



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	\$2,126*
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 \$27,000.00
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 \$15,000.00
5	Pay staff to provide lunchtime and afterschool organized activities	\$6000 \$2548.00
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%	20%	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	ITL

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	
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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
SSC meeting	10/17/18

Staff Engagement Meeting(s)

Staff Group	Date
Instructional Leadership Team	2/12/18
ILT	10/30/18

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>We would like to add African drumming to our list of electives. We plan to move to a schedule that offers more 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>
15,000	African Drumming instruction through Attitudinal Healing Connection	Offering five 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.
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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]

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%, 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 students have been thrilled to have this outlet for their creativity and energy. For 2018-19, we plan to offer more opportunities for students to perform. Dimensions Dance Theatre has offered program scholarships to students at their studios, as well. The partnership has been very enriching to our students.

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>
27,000.0	Funding for dance instructions with Dimensions Dance	Decreased suspensions, increased attendance rate, decreased office referrals, improved performance on Physical Fitness Test.

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		
<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>		
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>

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
<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>We want to introduce additional supervision, as well, in order to prevent, as well as respond, to unsafe situations on campus, and to keep students calm and focused on learning. To that end, we will be compensating members of staff to supervise at lunchtime.</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>

2548.00	Funding to pay staff to provide organized activities at lunch time for students.	Fewer student referrals, fewer student suspensions, an increased feeling of satisfaction at school, as based on the CHKS.

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

West Oakland Middle School
SSC Meeting
10/17/2018

In attendance:

Jean Adams, April Elder, Morgan Coulter, Polly Hermann, Irvella Albert, Anita Moore, Laurie Lawson, Neha Ummat

Agenda:

Review and Approve Safety Plan

Discuss Measure G1 2017-18 Carryover and changes in 2018-19 Proposal

Next Meeting date

School Safety Plan:

60 page document, some pages more important than others.

Section 3 - really about what the district says about policies and procedures.

Emergency supplies

Section 4 talks about schedules and drills

Section : chain of command

Section 6: shows how we go in and out and evacuate

Section 7: protocol for emergency response and notification

Planning for special needs services are specific for those specific disabilities

Since we don't have a class for severely handicapped..

Section 1:

Reviewed who is on School Safety/Climate Team

Site safety isn't just about drills, it's also about how the school reacts to emergencies

Section 2: Goal 1: reduce physical altercations between students

Be Proactive - unstructured times leads to horseplay, verbal negativity, which turns in to fights.

Strategy is to provide structured activities to reduce altercations.

PE - have more equipment to encourage more activities.

Lunch/Recess - will have numerous activities available for students

This year, students are playing cards and interacting since they don't have their phones.

Other strategy is to reduce suspension: intervene early. Refer students to counseling and tutoring services. One strategy is for teachers to get together once a week and discuss all of the students by homeroom.

Any suggestions that could reduce fights?

- Suggested separating kids and give them a time-out.
- Counseling - have them talk to somebody in an open space where they can express their feelings. Have a circle so that they can share with us what is happening with them. Have conferences after school to talk about conflicts. Time out room. Stress balls, flex bands.
- Team Leaders in each grade level and have competition. Listening to peers is more effective - share common problems, speak the same language.
- Planning on having team leaders, buddy program, but we have to train them to be a conflict mediator.
- Have an assembly with role-playing.
- Culture Climate Team - ideally, students will go to each homeroom and present strategies.
- NU Goal 2: ensure students understand what is expected. Provide immediate reinforcement and consequences.
- Reward students with Phoenix Bucks. These are different ways we recognize good behavior.

Section 3:

Child Abuse: Staff has to report anything immediately. We take this seriously.

Harassment: Ms. Ummat takes every complaint seriously. Have to make sure we investigate.

Suspension/Expulsion Due Process

These are all the policies - feel free to take them home.

It's good to know for this group what a student can be suspended or expelled for.

The District does not have 0 tolerance. Due process is really around making sure students have learned from what they have done. The district and all school try to do interventions. Certain situations require a more harsh punishment.

Sometimes schools can do an in-house suspension

Sometimes if a student continues to not follow rules, we can require that the parent attend school to supervise student. Sometimes the kids change up the behavior when the parent is present. This is a district policy that we can ask about.

Every incident when there is a suspension or expulsion is taken very seriously. In the last several years, we haven't had that many incidents.

Grounds for suspension or expulsion:

Most common suspensions are for fights, threatening to fight.
It's time consuming for admin because they have to closely investigate each incident.
Majority of time, it starts from little conflicts - name calling, horseplaying,

The new phone policy allows us to prevent fights easier - eliminates the problem of kids calling each other to fight.

Boys are trying to touch girls inappropriately, girls are beginning to report it
Training and support is in progress for students
The most important part of sexual harassment is education. AAMA and AAFE are working with students to understand the complexity of this issue. Awareness and education are key.

Dress and Dress Code:

We do have a dress code - anything beyond policy, we ask them to call home and ask parents to bring a change of school.

Computer Policy;

Most websites are blocked, but students are able to get around it. Computer Science teacher is working on solving this issue.

Since time is limited and budgeting is a priority, want to make sure that we get our feedback on Measure G1 money.

Give information on how we can use the money: Measure G1 Funding: Carryover from 2017-18 and amendment to 2018-19 plan.

Allowable Expense:

Tax funded measure only for middle school

Allowable expenses - these are the things we can spend the money on. With this money, we have spent money on drumming and dance. Dance teacher comes on Mondays and Fridays to do hip hop students from PE since a lot of girls weren't participating in PE. We have spent the money on the music and dance part. That's been where a good number of our money has been spent.

Unallowable expenses:

Can't spend money on core teachers or school site employees. Can't purchase a copy machine or vending machines. Can't use money to pay for things that are already on site.

What about PE uniforms? - I would have to ask about that. Main issue is we would need someone to staff the locker room. We feel that it would be unsafe for females. We could have a part-time person to monitor the locker room.

The total we were allocated \$44,548. The amount of money that we are currently spending. Central consultant does not add up to \$40,000.

\$10,000 for drumming

\$27,000 for dance

\$3,000 left in this particular bucket.

School supplies - we have \$2,000 in supplies. We can talk about moving this to a different area.

Teacher stipend - paying teacher for any time that they spend recruiting students for school.

Measure G1 Carryover

We have another \$12,226 that wasn't used last year. We have to spend it this year - use it or lose it. About \$15,000 is available to use this year.

Use it for an outside anti-bullying group to come in.

Having another person at lunch to help monitor students

We will propose additional adult supervision and some kind of social justice/RJ group to work with our students. Looking into theater arts focused on social justice.

Measure G1 Amendment:

Suggestions from participants:

Will look into how much a locker-room attendant would cost.

PE uniform important because the kids have to wear dirty, sweaty, clothes all day.

Locker room attendant would work 5 hours a day - NU

Any ideas around safety?

We need to get one person to take care of more than one thing

People are not taking bullying seriously. Some kids don't speak up before it's too late.

People often don't recognize when kids are trying to tell you something

Could address sexual harassment and bullying by same speakers.

Counselors? Pretty much here all the time. Teachers do report a lot of the bullying on campus.

Programs around safety

PE uniforms - attendant/monitor

Also looking in to having another person involved.

Anything else for the good of the order of the group?

Fundraiser Ideas?

Next meeting will be on November 28, 2018 at 3:45 p.m.

توقيع الاجتماع SSC

SCHOOL NAME WDMs.

DATE Oct 17, 2018

Place 'x' in appropriate representation column/Coloque 'x' en la columna de representación apropiada

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