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| Enactment Date | 4/24/2024 CJH |



**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 American Indian Public Charter II 2024-25 Measure G1 Application

Ask of the Commission Approve the American Indian Public Charter II 2024-25 Measure G1 Application

Discussion Middle School Network is open to questions from the commission regarding the American Indian Public Charter II 2024-25 Measure G1 Application.

Fiscal Impact The recommended amount is **\$94,668**. 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 | American Indian Public Charter (K-8) AIPCSII | School Address | 171 12th Street Oakland, CA 94607 |
| Contact | Mikael Wooten Natalie Glass | Contact Email | mikael.wooten@aimsk12.org natalie.glass@aimsk12.org |
| Principal | Mikael Wooten Natalie Glass | Principal Email | mikael.wooten@aimsk12.org natalie.glass@aimsk12.org |
| School Phone | 510-893-8701 | Total Number of Students | 629 |
| Recommended Grant Amount¹ | \$94,668 | 2022-23 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only) | 200 |
| | | 2023-24 LCFF³ Enrollment | 156 |

| Student Demographics (%) | | | | Measure G1 Team | |
|--------------------------|--------|---------------------------|--------|-----------------|----------------------------------|
| English Learners | 27.34% | Asian/Pacific Islander | 37.36% | Name | Position |
| LCFF | 82.19% | Latinx | 7.0% | Natalie Glass | Director of Schools |
| SPED | 4.29% | Black or African-American | 46.26% | Mikael Wooten | Dean of Students Middle School |
| | | White | 5.41% | Marisol Magana | Health & School Support Services |

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.

| | | | | | |
|--|--|-------------------------------|-------|-----------------|--------------------------------|
| | | | | | Director |
| | | Indigenous or Native American | 0 | Ashlee Robinson | Student Activities Coordinator |
| | | Multiracial | 2.70% | | |

| Chronic Absence (Include raw number and percent) (Grades 6-8) | | | | |
|--|----------------|----------------|----------------|----------------|
| | 2021-22 | 2022-23 | 2023-24 | 2024-25 Goal |
| | raw number (%) | raw number (%) | raw number (%) | raw number (%) |
| Student Population Overall | 31 (13.65%) | 42 (18.7%) | 18 (10%) | 9 (5%) |
| Asian/Pacific Islander | 6 (13.33%) | 8 (9.09%) | 5 (7.24%) | 2 (3.5%) |
| Latinx | 9 (29.03%) | 11 (26.19%) | 2 (11.11%) | 1 (5%) |
| Black or African-American | 9 (37.5%) | 13 (14.44%) | 5 (6.66%) | 3 (4%) |
| White | 6 (19.35%) | 10 (23.80%) | 4 (40.00%) | 2 (20.00%) |
| Indigenous or Native American | 0 | 0 | 0 | 0 |
| English Learners | 10 (21.74%) | 13 (30.23%) | 6 (15.79%) | 3 (7.5%) |
| Students w/ IEPs | 0 | 2 (4.76%) | 0 | 0 |
| Free/ Reduced Lunch Students | 20 (14.81%) | 28 (18.3%) | 11 (7.91%) | 5 (3.5%) |

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 | 147 (67.43%) | 213 (100) | 180 (100%) | 200 (100%) |
| | Language | 218 (100%) | 213 (100) | 180 (100%) | 200 (100%) |
| | Music | 157 (72%) | 213 (100) | 180 (100%) | 100 (50%) |

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

| Positive & Safe Culture (Include raw number and percent) (Grades 6-8) | | | | |
|---|----------------|----------------|----------------|---------------------|
| Metric | 2021-22 (%) | 2022-23 (%) | 2023-24 (%) | 2024-25 Goal (%) |
| Average Daily Attendance Date of Figure: 2/28/2024 | | | | |
| Asian/Pacific Islander | 98.0% | 97.1% | 98.13% | 98.0% |
| Latinx | 94.2% | 90.3% | 95.1% | 96.0% |
| Black or African-American | 98.6% | 94.62% | 96.6% | 96.0% |
| White | 87.4% | 90.32% | 93.30% | 96.0% |
| Indigenous or Native American | 0 | 0 | 0 | 96.0% |
| English Learners | 93.35% | 93.85% | 95.92% | 96.0% |
| Students w/ IEPs | 94.83% | 92.54% | 81.53% | 96.0% |
| Free/ Reduced Lunch | 94.70% | 94.74% | 94.70% | 96.0% |

| Metric | 2021-22 raw number (%) | 2022-23 raw number (%) | 2023-24 raw number (%) | 2024-25 Goal raw number (%) |
|---|------------------------------|---------------------------|---------------------------|--------------------------------|
| Suspended Students Date of Figure: 2/28/24 | | | | |
| Asian/Pacific Islander | 0 | 2 (2.19%) | 0 | 0 |
| Latinx | 2 (6.45%) | 0 | 0 | 0 |
| Black or African-American | 0 | 4 (4.49%) | 2 (3.22%) | 0 |
| White | 0 | 1 (11.11%) | 1 (8.33%) | 0 |

| | | | | |
|-------------------------------|-----------|-----------|-----------|---|
| Indigenous or Native American | 0 | 0 | 0 | 0 |
| English Learners | 0 | 1 (1.75%) | 0 | 0 |
| Students w/ IEPs | 0 | 1 (4.76%) | 0 | 0 |
| Free/ Reduced Lunch | 1 (0.86%) | 6 (3.94%) | 3 (1.97%) | 0 |

| Student Retention from 5th Grade to 6th Grade | | | | |
|---|---------|---------|---------|--------------|
| Metric | 2021-22 | 2022-23 | 2023-24 | 2024-25 Goal |
| 6th Grade Enrollment | 86 | 71 | 57 | 80 |

Community and Staff Engagement

| Community Engagement Meeting(s) | |
|---|-----------|
| Community Group | Date |
| Parents - https://docs.google.com/document/d/1ruitf-2b3odtV0UfPXDbqADwkUxuGdDys_HXVJTdMI0/edit?usp=sharing | 3/5/2024 |
| SSC/SGA Students - https://docs.google.com/document/d/1ld13NEei0Pm5AntSRW8yqZau9U7jU4lo/edit?usp=sharing&oid=104710957398970538871&rtpof=true&sd=true | 2/15/2024 |

| Staff Engagement Meeting(s) | |
|--|-----------|
| Staff Group | Date |
| Teachers / Students (SSC) - https://docs.google.com/document/d/1ld13NEei0Pm5AntSRW8yqZau9U7jU4lo/edit?usp=sharing&oid=104710957398970538871&rtpof=true&sd=true | 2/15/2024 |
| | |

| <u>Music (Rubric)</u> | 2022-23 | 2023-24 |
|---|---------|---------|
| Access and Equitable Opportunity | N/A | Basic |

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

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 |
|---|---------------------------------------|---------------------|
| Safe & Positive Culture | | |
| 1 | PBIS - Program | \$1,225.00 |
| 2 | PBIS Incentives & Rewards | \$3,000.00 |
| 3 | PBIS Events | \$5,000.00 |
| 4 | Positive School Culture Contractor | \$5,000.00 |
| Electives (Art, Music, World Language) | | |
| 1 | Funding for 0.49 FTE Music Teacher | \$36,750.00 |
| 2 | Funding for 0.49 FTE Art Teacher | \$36,750.00 |
| 3 | Art and Music Field Trips | \$10,000.00 |
| 4 | World Language Materials and Supplies | \$4,458.58 |
| Budget Total | | \$102,183.58 |

Summary of 2024-25 Proposed Expenditures

| All Proposed Expenditures (from sections below) | | Budget Amount |
|---|---------------------------------------|--------------------|
| 1 | Funding for 0.50 FTE Music Teacher | \$37,250 |
| 2 | Funding for 0.50 FTE Art teacher | \$36,750 |
| 3 | Carnival/Open House | \$5,668 |
| 4 | Positive School Culture/Anti-bullying | \$7,000 |
| 5 | PBIS Incentives & Rewards | \$4,000 |
| 6 | PBIS Events | \$4,000 |
| Budget Total (must add up to Recommended Grant Amount) | | \$94,668.00 |

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 |
| Funding for 0.50 FTE Music Teacher and/or Substitute | 200 | 200 | \$37,250 |
| Funding for 0.50 FTE Art Teacher and/or Substitute | 200 | 200 | \$36,750 |

| Proposed Expenditures for Positive & Safe Culture | | |
|---|---|---------------|
| Description of Proposed Expenditures | Which metric will this investment impact - suspensions or average daily attendance? | Budget Amount |
| Positive School Culture / Anti-Bullying - Vendors will hold assemblies for students where they will learn how to identify and respond to bullying. They will also be given tools to prevent bullying incidents on and off campus. Students will also participate in workshops to assist in learning how to deal with conflict resolution. | Chronic Absence, Suspension, School Culture. | \$7,000 |
| PBIS Incentives & Rewards - Student of the month program, reward assemblies, spirit week, exemplary citizenship. By promoting social-emotional skills through team-building activities and character-building exercises, PBIS events not only reinforce desired behaviors but also positively impact academic performance. | Chronic Absence, Suspension, School Culture. School Survey Results | \$4,000 |
| PBIS Events - These events include, but are not limited to school dances (DJ, decorations, facility rental), assemblies, spirit week, Harvest Festival (decorations, board games, snacks and drinks), AIMStrong Field Day (sports equipment, balls, vendor to host, snacks and drinks, decorations, entertainment). These events contribute to the development of a positive school climate by fostering a sense of community and belonging. | Chronic Absence, Suspension, School Culture. School Survey Results | \$4,000 |

Proposed Expenditures for Retention of 6th Graders

| Description of Proposed Expenditures | Budget Amount |
|--|---------------|
| <p>Carnival / Open House - The carnival is a community event held to engage 5th grade families and showcase the opportunities and experiences awaiting prospective 5th-graders in middle school, ultimately encouraging their retention and enthusiastic transition to the next phase of their education journey. Expenditures include school swag for families/students, school supplies for new families (notebooks, pencils, pens), board games, carnival prizes, balloons, decorations, entertainment, and snacks/drinks.</p> | \$5,668 |

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



AGENDA - Meeting Minutes

School Site Council Meeting
Thursday, February 15, 2024
5:00 PM

AIMS Middle School & AIPCS II School Site Council Meeting [[bylaws](#)]
Meeting Location: [Zoom](#)

AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Marisol Magana has been designated to receive requests for disability-related modifications or accommodations in order to enable individuals with disabilities to participate in open and public meetings at AIMS. Please notify axia.vang@aimsk12.org or zubida.bakheit@aimsk12.org at least 24 hours in advance of any disability accommodations being needed in order to participate in the meeting.

I. Call to Order

*Meeting called to order by Co-Chair Ms. Vang at 5:01 P.M.
Members absent: Michelle Lane and Anakarita Snelling*

| Present? | Name | Title | Term |
|----------|----------------------------|---------------------------------|-------------------------|
| Yes | Axia Vang | Head of Academics Elementary | 1st year |
| Yes | Zubida Bakheit | Head of Academics Middle School | 1st year |
| Yes | Jackson Glass | 8th Grade Student | 1st year |
| Yes | Kayla Pho | 8th Grade Student | 1st year |
| Yes | Aden Pho | 6th Grade Student | 1st year |
| Yes | Mattihas Hadinet | 6th Grade Student | 1st year |
| Yes | Senay Bahlbi | 6th Grade Student | 1st year |
| No | Michelle Lane | Parent (8th grade) | 1st year |
| No | Anakarita Snelling (Allen) | Parent (7th grade) | 1st year |
| Yes | Ellie Householder | 7th Grade ELA/History Teacher | 2nd year (partial term) |
| Yes | Miguel Leyva | 6th - 8th Music Teacher | 1st year |
| Yes | Fenglin Wu | 6th - 8th Mandarin Teacher | 1st year |

Verified By: _____ Date: _____



I. Call to Order

A. Adoption of the Agenda

*Motion made by Ms. Vang to adopt the agenda
Seconded by Ms. Ellie
Motion carried unanimously*

B. Approval of 2/8/2024 meeting minutes

*Motion made by Ms. Vang to approve the SSC Meeting Minutes from 2/8/2024
Seconded by Ms. Ellie
Motion carried unanimously*

II. Public Comments

No public comments received

III. Communications

A. SSC Calendar

Co-Chair Ms. Vang gave information regarding SSC Calendar

IV. Old Business

A. Reviewed Comprehensive Safety School Plan

Co-Chair Ms. Vang notes that at the last meeting, the SSC reviewed the Comprehensive Safety School Plan

B. Safety School Plan Committee

Co-Chair Ms. Vang notes that at the last meeting, the SSC reviewed the Safety School Plan Committee

C. Safety School Plan Survey

Co-Chair Ms. Vang notes that at the last meeting, the SSC reviewed the Safety School Plan Survey

D. Middle School ELA Curriculum

Co-Chair Ms. Vang notes that at the last meeting, the SSC reviewed the proposed Middle School ELA Curriculum

V. New Business

A. Safety School Plan Survey - Feedback

*Co-Chair Ms. Vang asked for feedback regarding the Safety School Plan Survey
Director Magana provided clarification on the timeline and next steps*

B. Measure G 2024/2025 Proposal

*Mr. Mikael Wooten, Dean of Students for Middle School, presented the Measure G
2024/2025 Proposal*

Verified By: _____ Date: _____



*Motion made by Ms. Ellie to approve the plan
Seconded by Ms. Bakheit
Motion carried unanimously*

C. Parent Engagement Policy and Compact

*Co-Chair Ms. Vang presented the Parent Engagement Policy and Compact
Motion made by Ms. Ellie to approve the Parent Engagement Policy and Compact
Seconded by Ms. Vang
Motion carried unanimously*

VI. Reports

A. Comprehensive Safety School Plan

Co-Chair Ms. Vang presented the Comprehensive Safety School Plan

VII. Announcements

A. SSC Meeting - February 29, 2024

VIII. Adjournment

*Motion made by Ms. Vang
Seconded by Senay Bahlbi
Motion to adjourn the meeting at 5:38 P.M. carried unanimously*

Verified By: _____ Date: _____

Title of Meeting: AIMS Middle / AIPCS II Measure G1 - Parent

Date: 3/5/2024

Time: 1:00 pm

Locations: Online

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? |
|------|---|
| 1:00 | Open Wooten welcome |
| 1:05 | Norms and Practices Wooten go over agenda |
| 1:10 | Presentation Wooten provide information |
| 1:20 | Discuss priorities together Wooten Come together on Ideas |
| 1:30 | Q & A Wooten Clarifying and closing |
| | |
| | |
| | |
| | |

Measure G1 - Parent 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 can parents support? What happens if the funds are not used? Can students who are not Oakland residents benefit from Measure G1?
6. Having clarified the items, the meeting ended.

AIMS Middle & AIPCS 2 Sign In Form

Date: March, 5 2024

Title of Meeting: Measure G1 - Parent Meeting

Name Time of Arrival

Mikael Wooten 1:00 pm

Kanisha Bradley 1:00 pm