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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 June 3, 2025

Subject Aspire Berkley Maynard Academy 2025-2026 Measure G1 Application

Ask of the Commission Approve the Aspire Berkley Maynard Academy 2025-2026 Measure G1 Application

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

Fiscal Impact The recommended amount is **\$32,120.00**. Resource 9332 - Measure G1.

Attachment(s) Grant application attached.



2025-2026 Measure G1 Application

Due: March 1, 2025

School Information & Student Data

School	Aspire Berkley Maynard Academy	School Address	6200 San Pablo Avenue Oakland, CA 94608
Contact	Sharaya Wiley	Contact Email	sharaya.wiley@aspirepublicschools.org
Principal	Sharaya Wiley	Principal Email	sharaya.wiley@aspirepublicschools.org
School Phone	510-407-2587	Total Number of Students	484
Recommended Grant Amount¹	\$32,120	2024-25 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only)	83
		2024-25 LCFF³ Enrollment	62

Student Demographics (%)				Measure G1 Team	
English Learners	17.2%	Asian/Pacific Islander	1.6%	Name	Position
LCFF	74%	Latinx	26.8%	Sharaya Wiley	Principal
SPED	19.4%	Black or African-American	57.4%	Jonathan Winn	Assistant Principal
		White	2.4%	Monica Franco	Business Manager
		Indigenous or Native American	0.83%	Monika Ellis	School Support

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.

	6.6%	Multiracial				
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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	33%	27.6%	22%	15%
Asian/Pacific Islander	11.1%	0	0	0
Latinx	21.4%	22.9%	15%	10%
Black or African-American	38.1%	30%	20%	10%
White	33.3%	8%	5%	2%
Indigenous or Native American	N/A	N/A	N/A	N/A
English Learners	28.4%	24.7%	19%	14%
Students w/ IEPs	28.8%	24.4%	19%	14%
Free/ Reduced Lunch Students	32.6%	29.2%	25%	15%

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	0	50%	25%	50%
	Language	0	0	0	0
	Music	25%	0	25%	50%
Number of students participating in non-course experiences (e.g. after-school program)	Art	0	0	0%	15%
	Language	0	0	1%	0
	Music	0	0	1%	15%

Positive & Safe Culture (Include raw number and percent)				
Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Average Daily Attendance Date of Figure: 4/25/2025				
Asian/Pacific Islander		Confidentiality protected due to small sample size.	Confidentiality protected due to small sample size.	Confidentiality protected due to small sample size.
Latinx	35%	33%	31%	45%
Black or African-American	37%	40%	34%	45%
White	Confidentiality protected due to small sample size.	Confidentiality protected due to small sample size.	Confidentiality protected due to small sample size.	Confidentiality protected due to small sample size.
Indigenous or Native American	Confidentiality protected due to small sample size.	Confidentiality protected due to small sample size.	Confidentiality protected due to small sample size.	Confidentiality protected due to small sample size.
English Learners	23%	47%	44%	50%
Students w/ IEPs	19%	40%	42%	50%
Free/ Reduced Lunch	x	37%	39%	45%

Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Suspended Students Date of Figure: 4/25/2025				
Asian/Pacific Islander	0	0	0	0
Latinx	0	0	0	0
Black or African-American	1.3%	2.5%	5.6%	3%
White	0	0	0	0
Indigenous or Native American	N/A	N/A	N/A	N/A
English Learners	0	0	0	0
Students w/ IEPs	1.5%	1%	2%	1%

Free/ Reduced Lunch	1%	2%	1%	1%
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Student Retention from 5th Grade to 6th Grade				
Metric	2022-23	2023-24	2024-25	2025-26 Goal
6th Grade Enrollment	95%	90%	100%	100%

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
Coffee Talk w/Principal	4/28/2025

Staff Engagement Meeting(s)	
Staff Group	Date
All Staff PD	4/25/2025
Middle School Team Meeting	4/30/2025

<u>Music (Rubric)</u>	2023-24	2024-25
<i>Access and Equitable Opportunity</i>	N/A	N/A
<i>Instructional Program</i>	N/A	N/A
<i>Staffing</i>	N/A	N/A
<i>Facilities</i>	N/A	N/A
<i>Equipment and Materials</i>	N/A	N/A
<i>Teacher Professional Learning</i>	N/A	N/A
<u>World Language (Rubric)</u>	2023-24	2024-25
<i>Content and Course Offerings</i>	N/A	N/A
<i>Communication</i>	N/A	N/A
<i>Real world learning and Global competence</i>	N/A	N/A

<u>Art (Visual Arts, Theater, and Dance)</u>	2023-24	2024-25
Access and Equitable Opportunity	N/A	N/A
Instructional Program	N/A	N/A
Staffing	N/A	N/A
Facilities	N/A	N/A
Equipment and Materials	N/A	N/A
Teacher Professional Learning	N/A	N/A

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
Positive & Safe Culture		
1	42% of a Scholar Support Manager for Middle School	\$37,017.00
Budget Total		\$37,017.00

Summary of 2025-26 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	30% of f a Scholar Support Manager for Middle School	\$32,120.00
Budget Total (must add up to Recommended Grant Amount)		\$32,120.00

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
The School Support Manager serves as a case manager supporting students needing more services such as check in/check out systems, family partnerships, attendance support, Mental Health connections, and behavioral supports.	Decrease in office referrals which will positively impact CHKS (giving next year), chronic absenteeism, and lower our overall suspension rate.	\$32,120.00

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

BMA Middle School Team Meeting Agenda

Topic: Measure G1 Planning, Positive School Culture & Grade Level Updates

Date: 4/30/2025

Meeting Norms:

- Assume positive intent
- Be present and engaged
- Speak from your own experience
- Stay solutions-oriented
- Respect all voices and perspectives

1. Welcome & Purpose (5 min)

- Review meeting goals: Share updates on Measure G1 funding, strengthen middle school culture, and align on upcoming grade-level events
- Overview of agenda and norms

2. Measure G1 Program Recap (10 min)

- Budget snapshot and proposal to continue funding art/music in 2024–25

4. Positive School Culture Reflection

Ms. Mo Updates:

- Celebrations: What's going well in our middle school culture?
- Challenges: What patterns or behaviors need our attention?
- Brainstorm: What systems, routines, or events could strengthen student belonging and accountability?

5. Grade Level Updates

- **6th Grade:** Walking field trip logistics and staffing; family communication and student prep
- **7th Grade:** Grade Level Trip
- **8th Grade:** SBAC testing schedule, tech; Dinner Dance planning

6. Action Planning & Next Steps

- Finalize G1 proposal timeline and next steps for staff input
- Identify 1–2 priority actions for improving MS culture before year end
- Assign leads or volunteers for:
 - Culture & climate subcommittee
 - 8th Grade events



Berkley Maynard Academy

Professional Development

4/25/2025



Agenda



- Check-in
- Purpose of Measure G1
- Recap of Measure G1 funds last year
- Proposal
- Staff Input & Discussion
- Next Steps

Community

Curiosity

Character

Equity



Purpose



Next year, BMA will continue to use Measure G1 funding to support robust visual arts and music education for all 6th–8th grade students. Our program provides students with weekly, standards-aligned instruction in both disciplines, fostering creativity, collaboration, and confidence. The art and music curriculum is designed to enhance students' academic and social-emotional growth while ensuring equitable access to enrichment opportunities that are often underfunded in middle school settings.

Community

Curiosity

Character

Equity



G1 Funding & Positive School Culture



Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Suspended Students Date of Figure: 4/25/2025				
Asian/Pacific Islander	0	0	0	0
Latinx	0	0	0	0
Black or African-American	1.3%	2.5%	5.6%	3%
White	0	0	0	0
Indigenous or Native American	N/A	N/A	N/A	N/A
English Learners	0	0	0	0
Students w/ IEPs	1.5%	1%	2%	1%

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Free/ Reduced Lunch	1%	2%	1%	1%
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Community

Curiosity

Character

Equity