



**Measure G1
Grant Application
2018-19- Charters
Due: March 15, 2018**

School	Oakland Unity Middle School	Contact *	Damon Grant
School Address	Eastmont Town Center	Contact Email	dgrant@unitymiddle.org
Principal	Damon Grant	Principal Email	dgrant@unitymiddle.org
School Phone	510-959-5302	Recommended Grant Amount**	\$42,131
Actual 2017-18 Enrollment (6-8) (20 day count)	173	Actual 2017-18 LCFF Enrollment (6-8) (20 day count)	167

**Measure G1 Communications will be sent to individual listed as the Contact for the organization. Please include principal's information as well, if they are not the same.*

***Note: This is by no means a guarantee of funds. The recommended grant amount is still an estimate based on projected tax revenue, and 20 day LCFF enrollment of Oakland residents. All recommended grant amounts are subject to Measure G1 Commission and School Board approval.*

Summary of Approved Expenditures from 2017-18

2017-18 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	.50 FTE of a Mental Health professional	\$31,208
2		
3		
4		
5		
Budget Total (must add up to Current Grant Amount)		\$31,208

Summary of Proposed Expenditures for 2018-19 (listed in order of priority)

2018-19 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	.60 FTE of a Mental Health professional	\$42,131
2		
3		

4		
5		
	Budget Total (must add up to Anticipated Grant Amount)	\$42,131

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
84	95	91.06	13.56	14.69	32.96	96.61

Student Body Ethnic Composition

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
24		1	147			3	1

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

Name	Role
Damon Grant	Principal
Kate Goedeker	Assistant Principal
Maryam Toloui	Director of Wellness Services
Austin Razavi	Dean of Students

School Vision (insert here):

Our vision for Oakland Unity Middle School (OUMS) is a school where all students acquire the core skills necessary for academic achievement and, ultimately, for success in today's global, multicultural and multilingual society. With unwavering high expectations for all stakeholders, Oakland Unity Middle School will provide a high quality college preparatory middle school option to East Oakland families whose educational program and structured environment will effectively prepare students for success in rigorous high school coursework. Integrated into this educational program will be an ongoing emphasis on the development of life-long professional skills and Habits of Heart and Mind that will develop and empower students' and families' capacity

to support sustained success through higher education, career, and beyond, helping families to recognize and build upon their assets so that they can obtain their future goals. OUMS will balance these ambitious goals by developing and nurturing a valuable school experience that is rich, enjoyable, and memorable.

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.

Music (Rubric Score)	2016-17 (last yr)	2017-18 (this yr)	Art (Visual Arts, Theater, and Dance)	2016-17 (last yr)	2017-18 (this yr)
Access and Equitable Opportunity	Emerging	Emerging	Access and Equitable Opportunity	Emerging	Emerging
Instructional Program	Emerging	Emerging	Instructional Program	Emerging	Emerging
Staffing	Emerging	Emerging	Staffing	Emerging	Emerging
Facilities	Emerging	Emerging	Facilities	Emerging	Emerging
Equipment and Materials	Emerging	Emerging	Equipment and Materials	Emerging	Emerging
Teacher Professional Learning	Emerging	Emerging	Teacher Professional Learning	Emerging	Emerging
World Language (Rubric)	2016-17 (last yr)	2017-18 (this yr)			
Content and Course Offerings	Emerging	Emerging			
Communication	Emerging	Emerging			
Real world learning and Global competence	Emerging	Emerging			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2016-17 (last yr)	2017-18 (this yr)	Safe and Positive School Culture (SPSA)	2016-17 (last yr)	2017-18 (this yr)
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2017-18 Enrollment Data (20 day)	N/A	N/A	Suspension	.00033%	Don't have yet
ES Outreach Strategy Actions	N/A	N/A	Chronic Absence	18.71%	Don't have yet
Programs to support ES students transition to MS	N/A	N/A	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
Monthly Parent Meeting	3/15/18
Student School Satisfaction Survey	12/15/17

Staff Engagement Meeting(s)	
Staff Group	Date
All Staff	3/14/18
Instructional Leadership Team	3/14/18

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]

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>

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 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>

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 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math 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 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

While we sincerely wish we had the resources to provide art, music and world language instruction for all students, our first priority based upon stakeholder feedback and the data described below with relation to our students social-emotional needs is to continue to support a safe and positive school culture for our middle school students through increased mental health support for our students.

Research has established a proven connection between social-emotional support and a safe and positive school environment. For example, the CDC (Centers for Disease Control and Prevention) synthesizes studies that show that trauma and Adverse Childhood Experiences (ACEs) can lead to long term negative effects, including higher incidences of violence. In addition, living in poverty is correlated with experiencing ACES. Our students live in East Oakland and more than 90% qualify for free or reduced lunch and live in under-resourced neighborhoods where community is violent and legal and immigration concerns are common. Students who have experienced unresolved trauma often express this in behavioral ways that can make school feel less safe and positive for themselves and their classmates. Examples can include:

1. Internalization of trauma that results in depression or anxiety. These mood disorders then make it difficult to respond to difficult situations and setbacks that arise on a daily basis in a school. Conflicts with peers can escalate quicker and become unsafe if one or both parties has trouble regulating their emotions.
2. Externalization of trauma that results in hyperactivity, defiance, aggression, and bullying that may feel unsafe and negative for the student and their peers in class and especially in less structured spaces like the cafeteria or hallway.
3. Experiencing trauma can make it hard to understand, set, and respect boundaries. Without boundaries, no one feels safe, especially not children. Some examples of unsafe behaviors that can result from this lack of boundaries are: not knowing social norms around sexual contact, bringing dangerous items to school, and not respecting other students' personal space.
4. Trauma is usually imparted by adults in a child's life, making a child feel less safe and trusting of adults than they require. Because of this difficult history with adults, redirection from school staff can be more difficult to follow, resulting in defiant behaviors that may feel unsafe to the student, their peers, and/or school staff.

During the 2016-17 school year, prior to the Measure G1 funds, we established a position for a Wellness Director. From 3/21/2017- 6/10/2017, 65 students or 42% of students have been referred to and received services that range from one time or short term interventions to ongoing individual or group counseling.

Of these 65 students, 30 received long term ongoing services. However, 21 students remained on a waiting list for individual counseling and only 10% of staff reported feeling prepared to meet students' social-emotional needs. Therefore our grant proposal in 2017-18 was to fund an additional mental health counselor who has worked under the supervision of our Wellness Director to provide various support services to students and families including crisis intervention, counseling, in-class behavioral support, peer mediation and advocacy for necessary off-campus services. The presence of this additional mental health professional has also meant that the Wellness Director has had the time and capacity to supervise university interns, thereby providing additional support to our students in the form of unpaid intern counselors.

During the 2017-18 school year, with the help of the Measure G1 funds, we had the following outcomes at the writing of this proposal: 79 students have been served to date, 20 students are currently in on-campus individual weekly counseling, 12 students are in weekly group counseling, 1 student is on the waiting list, there is 66 hours/week of on-campus Wellness (an increase from 35 hours/week during the 2016-17 school year).

When we engaged our staff around the potential allocation of Measure G1 funds for the 2018-19 school year, 94% agreed that maintaining the current levels of Wellness staff helps our students with social-emotional regulation and overall culture of our school. 94% agree that collaborating with Wellness to meet student needs is positive. 40% of staff reported feeling prepared to meet students' social emotional needs (up from 10% in 2016-17) and 94% agree that the work of the Wellness team has an impact on school safety (see Wellness Services Survey).



After speaking to a variety of stakeholders, including parents, students, and staff, we would like to increase our current levels of Wellness funding to pay for a .60 FTE mental health professional in order to proportionally increase our services to meet the needs of a 10% increase in our student body.








Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$42,131	.60 FTE of a Mental Health professional	1) Higher # of students/percentage of students referred for mental health services being served, maintain 0% of students on the waiting list. 2) Continued low # and percentage of suspensions and expulsions 3) Higher satisfaction with school climate and safety by parents/guardians, staff and students 4) Increased academic achievement based on SBAC scores, as a result of more time spent in class and on task by students

Please submit your 2018-19 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).


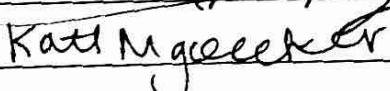


ATTENDEES:	<ul style="list-style-type: none"> • Austin Razavi, Dean of Students • Kate Goedecker, Assistant Principal
ROLES:	<ul style="list-style-type: none"> • Facilitator and time: Kate Goedecker • Note-Taker: Austin Razavi
Objectives:	<ul style="list-style-type: none"> - Leadership team members will review action items to ensure agreed upon actions have been completed or initiated. - Leadership team members will review student survey data to determine direction of Measure G1 application. - Leadership team members will review upcoming project and co-plan components.

Date: 3.9.18, 4:00-5:00pm					
Time	Topic	Notes			
4:00-4:05	Review last week's action items				
		Action Item	Who	When	Status
		Project Timeline	AR	3/12	
		Make health appt	AR	3/5	
		Check in: off-site day	AR	3/12	
4:05-4:15	Review Student Survey Data for Measure G1	Notes/Numbers from Student Survey Data (input screenshots of data):			
		2016 STUDENT Data (S1)		2017 STUDENT Data (S1)	
		<p>In general, my classes are calm and free from distractions, allowing me to concentrate on my work.</p> <p>122 responses</p>  <p>59.2% of students agree/strongly agree</p>		<p>In general, my classes are calm and free from distractions, allowing me to concentrate on my work.</p> <p>122 responses</p>  <p>61% of students agree/strongly agree</p>	

		<div><p>If my behavior is not good, Unity gives me the chance to learn how to become a positive member of this community.</p><p>25 responses</p><ul style="list-style-type: none">● Strongly Agree● Agree● Disagree● Strongly Disagree<p>85% of students agree/strongly agree</p></div>				
4:15-4:30	Review Staff Survey	<table><thead><tr><th>2016 STAFF Data</th><th>2017 STAFF Data</th></tr></thead><tbody><tr><td><div><p>Do you (as a teacher or staff member) feel prepared to meet students social-emotional needs?</p><p>17 responses</p><ul style="list-style-type: none">● Yes● No● Maybe</div></td><td><div><p>Do you (as a teacher or staff member) feel prepared to meet students social-emotional needs?</p><p>15 responses</p><ul style="list-style-type: none">● Yes● No● Maybe</div></td></tr></tbody></table>	2016 STAFF Data	2017 STAFF Data	<div><p>Do you (as a teacher or staff member) feel prepared to meet students social-emotional needs?</p><p>17 responses</p><ul style="list-style-type: none">● Yes● No● Maybe</div>	<div><p>Do you (as a teacher or staff member) feel prepared to meet students social-emotional needs?</p><p>15 responses</p><ul style="list-style-type: none">● Yes● No● Maybe</div>
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4:30-4:55	Project Planning					
4:55-5:00	Review Actions					

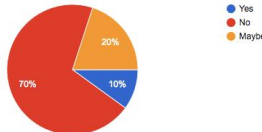
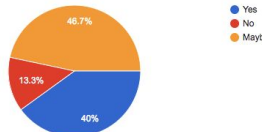
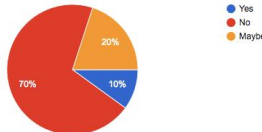
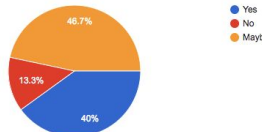
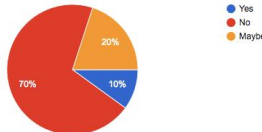
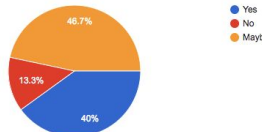
Action Item	Who	When	Status
Gather Wellness Data	MT	3.14.18	
Administer staff survey for 2017-18	DG	3.14.18	

Sign In Sheet		
	AUSTIN RAZAVI	3.9.18
	KATE GOEDECKER	3.9.18



ATTENDEES:	<ul style="list-style-type: none"> • Damon Grant, Principal • Kate Goedeker, Assistant Principal • Maryam Toloui, Director of Wellness Services • Austin Razavi, Dean of Students
ROLES:	<ul style="list-style-type: none"> • Facilitator and time: Kate Goedeker • Note-Taker: Damon Grant
Objectives:	<ul style="list-style-type: none"> - Wellness team will share what has been possible (with data and anecdotally) as a result of the Measure G1 funding - Leadership team members will review student survey data to determine direction of Measure G1 application for next year.

Date: 3.14.18, 12:00-12:30					
Time	Topic	Notes			
12:00-12:05	Review items from Measure G1 meeting on 3/9/18				
		Action Item	Who	When	Status
		Agendas and Data Sources	KG	3.14	
		Deadline	KG	3.15	
		Disbursement of funds	KG	3.9	Info from session
12:05-12:15	Review Wellness Team information	Notes/Numbers from Wellness Team Data:			
		2016-17 Wellness Data		2017-18 Wellness Data	
		<ul style="list-style-type: none">71 students served14 students in on-campus individual weekly counseling6 students in weekly group counseling24 students on waitlist35 hours/week on-campus Wellness presence		<ul style="list-style-type: none">79 students served year-to-date28 students are currently in on-campus individual weekly counseling12 students in weekly group counseling1 student on waitlist66 hours/week on-campus Wellness presence; increase provided by:<ul style="list-style-type: none">hiring 1 part-time School Social Workerexpanding counseling interns from 4 to 6 interns	

12:15-12:25	Review Staff Survey	<table><tr><th>2016 STAFF Data</th><th>2017 STAFF Data</th></tr><tr><td><p>Do you (as a teacher or staff member) feel prepared to meet students social-emotional needs?</p><p>10 responses</p><p>● Yes ● No ● Maybe</p></td><td><p>Do you (as a teacher or staff member) feel prepared to meet students social-emotional needs?</p><p>15 responses</p><p>● Yes ● No ● Maybe</p></td></tr></table>	2016 STAFF Data	2017 STAFF Data	<p>Do you (as a teacher or staff member) feel prepared to meet students social-emotional needs?</p> <p>10 responses</p>  <p>● Yes ● No ● Maybe</p>	<p>Do you (as a teacher or staff member) feel prepared to meet students social-emotional needs?</p> <p>15 responses</p>  <p>● Yes ● No ● Maybe</p>
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12:12-12:30	Timelines and Action Items	<ol style="list-style-type: none">1. Review G1 Timeline2. Assign Action Items				

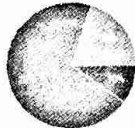

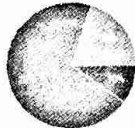

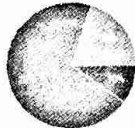

Action Item	Who	When	Status
Finalize outstanding Wellness Data	MT	3.14.18	√
Review G1 Timeline and Checklist	KG and DG	3.9.18	√

Sign In Sheet	



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12:12-12:30	Timelines and Action Items	<ol style="list-style-type: none">1. Review G1 Timeline2. Assign Action Items				

Action Item	Who	When	Status
Finalize outstanding Wellness Data	MT	3.14.18	✓
Review G1 Timeline and Checklist	KG and DG	3.9.18	✓

Sign In Sheet		
Kaufcealter	KATE GOEDERER	3.14
M. Toloui	Maryam Toloui	3/14
Damon Grant	Damon Grant	3/14
S. A. B.	Austin Razavi	3/14



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Time	Topic	Notes	
4:00-4:05	Review last week's action items		
		Action Item	Who
		When	Status
		Project Timeline	AR
		Make health appt	AR
4:05-4:15	Review Student Survey Data for Measure G1	Check in: off-site day	AR
		Notes/Numbers from Student Survey Data (input screenshots of data):	
		2016 STUDENT Data (S1)	2017 STUDENT Data (S1)
		<p>In general, my classes are calm and free from distractions, allowing me to concentrate on my work.</p> <p>125 responses</p> <p>59.2% of students agree/strongly agree</p>	<p>In general, my classes are calm and free from distractions, allowing me to concentrate on my work.</p> <p>125 responses</p> <p>61% of students agree/strongly agree</p>

		<div></div> <div>If my behavior is not good, Unity gives me the chance to learn how to become a positive member of this community.</div> <div>125 responses</div> <div><table><tr><td>Strongly agree</td><td>3.8%</td></tr><tr><td>Agree</td><td>12%</td></tr><tr><td>Disagree</td><td>19.2%</td></tr><tr><td>Strongly Disagree</td><td>64.8%</td></tr></table></div> <div>85% of students agree/strongly agree</div>	Strongly agree	3.8%	Agree	12%	Disagree	19.2%	Strongly Disagree	64.8%								
Strongly agree	3.8%																	
Agree	12%																	
Disagree	19.2%																	
Strongly Disagree	64.8%																	
4:15-4:30	Review Staff Survey	<table><tr><th>2016 STAFF Data</th><th>2017 STAFF Data</th></tr><tr><td><div>Do you (as a teacher or staff member) feel prepared to meet students social-emotional needs?</div><div>10 responses</div><div><table><tr><td>Yes</td><td>10%</td></tr><tr><td>No</td><td>70%</td></tr><tr><td>Maybe</td><td>20%</td></tr></table></div></td><td><div>Do you (as a teacher or staff member) feel prepared to meet students social-emotional needs?</div><div>15 responses</div><div><table><tr><td>Yes</td><td>40%</td></tr><tr><td>No</td><td>13.3%</td></tr><tr><td>Maybe</td><td>46.7%</td></tr></table></div></td></tr></table>	2016 STAFF Data	2017 STAFF Data	<div>Do you (as a teacher or staff member) feel prepared to meet students social-emotional needs?</div> <div>10 responses</div> <div><table><tr><td>Yes</td><td>10%</td></tr><tr><td>No</td><td>70%</td></tr><tr><td>Maybe</td><td>20%</td></tr></table></div>	Yes	10%	No	70%	Maybe	20%	<div>Do you (as a teacher or staff member) feel prepared to meet students social-emotional needs?</div> <div>15 responses</div> <div><table><tr><td>Yes</td><td>40%</td></tr><tr><td>No</td><td>13.3%</td></tr><tr><td>Maybe</td><td>46.7%</td></tr></table></div>	Yes	40%	No	13.3%	Maybe	46.7%
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4:30-4:55	Project Planning																	
4:55-5:00	Review Actions																	

Action Item	Who	When	Status
Gather Wellness Data	MT	3.14.18	
Administer staff survey for 2017-18	DG	3.14.18	

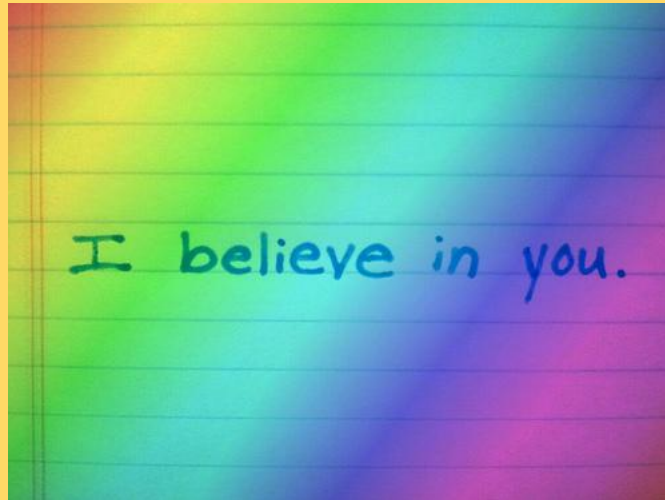
Sign In Sheet

Wednesday, March 14th, 2018

Welcome!

We have some great kids here at OUMS. Take time to think of one student who you appreciate and write them an encouraging note.

Thanks,
Alicia



OUMS Staff Norms 17-18

- Practice direct, fluid, and honest communication
- Put kids first
- Be solution oriented and goal driven
- Be a team player and have each other's backs; ask for help if you need it, offer help if you have it
- Wear an equity lens and strive towards justice for our community
- Step up, step back; voice your thoughts
- Do courageous work, be brave
- Keep it lit

Learning Targets

By the end of today...

- ❑ Participate in a game to build community and practice keeping it lit!
- ❑ Update student progress on IEP goals
- ❑ Review my advisory's SLC scripts to understand how to plan and support
- ❑ If I am on the 8th grade team, I will meet with my GLT and brainstorm the best support for our 8th graders
- ❑ I will review feedback from physical space walkthroughs and prepare for our next focus in this PD cycle.

Looking Ahead...

Thursday, 3/15	New student starting tomorrow
Monday/Tuesday, 3/19-3/20	Luke and Bob out at Summit Regional Convening
Wednesday, 3/21	PD Topics: SLC prep, department meetings
Saturday, 3/24	Parent Registration Meeting for New Parents
Sunday, 3/25	Oakland Running Festival (Running Club running the 5K!) Race starts at 7:30AM, finishes around 8:00AM
Monday-Thursday, 3/26-3/29	Minimum days- SLC Weeks
Saturday, 3/31	Saturday/Spring Break school
Friday, 3/30-Sunday, 4/8	Spring Break!

Agenda

1:30-1:40	Opening, Agenda, Announcements
1:40-1:50	Measure G1 Survey and Wellness Survey
1:50-2:20	SpEd Team: Goal Updates
2:20-2:45	Advisory Updates (Include time to check in on scripts)
2:45-3:30	8th grade Team Meeting
3:30-4:00	PD Cycle: Interventions and Physical Space sharing
4:00-4:15	Closing: +/-s, Appreciations
4:15-4:30	Computer Check

Measure G1 Survey

- Brief background on Measure G1
- Select priority options for the next school year (voting)
- Take the survey about school safety(in your email!)

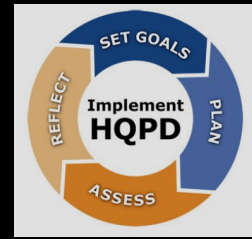
Advisory Next Week

- SLC Prep and Study Hall
- Next Monday and Tuesday with Gutierrez' Advisory.
- Hide S1 SHARP Gradebook- *might be in inactive gradebooks*. Change "Show in Parent Portal" to No

GradeBook	Students	Periods	Show in My GradeBook Menus & Options	Show in Parent Portal
Copy of SHARP Gradebook 17-18			Yes	Yes
Grant Math 8 S2 SHARP Gradebook 17-18	Math 8	4(A-F)	Yes	Yes
Grant Math 8 SHARP Gradebook 17-18	Math 8	4(A-F)	Yes	No
Razavi's Advisory S2 SHARP Gradebook 17-18	Advisory 678	8(A-F) 9(C) 10(A-B,D-F)	Yes	Yes



PD Cycle 3: Community Norms



Do staff and students uphold norms to maintain physical and emotional safety and predictability in the environment?

Do teachers promote an instructional environment that is physically and emotionally safe and predictable by:

- Setting clear behavioral and intellectual expectations with students ✓
- Providing students with opportunities to rehearse and internalize routines; ✓
- Modeling a positive attitude and commitment to values and norms
- Maintaining a physical space that has a clean and orderly arrangement and helpful visual anchors that communicate community values, vision, and norms ✓
- Acknowledging and celebrating students when they uphold norms without teacher prompting; or ✓
- **Intervening calmly and predictably when norms are violated?**

PD Cycle 3: Physical Space

TRENDS within your Locus of Control:

+

- Agendas are consistently displayed
- Floors and spaces largely free of trash
- T desks mostly organized and tidied
- More representation of every class in shared spaces

Δ

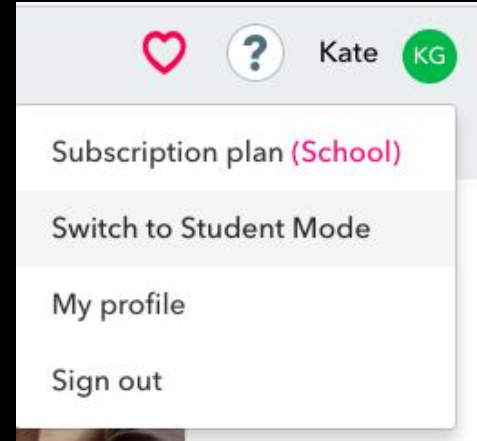
- Updating SHARP students consistently
- An organized way to display more student work

TRENDS outside of your Locus of Control:

- Fixing a few things in our physical space (cabinet, cleaning walls)

PD Cycle 3: Interventions

1. Actively Learn → Log in with Google → Hover your name in the top right corner → Student Mode
2. CLASS CODE: **278yf**
3. View Assignment (*20 Tips to Help De-Escalate Interactions with Anxious or Defiant Students*)
4. Read paragraphs 7-16 and respond to each question
5. We will be in groups to jigsaw the rest of the text



20 Tips to Help De-escalate Interactions With Anxious or Defiant Students



PD Cycle 3: Reading Jigsaw

TASK:

15 min

Chart the following:

- Key Takeaway
- Quote that stuck with us
- Something we want to try
- Something we are thinking about

Display your chart!



***YOU DO
NOT HAVE
TO DO
THESE
FOR EACH
TIP***

PORTION

TIPS 1-4

TIPS 5-8

TIPS 9-12

TIPS 13-17

TIPS 18-20

GROUP

Kate
Bob
Eric

Damon
Tim
Ayana

Austin
David
Aracely

Alicia
Ana

Luke
Berenice
Nick

PD Cycle 3: Self-Reflection

1. Complete the self-reflection survey

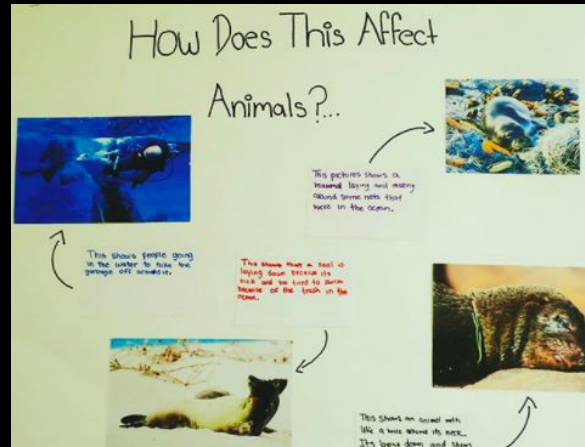
My Drive > 17-18 OUMS Staff Documents > Professional Development 17-18 > 3/14/18 PD ▾

Today we: IEP Goals, 8th Grade Meeting, PD Cycle 3

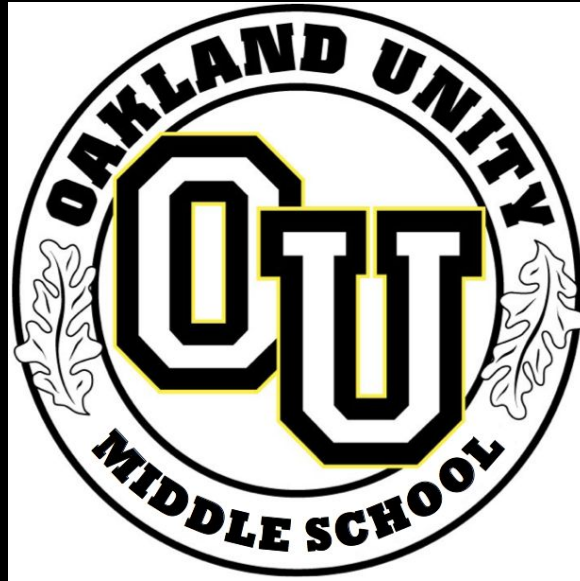
+	Δ
<ul style="list-style-type: none">• Had snacks• Card writing for the student, might want to do more• Jigsaw +2• Add some time for writing a card for a kid• Cool to use a platform that our kids use for learning :)• We talked more about student issues as a whole than most 8th grade meetings, felt more productive.• Time for Sped team/filling out the tracker	<ul style="list-style-type: none">• Snacks could have been better• No game beginning• No community was built

Welcome!

- Buy a treat from the All Star Cafe run by our students and Mr. White!
- Then, head to the halls to check out the Science Conservation Convention.
- Sign up for your SLC!



Oakland Unity Middle School Parent Meeting



Thursday, March 16th, 2018

Agenda

6:00-6:10	<ul style="list-style-type: none">• Agreements, Greeting, Sharing	<ul style="list-style-type: none">• Acuerdos, Saludo, Compartir
6:10-6:30	<ul style="list-style-type: none">• Announcements• Measure G1 Proposal and voting• Camp Common Ground Presentation	<ul style="list-style-type: none">• Anuncios• Proposito de Measure G1 y votar• Camp Common Ground Presentation
6:30-6:45	<ul style="list-style-type: none">• Sign ups for summer programs and SLCs	<ul style="list-style-type: none">• Registros para programas de verano y SLC

OUMS Agreements- '17-'18

Acuerdos de OUMS- '17-'18

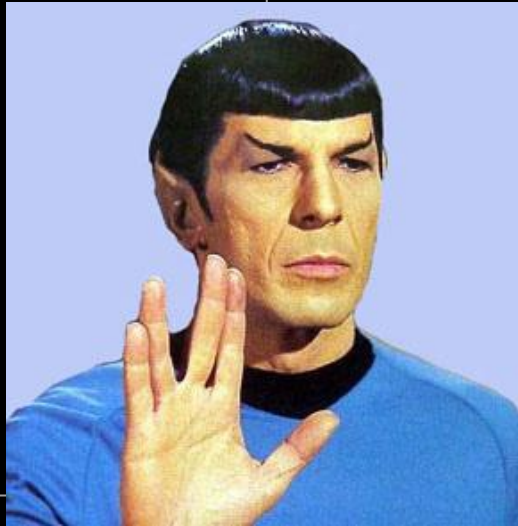
- Be respectful to each other and our spaces
- Treat others how you would want to be treated
- Have each other's backs
- Think before you act

- Ser respetuosos de uno mismo y nuestros espacios
- Tratar a los demas como queremos ser tratados
- Cuidarnos unos a los otros
- Pensar antes de actuar

Greeting / Saludo

- Live long and prosper greeting

- Saludo de Viva una vida larga y prospera



Sharing / Compartir

- What are you interesting in learning from your student during their student-led conference?

- ¿Qué le interesa aprender de su alumno durante su conferencia dirigida por estudiantes?

Upcoming Dates / Proximas Fechas

- **Upcoming dates:**

- **Saturday, 3/24 @ 10AM:**
Registration for NEW students
- **3/26-3/29:** Minimum days
(students leave at 12:30) and
SLCs
- **Friday, 3/30:** No school, Cesar
Chavez Day
- **Saturday, 3/31:** Spring break
school for invited students
- **4/2-4/6:** Spring Break

- **Proximas fechas:**

- **Sábado, 3/24 @ 10AM:** Inscripción
para estudiantes **NUEVOS**
- **3 / 26-3 / 29:** días mínimos (los
estudiantes se van a las 12:30) y
SLCs
- **Viernes, 3/30:** No hay escuela, Día
de César Chávez
- **Sábado, 3/31:** Vacaciones de
primavera escuela para
estudiantes invitados
- **4 / 2-4 / 6:** vacaciones de
primavera

OUHS Spring Festival

- Save the Date!
- Saturday, April 21st
 - 11 AM - 4 PM
- At Unity High School: 6038 Brann Street
- Free to enter
- Tacos, hot dogs, dunk booth, jump house, face painting, music

- ¡Reserva el Dia!
- Sabado, Abril 21
 - 11 AM - 4 PM
- En Unity High School: 6038 Brann Street
- Entrada Gratis
- Tacos, Perros Calientes, Juegos, Pintura Facial, Musica

Measure G1 Updates and Voting

2016-17 Data

- 71 students served/
- 14 students in on-campus individual weekly counseling
- 24 students on waitlist
- 35 hours/week on-campus Wellness presence

*71 estudiantes atendidos /
14 estudiantes en consejería semanal individual en el campus
24 estudiantes en lista de espera
35 horas / semana de presencia de bienestar en el campus*

2017-18 Data

- 79 students served year-to-date
- 28 students are currently in on-campus individual weekly counseling
- 12 students in weekly group counseling
- 1 student on waitlist
- 66 hours/week on-campus Wellness presence

*79 estudiantes atendidos hasta la fecha
28 estudiantes se encuentran actualmente en consejería semanal individual en el campus
12 estudiantes en consejería grupal semanal
1 estudiante en la lista de espera
66 horas / semana en el campus presencia de bienestar*

Summer Slide /Diapositiva de Verano

- Research shows that if students don't have structured activities to do over the summer, they can **lose all the reading and math gains that they made during the year.**
- We want to support students and families by connecting you with high-quality, free or low cost summer programming so that your students stay off the couch and keep their minds sharp!
- La investigación muestra que si los estudiantes no tienen actividades estructuradas para hacer durante el verano, pueden perder todas las ganancias de lectura y matemática que lograron durante el año.
- Queremos apoyar a los estudiantes y las familias al conectarlo con una programación de verano de alta calidad, gratuita o de bajo costo, para que sus estudiantes permanezcan fuera del sofá y mantengan la mente alerta.

Programs We Partner With/Programas con los que nos asociamos

Camp Phoenix -- 3 week sleepaway camp (6th graders) -- \$40

Aim High -- summer program and year-long after-school program (6th graders) -- free

Camp Common Ground -- presenter here tonight!

Camp Phoenix - Campamento de 2 semanas para niños (6° grado) - \$ 40

Aim High - programa de verano y programa después de la escuela de un año de duración (6° grado) - gratis

Camp Common Ground - presentador aquí esta noche!

RAFFLE! - \$50 Target Gift Card



RANDY HEINITZ 2013

What to do now.../ Que hacer ahora...

- Visit with Ron to sign up for Camp Common Ground and/or ask Ms. Grant for other summer program applications
- If you are unable to stay, please connect with Ms. Martinez around the program you are interested in!
- Sign up for your student-led conference

Have a great night!

- Visite a Ron para inscribirse en Camp Common Ground y / o pregunte a la Sra. Grant por otras aplicaciones del programa de verano
- Si no puedes quedarte, por favor conecta con la Sra. Martínez en el programa que te interesa.
- Regístrese para su conferencia dirigida por estudiantes

Tenga Buenas Noches!