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**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Board Cover Memorandum

To Measure G1 Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission

From Middle School Network

Meeting Date December 9, 2025

Subject West Oakland Middle School 2024-2025 G1 Carryover Application

Ask of the Commission Approve the West Oakland Middle School 2024-2025 G1 Carryover Application

Discussion Middle School Network is open to questions from the commission regarding the West Oakland Middle School 2024-2025 G1 Carryover Application.

Fiscal Impact The recommended amount is **\$26,922.14**. It's coming from resource 9332 - Measure G1.

Attachment(s) Carryover Application Attached.





2024-25 Measure G1 Carryover Justification Long Form
(Complete if carryover is more than \$5000)

Due Date: October 3, 2025

School:	West Oakland Middle School	Principal/Contact	Neha Ummat
School Address:	991 14th Street Oakland, CA 94607	Principal/ Contact Email	neha.ummat@ousd.org
		School Phone:	510-874-6788

Carryover Amount	\$26,922.14
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Approved 2025-26 Measure G1 Application [Link](#)

Summary of Proposed Use of Carryover for 2024-25 (listed in order of priority)

2024-25 Proposed Carryover Expenditures		Budget
1	Field Trip transportation and snacks	\$2,422.14
2	Supplies for Dance: costumes, mirror for dance room	\$1,500
3	Carpet for Music Room	\$4,000
4	Attitudinal Healing Connection Contract	\$19,000
Budget Total (must add up to Anticipated Amount)		\$26,922.14

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

Community Engagement Meeting(s) to Address Carryover Funds	
Community Group	Date
Title I Meeting	9/17/2025

Staff Engagement Meeting(s) to Address Carryover Funds	
Staff Group	Date
ILT	10/28/2025

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

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 2025-26 school year.

1. 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.
2. Add additional lines if you would like to add additional budget items.
3. All budget items should total up to the total carryover amount.

1. Music Program

Programmatic Narrative Based on Rubric		
<p><i>We invested funds last year in our dance program. Specifically, we spent money to purchase a dance floor for our dancers, so they would not feel pain in their joints. We are continuing our development of the dance studio this year. The dance program is growing, so we need money for more costumes, as well as for sports bras for students who cannot afford them. We will continue this year to purchase items that will support our students with their artistic development.</i></p>		
Budget	Description of 2024-25 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student groups.)
\$4,000	Carpet for Music Room: The instrumental music classroom needs a carpet to dampen the sound of the multiple instruments that practice and play throughout the day. Brass, winds, and percussion instruments drown each other out, and make it difficult, acoustically, for the teacher to direct and hear each musician. This would also help students who are sensitive to very loud sounds.	We anticipate that students will appreciate being able to hear each other better. The teacher will be able to get musicians' attention more easily and will be able to hear all the musicians more clearly.
\$1,500	Supplies for dance program: Mirror and Costumes. The dance program includes nearly 70 students, and our dance provider, Dimensions Dance, deserves to have a real dance studio. Students need a mirror on the wall to see themselves, and they deserve to have sports bras and costumes for their performances. Until now, the dance teachers have been making the costumes, and we have written grants to get the students proper sports bras for dance.	We anticipate that students in the dance program will be able to perform with more ease and confidence. We anticipate that even more students will join dance, once they see their studio.

2. Art Program

Programmatic Narrative Based on Rubric		
<p><i>Last year, we invested in our visual arts program by paying for a contract with Attitudinal Healing Connection. We have had a long standing relationship with this organization, and they have consistently supported our student artists, through providing arts classes with an environmental and sustainability focus. AHC provides opportunities for our students to take field trips, exhibit their own artwork, and work at their studio in West Oakland. We also invested funds in field trips for our music and dance students, which enriched their experiences as young artists.</i></p>		
Budget	Description of 2024-25 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student groups.)
\$19,000	Our contract with Attitudinal Healing Connection includes visual arts instruction for students who do not have the opportunity in their regular schedule to take visual art. Approximately 60 students take visual art classes with AHC.	Students report feeling a heightened sense of connectedness to school, and students connected to AHC have higher rates of attendance to school, as they are motivated to attend those classes.

\$2,422.14	Field Trip transportation and snacks: Students in arts and music classes should have the opportunity to attend field trips to see all the amazing artistry in the Bay Area. This fund will allow us to pay for BART tickets and to provide snacks to students on the trips.	Students will be inspired to continue their pursuit in the arts, after they see live performances and current art exhibits.
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Please submit your 2024-25 Measure G1 Carryover Justification Form to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).

West Oakland Middle School

Title I Annual Meeting Minutes

Format of Meeting (Check all that apply)

☒ **In-Person**

Date: 9/10/2025

Meeting Time Start: 5:30 PM

Presented by: Ms Ummat

Location: WOMS Cafeteria

Title I Overview

- What is Title I?
- What are the goals of Title I?
- What do Title I Schools Do?
- Who receives Title I services?
- Title I Parent Funds

School's Academic Program and Goals

- WOMS' primary goals for ACADEMICS are to improve student LITERACY across all content areas.
- WOMS primary goal for SCHOOL CULTURE is to increase JOY and BELONGING.

The Title I Program at This School

- 25-26:
 - Support ELA class teachers' salaries;
 - Chromebooks

Review Parent Engagement: Rights of Parents to Be Involved

- Parent/family participation in the School Site Council (SSC) and the development of the School Plan for Student Achievement (SPSA)
 - We need people for School Site Council (sign up to be at the first meeting: Thursday, 9/18, 6 PM)

- Parent/family participation in activities to support your student's academic achievement (e.g., workshops, trainings, family resource center, etc.)
 - We have a variety of ways that parents and families can get involved and engage: INFORMED, INCLUDED, INSPIRED:
 - Student-led Conferences
 - Literacy Nights
 - High School Fairs and College Information Nights, sponsored by Oakland Promise
 - Parent Volunteers and Support:
 - Student STORE snacks
 - Latinx Heritage Month
 - Spirit Week & Halloween
 - Black History Month
 - Arab Heritage Month
 - Multicultural Night

Developed & Reviewed Parent and Family Engagement Policy

- Parents reviewed the policy with the principal at the meeting. There were no questions, comments, or suggestions.

Feedback on Measure G1 carryover proposal:

- WOMS has a thriving arts program, and we are proposing the following expenditures:
 - Support for Arts, through AHC
 - Carpet for music room
 - Costumes and mirror for dance studio
- Families supported the use of the 25K to contribute to the arts at WOMS.

Developed & Reviewed School-Parent Compact

- Parents reviewed the compact with the principal at the meeting. There were no questions, comments, or suggestions.

Public Input/Questions:

- Families wanted to know how to help the school fundraise.

Meeting Adjourned Time: 6:25

10/28

In attendance: Aguirre, Njissang, Maynard, RBK, Ummat

TOPIC	NOTES	Next Steps
Check-In		
Check on Agreements	Grades/Aeries HW Hub	<p>Grades: students see both marking periods</p> <p>*next step: more aligned ways to do gradebooks. -label by marking period -if a student didn't turn it in: leave blank for missing assignment/RED to be indicated (when grading complete)</p> <p>-"Visible to parents" for settings</p> <p>*next step: User issue with aeries.</p> <p>GRADES: list of assignments per class, from MP 2 (6 formative assessments, 6 something else)</p> <p>-unit plans: where are the assessments showing up in your planning?</p> <ul style="list-style-type: none">• In unit plan, highlight what you plan to grade <p>Targeted HW: resources of prerequisite skills Accountability of doing the supplemental materials?</p>
Follow-Up from 10/22 PD	Responses to PD/PLC feedback form	
Plan for 10/29 PD	<p>1. PLC Time: 2:10-3:10</p> <p>a. Check-In about work from last week:</p> <ol style="list-style-type: none">How are SCRIPTS for Turn & Talks going?What support is needed to do the Turn & Talks?What challenges are you still facing with turn & talks? <p>ACTION: where will you be putting scripts for Turn & Talks in</p>	<p>Ask teachers: how many exit tickets/student writing assignments did you have this MP?</p> <p>6+: on track 4-6: almost there <4: focus for MP 3</p>

	<p>your unit plans for MP3? Rank yourself: -do you always have structured turn and talks?</p> <ul style="list-style-type: none"> • I do, I ALWAYS have structure and do different talk structures • I do, sometimes I have structure • I rarely do turn and talks <p>b. Rubrics</p> <ol style="list-style-type: none"> i. What is your plan to utilize them in the upcoming MP? ii. What support do you need with using the rubrics? <p>ACTION: Time to create generic 4-pt rubrics (get feedback). DUE MONDAY, 11/3</p> <p>c. Choose possible dates for release days:</p> <ol style="list-style-type: none"> i. 11/3: Math ii. ELA? (separate days) iii. Science? (11/5) iv. History (was scheduled for 10/29) v. ELD? <p>2. Work Time: 3:10-4</p>	
Measure G1 Carryover	<p>We have 25k in carryover for G1, which is for the arts:</p> <p>Opinions on following proposals:</p> <ul style="list-style-type: none"> • Dance mirror, costumes for dancers • Carpet for music • AHC contract 	<p>Feedback: YES to tools for arts teachers. Music room is VERY loud; carpet will help. Dance teacher funds costumes herself; needs funding for that. AHC contract is a YES.</p>