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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 May 23, 2023

Subject West Oakland Middle 2023-24 Measure G1 Proposal

Ask of the Commission Approve the West Oakland Middle 2023-24 Measure G1 Proposal

Discussion Middle School Network is open to questions from the commission regarding the West Oakland Middle 2023-24 Measure G1 Proposal.

Fiscal Impact The recommended amount is **\$110,035.77**. It's coming from resource 9332 - Measure G1.

Attachment(s) Grant Application attached.





School Information & Student Data

School	West Oakland Middle	School Phone	510-874-6788
Contact	Neha Ummat	Contact Email	neha.ummat@ousd.org
Principal	Neha Ummat	Principal Email	neha.ummat@ousd.org
School Address	991 14th Street Oakland, CA 94607	2022-23 CALPADS Enrollment Data (6-8 Oakland Residents Only)	178
Recommended Grant Amount¹	\$110,035.77	2022-23 LCFF Enrollment	188

Student Demographics (%)				Measure G1 Team	
English Learners		Asian/Pacific Islander	3	Name	Position
LCFF		Latinx	24	Neha Ummat	Principal
SPED		Black or African-American	53	Emilio Ortega	CSM
Arab	15	White	2	Jessica Wright-Davis	AP
		Indigenous or Native American	1	Jordan Stern	Music teacher
		Multiracial	3		

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.

Chronic Absence				
Metric	2020-21	2021-22	2022-23	2023-24 Goal
Student Population Overall	33	48	44	30
Asian/Pacific Islander	20	50	43	25
Latinx	30	40	40	25
Black or African-American	38	54	45	30
White	20	37	36	25
Indigenous or Native American	0	0	0	0
English Learners	22	29	48	25
Students w/ IEPs	30	60	50	30
Free/ Reduced Lunch Students	35	47	40	30

Metrics

(all data points are required)

Electives					
Metric	Area	2020-21	2021-22	2022-23	2023-24 Goal
Number of students taking elective courses.	Art	35	40	46	55
	Language	NA	NA	NA	NA
	Music	24	24	24	30
Number of students participating in non-course experiences (e.g. after-school program)	Art	15 (covid year, online with ASP)	20	20	30
	Language	NA	NA	NA	30
	Music	NA	NA	NA	NA

Positive & Safe Culture				
Metric	2020-21	2021-22	2022-23	2023-24 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	90
Indigenous or Native American	50	NA	Not yet available	90
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)	90
Students w/ IEPs	78	NA	Not yet available	90
Free/ Reduced Lunch	Information not available (not disaggregated by FRL)	Information not available (not disaggregated by FRL)	Information not available (not disaggregated by FRL)	90
Metric	2020-21	2021-22	2022-23	2023-24 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	2020-21	2021-22	2022-23	2023-24 Goal

6th Grade Enrollment	60	60	72	
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Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
Student Leadership Group	4/27/23

Staff Engagement Meeting(s)	
Staff Group	Date
Staff mtg: PD	4/19/2023
ILT	4/20/23

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 2023-24 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Dimensions Dance: contractors for dance instruction	\$28,000
2	Art teacher salary: 0.4 FTE	\$50,000.77
3	RJ facilitator	\$13,015
4	Contractor for SEL: Culture Keeper	\$19,020
Budget Total (must add up to Recommended Grant Amount)		\$110,035.77

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
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.	30	25, one time per week in ASP	\$50,000.77
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.	30	Not in ASP	\$28,000

Proposed Expenditures for Positive & Safe Culture

Description of Proposed Expenditures	Which metric will this investment impact - chronic absence, suspensions, CHKS survey results, or another metric named by the site?	Budget Amount
<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>\$13,015</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>\$19,020</p>

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

ILT Mission Statement

West Oakland Middle School is deeply committed to creating a school that empowers students to be a positive force in their communities through an instructional program that is anti-racist, culturally relevant, and academically rigorous. ILT will provide a schoolwide staff experience that is antiracist. With strategies, knowledge and tools, the ILT will help teachers create engaging learning experiences for students that enable them to think critically and become life-long learners. ILT will help create the conditions necessary for teachers to introduce project-based learning and performance assessments to their classes.

4/20

In attendance: Barros, McLean, Ummat, Aguirre, Maynard

Agenda Item	time	key questions/ideas
calendar		
what pd/training would Be helpful?		
G1 spending	Continue with arts education: Dance FTE for Art (need those electives) -Good to keep culture SEL staff?	How to make the connection between SEI and instructional staff clearer; need to work on bringing unity, But need SEL staff

4/19/2023

Time	Item	Notes/Next Steps
1:45-2	Check-In	
2-2:10	Mr Sisay: Students with health conditions update Zooum Link	<p>Call 911 if students have signs of heart trouble, don't wait until student/staff is unconscious</p> <p>Mr Sisay will share the symptoms of pacemaker issues so that we are aware of any symptoms of a malfunction</p> <p>For heart condition: don't hold laptop close to body (more than 12 inches away) PE: modified, no impact on chest or abdomen</p> <p>Detect early: gasping for breath, fainting, call 911 (if student is responsive, just call 911. If not, call 911 and start cpr) (indicate that she does have a pacemaker)</p> <p>NU: will make sure that health center has CPR trained staff each day when Mr Sisay</p> <p>Asthma: need doctor's orders for some students related to allowing students to keep their inhaler in backpack Severe Allergies: need doctor's orders for students to have epipen</p>

		There are some families that need to communicate
2:10-2:20	Mr Ortega: Advisory Slideshow PREVIEW: “We Are Here For You”	
2:20-2:30	Agenda, Roles, Norms	
2:30-3:30	<p>Planning for 2023-2024</p> <ul style="list-style-type: none"> ● Calendar <ul style="list-style-type: none"> ○ Timing of SLC’s: spring & fall ○ Timing of SBAC testing ○ Retreats & Field Trips ○ New: Possible Exhibition Nights (Fall & Spring?) ● Instructional Minutes <ul style="list-style-type: none"> ○ Non-Wed Minimum Days (Beginning & End of school year?) ● Advisory Survey: <ul style="list-style-type: none"> ○ Advisory Survey for ADVISORS: 2023-2024 	<p>2nd semester beginning: minimum days</p> <p>Tell time: schedule time in beginning of year</p> <p>Retreat days: large scale community bldg opportunities</p> <p>More grade-level circles and opportunities to bond</p> <p>Pre-planned intervention meetings for “high flyers” -Late Sept for first semester (intervention) -February for 2nd semester</p> <p>Allocate time in advisory for student guidance 1:1</p> <p>FUN Days: Spirit weeks, “fun” lunches, Kick it & chill</p> <p>Bldg in time for hallway teams and grade-level teams: support for systems</p> <p>SLC’s: beginning of new marking period</p> <p>PD time: individual time and floor time</p> <p>Map out testing calendar: ELLPAC, SBAC, INTERIM</p>

		<p>CONsidering Ramadan</p> <p>I-Ready: 3x</p> <p>Bringing in more activites (from asp) in recess</p> <p>Change first week's schedule: not having students in one classroom for 4 hours</p> <p>Advisory competitions: pushed back from beginning of the year, and not at end of MP</p>
<p>3:30-4</p>	<p>G1 discussion: What should the priorities be?</p> <ul style="list-style-type: none"> ● G1 is focused on culture/climate & the arts <ul style="list-style-type: none"> ○ Agreed that dance/visual arts should be added ○ Would like to figure out how to add language;we don't have foreign language offerings 	<p>Next step: how to get foreign language elective added?</p>