



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-22 Measure G1

Grant Application

Due: March 26, 2021

School	West Oakland Middle	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*	\$97,126.00
2020-21 CALPADS Enrollment Data (6-8 Oakland Residents Only)	208	2020-21 LCFF Enrollment	197

*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.

Summary of Approved Expenditures from 2020-21

2020-21 Approved Expenditures from Budget Justification and Narrative Section		Budget Amount
1	Contract with Dimensions Dance. This group provides dance instruction in African and Hip Hop dance	\$27,091.00
2	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.	\$45,000.00
3	.2 of an Art teacher, to provide visual art instruction four days a week as an elective	\$19,906.00
Budget Total (must add up to Current Grant Amount)		\$91,997.00

Summary of Proposed Expenditures for 2021-22 (listed in order of priority)

2020-21 Approved Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	Contract for culture keeper. This person has excellent rapport with our students and we want to expand her role in the school to include push-in presence in classes. She is part of a new model of student discipline we plan to implement next year. We are moving away from a punitive model of discipline to one that involves all adults to be involved in engaging students in learning.	\$48,000.00
2	Contract with Dimensions Dance. This group provides dance instruction in African and Hip Hope dance through our PE classes, as well as through an elective on our special Wednesday elective days.	\$27,000.00
3	0.4 FTE for an Art teacher, to provide visual art instruction as an elective to our students, including many students in the SDC Mild Moderate class, who would take this class as their LRE mainstream class.	\$21,765.00
4	Dance costumes	\$361.00
Budget Total (must add up to Current Grant Amount)		\$97,126.00

School Demographics		Student Body Ethnic Composition	
Male	51%	Asian/Pacific Islander	5%
Female	49%	Latinx	19%
% LCFF	95.30%	Black or African-American	53%
% SPED RSP	10%	White(Arab)	20%

Measure G1 Lead Team (can be a pre-existing team such as ILT)	
Name	School Role
Numayra Mubdi	ELD/Humanities Coach
Rosa Aguirre	Math Coach/teacher
Patricia Barros	Special Education

% SPED Mild-Moderate	5%	Indigenous or Native American	1%
% English Learners	26%	Multiracial	2%
% Oakland Residents	97%		

Jessica Wright-Davis	AP

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><i>Music (Rubric)</i></u>	2019-20 (last yr)	2020-21 (this yr)	<u><i>Art (Visual Arts, Theater, and Dance)</i></u>	2019-20 (last yr)	2020-21 (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	Quality
<i>Teacher Professional Learning</i>	Quality	NA	<i>Teacher Professional Learning</i>	Basic	NA
<u><i>World Language (Rubric)</i></u>	2019-20 (last yr)	2020-21 (this yr)			
<i>Content and Course Offerings</i>	Entry	NA			
<i>Communication</i>	N/A	NA			
<i>Real world learning and Global competence</i>	N/A	NA			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2019-20 (last yr)	2020-21 (this yr)	Safe and Positive School Culture (SPSA)	2019-20 (last yr)	2020-21 (this yr)
<i>Enrollment Data (20 day)</i>	198	215	<i>Suspension</i>	18	NA
<i>ES Outreach Strategy Actions</i>	Quality	Quality (given online constraints w/ pandemic)	<i>Chronic Absence</i>	20	27
<i>Programs to support ES students transition to MS</i>	Basic	Basic (given online constraints w/ pandemic)	<i>CHKS data (District) or Culture/Climate survey</i>	--	NA

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
Parent Tea time; this meeting did not have minutes taken or sign-in. It was on zoom	3/11/21
SSC SSC minutes	2/25/2021

Staff Engagement Meeting(s)	
Staff Group	Date
ILT	3/9/21

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.

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.

1. Music Program

Programmatic Narrative Based on Rubric		
Budget	Description of 2021-22 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.
\$27,000.00	We propose to fund Dimensions Dance Theatre from Measure G1. The teachers will be embedded in our PE classes to offer another way to get physical exercise and activity. Students love working with the instructors from Dimensions, who encourage the students' creativity and expression, while teaching them important elements of dance.	<i>We anticipate serving 40 students throughout all the PE classes, 4 days per week, and another 30 students one day per week. The goal is to improve students' physical fitness, as measured by the PFT, to increase their sense of connectedness to school, and to enrich their creative abilities.</i>

2. Art Program

Programmatic Narrative Based on Rubric		
Budget	Description of 2021-22 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.
\$21,765.00	We propose to fund a portion of our 0.5 Art teacher from Measure G1. It is a priority for us to have an art teacher, particularly because our students have expressed an interest in expressing themselves through drawing and painting. Our students find art to be healing and calming, and the teacher who is in the position has more than a decade of experience in schools and in after-school programs working with Oakland youth in the arts.	<i>We anticipate serving 60 students 4 days per week, and another 45 students one day per week. The goal is to increase students' creative skills and to expose them to a variety of media to express themselves and explore their artistic talents.</i>

3. World Language Program

Programmatic Narrative Based on Rubric		
Budget	Description of 2021-22 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		
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4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
Budget	Description of 2021-22 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.
N/A		

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
Budget	Description of 2021-22 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.
\$48,000.00	Our culture keeper is an approved OUSD contractor, who has worked with WOMS over the last several years in the After School Program. She will work with all of our classrooms to improve classroom climate and relationship and rapport between students and teachers. She will push-in to specific classes throughout the day, as opposed to station herself in a "time-out" or referral room for students who have been sent out of class. This model will be new for WOMS, as we are moving away from a punitive disciplinary model. She will also mentor individual girls through OUSD's AAFE program and work with specific students on behavioral contracts.	

21-22 Carryover Justification Form

Anticipated Carryover Amount	\$14,000.00
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Carryover Justification and Narrative

In the following section, please explain how you plan to use the Measure G1 carryover funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes. All budget items should total up to the total carry-over grant amount.

Summary of Proposed Use of Carryover for 2021-22

Proposed Carryover Expenditures from Budget Justification and Narrative Section (add more lines if needed)	Budget
We plan to utilize our carryover funds to purchase instruments for our music classes. Our music program is expanding to include electronic instruments, such as keyboards, and we would like to purchase them for students to practice at home.	\$7,000.00
We plan to use this carryover funding to pay extended contracts to teachers to conduct home visits/welcome visits to our incoming students. We have done many more home visits this year, due to the pandemic, and have found it to be important in establishing rapport with families. This would be a great way to transition families into the WOMS community.	\$7,000.00
Budget Total (must add up to Anticipated Grant Amount)	\$14,000.00

Narrative: Please provide the reasoning as to why the full Measure G1 allocation was not spent.

We anticipate carrying over 14,000 from last year and this year. The reason we have carryover funds is because the pandemic forced us to suspend certain activities that we conducted with outside artists and contractors who typically work with WOMS.

Please submit your 2021-22 Measure G1 proposal to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).

School Site Council | West Oakland Middle School

Thursday Feb, 25th at 5pm

Zoom

Join Zoom Meeting

<https://ousd.zoom.us/j/81585611290?pwd=UmVuMzVpcWtLN1gwb01kQXZsOFZOdz09>

Virtual Attendance Sheet

Name	Role	09/24	10/29	12/10	1/28	2/25
Laurie Hollins	Parent/Community (V)	X	X	X	X	
Anita Moore	Parent/Community (V)	X		X	X	
Tabetha Young	Parent/Community (V)	X				
Abeer Alhumisi	Parent/Community (V)	X		X		
Stefanie Parrott	Parent/Community (V)	X			X	X
Neha Ummat	Principal (V)	X	X	X	X	X
Kamisha McLean	Teacher (V)	X	X	X	X	X
Madison Laning	Teacher (V)	X	X	X	X	X
	Teacher (V)					
	Other School Staff (V)					
Munera Mohsin	(NV)	X		X		
Ms. Molina				X		
Director Williams						X
Sharron Thomas						X

- () indicates not present.

I. Call to Order

A. Call to order at

II. Announcements

A. - Eureka Program Opportunity

III. Principal Update

A. Raises and Budget Update

1. Motion to have the district provide more transparency of our budget. Request that they present the schools budget with more information and guidelines prior to voting on the 2021-2022 school year budget. Motion approved.

B. Measure G1 proposal:

1. Art, dance, Culture Keeper
2. Question: How can we budget for foreign language classes, in the future?

IV. Business

A. Academic Mentor Position Update

1. [Description of Position](#)
2. [Interview Questions:](#)
3. Community Inclusion: What Questions would you like to ask new staff joining WOMS.

B. Follow/check in on Goals established in June (SPSA)

1. [Part 1: Assessment Data and Goals](#)
2. [Part 3: Strategies and Practices](#)

C. District Conversation about the Budget

1. [20-21 School Funding Resources](#)
2. [WOMS Jan Financial Budget](#)
 - a) SSC Board Clarifying Questions & Concerns
 - (1) Discussion OUSD Official Response to our Meeting Request

V. Adjournment

Next meeting scheduled on

[Checklist](#)

Notes
Eureka

- () indicates not present.

- Maria has already given the presentation to the girls and some have applied.
- Maria and staff are willing to help girls that need more support.
- Zoom this year due to COVID (Guest speakers and yoga and others on Fridays)
- Program from 7th-Senior year
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Next Steps

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- () indicates not present.

ILT Mission Statement for 2020-2021: *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. 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, while remaining committed to delivering grade-level instruction in a distance learning environment.*

In attendance:

Rosa Aguirre

Patricia Barros

Robyn Brody Kaplan

Jessica Wright-Davis

Neha Ummat

Aatash Parikh

Numayra Mubdi

Roles:

Notetaker: Jessica Wright-Davis

Timekeeper: Rosa Aguirre

Norms:

Share the Air

Start & End on Time

Assume Positive Intent

Stay Engaged

Lean Into Discomfort

Relationship to Vision	Agenda Item	Key Questions	Next Steps
	<p>Warm Up: Which students in your current classes do you most identify with? (IE, what kind of middle schooler were you? Are there students you currently have in your classes that remind you of yourself?)</p>	<p>RBK: M Usher, telling jokes</p> <p>R Aguirre: Janeissy, follow rules & can see facial expressions</p> <p>Ms K: Avae, Ryen, or Damian (quieter, but gets all work)</p> <p>JN: Jalyn Clark, thinks she knows everything, gets all work done. Cool, but knew better</p> <p>Mr Parikh: Craig Smith, quiet, but takes creative license. Independent, doesn't like to be bothered</p>	

		<p>JWD: Blessin, into her work, gets along well w people.</p> <p>NU: Salaysia</p> <p>Numayra: Asma, quiet, only participates when called on</p> <p>Ms Barros: LUke o r Emari, very high energy, love learning.</p> <p>Not represented: major disciplinary issues, major attendance issues,</p>	
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<p>With strategies, knowledge and tools, ILT will help teachers create engaging learning experiences for students</p>	<p>Feedback Form Responses</p>	<p>More responses on 2/23 than 3/3.</p> <p>Time? One respondent said there was a lot of time; wanted to close out together.</p> <p>Commenter from ELA/ELD: different assessments than what they were working on.</p>	<p>Make sure that the tasks for PLCs are clear and collaboration is doable</p> <p>ELD and ELA - clarify department's needs for the space. (idea was to have an ELD teacher in the dept to consult, but it ended being both depts, and time wasn't most effectively used)</p> <p>Utilize time differently: work independently, then come together</p> <p>Might be helpful to work with science bc newcomers are in those classes</p>
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<p>ILT will help teachers create engaging learning experiences for students</p>	<p><u>4th quarter PD plan</u></p>	<p>Question: Should we switch 3/17 & 3/24 topics?</p> <ul style="list-style-type: none"> • 3/17 may be better for student work analysis bc it is right after the 3rd quarter ends. • 3/24 is right before the retreat. Is it too close to the date, or is it better to have this regroup time before the retreat? 	<p>oMath wants to analyze work together</p> <ul style="list-style-type: none"> • Science: doesn't matter, because skills are reading & citing outside sources • Want to see other subjects, because want to see the same students • ELA: doing common assessment, maybe bring same student • Learn from other teachers: share strategies that are working for students • Reflect on shared assessment and shared rubric, discuss that process. (because this is the first time) • Depts should get time to reflect on results. • Differentiating based upon department needs and grade configurations • https://docs.google.com/document/d/1CLqBO9z-OTG8wOTbniw84xdKG1aHAMaFC4l4xQl6QM4/edit?usp=sharing •
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<i>instructional program that is anti-racist, culturally relevant, and academically rigorous</i>	<p>Portfolio Planning:</p> <ul style="list-style-type: none">• For each of the teachers that are doing projects & presentations for their final assessments, <u>what skills are being assessed?</u>• What skills are common across content areas?	<p>Research Skills</p> <p>Public SPeaking skills (FlipGrid)</p> <p>https://portraitofagraduate.org/</p>	
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<p>ILT will help teachers create engaging learning experiences for students</p>	<p>Measure G1 proposal:</p> <ul style="list-style-type: none"> • Discuss proposed expenditures (similar to previous years): <ul style="list-style-type: none"> ○ Art ○ Culturekeeper ○ Dance 	<ul style="list-style-type: none"> • Is this in line with our vision/values? • How do we want to see these offerings (art, dance) spread out to reach more students? • How do we want the culture keepers role to grow? <ul style="list-style-type: none"> ○ Less punitive ○ How do teachers see the role? (not a room to send kids when they don't want kids anymore) 	<ul style="list-style-type: none"> • Submit G1 Proposal (NU)
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<https://www.nytimes.com/2020/12/23/opinion/covid-schools-vaccine.html>