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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 January 28, 2025

Subject Amended West Oakland Middle School 2024-25 Measure G1 Application

Ask of the Commission Approve the Amended West Oakland Middle School 2024-25 Measure G1 Application

Discussion Middle School Network is open to questions from the commission regarding the Amended West Oakland Middle School 2024-25 Measure G1 Application.

Fiscal Impact The recommended amount is **\$101,344.00**. It's coming from resource 9332 - Measure G1.

Attachment(s) Amended Grant application attached.





2024-2025 Measure G1 Application

Due: March 14, 2024

Amended: January 28, 2025

Allocations are provisional subject to Board approval

School Information & Student Data

School	West Oakland Middle School	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	Total Number of Students	173
Recommended Grant Amount¹	\$101,344	2022-23 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only)	175
		2023-24 LCFF³ Enrollment	167

Student Demographics (%)				Measure G1 Team	
English Learners	20%	Asian/Pacific Islander	12%	Name	Position
LCFF	92%	Latinx	22%	Neha Ummat	Principal
SPED		Black or African-American	50%	Emilio Ortega	CSM
		White	8%	Rosa Aguirre	ILT member
		Indigenous or Native American	<1%		

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.

² The California Longitudinal Pupil Achievement Data System (CALPADS) collects various about students, including school enrollment. Each fall, around early October, all schools in California submit enrollment figures into the CALPADS system which becomes the official count for that school for that year.

³ Under the Local Control Funding Formula, the following categories of students receive additional funding: English learners, students in foster care, students eligible for the free- and reduced-lunch program.

		Multiracial	7%		
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Chronic Absence (Include raw number and percent)				
	2021-22 raw number (%)	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 Goal raw number (%)
Student Population Overall	48	44	30	30
Asian/Pacific Islander	50	43	25	25
Latinx	40	40	25	25
Black or African-American	54	45	30	30
White	37	36	25	25
Indigenous or Native American	0	0	0	0
English Learners	29	48	25	25
Students w/ IEPs	60	50	30	30
Free/ Reduced Lunch Students	47	40	30	30

Metrics

(all data points are required)

Electives (Include raw number and percent)					
Metric	Area	2021-22 raw number (%)	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 Goal raw number (%)
Number of students taking elective courses.	Art	40	46	45	45
	Language	NA	NA	NA	NA
	Music	24	24	25	25
Number of students participating in non-course experiences (e.g. after-school program)	Art	20	20	30	30
	Language	NA	NA	NA	NA
	Music	NA	NA	NA	NA

Positive & Safe Culture (Include raw number and percent)				
Metric	2021-22 (%)	2022-23 (%)	2023-24 (%)	2024-25 Goal (%)
Average Daily Attendance Date of Figure: 4/12/24				
Asian/Pacific Islander	90	93	89	95
Latinx	90	91	88	95
Black or African-American	85	87	80	95
White	90	90	88	95
Indigenous or Native American	na	na	na	na
English Learners	87	90	85	95
Students w/ IEPs	90	90	85	95
Free/ Reduced Lunch	88	90	83	95

Metric	2021-22 raw number (%)	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 Goal raw number (%)
Suspended Students Date of Figure: 4/8/24				
Asian/Pacific Islander	NA	0	16.7	10
Latinx	NA	5	9.3	7
Black or African-American	NA	29	19	15
White	NA	0	23.8	18
Indigenous or Native American	NA	0	0	0
English Learners	NA	0	17.8	15
Students w/ IEPs	NA	18	22.6	18
Free/ Reduced Lunch	NA	37	17	14

Student Retention from 5th Grade to 6th Grade

Metric	2021-22	2022-23	2023-24	2024-25 Goal
6th Grade Enrollment	60	65	48	60

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
Parent Monthly mtg	4/12/24

Staff Engagement Meeting(s)	
Staff Group	Date
ILT	3/25/24

<u>Music (Rubric)</u>	2022-23	2023-24
<i>Access and Equitable Opportunity</i>	N/A	N/A
<i>Instructional Program</i>	N/A	N/A
<i>Staffing</i>	N/A	N/A
<i>Facilities</i>	N/A	N/A
<i>Equipment and Materials</i>	N/A	N/A
<i>Teacher Professional Learning</i>	N/A	N/A
<u>World Language (Rubric)</u>	2022-23	2023-24
<i>Content and Course Offerings</i>	N/A	There are no world language course offerings.
<i>Communication</i>	N/A	There are no world language course offerings.
<i>Real world learning and Global competence</i>	N/A	There are no world language course offerings.
<u>Art (Visual Arts, Theater, and Dance)</u>	2022-23	2023-24
<i>Access and Equitable Opportunity</i>	N/A	Basic: most students have the option of taking art as their daily elective class.

Instructional Program	N/A	Basic: there are some opportunities at school to display/exhibit work.
Staffing	N/A	Basic
Facilities	N/A	Basic
Equipment and Materials	N/A	Basic
Teacher Professional Learning	N/A	Basic

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 Approved Expenditures

All Actual Expenditures		Budget Amount
Safe & Positive Culture		
1	RJ facilitator salary: .1FTE (Mitchell)	\$7,957
2	Benefits for all positions	\$15,000
Electives (Art, Music, World Language)		
1	Art Teacher salary: 0.6FTE (Echeverria)	\$83,829.04
2	Computer teacher salary: 0.55FTE (Ntui)	\$3,249.72
Budget Total		\$110,035.77

Summary of 2024-25 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Octavio Hernandez Echeverria : Art teacher (0.4 FTE)	\$41,124
2	Consultants: Dimensions Dance and Oakland Interfaith Gospel Choir	\$41,344
3	STIP substitute (0.7 FTE)	\$60,000
Budget Total (must add up to Recommended Grant Amount)		\$101,344

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>0.4 FTE for an Art teacher, to provide visual art instruction as an elective to our students, including many students in the SDG Mild Moderate class, who would take this class as their LRE mainstream class. Students who are newcomers will also get to enjoy this class as an elective.</p> <p>Dimensions Dance and the OIGC (choir) provide needed enrichment for our students, who look forward to participating in both artistic endeavors weekly, and sometimes, daily. Students are able to take dance five days a week, through their PE classes, and through our unique Wednesday elective class schedule. This is an alternative physical education class, and allows for students to be creative, athletic, and to build teamwork and collaboration through choreographing and practicing dances together. Choir is offered</p>	40		\$41,344

weekly, as well. The choir provides education to students on a variety of musical styles and genres. Students perform several times per year at school wide concerts.			
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Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
0.7 FTE for a STIP substitute, whose primary role is to contribute to the overall stability and positive culture of our school. A STIP substitute provides stability because whenever a teacher is absent, this person can provide a quality educational experience to students, as this person's sole job is to be prepared to be a guest teacher in a classroom. When a teacher needs to meet for an IEP, a parent-conference, or for a professional development opportunity, the STIP is available to be the guest teacher. This allows our teachers to enhance their learning, reach out to families, and build their practice while students can continue to learn in classes.	Suspensions and ADA	\$60,000

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.

3/14

AGENDA	Notes/Materials	Key Ideas
Role of student talk: -Talking for processing -when do structures not work? -talking for presenting -use structures intentionally		-Short timers for talking -There are many uses of student talking -independent reading and writing -accountable talk
Learning walk times		2nd period-3rd period: 3/15 FRIDAY 3/19: 3rd period 3/22: 2nd period
Measure G1 Spending	Needs: funds for CS and Art teachers, funds for STIP	Next Steps: ILT voted to utilize the funds for these three positions, knowing there were no other ways to pay for these important roles

WOMS Parent Coffee: 4/11/2024

Time: 8:30-9:15 AM

Location: WOMS library

Attendees:

Ms Deshay

Ms Xucnax

Mr Latta

Ms Aldebashi

Principal Ummat

Principal Announcements

Updates on Renovation/Summer School

Parent/Family Questions/concerns

Input on Measure G1:

- Need funding for our enrichment programs: art/computer science
- Need funding for STIP
- Parents had questions about why these weren't funded centrally; wanted to know what the STIP does. They agreed that these are good uses for Measure G1