

Board Office Use: Legislative File Info.	
File ID Number	22-1420A
Introduction Date	10/25/2022
Enactment Number	22-1865
Enactment Date	10/25/2022 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 October 25, 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.





**2022-23
Measure G1 Proposal**

Due: May 13, 2022

Amended: Oct 25, 2022

School Information & Student Data

School	West Oakland Middle	School Address	991 14th Street Oakland, CA 94607
Contact	Neha Ummat	Contact Email	neha.ummat@ousd.org
Principal	Neha Ummat	Principal Email	neha.ummat@ousd.org
School Phone	510-874-6788	2021-22 CALPADS Enrollment Data (6-8 Oakland Residents Only)	190
Recommended Grant Amount¹	\$111,370.20	2021-22 LCFF Enrollment	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

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.

		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
Budget Total		\$97,126.00

Summary of 2022-23 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	<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 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.</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>	\$50,000
2	Contract with Dimensions Dance. This group provides dance instruction in African	\$27,000

	and Hip Hop dance through our PE classes, as well as through an elective on our special Wednesday elective days.	
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
4	Extended contracts for staff to recruit and visit with incoming 6th grade families.	\$2,500
5	Contract for BayPeace Theatre instruction.	\$5,000
6	Refurbishment of stage: new curtains, sound system	\$5,000
Budget Total (must add up to Recommended Grant Amount)		\$111,265.00

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>	30 students take dance 4 days per week. Another 20 students take one hour of dance per week on our Wednesday enrichment days.	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.	\$27,000
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.	40 students take the art class four days per week. On our Wednesday enrichment days, 60 students take one hour of art per week.	NA	\$21,765

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.	12 students take BayPeace's theatre class one day per week on Wednesdays.	NA	\$5,000
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.	This expenditure will benefit students in our music, dance, art, and theatre programs.	NA	\$5,000

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>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>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>	We will be measuring the number of referrals, suspensions, and CHKS connectedness rates.	\$50,000

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

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