



2019-20 Measure G1

Grant Application

Due: February 11, 2019

School	West Oakland Middle School	Contact *	Neha Ummat
School Address	991 14th Street	Contact Email	neha.ummat@ousd.org
Principal	Neha Ummat	Principal Email	neha.ummat@ousd.org
School Phone	510.874.6788	Recommended Grant Amount**	\$86,953
Actual 2018-19 Enrollment (6-8) (20 day count)	188		

**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 prior year 20 day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.*

Summary of Approved Expenditures from 2018-19 ([2018-19 approved proposal](#) and [carryover form](#))

2018-19 Approved 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	\$ 30,000.00
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	\$ 2,000.00
4	Hire working artists from Attitudinal Healing Connection to teach students African Drumming, to complement the instrumental music program that already exists	\$ 10,000.00
5		
Budget Total (must add up to Current Grant Amount)		\$44,548

Summary of Proposed Expenditures for 2019-20 (listed in order of priority)

2019-20 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)	Budget Amount
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1	Contract with Attitudinal Healing Connection for African Drumming and Art Program.	15,000
2	Contract with Dimensions Dance. This group provides instruction in African and Hip Hop Dance.	27,500
3	Contract with BayPeace. This group teaches students social justice topics through theatre.	2000
4	Contract for Mindfulness Specialist. This contractor will focus on mindfulness with students as a way to defuse conflicts and help teach students emotional self-management.	42,453
5		
	Budget Total (must add up to Anticipated Grant Amount)	86,953

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
100	105	95	15	4	20	100

Student Body Ethnic Composition

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
75	0	18 (from Yemen)	5			2	

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	ITL
Numayra Mubdi	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)	2017-18 (last yr)	2018-19 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2017-18 (last yr)	2018-19 (this yr)
Access and Equitable Opportunity	Basic	Quality	Access and Equitable Opportunity	Basic	Quality
Instructional Program	Quality	Quality	Instructional Program	Quality	Quality
Staffing	Quality	Quality	Staffing	Quality	Quality
Facilities	Quality	Quality	Facilities	Basic	Basic
Equipment and Materials	Quality	Quality	Equipment and Materials	Basic	Basic
Teacher Professional Learning	Basic	Basic	Teacher Professional Learning	Entry	Entry
<u>World Language</u> (Rubric)	2017-18 (last yr)	2018-19 (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)	2017-18 (last yr)	2018-19 (this yr)	Safe and Positive School Culture (SPSA)	2017-18 (last yr)	2018-19 (this yr)
2017-18 Enrollment Data (20 day)	187	188	Suspension	22	12
ES Outreach Strategy Actions			Chronic Absence	15	21
Programs to support ES students transition to MS			CHKS data (district only)		

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

Community Engagement Meeting(s)	
Community Group	Date
School Site Council	

Staff Engagement Meeting(s)	
Staff Group	Date
ILT Meeting	2/5/19

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 total grant amount based on projected enrollment for 2017-18.

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]

We continued to use our Measure G1 funds on music. One major change we made between 2017-18 and this year is to our master schedule. On Wednesdays, all students have the opportunity to participate in small-group instruction and electives in the arts. This schedule has allowed all of our students opportunities to access to music. The opportunities for electives has made students more motivated and excited to attend school.

We have continued our partnership with Attitudinal Healing Connection, and have expanded students' opportunities to take African Drumming. Instrumental music students take drumming on Tuesdays and Thursdays, which is the same as in 2017-18. This school year, any student can elect to take African drumming on Wednesdays. This has expanded the number of students who have access to music instruction.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
12,000	African Drumming	Nearly 60 students will have access to African drumming. All students will have the opportunity to perform in at least two concerts during the school year. These experiences will build confidence in students and give them the experience of persevering through difficulty to achieve a finished

		product.

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 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
3000	We plan to continue to use the funds for after-school art programming through Attitudinal Healing Connection.	Approximately 15-20 students will have access to art instruction. Student work is exhibited at several events throughout the year, and students work on beautification around the school. This contributes to a sense of pride and ownership over their skills and contributions to the community.
2000	We will use this funding to work with BayPeace, which teaches social justice through theatre.	Approximately 15 students will have access to this program. In this class, students will have an opportunity to work on issues that impact their community through drama and theatre. Students will gain knowledge of social justice issues, as well as build their confidence and public speaking skills.
27,500	We will continue our partnership with Dimensions Dance Theatre.	Approximately 45-50 students will have the opportunity to participate in the dance program through Dimensions. Students will perform in at least two onsite performances, and also get the opportunity to perform at the Malonga Center, as well as at various events in the Oakland community. Students learn to persevere through difficulty and work to create a finished product. These skills and habits of mind that are built through learning a performing art serve students in their academic courses, as well.

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 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or 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]

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>

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]

We had initially planned to use some of the funding to focus on enrollment and staff extended contracts. However, we decided to invest the funding in culture keepers so that we have more adults engaging with students during unstructured times and spaces, such as during lunchtime, and in hallways. This staffing has helped decrease our suspension rate.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>

42,453	We plan to utilize the additional funding on a case manager who works on mindfulness with students, which will help them improve their emotional self-management and eventually de-escalate potential conflicts among students. The case manager will be knowledgeable in trauma-informed practices that serve WOMS students and their needs.	We anticipate that teaching mindfulness to both students and staff will help stop conflicts before they begin, and help all members of our community practice healthy emotional self-management. In a school where many students have experienced deep trauma, there is a need to help students regulate their emotions so that their mind can actually focus on learning. We anticipate that our suspension rate and chronic absenteeism rates will decrease.

Please submit your 2019-20 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).

ILT Meeting: Tues, 2/4/19
3:10-4:10

ILT MISSION for 2018-19 (as created at our FIRST MEETING): *ILT, in order to advance our instructional goals, will guide PLC's to intentionally and naturally use CLR protocols in the context of the Common Core Standards aligned grade-level curriculum. Coaches will help unpack the curriculum with teachers so that they understand the standards-based goals embedded. ILT will design PD so that the entire staff will have multiple opportunities to practice and observe CLR instruction. ILT members will gather data from walkthrough tools, observations, and student work to assess progress on these goals.*

In attendance: Aguirre, Barros, Mubdi, Ummat

Absent: Wright-Davis

Note taker:

Timekeeper: Facilitator:

Time	Item	Action Steps/Notes
3:10	Check-in: Teachers Teacher Coaching Tracker	<ul style="list-style-type: none">• Wilkes needs a meeting w/ Americorps mentor• Njissang's class: moving fast<ul style="list-style-type: none">◦ Leans on scaffolds/algorithms <p>Suggestion: write learning target, write HW, and DO-Now</p> <p>Suggestion/Question: How do we have adults realize that they need to regulate their emotions?</p>
3:25	ELD PD: how to apply resources to lessons	
3:45	PD Plan: 2nd Semester PD: Scope and Sequence	
3:50	Measure G1 Feedback	<ul style="list-style-type: none">• Need for additional adults on campus• Need to help students manage emotions, not just a "discipline" person• Agree that dance/music is good expenditure• Wait to see about theatre class (just started)

ILT Meeting: Tues, 2/4/19
3:10-4:10

ILT MISSION for 2018-19 (as created at our FIRST MEETING): *ILT, in order to advance our instructional goals, will guide PLC's to intentionally and naturally use CLR protocols in the context of the Common Core Standards aligned grade-level curriculum. Coaches will help unpack the curriculum with teachers so that they understand the standards-based goals embedded. ILT will design PD so that the entire staff will have multiple opportunities to practice and observe CLR instruction. ILT members will gather data from walkthrough tools, observations, and student work to assess progress on these goals.*

1. Check-In: Teacher Coaching Tracker
2. ELD PD
3. PD Plan: 2nd semester
4. Measure G1 Feedback

ICT mtg Sign In

2/4/19

Rosa Aguirre

V. Muball

RB

mmmm

WEST OAKLAND MIDDLE SCHOOL



Invites You To School Site Council (SSC) Meeting

When: Wednesday, October 17th, 2018

Where: WOMS Library

Time: 3:45pm

Agenda:

1. -Safety plan
2. -Measure G1 feedback
3. -Review of previous minutes
4. -Review of budget adjustments

وست وكلند مدل سكول



يدعوكم لحضور اجتماع
مجلس الموقع المدرسي (SSC)

متى: الأربعاء 17 شهر أكتوبر 2018
أين: وست وكلند ميدل سكول مكتبة المدارس
الوقت: 3:45pm

جدول أعمال:

1. خطة السلامة
2. ردود الفعل G1 قياس
3. مراجعة من الدقائق السابقة
4. مراجعة تعديلات الميزانية

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WEST OAKLAND MIDDLE SCHOOL



Te invita a la reunión del Consejo del sitio escolar (SSC)

Cuándo: miércoles 17 de octubre del 2018.

Donde: Biblioteca de WOMS

Hora: 3:45 pm

Agenda:

1. -Plan de seguridad
2. -Información sobre la medida G1
3. -Repasar los minutos de la reunión pasada
4. -Repasar ajustes del presupuesto

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 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 of 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

For measure G1, 2019-2020, 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.

SSC Sign-In

10/17/18

Celia Adams

Margaret Cuthbert

Polly Hermann

Anita Moor

Lori Lawson

MEMPHIS

Paul Elder

Albert



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure G1
Mid-Year Reflection 2018-19
Due: February 19, 2019**

School:	West Oakland Middle School	Principal	Neha Ummat
School Address	991 14th Street Oakland, CA, 94601	Principal Email:	neha.ummat@ousd.org
School Phone	510.874.6788	Grant Amount	\$44,548
2017-18 LCFF Enrollment (6-8)	192		

- Grant allocation is based on 2017-18 CALPADS enrollment of grades 6-8 Oakland Students, multiplied by the LCFF percentage of the given school.

Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds

1. Music Program (PRELOADED)

Programmatic Narrative Based on Rubric		
Budget	2018-19 Activities	Anticipated Outcome
\$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.

Mid-Year Reflection: Music Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

We adjusted the amount from 10,000 to 15,000 for drumming, based upon the larger number of students we serve this year. Our Wednesday drumming classes have exposed 30 additional students to African drumming, and a number of those students are in the Special Day class for students with mild to moderate disabilities. In total, 50 students have exposure to drumming through Attitudinal Healing Connection. The

overwhelming majority of the students on Wednesday classes are young men, and most of the students have never played an instrument or performed in front of an audience. Our winter concert gave all students a performance opportunity, and they all rose to the challenge. The experience of working towards a performance tested students' stamina, patience, and built perseverance. Students did have meltdowns and vowed that they would not perform, but, in the end, they all managed to overcome their anxiety and stage fright. They will have at least three more opportunities to perform this year. We still receive office referrals for students in this class, which we attribute to students getting frustrated with the process of working towards the larger goal of a performance. To remedy this, we are working with our teaching artists on strategies for managing students who easily become stressed or frustrated.

2. *Art Program (PRELOADED)*

Programmatic Narrative Based on Rubric		
NA		
Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: Art Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

3. *World Language Program (PRELOADED)*

Programmatic Narrative Based on Rubric		
NA		
Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: World Language Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing

towards the anticipated student outcomes? Please include successes and challenges.

2. 5th to 6th Grade Enrollment Retention (PRELOADED)

Programmatic Narrative Based on Data Analysis

Budget	2018-19 Activities	Anticipated Outcome
\$2,548	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

Mid-Year Reflection: 5th to 6th Grade Enrollment Retention

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

3. Safe and Positive School Culture (PRELOADED)

Programmatic Narrative Based on Data Analysis

[Required: Please reflect on school culture data here)

Budget	2018-19 Activities	Anticipated Outcome
\$30,000	Funding for dance instructions with Dimensions Dance	Decreased suspensions, increased attendance rate, decreased office referrals, improved performance on Physical Fitness Test.

Mid-Year Reflection: Safe and Positive School Culture

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

Our Wednesday schedule has allowed us to expand our impact to serve 25 additional students. Approximately 35 students in total have access to African and Hip-Hop Dance through Dimensions. Our students have experienced the satisfaction of working towards a performance. Most students, prior to taking this class, have never performed in front of an audience. This means that we often witness students complain about having to practice routines repeatedly, and some grow so frustrated that they vow they will not perform in the concerts. Ultimately, students do perform, and this experience teaches them stamina, patience, and perseverance. While most students find hip hop more accessible, and are more willing to practice the routines repeatedly, the students who take African dance have grown to appreciate the art form, and realize that all of the contemporary dances they are familiar with stem from African dance. A select group of dance students have performed off-campus with Dimensions Dance at the MLK, JR celebration at the Museum of the African Diaspora, and take advantage of additional instruction from Dimensions at the Milonga Center in downtown Oakland. Those students who are particularly motivated are applying to UC Berkeley's AileyCamp, a 6-week, tuition-free dance program for Bay Area students. We are extremely grateful for the opportunities that Dimensions has given our students.

We still need to assess the impact of the arts programs on attendance. We know that the number of referrals in PE is lower on the days that students have hip hop. We are confident in the program's positive impact on our students, overall.