



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2020-21 Measure G1

Grant Application

Due: March 26, 2020

Amended: April 27, 2020

Amended: September 22, 2020

| | | | |
|---|--------------------------------------|----------------------------------|---------------------|
| School | West Oakland Middle School | Contact | Neha Ummat |
| School Address | 991 14th Street Oakland, CA 94607 | Contact Email | neha.ummat@ousd.org |
| Principal | Neha Ummat | Principal Email | neha.ummat@ousd.org |
| School Phone | 510-874-6788 | Recommended Grant Amount* | \$91,997.00 |
| 2019-20 CALPADS Enrollment Data (6-8 Oakland Resident) | 195 | 2019-20 LCFF Enrollment | 187 |

**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 2019-20 (2019-20 Approved Proposal & 2018-19 Carryover Form)

| 2019-20 Approved Expenditures from Budget Justification and Narrative Section | | Budget Amount |
|---|--|-----------------|
| 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. | \$2,000 |
| 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 |
| Budget Total (must add up to Current Grant Amount) | | \$86,953 |

Summary of Proposed Expenditures for 2020-21 (listed in order of priority)

| 2020-21 Approved Expenditures from Budget Justification and Narrative Section (add more rows if necessary) | | Budget Amount |
|---|--|----------------------|
| 1 | Contract with Dimensions Dance. This group provides dance instruction in African and Hip Hop dance. | \$27,091 \$15,000 |
| 2 | Funding for a newcomer teacher. The funding will be allocated for a new position that serves newcomer students. | \$12,091 |
| 3 | Contract for culture keeper. This contractor will work with students who are on behavior contracts, students who need frequent breaks from class, and those who were referred out of class. This contractor will work closely with our RJ facilitator, our Assistant Principal, our Principal, and our CSM to support our interventions for individual students. | \$45,000 |
| 4 | .2 of an Art teacher, to provide visual art instruction four days a week as an elective. | \$19,906 |
| Budget Total (must add up to Current Grant Amount) | | \$91,997 |

School Demographics

| Male | Female | % LCFF | % SPED RSP | % SPED Mild-Moderate | % English Learners | % Oakland Residents |
|------|--------|--------|------------|----------------------|--------------------|---------------------|
| 50% | 50% | 94 | 19 | 7 | 20 | 100 |

Student Body Ethnic Composition

| African-American | American Indian/ Alaskan Native | Asian | Hispanic/Latino | Filipino | Pacific/Islander | Caucasian | Multiracial |
|------------------|------------------------------------|-------|-----------------|----------|------------------|-----------|-------------|
| 50 | 0 | 24 | 20 | 0 | 2 | 2 | 2 |

Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and roles here.

| Name | Role |
|----------------------|---------------------|
| Neha Ummat | Principal |
| Rosa Aguirre | Math coach |
| Patricia Barros | Special ed teacher |
| Jessica Wright-Davis | Assistant Principal |

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.

| <i>Music (Rubric)</i> | 2018-19 (last yr) | 2019-20 (this yr) | <i>Art (Visual Arts, Theater, and Dance)</i> | 2018-19 (last yr) | 2019-20 (this yr) |
|--|------------------------------|------------------------------|---|------------------------------|------------------------------|
| <i>Access and Equitable Opportunity</i> | Quality | Quality | <i>Access and Equitable Opportunity</i> | Quality | Quality |
| <i>Instructional Program</i> | Quality | Quality | <i>Instructional Program</i> | Quality | Quality |
| <i>Staffing</i> | Quality | Quality | <i>Staffing</i> | Quality | Quality |
| <i>Facilities</i> | Quality | Quality | <i>Facilities</i> | Basic | Basic |
| <i>Equipment and Materials</i> | Quality | Quality | <i>Equipment and Materials</i> | Basic | Basic |
| <i>Teacher Professional Learning</i> | Basic | Quality | <i>Teacher Professional Learning</i> | Entry | Basic |
| <i>World Language (Rubric)</i> | 2018-19 (last yr) | 2019-20 (this yr) | | | |
| <i>Content and Course Offerings</i> | N/A | Entry | | | |
| <i>Communication</i> | N/A | NA | | | |

| | | |
|--|-----|----|
| <i>Real world learning and Global competence</i> | N/A | NA |
|--|-----|----|

Measure G1 Data Analysis

| <i>5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)</i> | <i>2018-19 (last yr)</i> | <i>2019-20 (this yr)</i> | <i>Safe and Positive School Culture (SPSA)</i> | <i>2018-19 (last yr)</i> | <i>2019-20 (this yr)</i> |
|--|--------------------------|--------------------------|---|--------------------------|--------------------------|
| <i>Enrollment Data (20 day)</i> | 188 | 198 | <i>Suspension</i> | 12 | 18 |
| <i>ES Outreach Strategy Actions</i> | -- | Quality | <i>Chronic Absence</i> | 21 | 20 |
| <i>Programs to support ES students transition to MS</i> | -- | Basic | <i>CHKS data (District) or Culture/Climate survey</i> | -- | — |

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

****The agenda and meeting notes must reference overview of Measure G1 and show dialogue and input from stakeholders.**

| Community Engagement Meeting(s) | |
|--|-------------|
| Community Group | Date |
| School site council | 2/20/2020 |

| Staff Engagement Meeting(s) | |
|------------------------------------|-------------|
| Staff Group | Date |
| ILT mtg | 2/11/2020 |

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 Measure G1

- 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 2019-20 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 the amount listed in "Recommended Grant Amount" above.

1. Music Program

| Programmatic Narrative Based on Rubric |
|---|
| 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. We have seen that Dimensions Dance has built student confidence and motivation for the years that they have served WOMS. Specifically, we plan to see an increase in the rate of students who perform proficiently on the Physical Fitness Test, or PFT. For the last 5 years, the majority of our female students have not scored proficiently on the PFT, particularly in the areas of aerobic capacity. Dimensions Dance will provide an opportunity for our female students who participate during their PE period to get aerobic exercise. |

| Budget | Description of 2020-21 Proposed Expenditures | Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group. |
|----------------------|---|--|
| \$27,094 \$15,000 | We will continue our partnership with Dimensions Dance Theatre. | <i>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. Specifically, we plan to see an increase in the rate of students who perform proficiently on the Physical Fitness Test, or PFT. For the last 5 years, the majority of our female students have not scored proficiently on the PFT, particularly in the areas of aerobic capacity. Dimensions Dance will provide an opportunity for our female students who participate during their PE period to get aerobic exercise. We have also seen a steady decrease in the number of students who "cut" or are tardy to their PE classes, because they are motivated to participate in dance. For example, the absence rate of female students in a PE class that didn't offer Dimensions Dance had an absence rate of 10%, whereas the absence rate of the same group in a period that did offer Dimensions Dance was 4%. Next year, our goal is offer Dimensions Dance in an additional PE class, in order to engage more students in physical activity.</i> |

2. Art Program

Programmatic Narrative Based on Rubric

Students currently only have the opportunity to take art one time per week. We would like to add an elective to our daily offerings that is more accessible to our students in the Special Day classes and allows them to integrate more with our general education population. We anticipate that art could serve those students, as well as our general education students, well. Student work from art classes will be displayed at student exhibitions, which we plan to hold twice a year. Providing an opportunity for students to present their work builds a sense of pride and perseverance. Providing a daily elective will motivate students on a daily basis. Adding an elective in the afternoon will also decrease class size in our academic courses when they most need to have smaller classes.

| Budget | Description of 2020-21 Proposed Expenditures | Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group. |
|--------|--|--|
| | | |

| | | |
|----------|--|--|
| \$19,906 | We want to hire a part-time art teacher. | Approximately 40 students will benefit from taking this art class. We anticipate that the number of behavior referrals from our special day students will decrease with the addition of the art class. We anticipate that the rate of tardiness will decrease during these periods. Currently, the tardy rate for our 6th period is 5%, whereas the tardy rate for other periods is 3%. Our absence rate for 5th period is 8%, the highest for the entire day. We anticipate that adding the art elective to our daily schedule will increase students' motivation to be in class and on time. With the heightened student engagement in art, we anticipate that our CHKS data will improve, specifically in the areas of student connectedness to school. Our goal is have 65% of all students report that they feel a strong sense of connectedness to WOMS. In our mid-year informal CHKS, we had a total of 50% of students reporting that they feel "very safe" and connected to West Oakland MS. |
|----------|--|--|

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 2020-21 Proposed Expenditures | Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group. |
| N/A | | |

4. 5th to 6th Grade Enrollment Retention

| Programmatic Narrative Based on Data Analysis | | |
|--|--|--|
| Over the last few years, WOMS' enrollment has remained steady, and this year, we have attracted students from a wider range of schools. Over the same period of time, we have also attracted more newcomer students. In order to fully serve these students and help them transition successfully, not only to middle school, but also to the Oakland community, we would like to hire a newcomer teacher. | | |
| Budget | Description of 2020-21 Proposed Expenditures | Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students/families to be served and achievement for specific student groups. |
| \$12,091.00 | West Oakland MS has steadily attracted more and more newcomers to our school. We want to create a position for a second newcomer teacher, who will be instrumental in not only helping students learn English, but also works closely with newcomers' families to help them acclimate to the school and the community. This teacher will be the primary person at WOMS who will support our newcomer students' transition to the Oakland community. The newcomer teacher will work on the climate and culture team to add a perspective regarding how our school is serving the social and emotional needs of our newcomer students. | We anticipate that with the hire of a newcomer teacher, more newcomer students will come to WOMS, and our enrollment will grow. We also anticipate that the newcomer teacher will assist students with acclimating to WOMS, so that they are better integrated into our community. We will examine CHKS data, as well as referral and suspension data, to assess the success of this new position. |

5. Safe and Positive School Culture

| Programmatic Narrative Based on Data Analysis |
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|---|

The addition of a culture keeper will help our team address student issues immediately. The culture keeper holds a space for students who have been referred out of classes, and also is a space for students who need a short break. We anticipate that classroom disruptions will decrease. This staff member will assist with maintaining our tardy policy, student contracts and progress reports. These are interventions for our Tier II and Tier III students that require a great deal of detailed work and follow-up that our AP and CSM cannot hold on their own.

| Budget | Description of 2020-21 Proposed Expenditures | Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above). Outcomes should reference data from CHKS or Climate/Culture survey, i.e., Student survey data will show an increase in satisfaction with their school experience prior year. |
|----------|---|--|
| \$45,000 | We will hire a culture keeper who will assist with climate and culture on an every day basis. | <i>We anticipate that this role will improve student suspensions and referrals, and help improve student academic outcomes, as the culture keeper will keep a close watch on students who struggle academically. Currently, our suspension rate is at 19%, and our goal is to reduce that number to 12%. The culture keeper will work closely with a group of eight Tier II and III students who are on behavioral progress reports. The goal is to reduce these students' numbers of out of classroom referrals by 50%.</i> |

Please submit your 2020-21 Measure G1 application to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).