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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** March 10, 2026

**Subject** Amended West Oakland Middle School 2025-2026 Measure G1 Application

**Ask of the Commission** Approve the Amended West Oakland Middle School 2025-2026 Measure G1 Application

**Discussion** Middle School Network is open to questions from the commission regarding the Amended West Oakland Middle School 2025-2026 Measure G1 Application.

**Fiscal Impact** The recommended amount is **\$80,818.00**. Resource 9332 - Measure G1.

**Attachment(s)** Amended Grant application attached.



**2025-2026  
 Measure G1 Application**

**Due Date: March 1, 2025**

**Amended: March 10, 2026**

## School Information & Student Data

<b>School</b>	West Oakland Middle School	<b>School Address</b>	991 14th Street Oakland, CA 94607
<b>Contact</b>	Neha Ummat	<b>Contact Email</b>	neha.ummat@ousd.org
<b>Principal</b>	Neha Ummat	<b>Principal Email</b>	neha.ummat@ousd.org
<b>School Phone</b>	510-874-6788	<b>Total Number of Students</b>	169
<b>Recommended Grant Amount<sup>1</sup></b>	<b>\$80,818.00</b>	<b>2024-25 CALPADS<sup>2</sup> Enrollment Figure (grades 6-8 Oakland residents only)</b>	162
		<b>2024-25 LCFF<sup>3</sup> Enrollment</b>	156

Student Demographics (%)				Measure G1 Team	
English Learners	34.5	Asian/Pacific Islander	4.6	Name	Position
LCFF	97.08	Latinx	29.24	Neha Ummat	Principal
SPED	22	Black or African-American	45.6	Jordan Stern	Music
Missing Info	12.3	White	0.6	Marianna Hester	Dance contractor
Multiple	7	Indigenous or Native	0.5		

<sup>1</sup> 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.

<sup>2</sup> The California Longitudinal Pupil Achievement Data System (CALPADS) collects various about students, including school enrollment. Each fall, around early October, all schools in California submit enrollment figures into the CALPADS system which becomes the official count for that school for that year.

<sup>3</sup> Under the Local Control Funding Formula, the following categories of students receive additional funding: English learners, students in foster care, students eligible for the free- and reduced-lunch program.

Races		American			
		Multiracial			

<b>Chronic Absence (Include raw number and percent)</b>				
	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Student Population Overall	44	30	30	25
Asian/Pacific Islander	43	25	0	0
Latinx	40	25	32	25
Black or African-American	45	30	38	30
White	36	25	5	2
Indigenous or Native American	0	0	50	25
English Learners	48	25	18	12
Students w/ IEPs	50	30	33	25
Free/ Reduced Lunch Students	40	30	31	25

## Metrics

(all data points are required)

<b>Electives (Include raw number and percent)</b>					
Metric	Area	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Number of students taking elective courses.	Art	46	45	45/25%	50/30%
	Language	NA	NA	NA	NA
	Music	24	25	42/25%	50/30%
Number of students participating in non-course experiences (e.g. after-school program)	Art	20	30	15/9%	35/20%
	Language	NA	NA	NA	NA
	Music	NA	NA	NA	NA

**Positive & Safe Culture**  
**(Include raw number and percent)**

Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
<b>Average Daily Attendance</b> <b>Date of Figure: 3/20/25</b>				
Asian/Pacific Islander	93	89	96	97
Latinx	91	88	89.5	93
Black or African-American	87	80	89	93
White	90	88	94.3	95
Indigenous or Native American	na	na	88	93
English Learners	90	85	92.5	94
Students w/ IEPs	90	85	89	93
Free/ Reduced Lunch	90	83	89.9	93

Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
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<b>Suspended Students</b> <b>Date of Figure: 3/20/25</b>				
Asian/Pacific Islander	0	16.7	14.3	11
Latinx	5	9.3	8.6	6
Black or African-American	29	19	26.9	20
White	0	23.8	0	0
Indigenous or Native American	0	0	0	0
English Learners	0	17.8	5.7	4
Students w/ IEPs	18	22.6	26	20
Free/ Reduced Lunch	37	17	16.3	14

**Student Retention from 5th Grade to 6th Grade**

Metric	2022-23	2023-24	2024-25	2025-26 Goal
6th Grade Enrollment	65	48	72	75

# Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
School Site Council	3/12/2025

Staff Engagement Meeting(s)	
Staff Group	Date
ILT	3/18/2025

<u>Music (Rubric)</u>	2023-24	2024-25
<b>Access and Equitable Opportunity</b>	N/A	Basic (not all students can participate)
<b>Instructional Program</b>	N/A	Quality
<b>Staffing</b>	N/A	Quality
<b>Facilities</b>	N/A	Quality
<b>Equipment and Materials</b>	N/A	Basic
<b>Teacher Professional Learning</b>	N/A	Basic
<u>World Language (Rubric)</u>	2023-24	2024-25
<b>Content and Course Offerings</b>	There are no world language course offerings.	NA
<b>Communication</b>	There are no world language course offerings.	NA
<b>Real world learning and Global competence</b>	There are no world language course offerings.	NA
<u>Art (Visual Arts, Theater, and Dance)</u>	2023-24	2024-25
<b>Access and Equitable Opportunity</b>	Basic: most students have the option of taking art as their daily elective class.	Quality
<b>Instructional Program</b>	Basic: there are some opportunities at school to display/exhibit work.	Quality

<b>Staffing</b>	Basic	Entry/Basic: teacher is experienced and is working towards credential
<b>Facilities</b>	Basic	Basic
<b>Equipment and Materials</b>	Basic	Quality
<b>Teacher Professional Learning</b>	Basic	Basic

## Proposed Expenditures

### Guidelines

1. In the following sections, please discuss your team's plan to address the goals of G1:
  - a. Increase access to courses in arts, music, and world languages in grades 6-8.
  - b. Improve student retention during the transition from elementary to middle school.
  - c. Create a more positive and safe middle school learning environment.
2. Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.
3. Add additional lines as needed.
4. The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1
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.

## Summary of 2024-25 Approved Expenditures

All Actual Expenditures		Budget Amount
<b>Positive &amp; Safe Culture</b>		
1	STIP substitute (0.7 FTE)	\$60,000
<b>Electives (Art, Music, World Language)</b>		
1	Consultants: Dimensions Dance and Oakland Interfaith Gospel Choir	\$41,344
<b>Budget Total</b>		<b>\$101,344.00</b>

## Summary of 2025-26 Proposed Expenditures

All Proposed Expenditures (from sections below)	Budget Amount
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1	Art Teacher FTE: 0.5 Salary	\$62,226.98
2	Consultant Contract: Dimensions Dance	\$18,591.02
3	<p><b>Consultants for the Arts:</b> We will be expanding our work with contractors, including Attitudinal Healing Connection, Dimensions Dance, Oakland Interfaith Gospel Choir, YouthBeat Media.</p> <p>AHC: Provides African Drumming instruction, and Visual Arts Instruction. Both classes are offered one time per week, and approximately 50 students benefit from the classes. The contract would be for 20K.</p> <p>Dimensions: This dance contractor provides instruction five days per week. Four days per week, dance is offered for five periods a day. One day per week, dance is offered three periods a day. In total, approximately 65 students take dance at WOMS. The contractor needs funds for the instructor. The contract would be for 35K.</p> <p>OIGC: Our choir meets one time per week, for one period a day. Approximately 15 students are in our choir. The contract would be for \$2500.</p> <p>YouthBeat Media: This contractor is new this year, and provides instruction in graphic design and digital animation. This class is offered once a week, for two periods a day. Approximately 25 students take this class. The contract would be for 10K.</p>	\$67,500.00
4	<b>Supplies for Arts:</b> We need to purchase supplies for arts classes, costumes for dance, and instruments for music.	\$13,318.00
<b>Budget Total (must add up to Recommended Grant Amount)</b>		<b>\$80,818.00</b>

## Proposed Expenditures By Focus Area

Proposed Expenditures for Electives (Art, Language, and Music only)			
Description of Proposed Expenditures	Number of students taking a course in art, language, or music (based on the specific investment).	Number of students participating in a non-course experience in art, language or music (based on the specific investment) + frequency and amount of time spent in each activity.	Budget Amount
<p>Consultants for the Arts: We will be expanding our work with contractors, including Attitudinal Healing Connection, Dimensions Dance, Oakland Interfaith Gospel Choir, YouthBeat Media.</p> <p>AHC: Provides African Drumming instruction, and Visual Arts Instruction. Both classes are offered one time per week, and approximately 50</p>	90 (some of the same students take multiple classes)	NA	\$67,500.00

<p>students benefit from the classes. The contract would be for 20K.</p> <p>Dimensions: This dance contractor provides instruction five days per week. Four days per week, dance is offered for five periods a day. One day per week, dance is offered three periods a day. In total, approximately 65 students take dance at WOMS. The contractor needs funds for the instructor. The contract would be for 35K.</p> <p>OIGC: Our choir meets one time per week, for one period a day. Approximately 15 students are in our choir. The contract would be for \$2500.</p> <p>YouthBeat Media: This contractor is new this year, and provides instruction in graphic design and digital animation. This class is offered once a week, for two periods a day. Approximately 25 students take this class. The contract would be for 10K.</p>			
<p>Supplies for Arts. We need to purchase supplies for arts classes, costumes for dance, and instruments for music.</p>	<p>90</p>		<p>\$13,318.00</p>

**Please submit your Measure G1 proposal to Cliff Hong ([clifford.hong@ousd.org](mailto:clifford.hong@ousd.org)) and Karen Lozano ([karen.lozano@ousd.org](mailto:karen.lozano@ousd.org)).**



# SSC Agenda

## West Oakland Middle School

School Site Council Meeting

DATE: 3/12/2024

TIME: 6:30 PM

LOCATION: ZOOM [Join Zoom Meeting](#)

ID: 84775788009

In attendance (members):

Adrian Henderson

Connie Zunino

Daria Leavitt

Neha Ummat

Bettie DeShay

Items	Facilitator
1. Welcome, Introduction, Norms	Ms Ummat
2. SSC Minutes review: Reviewed the SPSA (site plan)	
3. Principal Updates: <ul style="list-style-type: none"> <li>a. <b>MARCH:</b> <ul style="list-style-type: none"> <li>i. Puberty Education Week</li> <li>ii. Ramadan</li> <li>iii. Black History Exhibition</li> <li>iv. SLC's</li> <li>v. Field Trips!</li> <li>vi. Spring Break</li> </ul> </li> <li>b. <b>APRIL:</b> <ul style="list-style-type: none"> <li>i. SBAC Testing (ELA, Math, Science): Adjusted Schedule               <ul style="list-style-type: none"> <li>1. 4/10-4/11: Science</li> <li>2. 4/14-4/25: ELA &amp; Math</li> </ul> </li> <li>ii. Testing Snacks: granola bars</li> </ul> </li> <li>c. <b>MAY:</b> <ul style="list-style-type: none"> <li>i. OGO Field Trips</li> <li>ii. Staff Appreciation Week: 5/5-5/9               <ul style="list-style-type: none"> <li>1. Staff lunch: 5/7</li> </ul> </li> </ul> </li> </ul>	



<ul style="list-style-type: none"> <li>iii. Science Fair: Wed, 5/14</li> <li>iv. Multicultural Night: Thurs, 5/15</li> <li style="padding-left: 20px;">1. Potluck</li> <li>v. Literacy Night: date TBD</li> <li>vi. End of Year Field Trips</li> <li>vii. Promotion Events</li> </ul>	
<p>4. Expenditures of Measure G1 for 25-26:</p> <ul style="list-style-type: none"> <li>a. 80K: VAPA electives <ul style="list-style-type: none"> <li>i. Visual Art teacher (50K)</li> <li>ii. Performing Arts: Dance (30K)</li> </ul> </li> </ul>	<p>Contributing positively to school culture; incentives to come to class. More open to all students (equitable).</p> <p>SSC provided positive feedback on the expenditure of G1 funding.</p>
<p>5. Expenditures of CCSPP (California Community Schools Program) for 25-26</p> <ul style="list-style-type: none"> <li>a. Culture and Climate Staff: <ul style="list-style-type: none"> <li>i. Case Manager</li> <li>ii. RJ facilitator</li> <li>iii. 2K for incentives for students</li> </ul> </li> </ul>	<p>SSC asked to see the entire budget to get a better idea of how much salaries cost, and what other sources of funding are available for our staff and other initiatives.</p>
<p>6. <b>Remainder of 24-25 Funds: 24K</b></p> <ul style="list-style-type: none"> <li>a. Book sets for 25-26 book clubs: 5K</li> <li>b. Accelerated Reader: 3500</li> <li>c. Technology/Equipment: 15K <ul style="list-style-type: none"> <li>i. Extension Cords</li> <li>ii. HDMI cables, USB-C cables</li> <li>iii. Chromebooks</li> <li>iv. LCD projectors</li> </ul> </li> </ul>	<p>Need replacement chromebooks</p> <p>Each teacher needs an extension cord</p> <p>Ms Ummat moved to make a budget transfers to “books other than textbooks” and to make a transfer to licenses/technology for Accelerated Reader.</p> <p>Ms Zunino seconded the motion, and the body voted to use funds as proposed.</p> <p>Ms Ummat moved to purchase books for book clubs, accelerated reader, and technology, as listed. Ms Zunino seconded it, and everyone approved it in a vote.</p> <p><i>Accelerated Reader is a technology platform that catalogs books based on reading level. Thousands of books are in the Accelerated Reader database, and students and teachers can easily find out the Lexile levels of any book that is assigned or chosen in class. AR also has quizzes that assess students’ comprehension of the book. This will assist WOMS in improving our students’ literacy levels.</i></p>
<p>7. Public Input</p>	<p>Open Forum</p>



8. Establish Date of Next Meeting and Adjourn	Thurs, 4/17
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ILT Mtg  
 3/18/2025  
 In attendance:  
 Njissang  
 Brody-Kaplan  
 Aguirre  
 Maynard

TIME	Notes	Next Steps
3:50-4	Check-In	biopic/soundtrack of your life
4-4:20	Learning Walk Debrief: Glows, Grows and next steps <a href="#">WOMS LW Data Report</a>	<p><b>STEM observations:</b>          Grade-level work+          Lack of explicit student to student talk          Missed opportunities/learning that could have happened with a turn and talk</p> <p>Because of direct instruction, wasn't sure what kids understood</p> <p>Were students lost? (based upon lack of work produced in some areas)</p> <p>Sped: room for improvement, for example, ANCHOR CHARTS</p> <p>Different understanding or places value in certain teacher moves/instructional strategies.</p> <p><b>HUMANITIES</b>          More checks for understanding          More student to student talk          More on grade-level standard</p> <p>Opportunities for student talk in <math>\frac{2}{3}</math>, missed in 1          Lack of fundamental skills (literacy, numeracy) are obstacles to doing grade-level work</p> <p>Evidence of RACE writing in all classes (Humanities)</p>
4:20-4:45	PLC planning: <ul style="list-style-type: none"> <li>● Continued work on RACE</li> <li>● Upcoming PLC dates:               <ul style="list-style-type: none"> <li>○ Wed, 3/26</li> <li>○ 4/9: SBAC</li> <li>○ 4/16: 2nd Wed</li> </ul> </li> </ul>	<p>Next STEP: all students know how to do RACE writing. We should have similar roll-out campaign with student to student talk</p> <p>PLC reflection: seeing how other people work, makes you reflect back on your own practice. For people who have presented, getting some validation on what they are doing.</p>

	<ul style="list-style-type: none"> <li>○ 4/23</li> <li>○ 4/30</li> <li>○ 5/7</li> </ul>	<p>Seeing other teachers, how they use vocabulary. Seeing how they prepare students to do RACE writing. Tailor assignment to get to “RACE”.</p> <p>Explicit teaching and practice to help people practice:</p> <p>PLC work reflection: seeing everyone’s expectations in writing. Challenge has been to know what to expect, because background knowledge is not already there.</p> <p>Good to calibrate, understand</p> <p>PLC work reflection; Can see what is and isn’t happening in classrooms. NEED: start looking at instructional strategies: student talk</p> <p>PLC plan for 3/26:</p> <ul style="list-style-type: none"> <li>● Calibrate for focal students</li> <li>● Connection and Reflection: put into lessons [when will this be taught?]: when can plc members come and see it?</li> <li>● GUIDELINES: <ul style="list-style-type: none"> <li>○ Teachers need some supporting reminders/cheat sheets <ul style="list-style-type: none"> <li>■ Turn and talk: quick checks for understanding DAILY</li> <li>■ WEEKLY:</li> <li>■ WHY student talk is important? <ul style="list-style-type: none"> <li>● People know, need more peer observations</li> </ul> </li> </ul> </li> </ul> </li> <li>● FINAL PLC date: 5/9 <ul style="list-style-type: none"> <li>○ Teacher exhibition: <ul style="list-style-type: none"> <li>■ Menu item: <ul style="list-style-type: none"> <li>● Student work</li> <li>● handouts/assignments</li> <li>● videos</li> </ul> </li> <li>■ Some kind of presentation from PLC’s</li> <li>■ Gallery walk</li> </ul> </li> </ul> </li> <li>● By end of the year: <ul style="list-style-type: none"> <li>○ Cross PLC peer observations <ul style="list-style-type: none"> <li>■ Guided peer observations</li> </ul> </li> </ul> </li> </ul>
4:45-515	<p>G1 Discussion</p> <ul style="list-style-type: none"> <li>● Requested feedback: <ul style="list-style-type: none"> <li>○ Need to continue arts offerings</li> </ul> </li> </ul>	<p>ILT agreed to fund ART and DANCE through G1</p>