

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	25-2927
Introduction Date	12/9/2025
Enactment Number	
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** AIMS College Prep Middle School 2024-2025 G1 Carryover Application

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**Ask of the Commission** Approve the AIMS College Prep Middle School 2024-2025 G1 Carryover Application

**Discussion** Middle School Network is open to questions from the commission regarding the AIMS College Prep Middle School 2024-2025 G1 Carryover Application.

**Fiscal Impact** The recommended amount is **\$22,780.27**. 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:	<b>AIMS College Prep Middle School</b>	Principal/Contact	Jonathan Winn Mikael Wooten
School Address:	171 12th Street Oakland, CA 94607	Principal/ Contact	jonathan.winn@aimsk12.org
		Email	mikael.wooten@aimsk12.org
		School Phone:	510-893-8701

Carryover Amount	<b>\$22,780.27</b>
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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.	Student Activities Coordinator Stipend	\$2,000
3.	Middle School Clubs	\$1,500
4.	Life Skills Workshops	\$2000
5.	China Town Field Lesson	\$2780.27
6.	Black History Month Programming	\$4500
Budget Total (must add up to Anticipated Amount)		<b>22,780.27</b>

**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.

#### **1. Music Program**

Programmatic Narrative Based on Rubric		
[Required: Please reflect on your self-assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]		
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. Art Program**

Programmatic Narrative Based on Rubric		
[Required: Please reflect on your self-assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]		

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. 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>
\$2780.27	<p style="text-align: center;"><b>China Town Field Lesson</b></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"> <li>- 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.</li> <li>- 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.</li> <li>- 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</li> </ul>

		demonstration.

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
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>

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

Budget	Description of 2024-25 Proposed Expenditures of Carryover Funds	<b>Anticipated Student Outcome</b> <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 (Job Description Attached)	<ul style="list-style-type: none"> <li>- A 15% reduction in classroom behavior referrals during coached weeks compared to baseline data.</li> <li>- 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.”</li> <li>- At least 80% of staff participating in SEL or PBIS trainings will demonstrate improved consistency in reinforcement systems (as measured by staff implementation surveys).</li> <li>- Improved sense of belonging among Black and Latino students, evidenced by a 5-point increase on climate survey items related to safety and respect.</li> <li>- Establishment of at least two operational reflection/reset spaces used weekly by students to re-engage</li> </ul>
\$5861	<p style="text-align: center;"><b>Black History Month Programming</b></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"> <li>● Strengthen student belonging and identity by providing spaces for Black students to see their culture reflected and valued.</li> <li>● Build student leadership and agency by involving students in planning, facilitating, and presenting events.</li> <li>● Increase family engagement and community connections by inviting families to participate in celebrations and events.</li> </ul>	<ul style="list-style-type: none"> <li>- Anticipated Student Outcome: Reach: 100% of middle school students (approx. 196) will access at least one Black History Month learning experience;</li> <li>- Student leadership: 20 students (SGA and affinity leads) will plan, facilitate, or present;</li> <li>- target a 1–2 percentage point increase in average daily attendance on event days vs. a four-week pre-event baseline;</li> <li>- Engagement: 75+ family/community attendees at Family Engagement Night;</li> </ul>

\$2000	<p><b>Student Activities Coordinator Stipend:</b></p> <p>Due to budget cuts, the full-time Student Activities Coordinator position was eliminated starting November 30 of this school year. This change has created significant gaps in programming that directly impact middle school students, including leadership opportunities through SGA, monthly celebrations, and culturally-centered events such as Black History Month programming.</p> <p>To mitigate these gaps, carryover G1 funds will support a stipend-based Student Activities Coordinator. This individual will lead and coordinate student engagement initiatives, including clubs, affinity groups, lunch bunches, and schoolwide events. By filling this critical role, we aim to maintain continuity in student leadership opportunities, preserve culturally responsive programming, and sustain a positive school culture despite the reduction in staffing.</p>	<ul style="list-style-type: none"> <li>- Clubs and affinity groups: At least 75% of middle school students will participate in one or more clubs or affinity groups during the school year. SGA and event leadership: At least 20 students will actively participate in SGA roles or support schoolwide events next semester. Black History Month and culturally-centered events: 100% of students will have access to at least one culturally-centered event, with surveys measuring students' sense of belonging and engagement.</li> </ul>
\$2000	<p><b>Life Skills Workshop</b></p> <p>A series of Life Skills Workshops for middle school students focused on real-world challenges, including bullying, peer pressure, vaping, and other social-emotional decision-making skills. These workshops will be designed to be interactive, student-centered, and facilitated by trained staff or guest speakers who can engage students in meaningful discussions and activities.</p>	<ul style="list-style-type: none"> <li>- Life Skills Workshops: At least 80% of middle school students will participate in one or more workshops focused on bullying, peer pressure, vaping, and other social-emotional decision-making skills.</li> <li>- Student skill development: Students will demonstrate measurable growth in knowledge and strategies for making safe, healthy choices, as assessed through pre- and post-workshop reflection surveys.</li> <li>- School climate and engagement: Participation in workshops will contribute to a reduction in behavioral referrals and an increase in student-reported sense of belonging and connectedness at school, measured through surveys and staff observations.</li> </ul>
\$1500	<p><b>Clubs</b></p> <p>Since the school does not have a gym, scholars need safe and motivating opportunities to engage in meaningful activities during school. Clubs provide students with experiences to look forward to, foster</p>	<p><b>Student Participation and Engagement</b></p> <ul style="list-style-type: none"> <li>- At least 70–80% of middle school students will participate in one or more clubs over the school year.</li> </ul>

	social connections, and encourage creativity, all while contributing to a positive and inclusive school culture. These funds would provide materials for teacher ran clubs.	<ul style="list-style-type: none"><li>- Increased student-reported sense of belonging and school connectedness, assessed through short post-activity surveys.</li></ul>
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***Please submit your 2024-25 Measure G1 Carryover Justification Form to Cliff Hong ([clifford.hong@ousd.org](mailto:clifford.hong@ousd.org)) and Karen Lozano ([karen.lozano@ousd.org](mailto:karen.lozano@ousd.org)).***



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

**Reports To:** Head of School

**Hours:** 30 hours per week

**Duration:** 3 months

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## 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.

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## 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.

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## **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.

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# Staff Measure G1 Carryover Meeting Agenda

**Date:** October 10, 2025

**Time:** 1:30 PM

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

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## 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	and
3	Jeremy Xu	3	
4	Raphael Kohn	3	RK
5	Nathan Bernhard-Bachman		
6	George Vechkov	4	
7	Michelle Layer	1	Michelle Layer
8	Tara Seo	3	
9	Kayna Monette	2	
10	Jiaxi Guan	6	Lian Sun
11	Andrew Ma	4	
12	Kim Torrey	6th	
13	William White	PE	
14	Penglin Wu	6-8th	
15	Mr. Aris	5th	
16	Hinna Khan	2	Hinna
17	Hosai Haidani	6	
18	Jason Lowe	8	
19	M. J. Jones	8th	
20	Antonio Savage	5th	

21. Shalini Moorthy


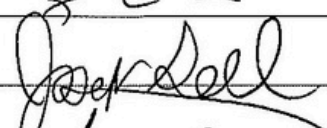
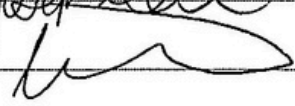
7th

Mr. Balini

# 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	
5			
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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	Roberto	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

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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  
E [jonathan.winn@aimsk12.org](mailto:jonathan.winn@aimsk12.org)  
T 510-893-8701  
[www.AIMSK12.org](http://www.AIMSK12.org)

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	<a href="mailto:monique.oatis@gmail.com">monique.oatis@gmail.com</a>	510-914-4773
Donald	Woodard	Vice - President	<a href="mailto:ddtrump@gmail.com">ddtrump@gmail.com</a>	510-776-9166
Megan	Hudleton	Secretary	<a href="mailto:lyfelover650@gmail.com">lyfelover650@gmail.com</a>	980-474-9210
Rosa	Vargas	Volunteer Coordinator / SSC ES	<a href="mailto:rose.v.vargas510@me.com">rose.v.vargas510@me.com</a>	510-613-3710
Hanna	Abraha	Event Coordinator	<a href="mailto:Welete1216@gmail.com">Welete1216@gmail.com</a>	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]  
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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

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

[www.AIMSK12.org](http://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.