



**OAKLAND UNIFIED
SCHOOL DISTRICT**

oals, Thriving Students

**Measure G1
Grant Application
2018-19**

Due Date: February 13, 2018

File ID Number: 18-0311
 Introduction Date: 2-22-18
 Enactment Number: 18-0437
 Enactment Date: 3-19-18
 By: _____

School	West Oakland Middle School (WOMS)	Principal	Neha Ummat
School Address	991 14 th Street Oakland, CA	Principal Email	Neha.Ummat@ousd.org
School Phone	510-874-6788	Recommended Grant Amount*	\$ 44,548
Actual 2017-18 Enrollment (6-8) (20 day count)	199	Actual 2017-18 LCFF Enrollment (6-8) (20 day count)	192

**Note: This is by no means a guarantee of funds. The recommended grant amount is still an estimate based on projected revenue, and 20 day LCFF enrollment of Oakland residents. All recommended grant amounts are subject to Measure G1 Commission and School Board approval.*

Summary of Approved Expenditures from 2017-18 (2017-18 approved proposal)

2017-18 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Hire dance instructors from local dance companies that specialize in African and African American dance traditions. This will complement the music programming that we introduced in 2016-2017	\$30,000
2	Extended contracts: Four staff members will conduct home visits to families of students in our community. Specifically, the visits will be to homes of incoming 6th graders. *This totals an estimated 71 hours including benefits	\$2,100*
3	Extended contracts for four staff members who will work with incoming 6th graders at the summer bridge programming late July & early August. Staff duties include: formally assessing students' reading levels, introducing study skills, technology skills, and social and emotional skills necessary for middle school. *This totals an estimated 237 hours including benefits	\$7,000*
4	Marketing materials, such as posters, banners, pamphlets, and postcards need to be printed and distributed in order to market West Oakland MS widely in the community	\$2,900
5		
Budget Total (must add up to Current Grant Amount)		\$42,226

Summary of Proposed Expenditures for 2018-19 (listed in order of priority)

2018-19 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Hire dance instructors from Dimensions Dance of Oakland, which has provided outstanding instruction in African and African American dance traditions. This will complement the music programming that we introduced in 2016-2017	\$30,000
2	Extended contracts: Four staff members will conduct home visits to families of students in our community. Specifically, the visits will be to homes of incoming 6th graders. *This totals an estimated 71 hours including benefits.	\$2,548.00
3	Marketing materials, such as posters, banners, pamphlets, and postcards need to be printed and distributed in order to market West Oakland MS widely in the community	\$2000
4	Hire working artists from Attitudinal Healing Connection to teach students African Drumming, to complement the instrumental music program that already exists.	\$10,000
Budget Total (must add up to Anticipated Grant Amount)		\$44,548.00

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
48%	52%	97%	18%	5%	15%	100%

Student Body Ethnic Composition

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
72%	NA	18% (Arab/Middle Eastern is included)	6%	1%			3%

Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.

Name	Role
Neha Ummat	Principal
Jessica Wright-Davis	Assistant Principal
Rosa Aguirre	ILT
Kathy Love	ILT

School Vision (insert here):

Vision: West Oakland Middle School students will have the skills, knowledge, and tools necessary to succeed in High School and post-secondary education. West Oakland Middle School is a full-service community school that will equip students with the social and emotional skills necessary to have healthy relationships and to be a positive force in their community. West Oakland MS students will develop skills in the STEAM fields (science, technology, engineering, arts, and math) through hands-on and performance based learning.

Middle School Measure G1 Self- Assessment:

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

<u>Music</u> (Rubric Score)	2016-17 (last yr)	2017-18 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2016-17 (last yr)	2017-18 (this yr)
Access and Equitable Opportunity	Basic	Basic	Access and Equitable Opportunity	Basic	Basic
Instructional Program	Quality	Quality	Instructional Program	Basic	Quality
Staffing		Quality	Staffing	Basic	Quality
Facilities		Quality	Facilities	Quality	Basic
Equipment and Materials		Basic	Equipment and Materials	Basic	Basic
Teacher Professional Learning		Quality	Teacher Professional Learning	Basic	Quality
<u>World Language</u> (Rubric)	2016-17 (last yr)	2017-18 (this yr)			
Content and Course Offerings	NA	NA			
Communication	NA	NA			
Real world learning and Global competence	NA	NA			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2016-17 (last yr)	2017-18 (this yr)	Safe and Positive School Culture (SPSA)	2016-17 (last yr)	2017-18 (this yr)
2017-18 Enrollment Data (20 day)	180	202	Suspension	20%	14%
ES Outreach Strategy Actions	Phone calls over the summer to confirm enrollment	Home visits; enrollment confirmation in March; summer mailing to incoming students	Chronic Absence	20.7%	13.0%
Programs to support ES students transition to MS	Day orientation	Summer program w/ Code.Org; Day Orientation	CHKS data (district only)	35% of students report feeling "Safe" or "Very Safe"	Mini CHKS data (school provided): 55% of students report feeling "Safe" or "Very Safe"

REQUIRED: Please provide all meeting agendas, minutes, flyers, and sign-in sheets of the engagement meetings with this application. The application will NOT be considered without this documentation of engagements.

Community Engagement Meeting(s)	
Community Group	Date
ASP Parents' Group	2/9/18

Staff Engagement Meeting(s)	
Staff Group	Date
Instructional Leadership Team	2/12/18

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

1. 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 2017-18 school year.
2. Please explain how you plan to use the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
3. Add additional lines if you would like to add additional budget items.
4. All budget items should total up to the recommended grant amount based on actual 2017-18 LCFF 20 day enrollment.

1. Music Program

Programmatic Narrative Based on Rubric		
<p>[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]</p> <p><i>Next year, we would like to add African drumming to our list of electives. We plan to move to a block schedule, and therefore will need to offer a wider variety of electives to students, with the ultimate goal being that students who currently require intervention in ELA or Math, can also take an arts or STEM enrichment class. Attitudinal Healing Connection has access to working musicians and artists who are also skilled teachers of their craft. We plan to offer African drumming to students, because currently, instrumental music tends to attract only those students who have had prior experience with classical music or playing an instrument in elementary school. We want to increase access to the arts for all students, and teach students the rich musical traditions and heritage of the African continent.</i></p>		
Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
10,000	African Drumming instruction through Attitudinal Healing Connection	Offering two sections of African Drumming will increase access to music instruction for all students. The active, dynamic nature of the class will reduce student referrals to the office and increase student engagement.

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 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>

3. World Language 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 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

[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]

Another portion of our G1 expenditure was to recruit students from feeder schools to attend WOMS. Over the summer, we offered extended contract stipends to staff to make phone calls and do home visits to all the students who had been assigned to attend WOMS in 2017-2018. As a result, our sixth grade class is 70 students strong, while our seventh grade class added 10 additional students. We therefore are 40 students over our projected enrollment, which allowed us to retain staff, required us to add class sections, and has energized our school community. A larger group of staff participated in student orientation and registration, which helped incoming students become accustomed to WOMS and prepare for the transition to middle school.

We would like to continue to fund our recruitment efforts. The extended contracts for staff were an effective use of funding, as those staff were instrumental in increasing our enrollment for 2017-18. Our enrollment increased from 180 in 2016-17, to 202 in 2017-18, thanks largely to persistent phone calls and home visits by staff over the summer.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
2548.00	Extended contracts for staff to make phone calls/do home visits	Increased enrollment from feeder schools
2,000	Marketing materials for publicity	Increased enrollment from feeder schools

5. Safe and Positive School Culture

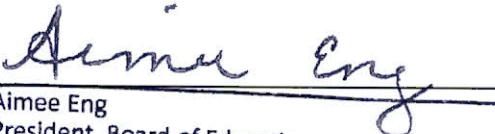

Programmatic Narrative Based on Data Analysis

[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]

Funding from Measure G1 has helped enrich the student experience at West Oakland Middle School. The majority of funding has been spent in providing dance instruction. Currently, students enrolled in PE can opt out of regular PE activities, and learn either African or Hip Hop dance from an experienced performer. A smaller group of students have chosen dance as their elective, and all of these students are enrolled in African dance. The dance classes performed a winter concert for the entire school community, and are preparing for a performance, in conjunction with our music classes, for Black History Month. Our team has observed that engagement in PE has increased among our female students, who are the majority of the students taking dance. The number of suspensions due to mutual fighting in PE has decreased by over 50% over last year. Historically, PE was a place where female students, in particular, were not engaged in the activities, which led to negative behaviors. Our absenteeism has dropped considerably, as well. We cannot attribute this completely to our G1 expenditures, but it is clear that students in dance, particularly when preparing for a performance, are

motivated to attend school and work towards the exciting goal of performing in front of their peers.

Due to a confluence of efforts schoolwide, our absentee rate has decreased by 7%, our suspensions have decreased by 6%, and the percentage of students reporting that they feel safe has increased by 22%. The students who have had the pleasure of taking the dance classes have had fewer disciplinary incidents in PE, and are motivated to come to school every day. Our team plans to poll and interview these students to gauge their level of satisfaction with the classes. We want these interviews to inform how we improve our instructional program for next year, as we continue to collaborate with Dimensions Dance.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
30,000	Funding for dance instructions with Dimensions Dance 	Decreased suspensions, increased attendance rate, decreased office referrals, improved performance on Physical Fitness Test.
	Aimee Eng President, Board of Education	
		

Kyla R. Johnson-Trammell
Secretary, Board of Education

Please submit your 2018-19 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).

Vision: West Oakland Middle School students will have the skills, knowledge, and tools necessary to succeed in High School and post-secondary education. West Oakland Middle School is a full-service community school that will equip students with the social and emotional skills necessary to have healthy relationships and to be a positive force in their community. West Oakland MS students will develop skills in the STEAM fields (science, technology, engineering, arts, and math) through hands-on and performance based learning.

ILT Meeting: 2/12/18

3:55-5:05pm

*Norms: Use Tech Appropriately
Share the Air
Assume Positive Intent*

*Keep Students at the Center
Start and End on Time
Lean Into Discomfort*

In attendance: Love, Aguirre, Ummat

Absent: Scott, Sister Nzingha, Brother Jerome

Topic	Notes	Action Items
Check-in	Aguirre: doing item analysis w/ illuminate assessment (math)	
<p>Follow-Up from Buy-Back Day: Focal student observations</p> <p>Observation Template (focal students & CLR)</p> <p>List of focal students 6-8</p> <p>Focal students & Exercises from Hammond Book</p>	<ul style="list-style-type: none"> ● Update: <ul style="list-style-type: none"> ○ 6th grade team has reported their students/classes/times they will observe ○ NEED: 7th/8th grade students/classes & times ○ Follow-Up: ILT members accompany teacher for observation to observe & debrief <p>Teachers observed: Njissang, Godfrey, Mubdi, Bankh</p>	<ol style="list-style-type: none"> 1. Get dates from teachers (an estimate) as to when they will be doing: NU could come and take a video: CLR protocol 2. (Clarify the purpose: see the clr protocol 3. Designate a date for observation) 4. More video analysis as a group <ol style="list-style-type: none"> a. Possible to do the same protocol in 3 content areas? b. Analyzing the video as a group c. 2-part conversation: first, the protocol, 2nd, the focal students d. Analysis: teachers sit w/ grade-level groups
SRI reflection: observation on mid-year growth scores	<ul style="list-style-type: none"> ● Update: <ul style="list-style-type: none"> ○ Beads for growth: purchased ○ SRI action reports: 	

	<p>delivered to parents at conferences</p> <ul style="list-style-type: none"> ○ NEED: long-term plans for book club ○ NEED: discuss how to incorporate more sections of reading intervention into master schedule 	
<p>Master Schedule</p>	<ul style="list-style-type: none"> ● See template/possible bell schedule: Bell schedule templates http://schoolschedulingassociates.com/handouts/MiddleSchool102408.pdf 	<ul style="list-style-type: none"> ● Priorities: <ul style="list-style-type: none"> ○ Art elective (more electives) ○ Increased intervention in math and reading ○ 3 sections/grade level ○ Interventions: <ul style="list-style-type: none"> ■ Blueprint: 6th grade ■ Math 7/8: Aguirre ■ LLI: extend the intervention ● Can dance be substituted for PE w/ Admin as teacher of record?
<p>Measure G1 input</p>	<p>44K for next year:</p> <ul style="list-style-type: none"> ● Plan to: <ul style="list-style-type: none"> ○ Continue to provide dance instruction ○ Continue to provide African drumming & ASP art program instruction ○ Thoughts? Additions? 	<ul style="list-style-type: none"> ● Bay Area Steppers? <ul style="list-style-type: none"> ○ Available to use for ASP? ● Art: beautification

2/12/18

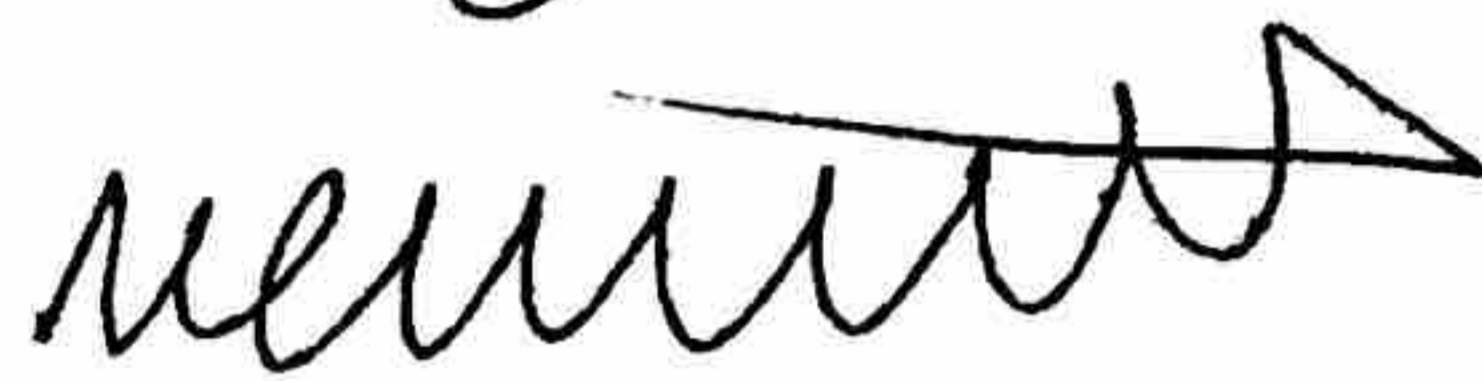
ILT

Sign-In 3:55-5:05

Name

Signature

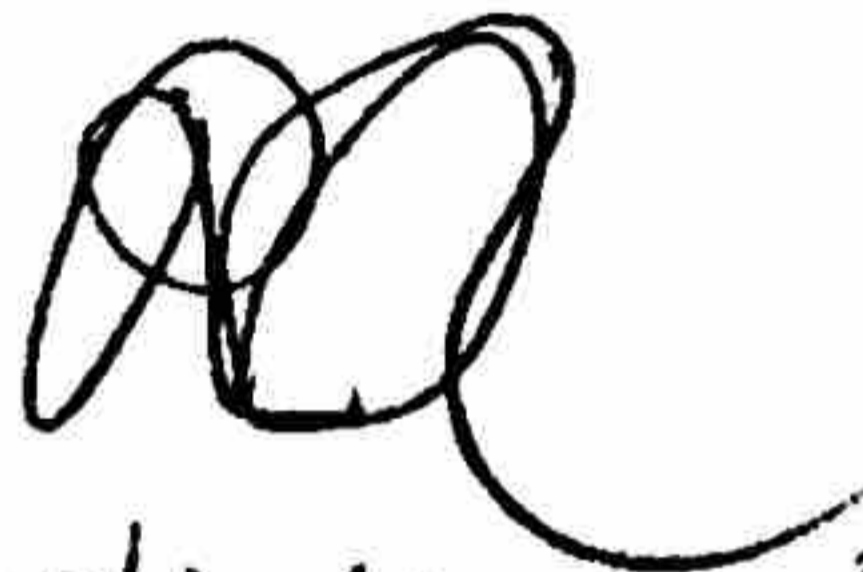
Neha Umrat



Jessica Wright-Davis



Rosa Aguirre



Kathy Love



West Oakland MS

2/12/18

Cafeteria

5:45-6:15

Measure G1 Engagement Meeting Agenda/Minutes

- **Amount of the recommended allocation for 2018-19: 44K**
 - Principal: *We have approximately 45K for: increased access to the visual/performing arts, world language, ensuring a safe school, and increasing enrollment.*

- **Review Self- Assessment and Rubric (you can send rubric ahead of time and do review)**

- **Proposal Presentation**

- **Community Feedback**
 - Parent feedback:
 - *Didn't know that data had gotten that much better. good to hear.*
 - *Have heard good things about dance...how does his/her student participate?*
 - *Way to expand the arts offerings?*
 - *School needs a visual art class.*
 - *Does it help student academic outcomes? What about more reading supports? Asked for more tutoring in reading/math.*
 - *Would like to help in recruitment efforts. Is there a way to pay parents from this money (help w/ recruitment?)? (Principal will investigate)*

WOMNS
Measure G1

Sign-in

2/12/18

Name

Signature

Lori Lawson, SSC
chair

Lori Lawson

Jean Adams, SSC
member

Jean Adams

Xaudia Lowery, member
at large

Xaudia Lowery