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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 Oakland Unity Middle School 2026-2027 Measure G1 Application

Ask of the Commission Approve the Oakland Unity Middle School 2026-2027 Measure G1 Application

Discussion Middle School Network is open to questions from the commission regarding the Oakland Unity Middle School 2026-2027 Measure G1 Application.

Fiscal Impact The recommended amount is **\$66,863.00**. Resource 9332 - Measure G1.

Attachment(s) Grant application attached.





2026-2027 Measure G1 Proposal

Due: March 1, 2026

Allocations are provisional subject to Board approval

School Information & Student Data

School Name	Oakland Unity Middle School	School Address	1180 70th Avenue
Principal	Damon Grant	Principal Email	dgrant@unitymiddle.org
G1 Contact	Damon Grant	Contact Email	dgrant@unitymiddle.org
School Phone	510-564-4851	Total Number of Students	149
Recommended Grant Amount¹	\$66,863.00	2025-2026 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only)	143
		2025-2026 LCFF³ Enrollment	138

Student Demographics (%)				Measure G1 Team	
English Learners	37%	Asian/Pacific Islander	1%	Name	Position
LCFF	96%	Latinx	76%	Damon Grant	Co-Principal
SPED	19%	Black or African-American	9%	Kate Goedeker	Co-Principal
		White	1%	Katrina Stokes	Counselor
		Indigenous or Native American		Austin Razavi	Assistant Principal
		Multiracial			

¹ 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.

² 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.

³ 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.

Chronic Absence (Include raw number and percent)				
	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Student Population Overall	126	132	149	155
Asian/Pacific Islander	0	0	0	0
Latinx	10 (7%)	8 (6%)	13 (8%)	4%
Black or African-American	5 (3.5%)	3 (2%)	1 (.6%)	1%
White	2 (1%)	1 (.1%)	2 (1.3%)	0
Indigenous or Native American	0	0	0	0
English Learners	4 (2%)	3 (2%)	9 (6%)	3%
Students w/ IEPs	2 (1%)	5 (3%)	2 (1.3%)	0
Free/ Reduced Lunch Students	12 (9%)	10 (7%)	13 (8%)	4%

Metrics

(all data points are required)

Electives (Include raw number and percent)					
Metric	Area	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Number of students taking elective courses.	Art	0	0	0	0
	Language	0	0	0	0
	Music	0	0	0	0
Number of students participating in non-course experiences (e.g. after-school program)	Art	0	10 (1%)	40 (26%)	20%
	Language	0	0	0	0
	Music	0	10 (1%)	10 (1%)	20%

Positive & Safe Culture (Include raw number and percent)				
Metric	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Average Daily Attendance Date of Figure: 2/26/26				
Asian/Pacific Islander	0	0	0	0

Latinx	73 (96%)	83 (96%)	115 (95%)	95%
Black or African-American	7 (92%)	7 (93%)	11 (90%)	95%
White	2 (85%)	7 (96%)	18 (96%)	95%
Indigenous or Native American	0	0	0	0
English Learners	27 (94%)	40 (96%)	55 (95%)	95%
Students w/ IEPs	11 (95%)	11 (94%)	26 (94%)	95%
Free/ Reduced Lunch	87 (95%)	85 (96%)	126 (95%)	95%

Metric	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
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Suspended Students
Date of Figure: 2/26/26

Asian/Pacific Islander	0	0	0	0
Latinx	0	1 (.007%)	0	0
Black or African-American	1 (1%)	0	0	0
White	0	0	0	0
Indigenous or Native American	0	0	0	0
English Learners	0	0	0	0
Students w/ IEPs	0	0	0	0
Free/ Reduced Lunch	0	0	0	0

Student Retention from 5th Grade to 6th Grade

Metric	2023-2024	2024-2025	2025-2026	2026-2027 Goal
6th Grade Enrollment	NA	NA	NA	NA

Community and Staff Engagement

Community Engagement Meeting(s)

Community Group	Date
Parent Leadership Group	2/26/26

Staff Engagement Meeting(s)

Staff Group	Date
Staff Meeting	2/25/26

<u>Music (Rubric)</u>	2024-25	2025-26
<i>Access and Equitable Opportunity</i>	N/A	N/A
<i>Instructional Program</i>	N/A	N/A
<i>Staffing</i>	N/A	N/A
<i>Facilities</i>	N/A	N/A
<i>Equipment and Materials</i>	N/A	N/A
<i>Teacher Professional Learning</i>	N/A	N/A
<u>World Language (Rubric)</u>	2024-25	2025-26
<i>Content and Course Offerings</i>	N/A	N/A
<i>Communication</i>	N/A	N/A
<i>Real world learning and Global competence</i>	N/A	N/A
<u>Art (Visual Arts, Theater, and Dance)</u>	2024-25	2025-26
<i>Access and Equitable Opportunity</i>	N/A	N/A
<i>Instructional Program</i>	N/A	N/A
<i>Staffing</i>	N/A	N/A
<i>Facilities</i>	N/A	N/A
<i>Equipment and Materials</i>	N/A	N/A
<i>Teacher Professional Learning</i>	N/A	N/A

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 2025-26 Approved Expenditures

All Actual Expenditures		Budget Amount
Positive & Safe Culture		
1	1.0 FTE School Social Worker	\$58,023.00
Budget Total		\$58,023.00

Summary of 2026-27 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	1.0 FTE School Social Worker	\$66,863.00
Budget Total (must add up to Recommended Grant Amount)		\$66,863.00

Proposed Expenditures By Focus Area

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
1.0 FTE School Social Worker	Suspensions and Average Daily Attendance	\$66,863.00

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



OUMS Staff Meeting

2/25/26

Good Afternoon OUMS TIGERS

Happy Wednesday, Team!

Thanks to the wide variety of people who envisioned, organized, planned, contacted, followed up, cooked, and cleaned to make our first Families and Flavors event for Black History Month. It was great to see our students share their cultures, try new things, and have a good time— these things don't happen by accident but are because of the intentional moves that get made by all of you every day.

Love,

Damon and Kate

Greeting: Basic Greeting

Sharing: Who is a Black student, past or present who you think has really thrived at our school?

OUMS Vision

OUMS is a small, safe, and supportive school. High expectations of all stakeholders create an environment in which students develop the academic skills and SHARP habits to succeed in the future.

OUMS is committed to dismantling the culture of white supremacy and fighting for inclusion, diversity, access, and justice through our systems, words, reflections, and actions.

OUMS staff offer unwavering support and cultivate a nurturing school experience that is enjoyable, engaging, equitable, and empowering.

OUMS students courageously apply their knowledge and experience to positively contribute to their community and our world.

Staff Interaction Norms

- Take care of yourself
- Let's all grow together: ask for support when you need it, offer support if you have it
- Hold yourself to high expectations: do your part and take pride in it
- Practice honest, clear, calm communication with all stakeholders
- Don't stress. Have fun. Keep it lit!

Looking Ahead

Friday, 2/27	Last day for students to resolve M's by 3PM in order to qualify for Tiger Turn Up
Monday, 3/2	Tune-Up list will be finalized and not changed at 3:15PM, ensure Missing list is accurate by this time.
Wednesday, 3/4	Turn Up! (More on which staff stay and which go on Tuesday) Staff Meeting on Zoom (8th, 6th, 7th)-- Science chaperone meeting afterwards
Thursday, 3/5	7th and 8th Graders out on field trip (Farre, Grant, Ward, and Williams are lead chaperones)
Friday, 3/6	Finish grading any work from Tune Up and change remaining M's to 1's
Wednesday, 3/11	No staff meeting- SLCs
Thursday, 3/12	Minimum Day schedule - SLCs
Friday, 3/13	No school for students- SLCs

Learning Targets

- I will embrace complexity by meeting with my department.

Agenda

1:30-2:00	Community Meeting, Announcements, Budget 101
2:00-2:10	Leadership Stories
2:15-4:00	Department Meetings
4:00-4:15	Share Out, Closing and Appreciations

Announcements

- Complete Q3 Sped Progress Reports

Measure G1 Input from Staff

- Measure G1 is a voter-approved parcel tax aimed at supporting OUSD public middle schools.
- The "buckets" in which we could use these funds are:
 - The Arts
 - Foreign Language
 - School Safety

- Please take the anonymous survey that will be linked in the newsletter on Friday by EOD (it will take under 1 minute to complete)



Leadership Stories

- Jordan
- Francis

Budget 101 Agenda (10 minutes)

- Why we're having this conversation
- How schools are funded
- Where our money goes
- Early thoughts on next year

Understanding Our Budget Picture

- **Why are we having this conversation?**
 - It's important that everyone understand on some level the way that our school is funded
 - Most high level decisions are made with the budget in mind, so we want to be transparent around what is happening “behind the scenes”
 - Conversations in San Francisco and Oakland have been centered around school budgets

Understanding Our Budget Picture

- **How our school is funded:**
 - Primarily funded by Average Daily Attendance
 - **Revenue depends on:**
 - Enrollment (~\$15k per pupil per year)
 - Attendance (1% increase is ~\$20k per year)
 - Unduplicated pupil count (FRL, EL, Foster Youth)

Understanding Our Budget Picture

- **Where the money goes:**
 - 80%-90% of the school budget are salaries and benefits
 - Most other costs are fixed: rent, utilities, insurance
- **Rising costs:**
 - Healthcare premiums increasing 8-10% (~\$30k over the course of the year)
 - Right now, the school spends ~\$700 per month per covered person in healthcare with no employee contribution
 - Pension contribution (CalSTRS/CalPERS) mandated increases
 - Salaries rise with increased qualifications (*experience, credentials, advanced degrees*)
 - Rising Special Education costs based on the students we serve

*What did you
already know?
What surprised
you?*



Understanding Our Budget Picture

Early thoughts on implications for 26-27

- **Costs outpacing revenues**
 - Education costs in California are growing faster than the state provided Cost of Living Adjustment
- **The Structural Reality:** In order to main staff stability and have a balanced budget, there will be some changes in 26-27
 - **Enrollment targets:** we will be adding more students at all grade levels (there is demand due to GSP closure), numbers will be clearer in late March
 - **Some teaching lines and duties may shift:** do not have details on this today, need to know student numbers first
 - **Class size averages at some grades are likely to go up. Our capacity to serve students has also increased.**



Department Meetings

- Math Department
- Reading and Writing Team



Reading & Writing Team

Connecting

- Thinking about our beginning “active monitoring” practices, which of these signs sounds most like your approach in “active monitoring” so far?
- Why?



鼠

Rat



- + smart, charming, imaginative
- grouchy, gossipy, secretive
- ? 2020, 2008, 1996, 1984, 1972, 1960, 1948

牛

Ox



- + generous, patient, determined
- gloomy, stubborn, blah
- ? 2021, 2009, 1997, 1985, 1973, 1961, 1949

虎

Tiger



- + daring, lucky, adventurous
- dramatic, selfish, cocky
- ? 2022, 2010, 1998, 1986, 1974, 1962, 1950

兔

Rabbit



- + intelligent, kind, intuitive
- touchy, superficial, crazy
- ? 2023, 2011, 1999, 1987, 1975, 1963, 1951

龍

Dragon



- + warm-hearted, successful, exciting
- gullible, demanding, short-fused
- ? 2024, 2012, 2000, 1988, 1976, 1964, 1952

蛇

Snake



- + curious, wise, graceful
- jealous, suspicious, greedy
- ? 2025, 2013, 2001, 1989, 1977, 1965, 1953

馬

Horse



- + charismatic, generous, heroic
- impatient, vain, hypocritical
- ? 2026, 2014, 2002, 1990, 1978, 1966, 1954

羊

Goat



- + easygoing, compassionate, creative
- naive, worrisome, irresponsible
- ? 2027, 2015, 2003, 1991, 1979, 1967, 1955

猴

Monkey



- + funny, lively, social
- devilish, phony, thoughtless
- ? 2028, 2016, 2004, 1992, 1980, 1968, 1956

鴉

Rooster



- + brave, kind-hearted, entertaining
- pushy, elitist, insecure
- ? 2029, 2017, 2005, 1993, 1981, 1969, 1957

犬

Dog



- + playful, giving, fearless
- skeptical, negative, unsatisfied
- ? 2018, 2006, 1994, 1982, 1970, 1958, 1946

猪

Pig



- + loving, persuasive, satisfied
- fearful, gluttonous, direct
- ? 2019, 2007, 1995, 1983, 1971, 1959, 1947

Understanding Active Monitoring

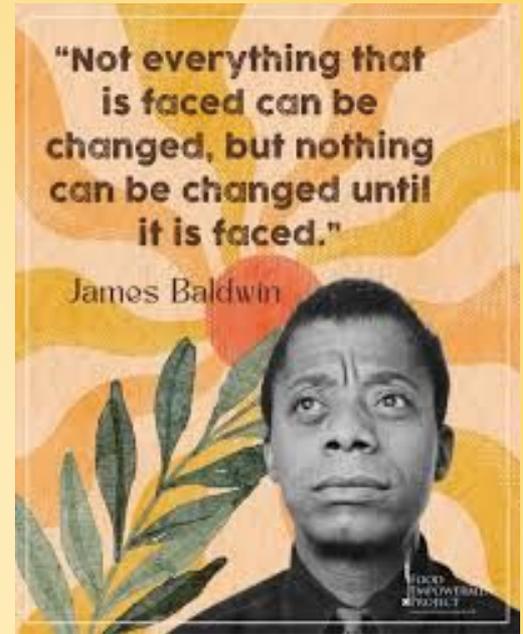
1. I can explain how actively monitoring student understanding relates to our vision.
2. I can identify specific teacher moves that gather real-time evidence of student learning.
3. I can plan how to use active monitoring techniques in my own classroom to respond to student needs in the moment.

15 min	Opening Items: <i>Connecting, Review, Norms & Roles</i>
5-10 min	Seeing our Vision in Action: - Partner Share
3 mins	Observational Data Notes
10 mins	1. See It: Review instructional video 2. Name It: Notice specific language and content of the laps 3. Do it: Plan your laps
20 mins	Practice Rounds
10 mins	Closing Items: <i>Feedback, Process Check, Next Steps</i>



Our Vision in Action

1. How does Active Monitoring advance our vision as a school?
2. Why does this topic matter to you, given your identity: *gender identity, racial identity, home language identity, academic profile or type of learner?*



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Observation Data

Strengths	Areas for Continued Learning
<ul style="list-style-type: none">● Displayed a learning orientation: trying to incorporate this teacher skill● Understood the general concept: <i>teachers had rosters, intentions to monitor, and were circulating.</i>	<ul style="list-style-type: none">● Designing and facilitating content-centered laps



See It: *Classroom in Action* & Name Effective Steps



1. What did the teacher do **BEFORE** this moment to ensure the procedure was successful?
2. What does the teacher **SAY** and **DO** --specifically for the academic, content-based laps?

Name It: *Stamp Learning with Formal Language*

1. Create and implement a monitoring pathway:

- Create a seating chart to monitor students most effectively
- Monitor the fastest workers first, then the students who need more support
- Announce to students what you will be looking for when you are circulating around
 - **Activation:** “I’m going to do a lap to check that everyone is working on _____”
 - **Content:** “Now, I’m going to a lap to check in on [content specific moment]”

2. Monitor the quality of the student work:

- Check answers against your exemplar
- Track correct and incorrect answers to questions

3. Pen in hand

- Mark up student work as you circulate (when possible)
- Use a coding system to affirm correct answers
- Cue students to review answers using **minimal**, verbal intervention (name the error, ask them to fix it, tell them you’ll follow up)-- *can’t be a long conference in that moment*

Do It: Planning for Active Monitoring

1. Review Active Monitoring Tools:

- Aracely, Nathan, Austin examples

2. Adjust your own tool, if needed

3. Consider your upcoming lessons, where and when can you monitor closer?

Planning Steps:

- Print your roster or seating chart
- Mark up roster and/or setting chart for your **Active Monitoring** laps
- Plan for a time in the next week when you are going to **Actively Monitor**
- Prepare: script what you will say about each lap

8.1	Monday	Tuesday	Wednesday	Thursday	Friday
Bailey Alex					
Bell Aria					
Carcamo Rafael					
Carillo Dairon					
Castillo Ruby					
Cortez Nailely					
Duenas Fabian					
Escobar Edwin					
Espinoza Armando					
Flores Marcus					
Garcia Josue					
Guzman Jeammy					
Henriquez Sherlyn					
Jimenez Hailey					

Seating Chart: Math 8 - B2(M,T,Th-F)

Layout New Layout

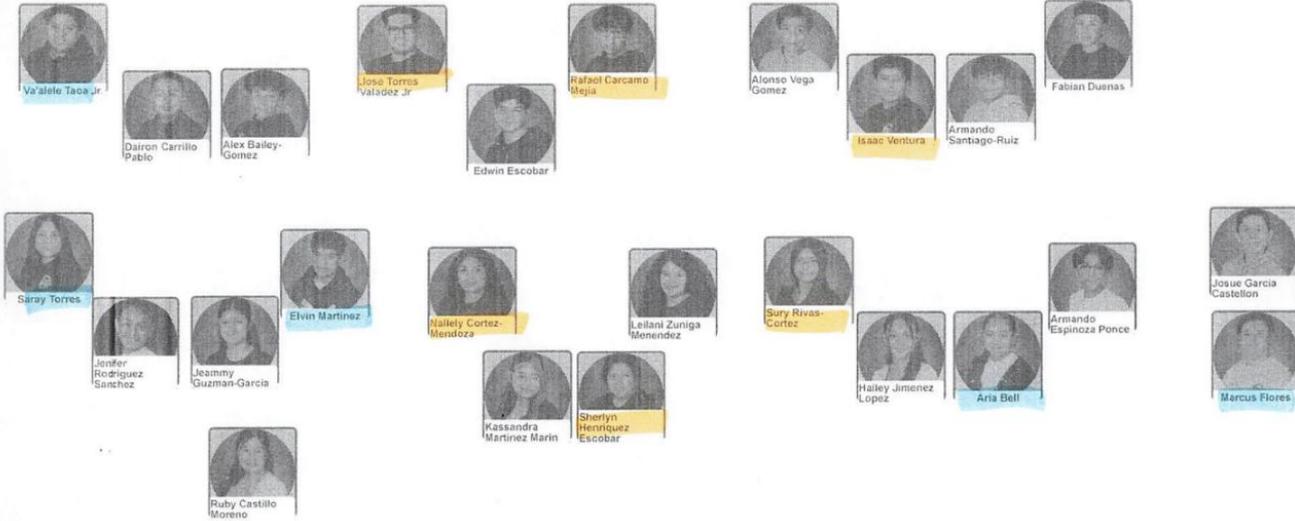
Legend:
= focal
= push/activation



Example 1

Seating Chart: Math 8 - B2(M-T,Th-F)

Layout New Layout



 = focal
 = push/
activation

Do It: Practice

1. Select at least 1 academic lap to practice
2. Practice!
3. Partners, notice the content of the lap. What is the teacher looking for? What does the teacher say or do?
4. Share feedback with your group
5. Switch roles

Group 1	Group 2
- Aracely*	- Jasmine*
- Nathan	- Chris
- Nick	- Adrian

8.1

	Monday	Tuesday	Wednesday	Thursday	Friday
Bailey	Alex				
Bell	Aria				
Carcamo	Rafael				
Carillo	Dairon				
Castillo	Ruby				
Cortez	Nailely				
Duenas	Fabian				
Escobar	Edwin				
Espinoza	Armando				
Flores	Marcus				
Garcia	Josue				
Guzman	Jeammy				
Henriquez	Sherlyn				
Jimenez	Hailey				

Seating Chart: Math 8 - B2(M,T,Th-F)

Layout New Layout

= focal
= push/activation

Example 2

8.1		Monday	Tuesday	Wednesday	Thursday	Friday
Bailey	Alex					
Bell	Aria					
Carcamo	Rafael					
Carillo	Dairon					
Castillo	Ruby					
Cortez	Nallely					
Duenas	Fabian					
Escobar	Edwin					
Espinoza	Armando					
Flores	Marcus					
Garcia	Josue					
Guzman	Jeammy					
Henriquez	Sherlyn					
Jimenez	Hailey					
Martinez	Elvin					
Martinez	Kassandra					
Rivas Cortez	Sury					
Rodriguez	Jenifer					
Santiago	Armando					
Taca	Va'alele					
Torres	Jose					
Torres	Saray					
Vega	Alonso					
Ventura	Isaac					
Zuniga	Leilani					

 = focal
 = push/activation

Closing Moves: Outcomes & Process

A. How did we do on these desired outcomes? Ratings from 1-5

1. I can explain how actively monitoring student understanding relates to our vision.
2. I can identify specific teacher moves that gather real-time evidence of student learning.
3. I can plan how to use active monitoring techniques in my own classroom to respond to student needs in the moment.

B. Which learning modes were most helpful to you? Ratings from 1-5

1. Partner Shares
2. Video
3. Individual planning time
4. Practice Sessions
5. Whole Group conversations



Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar



Appreciations

Community Dinner Parent Sign In 25-26
Thursday, February 26th 2026

Student Name	Parent Signature
Nallely A Cortez	Gisela mendoza
JAMARI SPARKMAN	LAKISHA PEAPLES
MELISSA REYNOSO	EXIKA CORDERO
JEFFERSON ALFARO	OLGA TIZOI
YAREIP NAVARRO	AIMA
Esmeralda Navarro	
Lisandro Dominguez	Maria Olayue
Jazie Perez Garcia	Luis S
Jose Martinez	Margarita Quezada
Luis Ernesto Rojas	Margarita Olayue
Melvin Hernandez	Alfredo Mateo
Britzy Mejia	angel mefia
Ariashy Mejia	" "
Christian Torres	Alejandra Arceo

Raffle
winner

Please grab some dinner!

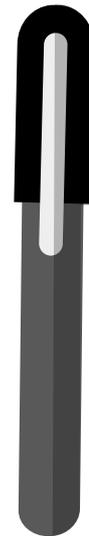
¡Consiga algo de cena!



OUMS

February Parent Meeting 25-26

2/26/26



AGENDA

Welcome and Agenda

Important Dates and Announcements

Measure G1 Input

Charter Renewal and Support

Raffle

AGENDA

Bienvenida y Agenda

Fechas Importantes y Anuncios

Medida G1

Renovación y apoyo de la carta constitutiva

Rifa

Greeting and Sharing

Butterfly Greeting

Share with those at your table:

How important are the following topics in school: the arts, safety, and foreign language?

Saludar y Compartir

Saludo de Mariposa

Comparte con tus compañeros de mesa: ¿Qué importancia tienen los siguientes temas en la escuela: las artes, la seguridad y el idioma extranjero?

Ice Breaker

Count to 10

- We form a standing circle
- On your turn, you are able to say one, two, or three numbers
- If you are the 10th number, you will be asked to sit down.

El Rompehielos

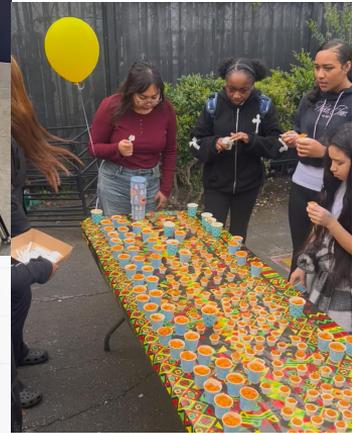
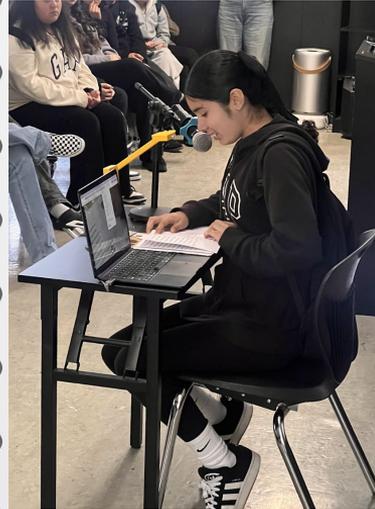
Cuenta a 10

- Formamos un círculo de pie.
- En tu turno, puedes decir uno, dos o tres números.
- Si eres el décimo número, se te pedirá que te sientes.

What we've been up to.../
Lo que hemos estado
Haciendo



What we've been up to...Lo que
hemos estado Haciendo...



Important Dates

Tuesday, 3/3

- Students who qualify for the Turn Up trip to a private movie screening of GOAT (have no missing assignments) will receive a permission slip

Wednesday, 3/4

- Students who qualify will go on the trip and return by 12:30
- Students who do not qualify will be expected to be at school to receive academic support.

Fechas Importantes

Martes, 3/3

- Los estudiantes que califiquen para el viaje de presentación a una proyección de película privada de GOAT (no tengan tareas faltantes) recibirán un permiso.

Miercoles, 3/4

- Los estudiantes que califiquen irán al viaje y regresarán a las 12:30.
- Los estudiantes que no califiquen deberán estar en la escuela para recibir apoyo académico.

TUE

FRI

WKND

Important Dates

Thursday, 3/5

- All 7th and 8th graders will go on a Science field trip to San Francisco related to their Ocean Ambassadors Project.

Fechas Importantes

Jueves, 3/5

- Los estudiantes del grado 7 y 8 irán en paseo de ciencias a San Francisco relacionado al proyecto Embajadores del Oceano

WKND

FRI

TUE

Important Dates

Thursday, 3/12

- Minimum Day schedule for Student-Led Conferences (students released at 12:30)
- Afterschool Program available from 12:30-6:00PM

Friday, 3/13

- No school for students
- Student-Led Conferences

Fechas Importantes

Jueves, 3/12

- Horario de jornada mínima para las conferencias dirigidas por estudiantes (salida a las 12:30).
- Programa extraescolar disponible de 12:30 a 18:00.

Viernes, 3/13

- No hay clases para estudiantes
- Conferencias dirigidas por estudiantes

TUE

FRI

WKND

Measure G1 Input

- Measure G1 is a voter approved parcel tax that is used for OUSD and charter middle schools.
- Can be used in one of the following categories:
 - The Arts
 - Foreign Language
 - Safety

Medir Entrada G1:

- La Medida G1 es un impuesto a las parcelas aprobado por los votantes que se utiliza para OUSD y las escuelas intermedias chárter.
- Se puede utilizar en una de las siguientes categorías:
 - Las artes
 - Idioma extranjero
 - Seguridad

WKND

FRI

TUE

Measure G1 Input

- Over the past 6 years, we have used the Measure G1 funds to pay for our full-time school social worker position (Ms. Katrina).
- Based on feedback from parents in previous years, we tried to address art and world language in the following ways:
 - Violin/guitar/cello offered twice a week
 - Expanding art offerings in ASP

Medir Entrada G1:

- Durante los últimos 6 años, hemos utilizado los fondos de la Medida G1 para pagar nuestro puesto de trabajadora social escolar de tiempo completo (Sra. Sara).
- Según los comentarios de los padres el año pasado, tratamos de abordar el arte y el idioma mundial de las siguientes maneras:
 - Violín ofrecido dos veces por semana.
 - Español para hablantes no nativos una vez por semana

WKND

FRI

TUE

Discussion/Note

- Please give us your feedback on how we should spend the Measure G1 funds by taking this survey.



Discusión/Notación

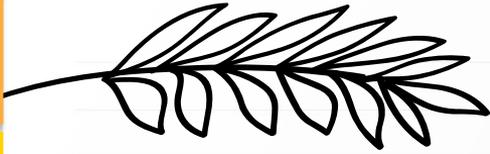
- Envíenos sus comentarios sobre cómo debemos gastar los fondos de la Medida G1 respondiendo esta encuesta.



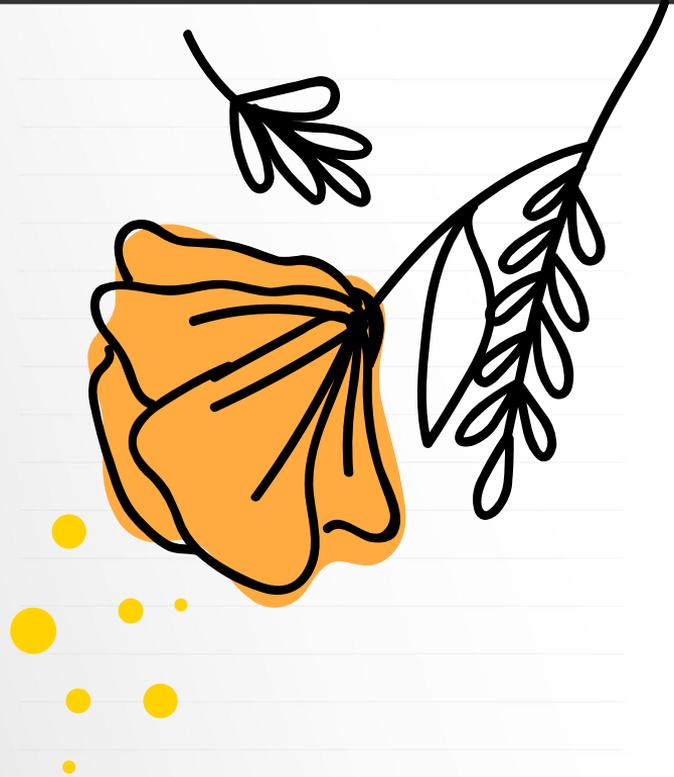
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Raffle





Please come get your parent login information.
Por favor venga a buscar la información de inicio de sesión de sus padres.

- Stay in touch with us in a variety of ways
 - Instagram: @unitymiddleschool
 - Facebook: Unity Middle School
 - ParentSquare**
 - Contact the office if you're not sure how to verify your contact information

- Mantente en contacto con nosotros de diversas maneras
 - Instagram: @unitymiddleschool
 - Facebook: Unity Middle School
 - ParentSquare**
 - Comuníquese con la oficina si no está seguro de cómo verificar su información de contacto



ParentSquare

Measure G1 Staff Sign-In Sheet 2/25/26

Print Name	Signature
Kate Goedeker	Kate Goedeker
Adrian Hughes	Adrian E. Hughes
Jordan Lopez	Jordan Lopez
Esperanza Javregui	Esperanza Javregui
Jasmine Mack	Jasmine Mack
Aracely Garcia	Aracely Garcia
Nathan Dang	Nathan Dang
Alicia Farré	Alicia Farré
Ana Castellanos	Ana Castellanos
Sohrab Kazavi	Sohrab Kazavi
Brandon Polor Peyer	Brandon Polor Peyer
Christopher B-Williams	Christopher B-Williams
Nicholas Ward	Nicholas Ward

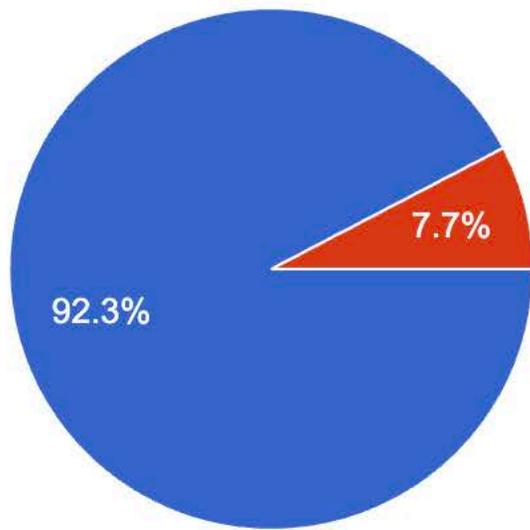
Handwritten text in the left column of the grid, including names and dates, written in reverse order.

Handwritten text in the right column of the grid, including names and dates, written in reverse order.

For the past five years, we have used the Measure G1 money to partially fund our Wellness Services. / Hemos utilizado este dinero para financiar nuestros Servicios de Bienestar.



13 responses



- I'd like to continue to use the funds for the Wellness Services for the 26-27 school year./Me gustaría seguir utilizando los fondos para los Servicios de Bienestar para el año escolar 26-27.
- I'd like to explore other options for the funds (art, music, foreign language) for the 26-27 school year./Me gustaría explorar otras opciones para los fondos (arte, música, idioma extranjero) para el año escolar 26-27.