning by identifying cultural practices, using Mandarin vocabulary in context, and engaging with local speakers and businesses. The outcomes will be measured through reflection prompts, vocabulary assessments, and participation rubrics. Findings will inform future G1-funded cultural experiences and deepen integration between language instruction and cultural immersion across grade levels.</p>		
Budget	Description of 2024-25 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student groups.)</i>
\$2,780.20	<p>China Town Field Lesson</p> <p>This field trip offers students currently enrolled in Mandarin classes a valuable opportunity to explore and experience the rich cultural heritage of Oakland Chinatown. Through guided activities, students will immerse themselves in traditional Chinese customs, sample authentic cuisine, and engage with local community members and businesses. The experience is designed to deepen their understanding of Chinese language and culture beyond the classroom, fostering greater cultural awareness and appreciation.</p>	<ul style="list-style-type: none">- Scholars will be able to identify and describe at least three cultural practices or traditions they observed during the visit, demonstrating increased cultural awareness through a written reflection or class discussion.- Scholars will apply their Mandarin language skills by correctly using at least five relevant vocabulary words or phrases related to the trip, such as food items, greetings, or Signage, in either spoken or written form.- Scholars will engage directly with the local community by participating in at least one interactive activity, such as ordering food in Mandarin or asking questions during a tour or

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

Through our self-assessment and review of last year's G1 spending, one of the most significant insights was the clear dip in retention from 5th to 6th grade. Our analysis showed that many rising 6th grade students were uncertain about what to expect from middle school. This lack of connection led to hesitation, disengagement, or families choosing alternative school options. The transition experience, both academically and relationally, was not strong enough to build early investment.

Last year's G1 funds were used to strengthen academic supports and enrichment opportunities, but our reflection revealed that academic programs alone do not fully address the transitional gap. We learned that students need intentional relationship-building, early exposure to middle school culture, and structured opportunities to see themselves as part of the school community before they arrive as 6th graders. These insights shaped our thinking for this year's plan.

This year, we are applying these learnings by prioritizing and merging transition-focused experiences and investments that center belonging as well as education. One key strategy will be hosting a 5th-grade field trip to the Chabot Space and Science Center. The trip will be intentionally co-facilitated with our 6th-grade teachers. This will allow students to engage in a meaningful, hands-on learning experience while also building early relationships with the teachers who will greet them next year. The goal is to create positive, memorable connections that reduce anxiety, increase familiarity, and generate excitement about joining our middle school community.

In addition, this expenditure aligns with the broader lesson from last year. Transition success is not just about readiness, it is about relationships, representation, and a sense of welcome. By bringing 5th-grade students and 6th-grade staff together in a setting that promotes curiosity and collaboration, we are intentionally investing in those foundational elements of belonging.

Overall, the proposed expenditures reflect a strategic shift informed directly by our self-assessment. The plan is designed to strengthen the bridge between elementary and middle school, make students feel seen and welcomed early, and use G1 resources to cultivate long-term retention through meaningful connection.

Budget	Description of 2024-25 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student groups.)</i>
\$3,276.38	Field Trip trip to Chabot Space & Science Center led by 6th grade teachers	Outcome 1: 91 5th grade students served Outcome 2: All 5th graders will get to know the 6th Grade Teacher and Dean Outcome 3: Scholars will apply learning from Chabot Space and Science Center to the Science current Unit of study.

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

In our Measure G1 self-assessment, we identified School Culture and Climate as foundational levers for student engagement, attendance, and overall well-being. The 2024–25 G1 investments improved school climate and strengthened family connections. However, these efforts also highlighted the need for deeper, culturally-centered approaches that amplify Black student voice and identity.

To address this gap, carryover funds will support targeted strategies designed to strengthen belonging, build student leadership, and increase family engagement. These initiatives will also provide safe and motivating opportunities for students to engage meaningfully in school, foster social connections, and encourage creativity, contributing to a positive and inclusive school culture.

Impact will be measured through participation data, student leadership engagement, family involvement, attendance comparisons, and student reflection surveys. Additional indicators, including reductions in referrals, staff implementation feedback, and school climate data, will inform continuous improvement.

By strategically investing in culturally-centered approaches and opportunities for student engagement, we aim to create a schoolwide system that fosters belonging, motivation, and positive relationships for all students.

Budget	Description of 2024-25 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student groups.)</i>
\$10,000	Part Time SEL Coach	<ul style="list-style-type: none"> - A 15% reduction in classroom behavior referrals during coached weeks compared to baseline data. - Increased student self-regulation, as measured by pre/post SEL reflection surveys showing at least a 10% gain in students reporting they can “calm down when upset.” - At least 80% of staff participating in SEL or PBIS trainings will demonstrate improved consistency in reinforcement systems (as measured by staff implementation surveys). - Improved sense of belonging among Black and Latino students, evidenced by a 5-point increase on climate survey items related to safety and respect. - Establishment of at least two operational reflection/reset spaces used weekly by students to re-engage
\$5,861	<p>Black History Month Programming</p> <p>The programming will provide students with opportunities to explore and celebrate Black history, culture, and contributions while amplifying student voice and leadership. Activities may include student-led presentations, cultural performances, workshops, panel discussions, and collaborative projects that engage the broader school community.</p> <p>The goals of the programming are to:</p>	<ul style="list-style-type: none"> - Anticipated Student Outcome: Reach: 100% of middle school students (approx. 196) will access at least one Black History Month learning experience; - Student leadership: 20 students (SGA and affinity leads) will plan, facilitate, or present; - target a 1–2 percentage point increase in average daily attendance on event days vs. a four-week pre-event baseline;

	<ul style="list-style-type: none"> - Strengthen student belonging and identity by providing spaces for Black students to see their culture reflected and valued. - Build student leadership and agency by involving students in planning, facilitating, and presenting events. - Increase family engagement and community connections by inviting families to participate in celebrations and events. 	
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Please submit your 2024-25 Measure G1 Carryover Justification Form to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).

Job Title: Part-Time SEL Coach (3-Month Contract)

Reports To: Head of School

Hours: 30hours per week

Duration: 3months

Position Overview

The Part-Time SEL Coach will play a key role in strengthening school culture and ensuring a positive, structured, and supportive environment for all elementary and middle school students. This position will focus on designing and implementing systems that promote social-emotional learning (SEL), positive behavior, and restorative practices. The ideal candidate is an experienced educator or SEL practitioner who excels at building sustainable structures that enhance school climate and student well-being.

Key Responsibilities

- **Develop and implement PBIS systems:**
Establish a schoolwide Positive Behavioral Interventions and Supports (PBIS) framework that promotes consistent expectations, positive reinforcement, and data-informed decision-making.
- **Behavior management systems:**
Design and train staff on effective, restorative behavior management strategies to ensure consistency across classrooms and common areas.
- **Create reflection and reset spaces:**
Develop and launch a structured reflection or reset space where students can process behavior choices, regulate emotions, and re-engage positively with the learning environment.
- **Set up SEL and climate surveys:**
Develop and administer SEL and school climate surveys for students and staff; analyze results and provide recommendations for improvement.
- **Support culture and climate structures:**
Establish systems that support a safe, respectful, and engaging school culture—particularly focusing on middle school routines and transitions.
- **Lunch and unstructured time systems:**
Develop and implement lunch and transition routines that promote safety, order, and

positive student interactions.

- **Staff collaboration and training:**

Collaborate with school leadership and provide coaching or professional development for staff around SEL, PBIS, and behavior management practices.

Qualifications

- Bachelor's degree in Education, Psychology, Counseling, or related field (Master's preferred)
 - Demonstrated experience leading SEL or PBIS initiatives in a school setting
 - Strong understanding of restorative practices and trauma-informed approaches
 - Excellent communication, organization, and facilitation skills
 - Ability to work independently while collaborating with multiple stakeholders
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Compensation

Hourly rate of \$50/hour. This is a part-time, temporary position for 30 hours per week over a 3-month period.

Staff Measure G1 Carryover Meeting Agenda

Date: October 10, 2025

Time: 1:30 PM

Location: AIMS College Prep K-8 – Main Office Conference Room

1. Welcome & Purpose (1:30 – 1:35)

- Brief overview of meeting objectives
- Connection to AIMS School Culture and Engagement Goals

2. Goal of Measure G1 (1:35 – 1:45)

- Review of Measure G1 purpose and allowable uses
- Overview of 2024–25 site allocation and current balance
- Reflection on 2023–24 impact areas

3. 2024–25 Proposal Overview (1:45 – 2:00)

- Summary of current-year proposed expenditures
 - **Black History Month Programming** (student leadership, family engagement, cultural identity)
 - **SEL Coach Contract** (3-month support for PBIS, reflection spaces, and staff training)
- Alignment to G1 goals and site priorities

4. Idea Generation and Discussion (2:00 – 2:20)

- Open floor for additional staff input and project ideas
- Ensuring equity and student voice in programming
- Brainstorming sustainable annual initiatives

5. Next Steps and Action Items (2:20 – 2:30)

AIMS Measure G1 Carryover Meeting Agenda

- Finalize proposals for submission
- Assign leads and timelines for implementation
- Determine metrics for monitoring and reflection

6. Closing (2:30)

- Appreciation and confirmation of next meeting/follow-up communication

Meeting Notes:

The Measure G1 carryover plan was presented to staff, outlining current goals, priorities, and proposed uses of funds with an emphasis on Middle School culture, engagement, and transition supports.

- Ms. Kahn inquired whether G1 funds could be used for grade-level field trips. The team clarified that the current focus remains on middle school initiatives aligned with G1 goals, though culturally relevant and academically tied experiences remain a strong priority.
- Mx. Peacock suggested developing middle school clubs that include both 5th and 6th graders to support transition, connection, and leadership between the two grades. The team discussed how such clubs could strengthen community and ease adjustment for rising middle schoolers.
- Mr. Wu proposed using G1 funds to support a Mandarin field trip to Oakland Chinatown, providing students with real-world opportunities to practice language skills and deepen cultural understanding. Teachers strongly supported this idea, and the group crystallized it as a key student engagement and enrichment activity for the current year.

Measure G. Carryover Meeting

PLEASE SIGN IN BELOW

DATE : 10.10.25

NO	NAME	GRADE LEVEL	SIGNATURE
1	Brandon Phu	3	meun
2	Eric Lee	4th	Eric Lee
3	Jeremy Xu	3	Jeremy Xu
4	Raphael Kohn	3	RK
5	Nathan Bernhard-Bachman		Nathan Bernhard-Bachman
6	George Vechkov	4	George Vechkov
7	Michelle Layer	1	Michelle Layer
8	Tara Seo	3	Tara Seo
9	Kayna Monette	2	Kayna Monette
10	Jiaxi Guan	6	Jiaxi Guan
11	Andrew Ma	4	Andrew Ma
12	Kim Torrey	6th	Kim Torrey
13	William White	PE	William White
14	Penglin Wu	6-8th	Penglin Wu
15	Mr. Aris	5th	Mr. Aris
16	Hinna Khan	2	Hinna Khan
17	Hosai Haidani	6	Hosai Haidani
18	Jason Lowe	8	Jason Lowe
19	M. J. Jones	8th	M. J. Jones
20	Antonio Savage	5th	Antonio Savage

21. Shalini Moorthy

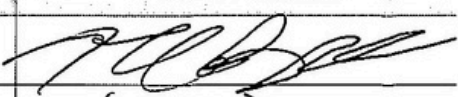
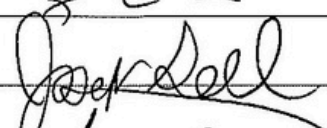
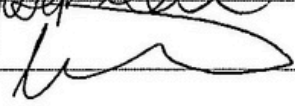
7th

Mr. Shalini

Measure G. Carryover Meeting

PLEASE SIGN IN BELOW

DATE : 10.10.25

NO	NAME	GRADE LEVEL	SIGNATURE
1	<i>SPED</i> Angel Peacock	6-8	
2	Raymond Say Ly	K	李世文
3	Joseph Gell	8	
4	Angel Her	TA	
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Title of Meeting: AIMS Middle / AIPCS II Measure G1 Carryover - Student

Date: 10/31/2025

Time: 3:30 pm

Location: 171 12th St. Room 314

Facilitated by: Mikael Wooten



GOALS FOR THIS MEETING:

discuss plans for Measure G1 funding

NORMS:

Focus on presenter/speaker

Use technology only when appropriate

Respect all points of view

Assume best intent

Time	What are we doing? Who and Why are we doing this?
3:30pm	Open Wooten welcome
3:35pm	Norms and Practices Wooten go over agenda
3:40pm	Presentation Wooten provide information
3:50pm	Discuss priorities together Wooten Come together on Ideas
4:00pm	Q & A Wooten Clarifying and closing

Measure G1 - Student Mtg minutes

1. Attendance: See attendance sheet below
2. Began meeting going over the agenda (above)
3. A presentation was shared that gave a brief summary of what Measure G1 is and what the funds were.

4. Mr. Wooten shared some of the reasoning behind the plans for the funds
5. Several clarifying questions were asked. How many field trips can we take with funds?
Who determines what the funds will be used for? Can students decide what we use the funds on? Can funds be used to purchase food?
6. Having clarified the items, the meeting ended.

AIMS Middle & AIPCS 2 Sign In Form

Date: October, 31 2025

Title of Meeting: Measure G1 - Student Meeting



COLLEGE PREP
ELEMENTARY SCHOOL

PD-Signed-In Sheet
Date: 10/31/2025

	First Name	Last Name	Role	Time	Signature
1	Yohanna	Biche	N/A		
2	Zain	Morgan	N/A		
3	Jose	Rivas	N/A		
4	Robberson	Heale	N/A		
5	Nathaniel	Lejal	N/A		
6	Nora	Hernandez	N/A		
7	Alana	Assuncao	N/A	3:22	
8	Matthias	Halinet	N/A	3:23	
9	Dion	Holmes	N/A	3:23	
10	Yusef	Moshen	N/A	3:23	
11			N/A	3:24	
12					
13					
14					
15					
16					



Measure G Meeting with Mr. Winn

Created by: AIMS Parents United

Time

6pm - 7pm (Pacific Time - Los Angeles)

Guests

✓ AIMS Parents United
Jonathan Winn

Date

Thu Nov 20, 2025

Where

<https://us06web.zoom.us/j/9649661868?pwd=vEz8epznQJFYLDp2izVBjWmQ2MYEKS.1&omn=85921065267>

Description

MoniqueOatis is inviting you to a scheduled Zoom meeting.

Topic: Measure G Meeting with Mr. Winn

Time: Nov 20, 2025 06:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us06web.zoom.us/j/9649661868?pwd=vEz8epznQJFYLDp2izVBjWmQ2MYEKS.1&omn=85921065267>

Meeting ID: 964 966 1868

Passcode: PB9tp5

One tap mobile

+16694449171,,9649661868#,,,,*405047# US

+16699006833,,9649661868#,,,,*405047# US (San Jose)

11/27/25, 7:21 PM

AIMS K-12 College Prep Mail - Meeting Tomorrow at 6 w/APU



Jonathan Winn <jonathan.winn@aimsk12.org>

Meeting Tomorrow at 6 w/APU

5messages

Jonathan Winn <jonathan.winn@aimsk12.org>

To: Monique Oatis <monique.oatis@aimsk12.org>, AIMS Parents United <aimsparentsunited@aimsk12.org>

Wed, Nov 19, 2025 at 9:54 AM

Hello Ms. Oatis,

Can you send me a zoom link for tomorrow? Thank you again for making time.

Respectfully,

--



Jonathan D. Winn
Head of School

AIMS College Prep K-8 (AIPCS II)
AIMS College Prep Middle School
171 12th Street | Oakland | CA 94607
E jonathan.winn@aimsk12.org
T 510-893-8701
www.AIMSK12.org

AIMS Parents United <aimsparentsunited@aimsk12.org>
To: Jonathan Winn <jonathan.winn@aimsk12.org>

Wed, Nov 19, 2025 at 1:05 PM

Hi Mr. Winn,

Just sent.

Thanks again for stepping in today!

Regards,
Monique Oatis, President
AIMS Parents United

11/27/25, 7:21 PM
[Quoted text hidden]

AIMS K-12 College Prep Mail - Meeting Tomorrow at 6 w/APU

Jonathan Winn <jonathan.winn@aimsk12.org>
To: AIMS Parents United <aimsparentsunited@aimsk12.org>

Thu, Nov 20, 2025 at 1:49 PM



Jonathan Winn reacted via [Gmail](#)
[Quoted text hidden]

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Jonathan D. Winn
Head of School
AIMS College Prep K-8 (AIPCS II)
AIMS College Prep Middle School
171 12th Street | Oakland | CA 94607
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AIMS Parents United <aimsparentsunited@aimsk12.org>
To: Jonathan Winn <jonathan.winn@aimsk12.org>

Thu, Nov 20, 2025 at 6:46 PM

Hi Mr. Winn,

Attendees:

Monique	Oatis	President	monique.oatis@gmail.com	510-914-4773
Donald	Woodard	Vice - President	ddtrump@gmail.com	510-776-9166
Megan	Hudleton	Secretary	lyfelover650@gmail.com	980-474-9210
Rosa	Vargas	Volunteer Coordinator / SSC ES	rose.v.vargas510@me.com	510-613-3710
Hanna	Abraha	Event Coordinator	Welete1216@gmail.com	510-422-9873

Regards,

Monique Oatis, President
AIMS Parents United

11/27/25, 7:21 PM

AIMS K-12 College Prep Mail - Meeting Tomorrow at 6 w/APU

[Quoted text hidden]

Jonathan Winn <jonathan.winn@aimsk12.org>
To: AIMS Parents United <aimsparentsunited@aimsk12.org>

Thu, Nov 20, 2025 at 6:49 PM

Thank you!

Respectfully,
[Quoted text hidden]
--



Jonathan D. Winn
Head of School

AIMS College Prep K-8 (AIPCS II)
AIMS College Prep Middle School
171 12th Street | Oakland | CA 94607

E jonathan.winn@aimsk12.org
T 510-893-8701

www.AIMSK12.org

APU Measure G1 Meeting: Agenda and Notes

Date: 11.20.25

Agenda:

1. What is Measure G?
2. Discuss Outcomes with Staff and Students
3. Input, Additions, and Feedback on Current Plan

Meeting Notes:

- **Mr. Woodard** questioned why Measure G1 funds cannot be used for K-8 programs. He also suggested considering a playground or rental space. He emphasized that funds should be spent on initiatives that can be long-sustaining rather than one-time expenditures.
- **Ms. Vargas** expressed concerns regarding the proposed Chinatown field trip. She suggested that the funds would be better allocated toward workshops for students.
- **Mr. Winn** proposed including workshops for students in the current proposal. This proposal received agreement from all attendees.
- A **field trip to the Chabot Space and Science Center** was also proposed and received agreement from all attendees.
- It was agreed that a more detailed discussion regarding next year's funds would take place during the **School Site Council (SSC) meeting**, allowing more time for staff and community input.

Action Items: 1. Include student workshops in the Measure G1 proposal. 2. Include Chabot Space and Science Center field trip in the proposal. 3. Schedule a comprehensive discussion of next year's Measure G1 funds for the SSC meeting.