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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 December 10, 2024

Subject West Oakland Middle School 2023-24 G1 Carryover Application

Ask of the Commission Approve the West Oakland Middle School 2023-24 G1 Carryover Application

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

Fiscal Impact The recommended amount is **\$9,703.25**. It's coming from resource 9332 - Measure G1.

Attachment(s) Carryover Application Attached.





2023-24 Measure G1 Carryover Justification Long Form
(Complete if carryover is more than \$5000)

Due Date: September 25, 2024

School:	West Oakland Middle School	Contact/Principal	Neha Ummat
School Address:	991 14th Street Oakland, CA 94607	Principal Email	neha.ummat@ousd.org
		School Phone:	510-874-6788

Please fill out the information below for school-wide carryover.

2023-24 Measure G1 Allocation (previous carryover included)	\$117,915.16
2023-24 Measure G1 Dollars Spent	\$108,211.91
Carryover Amount	\$9,703.25

Approved 2024-25 Measure G1 Application [Link](#)

Summary of Proposed Use of Carryover for 2023-24 (listed in order of priority)

2023-24 Proposed Carryover Expenditures		Budget
1	Musical Instruments for Music Class	\$3,000
2	Sprung Dance Floor: Dance Classes	\$3,500
3	Ballet Barres: dance classes	\$1,800
4	Transportation and admissions for arts related field trips	\$500
5	Art supplies	\$903.25
Budget Total (must add up to Anticipated Amount)		\$9,703.25

Narrative: Please provide the reasoning as to why the full Measure G1 allocation was not spent.

The total allocation was not spent because a teacher's salary ended up being a lot less than what we expected it to be.

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

Community Engagement Meeting(s) to Address Carryover Funds	
Community Group	Date
Parent Family Action Team Meeting	10/16/24

Staff Engagement Meeting(s) to Address Carryover Funds	
Staff Group	Date
ILT	10/15/24

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

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 2023-24 school year.

1. Please explain how you plan to use the Measure G1 carryover funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
2. Add additional lines if you would like to add additional budget items.
3. All budget items should total up to the total carryover amount.

1. Music 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 2023-24 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student groups.)</i>
\$3,000	The West Oakland Middle School band needs newer instruments for its brass, wind and strings sections. The band is a vital part of our school’s arts programs, and approximately 25-30 students participate each year.	Instruments will allow students to become more proficient in instrumental music. They will be better able to read sheet music and play more advanced pieces.
\$3,500	Our dance class requires a sprung floor for dance students. Dance classes happen throughout the school day, as well as in the After School Program. Currently, approximately 30 students participate daily in dance, while an additional 15 students participate once a week. Students are doing strenuous exercises, and we do not want them to injure	We predict that students will not be as tired, sore, or injured when practicing and performing on the sprung floor. We need the floor in order to provide our students with a proper dance space.

	themselves or become excessively sore. Currently, students practice and perform on either hard linoleum or hardwood, and it has caused injuries.	
\$1,800	Our dance class requires a ballet barre and dance mirrors, so that students can practice their ballet techniques.	The outcome of having a ballet barre is to allow students to learn proper dance techniques. Students will have pride in themselves and confidence when they participate in dance competitions and performances with schools that already have state of the art facilities.

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 2023-24 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student groups.)</i>
\$903.25	Our art class needs basic supplies, such as paint, paintbrushes, charcoal, sketchbooks, and papier mache, in order to conduct the classes. Our art teacher has had to be resourceful when we have not had these funds to purchase basic art supplies.	We predict that our art students will create a wider range of work, and learn how to make art through multiple media. This will result in students building confidence in their skills, as well as providing a joyful environment in the classroom.
\$500	We would like to provide transportation and admission fees to various arts related field trips. We would like to take students to see dance performances, such as Alvin Ailey. We also plan to take students to the SF MOMA and the SF Symphony, for example.	We predict that taking students on field trips to experience the arts around the Bay Area will inspire them to continue their participation in the arts. Most of our students have never seen live performances or visited museums outside of school, so this exposure is crucial for student artists, so they understand the level of expertise required to become a professional.

Please submit your 2023-24 Measure G1 Carryover Justification Form to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).



SSC Agenda

West Oakland Middle School

School Site Council Meeting

DATE: 11/14/2024

TIME: 6:30 PM

LOCATION: ZOOM <https://ousd.zoom.us/j/82146043844>

Items	Facilitator
1. Welcome, Introduction, Norms	Ms Ummat
2. SSC Minutes review	
3. Approval of Measure G1 carryover <ul style="list-style-type: none">○ 9K of funding○ We can only utilize it for the arts and school climate<ul style="list-style-type: none">■ We need ballet barres and mirror: 1K■ 3500; Sprung floor: dance■ Arts supplies: 1K■ 3500: Musical instruments for band<ul style="list-style-type: none">● Strings● Brass● Winds● Percussion○ Ssc voted to approve the measure g1 carryover	Ms Ummat
4. Public Input	Open Forum
5. Establish Date of Next Meeting and Adjourn	

ILT Agendas: 24-25

11/12

1. Design PLC formats and structures to focus on student-to-student talk with checks for understanding.
2. Help follow-up on instructional agreements and structures (**HW hub**, grading). **ILT** will carve out time during the meeting to **send reminders or requests to check in** with colleagues.
3. Ensure that teachers have protected time to do partner planning around unit plans and lesson plans. **Review unit plans**

<https://ousd.zoom.us/s/83892665677#success>

How are we leveraging all 4 strategies of instructional improvement for our staff?

1. PLC's
2. Coaching
3. Whole Staff PD
4. Partner Planning

Time	ITEM	Notes	Next Steps
3:45-4	Check-In		
4-4:10	Measure G1 decisions	we have carryover \$~9K: <ol style="list-style-type: none"> 1. Need musical instruments 2. Need dance sprung floor 3. Need art supplies 4. Need ballet barre 	ilt agreed that we needed to utilize the funds for the arts classes. It is requesting an update once we get approval for the expenditures.
4:10-4:20	Grade Checks: What do we see?	Notice: one teacher has one assignment in, another teacher has 9 assignments in (same student) Multiple assignments, but it is entered (if not totally graded) Wondering: How are people planning what to grade? This is part of backwards planning. Some people didn't have	<ol style="list-style-type: none"> 1. How do the discrepancies regarding grades among teachers impact the actual experiences of students and their ability to do better? 2. Suggestion: put in assignments ahead of time (for the week) 3. What data/report can we run to see the correlation between failing grades and the classes that submit grades? Partner Planning: unit plans done in

		<p>gradebooks for new MP set up</p> <p>The Problem with Grading (article) What's the Best Way to Grade Students (article)</p>	<p>release time should have a focus on feedback/grading</p> <p>Coaching: working with individual teachers to ask: what is the purpose of this assignment? Grading. Can teachers navigate all the operational/technical issues with Aeries?</p> <p>Whole School PD: conversation regarding grading. Giving time together for getting on the same page around what grades mean. Google doc: week 12-2 (each teacher's assignments) reading: grading for equity. [-how do you know that your grades reflect what you believe grades should reflect?]</p> <p>PLC: how are we calibrating on what shows mastery, so we know how to grade, and there is alignment?</p>
4:50	<p>Partner Planning Outcomes:</p> <p>Review Unit Plans</p> <p>What are we looking for?</p> <ol style="list-style-type: none"> 1. Is there a plan? 2. Is there evidence of backwards planning (internalization of the lessons with big questions)? 3. Are there frequent formative assessments? 4. LITERACY focus: is there inclusion of CONTENT vocabulary and other language supports? 	<p>Leavitt ELD 3 Unit plan</p> <p>Clemmons Unit Plan</p> <p>Maynard 6th grade History</p> <p>Blakley WH 24-25</p> <p>Blakley USH 24-25</p> <p>Zunino MP 2 & 3 Unit Plans</p> <p>Njissang Grade 7 Unit Plans</p> <p>Notice and Wonder:</p> <ol style="list-style-type: none"> 1. Academic discussion goal present in 7/8 history: names the skills desired, goals.. Daily planning is connected to the goal. Plan is clearly backwards mapped, connected to 	<p>What support do teachers need who have NOT submitted unit plans?</p> <p>How can any of the suggestions made on the unit plan actually help teachers adjust/improve their teaching?</p> <p><i>Aeries focus: gradebook: what is being assessed and graded? What will get lots of comments and what will get a checklist/rubric score? What will get a check? What assignments get to be re-done?</i></p>

		<p>larger assessment.</p> <ol style="list-style-type: none"> 2. Need to see in science: what will be assessed? 3. PE: mini plans, activities, learning concepts, vocabulary words, assessment strategies, adaptive equipment. 4. Math: lesson/unit plans are clearly laid out. 	
	<p>PLC feedback Form PLC feedback Form</p>	<p>How do these responses help us design what we will do/refine for 11/20?</p> <p>feedback form</p>	
	<p>Plan for PLC's on 11/20</p>	<p>Humanities: common language alignment</p>	<p>Grading time: look at plans and look at gradebook</p>
	<p>Literacy Updates</p> <ol style="list-style-type: none"> 1. I-ready ASP 2. Library/Accelerated reader 		