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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** March 11, 2025

**Subject** American Indian Public Charter (K-8) AIPCSII 2025-2026 Measure G1 Application

**Ask of the Commission** American Indian Public Charter (K-8) AIPCSII 2025-2026 Measure G1 Application

**Discussion** Middle School Network is open to questions from the commission regarding the American Indian Public Charter (K-8) AIPCSII 2025-2026 Measure G1 Application.

**Fiscal Impact** The recommended amount is **\$65,794.00**. Resource 9332 - Measure G1.

**Attachment(s)** Grant application attached.





**2025-2026  
Measure G1 Application**

**Due: March 1, 2025**

## School Information & Student Data

<b>School</b>	American Indian Public Charter (K-8) AIPCSII	<b>School Address</b>	171 12th Street Oakland, CA 94607
<b>Contact</b>	Mikael Wooten Zubida Bakheit Jamilan Colly	<b>Contact Email</b>	mikael.wooten@aimsk12.org <a href="mailto:Zubida.bakheit@aimsk12.org">Zubida.bakheit@aimsk12.org</a> jamilan.colly@aimsk12.org
<b>Principal</b>	Mikael Wooten Zubida Bakheit	<b>Principal Email</b>	mikael.wooten@aimsk12.org <a href="mailto:Zubida.bakheit@aimsk12.org">Zubida.bakheit@aimsk12.org</a>
<b>School Phone</b>	510-893-8701	<b>Total Number of Students</b>	180
<b>Recommended Grant Amount<sup>1</sup></b>	<b>\$65,794</b>	<b>2024-25 CALPADS<sup>2</sup> Enrollment Figure (grades 6-8 Oakland residents only)</b>	165
		<b>2024-25 LCFF<sup>3</sup> Enrollment</b>	127

Student Demographics (%)				Measure G1 Team	
English Learners	15.45%	Asian/Pacific Islander	36.11%	<b>Name</b>	<b>Position</b>
LCFF	76.36%	Latinx	8.33%	Julia Li	Director of Schools
SPED	5%	Black or African-American	47.77%	Zubida Bakheit	Head of Academics 6th - 8th
		White	3.88%	Mikael Wooten	Dean of Students 6th - 8th
		Indigenous or Native American	0	Jamilan Colly	Student Activities Coordinator

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

		Multiracial	3.33%		Marisol Magana	Health & School Support Services Director
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<b>Chronic Absence</b> (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	36 (16%)	17 (8.21%)	21 (11.67%)	20 (10%)
Asian/Pacific Islander	7 (3.11%)	0	3 (1.67%)	2 (0.8%)
Latinx	10 (4.44%)	7 (3.38%)	1 (0.56%)	1 (0.56%)
Black or African-American	11 (4.89%)	4 (1.93%)	6 (3.33%)	3 (1.5%)
White	6 (2.67%)	4 (1.93%)	1 (0.56%)	1 (0.56%)
Indigenous or Native American	2 (0.89%)	0	0	0
English Learners	12 (7.11%)	5 (2.42%)	4 (2.22%)	2 (1.20%)
Students w/ IEPs	1 (0.44%)	2 (0.97%)	1 (0.56%)	1 (0.56%)
Free/ Reduced Lunch Students	8 (3.56%)	2 (0.97%)	0	0

## Metrics

(all data points are required)

<b>Electives</b> (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	225 (100%)	207 (100%)	180 (100%)	200 (100%)
	Language	225 (100%)	207 (100%)	180 (100%)	200 (100%)
	Music	225 (100%)	207 (100%)	180 (100%)	200 (100%)
Number of students participating in non-course experiences (e.g. after-school program)	Art	0	0	0	20 (10%)
	Language	0	0	0	0
	Music	0	0	0	0

## Positive & Safe Culture

<b>(Include raw number and percent)</b>				
Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
<b>Average Daily Attendance</b> <b>Date of Figure: 1/31/2025</b>				
Asian/Pacific Islander	98.0%	98.13%	97.5%	97.5%
Latinx	94.2%	95.1%	94.2%	96.0%
Black or African-American	98.6%	96.6%	98.6%	96.0%
White	87.4%	93.30%	97.4%	96.0%
Indigenous or Native American	0	0	0	96.0%
English Learners	93.35%	95.92%	93.35%	96.0%
Students w/ IEPs	94.83%	81.53%	94.83%	96.0%
Free/ Reduced Lunch	94.70%	94.70%	94.70%	96.0%

Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
<b>Suspended Students</b> <b>Date of Figure: 1/31/25</b>				
Asian/Pacific Islander	2 (0.89%)	0	1 (0.55%)	1 (0.55%)
Latinx	1 (0.44%)	0	0	0
Black or African-American	2 (0.89%)	4 (1.93%)	2 (1.10%)	2 (1.10%)
White	0	4 (1.93%)	1 (0.55%)	1 (0.55%)
Indigenous or Native American	0	0	0	0
English Learners	1 (0.44%)	0	0	0
Students w/ IEPs	0	0	0	0
Free/ Reduced Lunch	2 (0.89%)	1 (0.48%)	2 (1.10%)	2 (1.10%)

<b>Student Retention from 5th Grade to 6th Grade</b>				
Metric	2022-23	2023-24	2024-25	2025-26 Goal
6th Grade Enrollment	80	85	84	87

# Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
Parents	2/27/2025
Students	2/28/2025

Staff Engagement Meeting(s)	
Staff Group	Date
Teachers	2/27/2025

<u>Music (Rubric)</u>	2023-24	2024-25
<i>Access and Equitable Opportunity</i>	Basic	Basic
<i>Instructional Program</i>	Basic	Basic
<i>Staffing</i>	Basic	Basic
<i>Facilities</i>	Basic	Basic
<i>Equipment and Materials</i>	Basic	Basic
<i>Teacher Professional Learning</i>	Basic	Basic
<u>World Language (Rubric)</u>	2023-24	2024-25
<i>Content and Course Offerings</i>	Sustaining	Sustaining
<i>Communication</i>	Sustaining	Sustaining
<i>Real world learning and Global competence</i>	Sustaining	Sustaining
<u>Art (Visual Arts, Theater, and Dance)</u>	2023-24	2024-25
<i>Access and Equitable Opportunity</i>	Basic	Basic
<i>Instructional Program</i>	Basic	Basic
<i>Staffing</i>	Basic	Basic
<i>Facilities</i>	Entry	Entry

<i>Equipment and Materials</i>	Quality	Quality
<i>Teacher Professional Learning</i>	Basic	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 2024-25 Approved Expenditures

All Actual Expenditures		Budget Amount
<b>Safe &amp; Positive Culture</b>		
1	Positive School Culture/Anti-bullying	\$7,000
2	PBIS Incentives & Rewards	\$4,000
3	PBIS Events	\$4,000
<b>Electives (Art, Music, World Language)</b>		
1	Funding for 0.50 FTE Music Teacher	\$37,250
2	Funding for 0.50 FTE Art teacher	\$36,750
<b>6th Grade Enrollment</b>		
1	Carnival/Open House	\$5,668
<b>Budget Total</b>		<b>\$94,668.00</b>

# Summary of 2025-26 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Funding for 0.50 FTE Music Teacher	\$32,972.50
2	World Culture Day	\$10,000
3	Carnival/Open House for Enrollment	\$2,000
4	Positive School Culture/Anti-bullying	\$5,000
5	Art and Music Field Trips	\$10,000
6	PBIS Events	\$2,910.75
7	PBIS Incentives	\$2,910.75
<b>Budget Total (must add up to Recommended Grant Amount)</b>		<b>\$65,794.00</b>

## 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	180	180	\$32,972.50
<b>Art and Music Field Trips:</b> The art and music field trip will give middle school students a hands-on opportunity to explore creativity and cultural expression. By engaging with local artists and experiencing live performances, students will deepen their appreciation for the arts and develop critical skills like collaboration and self-expression. This funding could cover but not limited to transportation, tickets, workshop fees, and materials for interactive activities.	180	180	\$10,000

### Proposed Expenditures for Positive & Safe Culture

Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
<b>Positive School Culture / Anti-Bullying</b> - 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.	\$5,000
<b>PBIS Incentives &amp; Rewards</b> - 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	\$2,910.75
<b>PBIS Events</b> - 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	\$2,910.75
<b>World Culture Day</b> - This event provides students with the opportunity to learn about different traditions, languages, foods, and customs, fostering a sense of global awareness and respect. These events contribute to the development of a positive school climate by fostering a sense of community and belonging. These events include, but are not limited to cultural musicians, artists, dancers, speakers, small bites, DJ, facility rental, tables and chairs, cultural decorations.	School Culture	\$10,000

Proposed Expenditures for Retention of 6th Graders	
Description of Proposed Expenditures	Budget Amount
<b>Carnival / Open House</b> - 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.	\$2,000

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



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

Date: 2/27/2025

Time: 2:15 pm

Locations: 171 12th St Room 313

Facilitated by: Mikael Wooten



<b>GOALS FOR THIS MEETING:</b>	<b>NORMS:</b>
discuss plans for Measure G1 funding	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?
2:15pm	Open Wooten welcome
2:20pm	Norms and Practices Wooten go over agenda
2:25pm	Presentation Wooten provide information
2:35pm	Discuss priorities together Wooten Come together on Ideas
2:45pm	Q & A Wooten Clarifying and closing

### Measure G1 - Teacher / Staff 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. Can funds be used for science trips? What happens if the funds are not used? Can teachers use funds to purchase food items for school events? Can we vote on what funds are used for?
6. Having clarified the items, the meeting ended.

**AIMS Middle & AIPCS 2 Sign In Form**

**Date: February, 27 2025**

**Title of Meeting: Measure G1 Carryover - Teacher / Staff Meeting**



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

Date: 2/27/2025

Time: 1:30 pm

Locations: Online

Facilitated by: Mikael Wooten



**GOALS FOR THIS MEETING:**

Discuss 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?
1:30	Open Wooten welcome
1:35	Norms and Practices Wooten go over agenda
1:40	Presentation Wooten provide information
1:50	Discuss priorities together Wooten Come together on Ideas
2:00	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  
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?  
Having clarified the items

Meeting adjourned.

**AIMS Middle & AIPCS 2 Sign In Form**

**Date: February 27, 2025**

**Title of Meeting: Measure G1 - Parent Meeting**

**Name Time of Arrival**

**Mikael Wooten 1:30 pm**

**Kanisha Bradley 1:30 pm**

**Mulu Talema 1:30 pm**

**Mohammed Al Zubairi 1:30pm**

**Goh Asnake 1:30pm**

**Senhit 1:30 pm**

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

Date: 2/28/2025

Time: 1:30 pm

Location: 171 12th St. Room 212

Facilitated by: Mikael Wooten



<b>GOALS FOR THIS MEETING:</b>	<b>NORMS:</b>
discuss plans for Measure G1 funding	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?
1:30pm	Open Wooten welcome
1:35pm	Norms and Practices Wooten go over agenda
1:40pm	Presentation Wooten provide information
1:50pm	Discuss priorities together Wooten Come together on Ideas
2:00pm	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: February, 28 2024**

**Title of Meeting: Measure G1 - Student Meeting**

