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Board Cover Memorandum

To Measure G1 Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission

From Middle School Network

Meeting Date May 12, 2026

Subject Aspire Lionel Wilson Prep 2026-2027 Measure G1 Application

Ask of the Commission Approve the Aspire Lionel Wilson Prep 2026-2027 Measure G1 Application

Discussion Middle School Network is open to questions from the commission regarding the Aspire Lionel Wilson Prep 2026-2027 Measure G1 Application.

Fiscal Impact The recommended amount is **\$73,646.00**. Resource 9332 - Measure G1.

Attachment(s) Grant application attached.





<h1 style="margin: 0;">2026-2027 Measure G1 Proposal</h1>

Due: March 1, 2026

Allocations are provisional subject to Board approval

School Information & Student Data

School Name	Aspire Lionel Wilson Prep	School Address	400 105th Avenue Oakland, CA 94603
Principal	Ta Nyka Avington	Principal Email	Tanyka.avington@aspirepublicschools.org
G1 Contact	Ta Nyka Avington	Contact Email	Tanyka.avington@aspirepublicschools.org
School Phone	(510) 635-7737	Total Number of Students	391
Recommended Grant Amount¹	\$73,646.00	2025-2026 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only)	159
		2025-2026 LCFF³ Enrollment	152

Student Demographics (%)				Measure G1 Team	
English Learners	19%	Asian/Pacific Islander	1%	Name	Position
LCFF	84%	Latinx	93%	Ta Nyka Avington	Principal
SPED	17%	Black or African-American	4%	Nachelle Gragory	Assistant Principal
White			0%	Carlene Ervin	MS Dean
Indigenous or Native American			0%	Jennifer Mendoza	Business Manager
Multiracial			1%		

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.

Chronic Absence (Include raw number and percent)				
	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Student Population Overall	48 (29%)	110 (28.06%)	102 (26%)	20%
Asian/Pacific Islander	0 (0%)	0%	3 (100%)	0%
Latinx	44 (29%)	95 (26.17%)	89 (25%)	20%
Black or African-American	3 (33%)	11 (50%)	6 (38%)	0%
White	No Data	No Data	0%	0%
Indigenous or Native American	No Data	No Data	No Data	N/A
English Learners	16 (35%)	20 (29.41%)	21 (28%)	15%
Students w/ IEPs	12 (40%)	25 (34.72%)	24 (36%)	15%
Free/ Reduced Lunch Students	43 (30%)	64 (27.12%)	85 (26%)	20%

Metrics

(all data points are required)

Electives (Include raw number and percent)					
Metric	Area	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Number of students taking elective courses.	Art	168 (100%)	164 (100%)	191 (49%)	272 (65%)
	Language	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Music	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Number of students participating in non-course experiences (e.g. after-school program)	Art	15 (9%)	30 (18%)	25 (23%)	34 (31%)
	Language	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Music	10 (6%)	20 (12%)	21 (19%)	25 (23%)

Positive & Safe Culture (Include raw number and percent)

Metric	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Average Daily Attendance Date of Figure:				
Asian/Pacific Islander	1 (97%)	2 (96.09%)	4 (82.34%)	(95%)
Latinx	155 (91%)	366 (91.69%)	363 (91.62%)	(95%)
Black or African-American	9 (88%)	22 (88.66%)	16 (88.77%)	(95%)
White	No Data	No Data	1 (89.93%)	(95%)
Indigenous or Native American	No Data	No Data	No Data	No Data
English Learners	46 (89%)	67 (91.17%)	78 (91.81%)	(95%)
Students w/ IEPs	30 (91%)	71 (89.79%)	67 (88.27%)	(95%)
Free/ Reduced Lunch	141 (91%)	236 (91.26%)	322 (90.98%)	(95%)

Metric	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Suspended Students Date of Figure:				
Asian/Pacific Islander	(0%)	0 (0%)	0 (0%)	0 (0%)
Latinx	8 (5%)	3 (1.8%)	18 (4.7%)	3 (1.8%)
Black or African-American	(0%)	0 (0%)	4 (16.7%)	0 (0%)
White	No Data	No Data	No Data	No Goal
Indigenous or Native American	No Data	No Data	No Data	No Goal
English Learners	2 (1%)	0 (0%)	3 (3.8 %)	0 (0%)
Students w/ IEPs	4 (2%)	2 (1.2%)	5 (7.7%)	2 (1.2%)
Free/ Reduced Lunch	7 (4%)	3 (1.8%)	20 (6%)	3 (1.8%)

Student Retention from 5th Grade to 6th Grade				
Metric	2023-2024	2024-2025	2025-2026	2026-2027 Goal
6th Grade Enrollment	47	59	64	64

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
SSC/ELAC/Measure G1 Input Meeting	April 16th, 2026
Student Government Meeting	April 27th, 2026

Staff Engagement Meeting(s)	
Staff Group	Date
Grade Level Meeting	April 22nd, 2026
Lead Learner Meeting	April 27th, 2026

<u>Music (Rubric)</u>	2024-25	2025-26
Access and Equitable Opportunity	Entry	Entry
Instructional Program	Entry	Entry
Staffing	Entry	Entry
Facilities	Entry	Entry
Equipment and Materials	Entry	Basic
Teacher Professional Learning	Entry	Entry
<u>World Language (Rubric)</u>	2024-25	2025-26
Content and Course Offerings	Emerging	Emerging
Communication	Emerging	Emerging
Real world learning and Global competence	Emerging	Developing
<u>Art (Visual Arts, Theater, and Dance)</u>	2024-25	2025-26
Access and Equitable Opportunity	Quality	Quality
Instructional Program	Quality	Quality
Staffing	Quality	Quality
Facilities	Quality	Quality
Equipment and Materials	Basic	Basic
Teacher Professional Learning	Quality	Quality

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 2025-26 Approved Expenditures

All Actual Expenditures		Budget Amount
Positive & Safe Culture		
1	Community Outreach Manager (1.0 FTE)	\$69,421
Budget Total		\$69,421

Summary of 2026-27 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Campus Monitor (1.0 FTE)	\$73,646.00
Budget Total (must add up to Recommended Grant Amount)		\$73,646.00




Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
Campus Monitor (1.0 FTE) Campus monitors will play a critical role in strengthening safety and supervision across our campus. Recently, our safety data has shown a shift, influenced in part by structural changes in the surrounding	Decrease in suspension rate by 1% (1.7% to 0.7%) and improvement in ADA (93% to 95%)	\$73,646.00

<p>community. The closure of the alleyway has altered daily routes and increased outside foot traffic from community members in need, which has created additional challenges for maintaining clear and secure access points to the school. As a result, travel time to and from key areas of campus has increased by approximately 15–20 minutes, impacting efficiency and responsiveness. Families and staff have also expressed a growing need for additional behavioral support during transitions, as well as increased supervision throughout the day. Additional campus monitors will provide essential support by improving supervision, assisting with student transitions, reinforcing positive behavior, and helping maintain a secure and welcoming campus for all students and staff.</p>		
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Proposed Expenditures for Retention of 6th Graders	
Description of Proposed Expenditures	Budget Amount
<p>Campus Monitor (1.0 FTE) Campus monitors will further strengthen safety by providing consistent support during high-traffic times such as arrival, dismissal, and daily transitions for our incoming 6th grade students. These moments are critical, as they often involve large numbers of students moving on and off campus with limited adult supervision. With more than half of our students commuting from the San Leandro area, many rely on walking through surrounding neighborhoods to get to and from school. This makes structured supervision during pickup and drop-off essential for ensuring student safety and building trust with families. Campus monitors will help manage entry and exit points, support safe crossing and movement, and maintain clear, orderly transitions throughout the day. Their presence will also allow for more immediate response to concerns, reinforce schoolwide expectations, and create a visible layer of support for students navigating their commute. By strengthening these systems, we can promote a safer, more organized environment that not only supports our students, but also contributes positively to the overall safety and well-being of the broader community.</p>	<p style="text-align: center;">\$73,646.00</p>

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

April 27th, 2026
(LEAD LEARNERS)
9:20 am - 10:30am

Time	Topic	
10	Check-in	What's your favorite way to get some exercise? <ul style="list-style-type: none"> - NG: Heartland show has inspired her Cowgirl spirit. Watches the show while on the stair master - TA: DAnCing in my apartment - JM: Walking at work, before LWP, was strength training. - CE: Walking
5	Updates	<p>Corners Due w/ photo EOD:</p> <ul style="list-style-type: none"> - MS: - HS: - Instruction: - Operations: <p>Church Collaboration</p> <ul style="list-style-type: none"> - We are in contact with the church next door! <ul style="list-style-type: none"> - Want to use the parking lot, must confirm that it is only for parking and no events - Check-in about dates they would like to use the space <ul style="list-style-type: none"> - What events or foodbanks are offered, is it okay if we can receive notice for our families
15	Event Proposals	<p>Upcoming Events:</p> <p> 2025-2026 Community Events   COMS</p> <ul style="list-style-type: none"> - SBAC Pump Up determine dates and planning - Monday, April 20th, Global Glimpse needs building Monday from 5:30pm-7pm - May 1st, Prom & attendance (may impact kiddos heading to school. How do we support? <ul style="list-style-type: none"> - Prom tickets/ Grad night fund collection - Global Glimpse - Students must - 8th grade events <ul style="list-style-type: none"> - 8th Grade Field Day @ Ira Jenkins Park: May 1st <ul style="list-style-type: none"> - \$15 for food - 8th Grade Breakfast @ LWP: May 22nd <ul style="list-style-type: none"> - \$10 for food - 8th Grade Field Trip @ Six Flags: June 5th <ul style="list-style-type: none"> - \$36 for park ticket - 8th Grade Promotion @ Castro Valley Center for the Arts: June 9th <ul style="list-style-type: none"> - 6 free tickets, \$5 per extra ticket, limit 3 <p>Proposed Events: Field Trip Request</p> <ul style="list-style-type: none"> - 9th grade exhibition field trip 4/24

		<ul style="list-style-type: none"> - Subs requested <ul style="list-style-type: none"> - Nissi will do now - Davis included as a chaperone - 12th Grade Career Exploration (5/1) DATE HAS CHANGED - 9/10 Grade Build Exhibition (On campus (5/8)) <ul style="list-style-type: none"> - On campus - 1:30-4:00pm - Seniors are at grad night - 5/16 Build Weekend Field Trip (2 request) - 5/20 CCR Decision Day (On campus event) - 5/20 7th grade field trip (Rebeccas) <p><u>Event Proposal Approval Status</u></p> <ul style="list-style-type: none"> - Approved: - Pending: - Denied: 10th grade sale - Next Steps:
<p>20</p>	<p>Culture Updates</p>	<p>Whole School:</p> <ul style="list-style-type: none"> - Timeback <ul style="list-style-type: none"> - Velline (she talked to Nissi and let her know) - Lerner, (needs to enter) - Brett (additional pay for sub coverage, 8:30-9:15) - Check-in with Home office for Toldi - Ross is taking over SGA (Need additional pay) <ul style="list-style-type: none"> - Thursday/ Friday (2.5 hrs) - Monday, she takes over - Reset expectations around passes, Cennie's office, and consequences <ul style="list-style-type: none"> - Staff: corrective - Students: consequence ladder - MKV Gift - Time banking: <ul style="list-style-type: none"> - Last day was 4/23 - Not eligible: <ul style="list-style-type: none"> - 18 students <p>MS:</p> <div style="background-color: black; width: 100%; height: 150px; margin-top: 10px;"></div>

[REDACTED]

[REDACTED]

HS:

[REDACTED]

Measure G1:

- **Staff:** have requested an SSM for behavior support
- **Donuts with the Dean:** Emphasized parent communication and the importance of the Community outreach manager
- **Parent President:** shared that we need support with behaviors inside and outside of schools, and opted to hire an SSM or Campus Monitor
- **Admin:** There are role changes for next school year, one of our deans will be the Dean of Community Schools and will be able to support event planning and parent communication.
- **SGA:** Student government has shared around the need for adult support. With our community outreach manager no longer working for our school, student have felt the impact, and want to make sure we have a Community Outreach manager

Team decision: grant will be written for Campus monitor, and our team will continue to review the budget to locate funds for the community outreach manager.



Next Time...

- Budgeting/funds
- Official Electors
- Family Engagement
- Academic Interventions
- Data

La próxima vez...

- Presupuesto/fondos
- Electores oficiales
- Participación familiar
- Intervenciones académicas
- Datos

SSC/ Parent Feedback

- The team reviewed Measure G1 funds for the school year.
- I informed parents that the funds were previously used for Community Outreach Manager
- Parents shared that they would not mind if the funding continued to ensure that position.
 - Parent then shared about the impact of our former community outreach manager stating that we needed to improve parent communication
 - Parents also shared that they missed Parentsquare and were not satisfied with PS.
 - Lastly, parent did name the need for supervision in the morning as well as the afternoons for pick-up and drop off and asked if there was a way to support this role.

Agenda:

- Prom Updates
 - Review email
- Eligibility
 - [See tracker](#)
- Elections & Updates
- Measure G1 Funding
 - Students shared that they are in need of a community outreach manager.
 - Stated that subs in the space can sometimes complicate their next steps and may cause tension because expectations are not always enforced.
 - Advocated for an RC with the Student Government Association to reset, and ground themselves in completing events and planning.
 - Students also shared that there is tension between students who are running for roles this upcoming year.
 - Students stated having a strong community lead helped them feel supported and gave them a little guidance in tough times.
- The students want funding to go towards the Community outreach position, and our team made the decision for the admin to push in to hold an RC and reset the space.

Staff Feedback

- Some staff shared that they have felt micromanaged at times.
- There were concerns about the phrasing and clarity of expectations related to entering sick time.
- Professional Development was described as needing to be more intentional, purposeful, and collaborative.
- The current Friday schedule has made it difficult for some teachers to prepare.
- Staff would appreciate differentiated PD that better supports both new and veteran team members.
- There is a need for stronger curriculum resources in certain areas (for example, Spanish).
- Several staff expressed that this year has felt especially challenging, particularly regarding the level of detail required in sub plans and the complexity of deliverables.
- There is a need for clearer communication about behavior response protocols when Deans are off campus or stretched thin.
- Some staff shared that at times they feel caught between policies, feeling as though they must bend one expectation in order to successfully meet another responsibility.