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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 January 13, 2026

Subject Revised American Indian PCS II 2024-2025 G1 Carryover Application

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

Discussion Middle School Network is open to questions from the commission regarding the Revised 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) Revised 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@aims12.org mikael.wooten@aims12.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	\$10,000.00
2.	Upper School Field Trip to Chabot Space & Science Center	\$3,276.38
3.	Field trip to Oakland Chinatown	\$2,780.00
4.	Black History Month Programming	\$5,861.00
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

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.

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.

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. Our analysis showed that many scholars were uncertain about what to expect from the next grade. 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 support 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 next year's culture, and structured opportunities to see themselves as part of the Middle School Community and Leaders of the school. 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 an Upper School trip to the Chabot Space and Science Center. The trip will be intentionally co-facilitated with our 6-8 teachers. This will allow students to engage in a meaningful, hands-on learning experience while also building early relationships with the teachers and Middle School scholars who will greet them next year. The goal is to create positive, memorable connections that reduce anxiety, increase familiarity, and generate excitement about joining and staying in 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 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 making 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: 5-8 scholars served Outcome 2: All scholars will get to know their next year teaching cohort and build connections as a Middle School Outcome 3: Scholars will apply learning from Chabot Space and Science Center

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>
\$10,000.00	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 training 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
\$5,861.00	<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"> - Strengthen student belonging and identity by providing spaces for Black students to see their culture reflected and valued. 	<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">- 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).



AGENDA - Meeting Minutes

School Site Council Meeting
December 17, 2025
5:00 PM

Topic: School Site Council Meeting | Zoom Meeting

<https://us06web.zoom.us/j/4030655024#success>

AIMS does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities.

I. Call to Order: 5:05pm

Present?	Name	Title	Term
	Rosa Vargas	Parent	
	Genet Yonas	Parent	
	Megan Hudleton	Parent	
	Ms. J. Li	Head of School (HS)	
	Mr. Winn	Head of School (k-8)	
	Dr. St. Roseman	Director of Teaching and Learning	
	Ms. Jones	Teacher (8th grade)	
	Lilliana S	?	
	Tiffany Lacsado.	Parent and AIMS Board Member	

II. What is SSC

III. Why is it important?

VII. School Budgeting Updates?

VIII. Teacher Vacancy Update?

Verified By: _____ Date: _____

**Ice breaker:**

What is your favorite time of day, favorite day of the week or favorite day of the year?

Review of the Agenda

Today's meeting is on ZOOM, but moving forward, it will be in person, while still accommodating those who need to attend on ZOOM

II. What is SSC?

Parent: My understanding of School Site Council (SSC) is it is a committee formed with teachers, parents, students and staff to oversee the budget

Teacher: I have never been on the council before but excited to learn more about what it entails and look forward to being of assistance.

Mr. Winn: presented the purpose of SSC, in addition to the minimum SSC composition for Elementary School

Question: where are you now?

Mr. Winn: This is our first meeting. Our goal is to recruit other members so that by January we have it all flushed out. Green Act requirements were read and reviewed. Any questions, comments, or concerns?

Ms. Yonas: What is the meeting about?

Mr. Winn: This meeting is information about what the School Site Council is and we are also trying to recruit members.

Question: Is there only one School Site Council or does the HS have a School Site Council?

Mr. Winn: The HS will also have its own SSC in January

Question: Will it be Wednesday of every month?

Mr. Winn: Yes, we will make it consistent like the first Wednesday of every month, for example so that people know when our meetings are happening.

III. Why is it (SSC) important?

Mr Winn: So that we can have oversight from the community - it is a voting body, at minimum there will be 10 members, there can be more, but the minimum for elementary is 10

VII. School Budgeting Updates?

Mr. Winn: Our budget cuts include the change from a Director of Special Ed to a Manager of Special Ed. We are currently recruiting and would love your help, in addition to participating on the interview panel.

Verified By: _____ Date: _____



We are also looking for someone for enrollment. We did not lose any teachers or TA in our budget cuts. We did lose our student coordinator, so we are providing stipends to teachers to help fulfill that role.

Question: Is there anyone doing enrollment?

Mr. Winn: We do have Ms. Myra who is actively supporting with enrollment

MEASURE G

Mr. Winn: The last time I had to get community feedback about our Measure G carry over. Each year we have to use the funds and if we do not use it, there is a carry over and we have to state how we are going to use those funds. I spoke with the community about what to do with the funds. The good news is that the AIMS Middle School got approved. AIMS middle school had approximately [22K] - in talking with the parents, students and community, they wanted to get SEL, PBIS, Middle School Clubs, lifeskills workshops (re: vaping, bullying, etc), a China town field lesson and money for our Black History programming - it all got approved. At our other school, we wanted to take the 5th graders to the Science Chabot Center. This got denied because I put the 5th grade field trip. Measure G supports middle school, grades 6 - 8th. We can resubmit in January by focusing on the 6th grade. We can do bridge in the summer - as soon as the 5th graders graduate, then they are officially 6th graders. Ms. Vargas recommended a 5th and 6th grade field trip. It is also a good idea to put the 5th graders with the 6th graders so that they can build a connection, it helps build friendships. Not only with the 6th graders, but with other Middle schoolers, as well. I think it is a great idea, and I would rather see that.

Mr. Winn: Alright, we are all in agreement. Is there anything different you want to see?

Ms. Vargas: I just want to address the Black History Ceremony.

Question: I have a point of clarification of Measure G. Are you saying, there is already a practice of celebrating all the cultures, but this is particularly allocated for Black History Month, so I don't think we need to change it.

Mr. Winn: No, we do not have to change it.

Parent: I hear Ms. Vargas, I just want to be clear that it is only for this carry over, that we are going to use this money for Black History month, and for the Latino and Asian celebrations, we are also celebrating them equally.

VIII. Teacher Vacancy Update?

Mr. Winn : In the beginning of the school year we had a lot of teacher vacancies. As of now, we have no teacher vacancies. There is one teacher, she is currently a TA who will start in the new year. Everyone has the appropriate credentials and assignment. If they do not have a credential, they are currently in a program.

Verified By: _____ Date: _____



Ms. Lacsado: There needs to be more clarity of what the process is. Am I meeting individually with people or students? Triannual IEP assessment, it is unclear what the process is - we need clarity, an outline of what I should expect, with a timeline, so that I am aware of what the process is going to be.

Mr. Winn: I want to set our meetings for the **third Wednesday of every month from 5:00 - 6:30pm**. It will give us time to post the meeting, recruit, etc. We will use the same link for the 3rd Wednesday of each month. I will also have a google folder with the agenda and other SSC items.

Verified By: _____ Date: _____

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

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

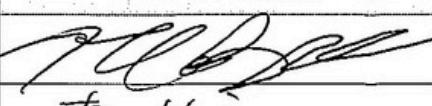
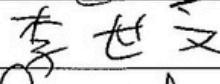
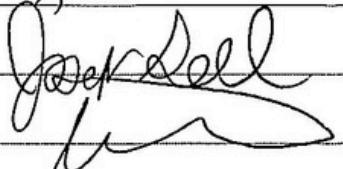
DATE : 10.10.25

NO	NAME	GRADE LEVEL	SIGNATURE
1	Brandon Phu	3	<i>Ben</i>
2	Eric Lee	4 th	<i>Eric</i>
3	Jerry Lu	3	<i>Jerry</i>
4	Rachael Kahn	3	<i>Rachael Kahn</i>
5	Nathan Bernhard-Bekman		<i>Nathan Bernhard-Bekman</i>
6	Georgie Vieckover	4	<i>Georgie Vieckover</i>
7	Michelle Layer	1	<i>Michelle Layer</i>
8	Tara Seo	3	<i>Tara Seo</i>
9	Kayna Monette	2	<i>Kayna Monette</i>
10	Jiaxi Guan	6	<i>Jiaxi Guan</i>
11	Andrew Ma	4	<i>Andrew Ma</i>
12	Kim Torregrossa	6 th	<i>Kim Torregrossa</i>
13	William Ulrich	PE	<i>William Ulrich</i>
14	Yenglin Wu	6-8 th	<i>Yenglin Wu</i>
15	Mr. Aria	5 th	<i>Mr. Aria</i>
16	Hinna Khan	2	<i>Hinna Khan</i>
17	Hosai Haidari	6	<i>Hosai Haidari</i>
18	Jason Lowe	8	<i>Jason Lowe</i>
19	M. J. Jones	8 th GRADE	<i>M. J. Jones</i>
20	Antonio Savage	5 th	<i>Antonio Savage</i>
21.	Shalin Moorthy	7 th	<i>Shalin Moorthy</i>

Measure G. Carryover Meeting

PLEASE SIGN IN BELOW

DATE : 10.10.25

NO	SPED	NAME	GRADE LEVEL	SIGNATURE
1	SPED	Angel Peacock	6-8	
2		Raymond Suyby	K	
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	Yohann	Bache	N/A		
2	Zain	Morsh	N/A		
3	JOSE	Siras	N/A		
4	Patricia	Tracie	N/A		
5	Nathaniel	Leialoha	N/A		
6	NIOM	Holmes	N/A		
7	Alana	Assuncao	N/A	3:22	
8	Matiha	Halinet	N/A	3:23	
9	Dion	Holmes	N/A	3:23	
10	Qasim	Moshen	N/A	3:23	
11				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=vEz8epznQJFYLdP2izVBjWmQ2M
YEKS.1&omn=85921065267](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=vEz8epznQJFYLdP2izVBjWmQ2M
YEKS.1&omn=85921065267](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

5 messages

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

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

[Quoted text hidden]

Jonathan Winn <jonathan.winn@aims12.org>
To: AIMS Parents United <aimsparentsunited@aims12.org>

Thu, Nov 20, 2025 at 1:49 PM



Jonathan Winn reacted via [Gmail](#)
[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@aims12.org
T 510-893-8701
www.AIMSK12.org

AIMS Parents United <aimsparentsunited@aims12.org>
To: Jonathan Winn <jonathan.winn@aims12.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

<https://mail.google.com/mail/u/0/?ik=1ba9daae99&view=pt&search=all&permthid=thread-a:r-9169604470827316468&simpl=msg-a:r8404310896704265264&simpl=msg-f:1849254344830205048&simpl=msg-f:1849366...> 2/3

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@aims12.org>
To: AIMS Parents United <aimsparentsunited@aims12.org>

Thu, Nov 20, 2025 at 6:49 PM

Thank you!

Respectfully,
[Quoted text hidden]

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Jonathan D. Winn

Head of School



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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.