

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	22-1420B
Introduction Date	12/13/2022
Enactment Number	22-2158
Enactment Date	12/13/2022 CJH



**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 13, 2022

**Subject** Amended 2022-2023 Measure G1 Grant Application

**Ask of the Commission** Approve the Amended 2022-2023 Measure G1 Grant Application for West Oakland MS

**Discussion** Middle School Network is open to questions from the commission regarding the Amended 2022-2023 Measure G1 Grant Application

**Fiscal Impact** The recommended amount is **\$111,370.20**. It's coming from resource 9332 -Measure G1.

**Attachment(s)** Amended Grant Application attached.





**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
Community Schools, Thriving Students

## 2022-23 Measure G1 Proposal

*Due: May 13, 2022  
Amended: Oct 25, 2022  
Amended: Dec 13, 2022*

### School Information & Student Data

<b>School</b>	West Oakland Middle	<b>School Address</b>	991 14th Street Oakland, CA 94607
<b>Contact</b>	Neha Ummat	<b>Contact Email</b>	neha.ummat@ousd.org
<b>Principal</b>	Neha Ummat	<b>Principal Email</b>	neha.ummat@ousd.org
<b>School Phone</b>	510-874-6788	<b>2021-22 CALPADS Enrollment Data (6-8 Oakland Residents Only)</b>	190
<b>Recommended Grant Amount<sup>1</sup></b>	<b>\$111,370.20</b>	<b>2021-22 LCFF Enrollment</b>	179

Student Demographics (%)				Measure G1 Team	
English Learners	20%	Asian/Pacific Islander	10%	Name	Position
LCFF	94%	Latinx	19%	Neha Ummat	principal
SPED	20%	Black or African-American	60%	Rosa Aguirre	Teacher coach
		White	7% (this is representative of our Arab/MENA population)	Patricia Barros	Teacher

<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.

		Indigenous or Native American	1%		Jessica Wright-Davis	AP
		Multiracial	2%			

Chronic Absence				
Metric	2019-20	2020-21	2021-22	2022-23 Goal
Student Population Overall	23%	33% (distance learning)	39% (absences due to covid, quarantine, student mental health challenges)	18%
Asian/Pacific Islander	19%	20	39	15
Latinx	31	30	39	15
Black or African-American	23	38	46	18
White	12	20	13	12
Indigenous or Native American	100	0	0	0
English Learners	26	14	42	22
Students w/ IEPs	34	35	50	30
Free/ Reduced Lunch Students	22	35	40	20

## Metrics

(all data points are required)

Electives					
Metric	Area	2019-20	2020-21	2021-22	2022-23 Goal
Number of students taking elective courses.	Art	60	30	80	80
	Language	NA	NA	NA	NA
	Music	30	20	25	40
	Dance	30	20	30	35

Number of students participating in non-course experiences (e.g. after-school program)	Art				
	Language				
	Music				

Positive & Safe Culture				
Metric	2019-20	2020-21	2021-22	2022-23 Goal
Connectedness on CHKS Survey				
Asian/Pacific Islander	85	NA	Not yet available	90
Latinx	NOT LISTED	NA	Not yet available	90
Black or African-American	74	NA	Not yet available	90
White	67	NA	Not yet available	80
Indigenous or Native American	50	NA	Not yet available	75
English Learners	Information not available (not disaggregated by ELL status)	Information not available (not disaggregated by ELL status)	Information not available (not disaggregated by ELL status)	Information not available (not disaggregated by ELL status)
Students w/ IEPs	78	NA	Not yet available	85
Free/ Reduced Lunch	Information not available (not disaggregated by FRL)	Information not available (not disaggregated by FRL)	Information not available (not disaggregated by FRL)	Information not available (not disaggregated by FRL)
Metric	2019-20	2020-21	2021-22	2022-23 Goal
Suspension Incidents				
Asian/Pacific Islander	0	NA	0	0
Latinx	6	NA	5	2
Black or African-American	52	NA	29	15
White	7	NA	0	0

Indigenous or Native American	0	NA	0	0
English Learners	2	NA	0	0
Students w/ IEPs	29	NA	18	12
Free/ Reduced Lunch	64	NA	37	25

Student Retention from 5th Grade to 6th Grade				
Metric	2019-20	2020-21	2021-22	2022-23 Goal
6th Grade Enrollment	60	72	60	70

---

## Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
Student Leadership Group	4/27/22

Staff Engagement Meeting(s)	
Staff Group	Date
ILT	4/25/22

---

## 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 2021-22 Actual Expenditures

All Actual Expenditures		Budget Amount
1	Contract for culture keeper. This person has excellent rapport with our students and we want to expand her role in the school to include push-in presence in classes. She is part of a new model of student discipline we plan to implement next year. We are moving away from a punitive model of discipline to one that involves all adults to be involved in engaging students in learning.	\$48,000.00
2	Contract with Dimensions Dance. This group provides dance instruction in African and Hip Hop dance through our PE classes, as well as through an elective on our special Wednesday elective days.	\$27,000.00
3	0.4 FTE for an Art teacher, to provide visual art instruction as an elective to our students, including many students in the SDC Mild Moderate class, who would take this class as their LRE mainstream class.	\$21,765.00
4	Dance costumes	\$361.00
<b>Budget Total</b>		<b>\$97,126.00</b>

## Summary of 2022-23 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Contract for culture keeper. This person has excellent rapport with our students and we want to expand her role in the school to include push-in presence in classes. She is part of a new model of student discipline we plan to implement next year. We are moving away from a punitive model of discipline to one that involves all adults to be involved in engaging students in learning.	\$16,200
2	Funding for an RJ Facilitator. This person would support the development of peer mediators and an RJ leadership cohort, which WOMS is initiating this year. The RJ facilitator is an addition to the climate and culture team. The metrics for success of this position include reduced suspensions, reduced out of class referrals, and higher sense of belonging, as reported by our CHKS survey and our site specific school climate surveys.	<del>\$50,000</del> <b>\$12,000</b>
3	<b>Girls Inc for improving school culture. Girls, Inc, provides a staff person from their After School Program to work during the day. This staff person helps to</b>	<b>\$15,000</b>

	monitor hallways and common areas to ensure safety and peace on the campus. This staff person also builds relationships by coming to teachers' classrooms when they request support with a student who is having trouble focusing or settling into classroom routines.	
4	Contract with Dimensions Dance. This group provides dance instruction in African and Hip Hop dance through our PE classes, as well as through an elective on our special Wednesday elective days.	\$27,000
5	0.4 FTE for an Art teacher, to provide visual art instruction as an elective to our students, including many students in the SDC Mild Moderate class, who would take this class as their LRE mainstream class.	\$21,765
6	Extended contracts for staff to recruit and visit with incoming 6th grade families.	\$2,500
7	Contract for BayPeace Theatre instruction.	\$5,000
8	Refurbishment of stage: new curtains, sound system	\$7,500
9	Contract with Oakland Symphony: We would like to pay a guest artist to work regularly with the string section of our band. The Oakland Symphony already provides funding for the artist to come occasionally. The funding will allow the artist to work with the string section two days a week.	\$1,900
10	Contract with Oakland Interfaith Gospel Choir: We have begun a partnership with OIGC to begin a choir at our school. OIGC teaching artists work with our choir one time per week and the students perform several times a year to showcase their work.	\$2,500
11	Printing recruitment materials: We would like to print brochures to recruit incoming 5th graders to West Oakland Middle School. We have updated social media accounts, but no printed materials to give to families at middle school fairs. Our brochures are very outdated.	\$5,000
12	Art supplies: Our art teacher utilizes a variety of media to help students create projects in art class. This funding will allow us to provide the class with the materials necessary to create works of art.	\$2,505.20
	<b>Budget Total (must add up to Recommended Grant Amount)</b>	<b>\$111,370.20</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
<p>Dimensions Dance Theatre offers an engaging and rigorous dance program for our students. Dimensions is embedded in our Physical Education program, and the instructors teach students hip hop, jazz, and other dances rooted in the African diaspora for approximately 45 minutes per day. The dance instructors have become vital mentors to our students. This year, male students have begun participating in the program, as well.</p>	<p>30 students take dance 4 days per week. Another 20 students take one hour of dance per week on our Wednesday enrichment days.</p>	<p>Many of the students who participate in the dance course during the school day also participate in Dimensions Dance Theatre's after school programs at the Malonga Arts Center.</p>	<p>\$27,000</p>
<p>Funding will go towards paying a 0.4 FTE for an Art teacher. The art class provides students instruction in drawing, mural art, as well as sculpting in 3d art.</p>	<p>40 students take the art class four days per week. On our Wednesday enrichment days, 60 students take one hour of art per week.</p>	<p>NA</p>	<p>\$21,765</p>
<p><del>BayPeace is a contractor that provides our school's only opportunity for students to take Theatre. BayPeace teaches students about social justice issues, teaches them how to write their own theatre pieces, and then helps them produce live drama pieces and recorded videos. We do not offer a drama class outside of BayPeace.</del></p>	<p><del>12 students take BayPeace's theatre class one day per week on Wednesdays.</del></p>	<p>NA</p>	<p>\$5,000</p>
<p>We need to refurbish our stage. We need new curtains and a new sound system to be able to have productions that our student performers deserve.</p>	<p>This expenditure will benefit students in our music, dance, art, and theatre programs.</p>	<p>NA</p>	<p>\$7,500</p>
<p>Contract with Oakland Symphony: We would like to pay a guest artist to work regularly with the string section of our band. The Oakland Symphony already provides funding for the artist to come occasionally. The funding will allow the artist to work with the string section two days a week. This expenditure will improve the quality of our band, and give our musicians more individualized mentorship.</p>	<p>10 students will work with the teaching artist 2-3 days per week</p>	<p>NA</p>	<p>\$1,900</p>



<p>Contract with Oakland Interfaith Gospel Choir: We have begun a partnership with OIGC to begin a choir at our school. OIGC teaching artists work with our choir one time per week and the students perform several times a year to showcase their work.</p>	<p>10 students will work with OIGC once a week</p>	<p>NA</p>	<p>\$2,500</p>
<p>Art supplies: Our art teacher utilizes a variety of media to help students create projects in art class. This funding will allow us to provide the class with the materials necessary to create works of art.</p>	<p>50 students work with the art teacher 4 days per week. 60 students work with the teacher 1 day per week.</p>	<p>NA</p>	<p>\$2,505.20</p>

<p><b>Proposed Expenditures for Positive &amp; Safe Culture</b></p>		
<p><b>Description of Proposed Expenditures</b></p>	<p><b>Which metric will this investment impact - chronic absence, suspensions, CHKS survey results, or another metric named by the site?</b></p>	<p><b>Budget Amount</b></p>
<p>Funding for an RJ Facilitator. This person would support the development of peer mediators and an RJ leadership cohort, which WOMS is initiating this year. The RJ facilitator is an addition to the climate and culture team. The metrics for success of this position include reduced suspensions, reduced out of class referrals, and higher sense of belonging, as reported by our CHKS survey and our site specific school climate surveys.</p>	<p>We will be measuring the number of referrals, suspensions, and CHKS connectedness rates.</p>	<p>\$12,000</p>
<p>Contract for culture keeper. This person has excellent rapport with our students and we want to expand her role in the school to include push-in presence in classes. She is part of a model of student discipline we have implemented this year. We have begun to move away from a punitive model of discipline to one that involves all adults to be involved in engaging students in learning.</p>	<p>We will be measuring the number of referrals, suspensions, and CHKS connectedness rates</p>	<p>\$16,200</p>
<p>Girls Inc for improving school culture. Girls, Inc, provides a staff person from their After School Program to work during the day. This staff person helps to monitor hallways and common areas to ensure safety and peace on the campus. This staff person also builds relationships by coming to teachers' classrooms when they request support with a student who is having trouble focusing or settling into classroom routines.</p>	<p>We will measure the number of students who are out of classes, the number of referrals, as well as suspensions.</p>	<p>\$15,000</p>

Proposed Expenditures for Retention of 6th Graders	
Description of Proposed Expenditures	Budget Amount
Our staff will need to be compensated for the time they will take to reach out to incoming 6th grade families. This will help with enrollment and retention.	\$2,500
Printing recruitment materials: We would like to print brochures to recruit incoming 5th graders to West Oakland Middle School. We have updated social media accounts, but no printed materials to give to families at middle school fairs. Our brochures are very outdated.	\$5,000

**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)).**