OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

West Oakland Middle School

2016-17 Measure G1 Commission Presentation

Presented by Neha Ummat

Presented to Measure G! Commission

June 6, 2017

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.

West Oakland Middle School: Demographic, Academic & Culture/Climate Data

African American: 70%
ELD: 25% (predominantly Arabic-speaking)
Asian/Latino: 30%

ELA Reading Proficiency (SRI January 2017): 23%
SBAC ELA Proficiency (Spring 2016): 9%
SBAC Math Proficiency: 2%

Suspension Rate: 20%
Chronic Absenteeism: 18%

Overarching Vision for G1 Funds

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- Arts Offerings at WOMS:
  - Advanced & Introductory Instrumental Music
    - 1 section of each class
    - Taught by experienced educator, CA Teacher of the Year
    - African drumming is offered 2x/week to introductory music students
  - NO World Languages are currently offered
  - NO Visual Art is being offered in 2017-2018

- G1 Funding will be used for:
  - Dance Instruction
    - Will provide another outlet for physical activity and self-expression
    - Female students have expressed an interest and enthusiasm for dance.

Grounded: School Wide Root-Cause Analysis

Theory Of Action : If students are engaged in an artistic activity that engages them physically and mentally, suspension incidents will decrease, particularly among female students.

Possible Challenges: We anticipate the following obstacles to success:

- Outfitting an appropriate and readily available space on campus for dance.
- Determining which students can have access to dance. Some students who may benefit from dance may also need to take an academic intervention class.

Based upon this theory of action, we plan to see the following successes:

- A lower suspension rate among our female students.
- A higher score on the Physical Fitness Test, which is administered to all middle school students and is the standardized assessment for Physical Education.

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2017-18 Measure G1 Budget Allocations

Expense	Description	Rationale
12,000	Enrollment and Retention for the upcoming school year; summerbridge programs and outreach to surrounding community	Boost Enrollment
30,000	Dance instruction for all three grades.	Increase engagement from female students; decrease suspension rates among female students; increase physical fitness among female students.

EVERY STUDENT THRIVES!

End slide with changeable photo. Please adjust opaque box **as best fits the photo**. This example above shows 35% white. Delete this orange box and text box!

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

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Contact us for additional information [optional contact area]
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OAKLAND UNIFIED SCHOOL DISTRICT
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Measure G1 Grant Application 2017-18

Draft Due March 1, 2017

School:	WOMS	Principal	Neha Ummat
School Address	991 14th Street	Principal Email:	neha.ummat@ousd.org
School Phone	501.874.6788	Principal Phone:	501.874.6788
2017-18 Enrollment (6-8)	200	Anticipated Grant Amount*.	$42,226

**Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 6-8 enrollment on the 20 day count.*

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
48%	52%	100%	15%	7%	25%	100%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
70%	NA	27%	3%				

Measure G1 Lead Team (can be a pre-existing team such as ILT)	
Name	**Role**
Neha Ummat	Principal
Rosa Aguirre	Math CCTL
Jessica Wright-Davis	AP
Karen Todd	Math Teacher
Kennan Scott	Engineering
Kathy Love	ELA CCTL

School Vision:

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.

Music (Rubric Score)		***Art (Visual Arts, Theater, and Dance)***	
Access and Equitable Opportunity	Entry	***Access and Equitable Opportunity***	Entry
Instructional Program	Quality	***Instructional Program***	Entry
Staffing	Quality	***Staffing***	Basic
Facilities	Basic	***Facilities***	Basic
Equipment and Materials	Basic	***Equipment and Materials***	Basic
Teacher Professional Learning	Entry	***Teacher Professional Learning***	Basic
World Language (Rubric)		NA	
Content and Course Offerings	NA		
Communication	NA		
Real world learning and Global competence	NA		

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPF/SPSA/Enrollment)		*Safe and Positive School Culture (SPF/SPSA)*	
2016-17 Enrollment Data (projection vs. 20 day)	Projected: 80 20-day: 45	***SPF - Suspension***	2015-16: 20%
ES Outreach Strategy Actions	We will be holding multiple events on campus for feeder elementary schools	***SPF - Chronic Absence***	2015-2016:14%
Programs to support ES students transition to MS	Summerbridge program; orientation for entering 6th graders	***CHKS data***	2016-17 40% parent participation 85%student participation 100% teacher participation

Please make sure to provide meeting agenda and minutes of the engagement meetings with this application.

Community Engagement Meeting(s)	
Community Group	**Date**
SSC	2/28/17
ILT	5/8/17

Staff Engagement Meeting(s)	
Staff Group	**Date**
ILT	2/27/17

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Identify the team (i.e. ILT function, community;SSC, PTA) to engage in self-assessments and generate a design plan for electives, 5th - 6th grade retention, and school culture . This Team will create the Implementation Plan to address the following:

   T**he 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

ILT will be working to design the plan for electives, particularly as it relates to planning our master schedule. We are designing next year's master schedule to focus on increasing access to enrichment electives, especially for those students who require intervention. Our Culture & Climate team, led by our CSM and parent liaisons, will be working with our feeder elementary schools to recruit and retain 6th graders, and will be featuring our strong programs. Our Culture & Climate team has focused on safety, both physical and emotional safety, and will continue to delve deeply into the topic of safety for the remainder of the year.

2. 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.

3. Please explain how you plan on using the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.

4. Add additional lines if you would like to add additional budget items.

5. All budget items should total up to the total grant amount based on projected enrollment for 2017-18.

1. Music Program

Programmatic Narrative Based on Rubric
Our music program, which is currently funded through an anonymous donor, serves primarily 7th and 8th graders. One class is for advanced students, who had access to music in elementary school, and the other class is for beginners. Currently, students who need ELD or Math intervention do not have access to Music. Students who have chosen to take Engineering, as well, cannot take Music. This is the first year we have offered music as a class, as opposed to a pull-out program, and students who have never played an instrument before now have an opportunity to take music. We have also enhanced the music program by inviting African drummers 4 days/week to teach drumming to subsets of music students so that our music teacher can work with small sections of the band.

Budget	**2017-18 Activities**	**Anticipated Outcome**

2. Art Program

Programmatic Narrative Based on Rubric
Our arts program is enriched by a partnership we have begun with the ArtEsteem program, which is sponsored by Attitudinal Healing Connection. The program provides visual arts integration activities for 6th grade social studies classes. We do not have a visual art program, and we have never had dance programming at school.

Budget	2017-18 Activities	Anticipated Outcome
30,000	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.	Female students have expressed an interest in having dance as an outlet for their creative expression. We are particularly concerned about suspension rates among our female students. We anticipate that having an outlet for their emotions, as well as an opportunity to collaborate with each other on an artistic endeavor, will reduce suspensions, specifically among females.

3. World Language Program

Programmatic Narrative Based on Rubric		
[Required: Please reflect on self assessment here]		
Budget	**2017-18 Activities**	**Anticipated Outcome**

2. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
We hope to enroll a large group of 6th graders for 2017-2018. We plan to have multiple spring events to entice parents from our feeder schools to attend West Oakland MS. We will also be providing a summerbridge program, complete with summer reading, an orientation, and a preview of classes for 6th grade.		
Budget	**2017-18 Activity**	**Anticipated Outcome**
12K	We are planning to do outreach to the neighborhood and larger community to increase enrollment for the upcoming school year. We will need funding for promotional materials, and will need to compensate staff to do home visits and outreach to the community over the summer. Finally, we will be asking 6th graders to do a summerbridge program to help acclimate to middle school. We will also be reaching out to our returning families over the summer, and will offer a summer program to help students strengthen their skills to prevent "summer slide".	The ultimate goal is to attract and retain students for West Oakland Middle School.

3. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
According to an October 2016 safety survey, 45% of students feel safe at WOMS. This is a 50% increase from last year, but does not match the district's average of 55%. Our goal is to have the vast majority of our students reporting that they feel safe at school. Our theory is that the dance class, as well as music enrichment, will add to our students' sense of well-being, and act as a form of therapy. Research has shown that performing arts can be healing, especially for students who have been impacted by trauma, which is a high percentage of our students.		
Budget	**2017-18 Activity**	**Anticipated Outcome**

NO STAFF AND COMMUNITY ENGAGEMENT DOCUMENTATION SUBMITTED

Measure G1 Commission Middle School Proposal Rubric

OAKLAND UNIFIED SCHOOL DISTRICT
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School Name: **Commissioner:**

	Area of Focus	Score	Notes
1.	Proposal keeps equity at the forefront		
2.	Includes all required components		
3.	Proposed use of funds is aligned to the intent of the measure		
4.	Supplementing existing program, not supplanting		
5.	Proposal accurately assesses strengths and growth areas in the domains		
6.	Clear alignment between self-assessments and proposed actions		
7.	Clear, measurable outcomes are articulated for each use of funds		
8.	Clear documentation of staff engagement in the planning process (agenda & notes from meetings)		
9.	Clear documentation of community engagement in the planning process (agenda & notes from community meetings)		
For the five lines below, only score the components that apply to a given proposal.			
10.	Plan for providing quality art programming is clearly articulated		
11.	Plan for providing quality music programming to students is clearly articulated.		
12.	Plan for providing quality world language programming is clearly articulated.		
13.	Plan for supporting 5th to 6th grade recruitment and retention of students is clearly articulated		
14.	Plan for promoting positive school culture and safety is clearly articulated		
	Final Score (sum total /number of scored line items)		

1= Far below the requirement, 2=Did not meet requirement, 3= Nearly met requirement, 4= Met requirement, 5= Exceeded requirement