



**Measure G1  
Grant Application  
2018-19- Charters**  
**Due: March 15, 2018**  
**Revised: April 13, 2018**

School	Oakland Unity Middle School	Contact *	Damon Grant
School Address	Eastmont Town Center	Contact Email	<a href="mailto:dgrant@unitymiddle.org">dgrant@unitymiddle.org</a>
Principal	Damon Grant	Principal Email	<a href="mailto:dgrant@unitymiddle.org">dgrant@unitymiddle.org</a>
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		

<b>3</b>		
<b>4</b>		
<b>5</b>		
	<b>Budget Total (must add up to Anticipated Grant Amount)</b>	<b>\$42,131</b>

### ***School Demographics***

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
84	95	91.06	12.5	7	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.**

<b>Name</b>	<b>Role</b>
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.

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

**Measure G1 Data Analysis**

<b>5th - 6th Grade Enrollment/Retention (SPSA/Enrollment )</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>	<b>Safe and Positive School Culture (SPSA)</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>
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<b>2017-18 Enrollment Data (20 day)</b>	N/A	N/A	<b>Suspension</b>	.00033%	Don't have yet
<b>ES Outreach Strategy Actions</b>	N/A	N/A	<b>Chronic Absence</b>	18.71%	Don't have yet
<b>Programs to support ES students transition to MS</b>	N/A	N/A	<b>CHKS data (district only)</b>		

**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.

<b>Budget</b>	<b>Description of 2018-19 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> <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](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).**



1. To the question about distinction between RSP & Mild/Moderate:

- RSP = a level of service (*Students who are in their GenEd classes more than 50% of the time can be considered RSP or "resource". It's basically RSP or SDC*)
- Mild/Moderate - an identification category for students w/ disabilities.

2. Our RSP percentage is: 12.5%

- Calculation: 22/23 SpEd students are RSP, divided by 176 students at OUMS  
 $22/176 = 12.5\%$

3. Our Mild/Moderate population is: 7%



- Calculation: Students whose SpEd eligibility is Autism or Emotional Disturbance are technically mod/severe disability students. We have 11 of these students, which leaves 12 Mild/Mod students.  $12/176 = 7\%$








4. Whoever added the two previous RSP & Mild/Mod figures together is mistaken; RSP and Mild/Mod are two different concepts, both of which a number of kids fall into, so not accurate to add them together to get a count of students with IEPs. We have 23 students with IEPs as of today.

**Our overall SpEd population at OUMS is 13%**


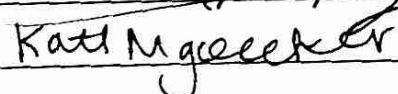


<b>ATTENDEES:</b>	<ul style="list-style-type: none"> <li>• Austin Razavi, Dean of Students</li> <li>• Kate Goedecker, Assistant Principal</li> </ul>
<b>ROLES:</b>	<ul style="list-style-type: none"> <li>• Facilitator and time: Kate Goedecker</li> <li>• Note-Taker: Austin Razavi</li> </ul>
<b>Objectives: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

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"><li>Strongly Agree</li><li>Agree</li><li>Disagree</li><li>Strongly Disagree</li></ul><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"><li>Yes</li><li>No</li><li>Maybe</li></ul></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"><li>Yes</li><li>No</li><li>Maybe</li></ul></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"><li>Yes</li><li>No</li><li>Maybe</li></ul></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"><li>Yes</li><li>No</li><li>Maybe</li></ul></div>
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4:30-4:55	Project Planning					
4:55-5:00	Review Actions					

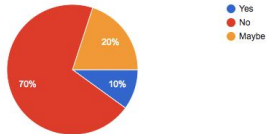
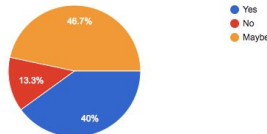
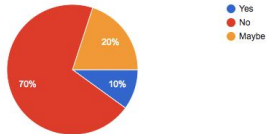
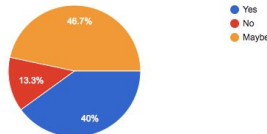
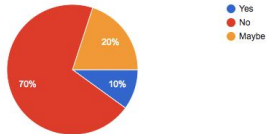
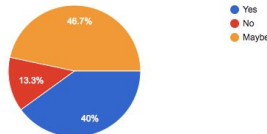
Action Item	Who	When	Status
Gather Wellness Data	MT	3.14.18	
Administer staff survey for 2017-18	DG	3.14.18	

Sign In Sheet		
	AUSTIN RAZAVI	3.9.18
	KATE GOEDECKER	3.9.18



<b>ATTENDEES:</b>	<ul style="list-style-type: none"> <li>• Damon Grant, Principal</li> <li>• Kate Goedeker, Assistant Principal</li> <li>• Maryam Toloui, Director of Wellness Services</li> <li>• Austin Razavi, Dean of Students</li> </ul>
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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"><li>71 students served</li><li>14 students in on-campus individual weekly counseling</li><li>6 students in weekly group counseling</li><li>24 students on waitlist</li><li>35 hours/week on-campus Wellness presence</li></ul>		<ul style="list-style-type: none"><li>79 students served year-to-date</li><li>28 students are currently in on-campus individual weekly counseling</li><li>12 students in weekly group counseling</li><li>1 student on waitlist</li><li>66 hours/week on-campus Wellness presence; increase provided by:<ul style="list-style-type: none"><li>hiring 1 part-time School Social Worker</li><li>expanding counseling interns from 4 to 6 interns</li></ul></li></ul>	

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"><li>1. Review G1 Timeline</li><li>2. Assign Action Items</li></ol>				

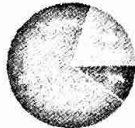

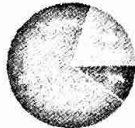

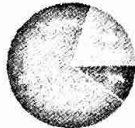

Action Item	Who	When	Status
Finalize outstanding Wellness Data	MT	3.14.18	√
Review G1 Timeline and Checklist	KG and DG	3.9.18	√

Sign In Sheet	



<b>ATTENDEES:</b>	<ul style="list-style-type: none"> <li>• Damon Grant, Principal</li> <li>• Kate Goedeker, Assistant Principal</li> <li>• Maryam Toloui, Director of Wellness Services</li> <li>• Austin Razavi, Dean of Students</li> </ul>
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Time	Topic	Notes		
12:00-12:05	Review items from Measure G1 meeting on 3/9/18	<b>Action Item</b>	<b>Who</b>	<b>When</b>
		Agendas and Data Sources	KG	3.14
		Deadline	KG	3.15
		Disbursement of funds	KG	3.9
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12:05-12:15	Review Wellness Team information	Notes/Numbers from Wellness Team Data:		
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12:12-12:30	Timelines and Action Items	<ol style="list-style-type: none"><li>1. Review G1 Timeline</li><li>2. Assign Action Items</li></ol>				

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		
<i>Kaufcealter</i>	KATE GOEDERER	3.14
<i>Mari</i>	Maryam Toloui	3/14
<i>Simon</i>	Damar Grant	3/14
<i>S.A.B.</i>	Austin Razavi	3/14



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

<b>Date: 3.9.18, 4:00-5:00pm</b>			
Time	Topic	Notes	
4:00-4:05	Review last week's action items		
		<b>Action Item</b>	<b>Who</b>
		<b>When</b>	<b>Status</b>
		Project Timeline	AR
		Make health appt	AR
4:05-4:15	Review Student Survey Data for Measure G1	Check in: off-site day	AR
		<b>Notes/Numbers from Student Survey Data (input screenshots of data):</b>	
		<b>2016 STUDENT Data (S1)</b>	<b>2017 STUDENT Data (S1)</b>
		<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><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>125 responses</p><table border="1"><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly agree</td><td>19.2%</td></tr><tr><td>Agree</td><td>64.8%</td></tr><tr><td>Disagree</td><td>12%</td></tr><tr><td>Strongly Disagree</td><td>5%</td></tr></tbody></table><p>85% of students agree/strongly agree</p></div>	Response	Percentage	Strongly agree	19.2%	Agree	64.8%	Disagree	12%	Strongly Disagree	5%										
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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

# 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

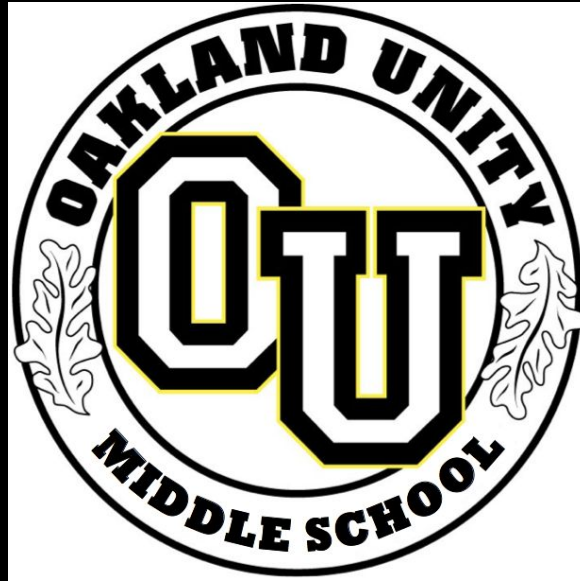
# Measure G1 Survey

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

**OUMS Sign- in Sheet from the 3/15/18 Parent Meeting**

Name	Signature
Graciela Mendoza	Graciela Mendoza
FIOR DEL RIO	FIOR DEL RIO
Olivia Borciaga	Olivia Borciaga
Ana Izabalán	Ana Izabalán
Irene Martinez	Irene Martinez
Isaura Bucio	Isaura Bucio
Maria Avalos	Maria Avalos
MARTIN M-C	M. M-C
MARIA MENDOZA	M. M.
CINDY HORNG	Cindy Horng
Holly Brown	Holly Brown
Emilys Bennett	Emilys Bennett
Angel Arias	Angel Arias
Octavio Drenas	Octavio Drenas
Norma Padilla	Norma Padilla
SAMADHI I. GARCIA	Samadhi I. Garcia
Lilia Camacho	Lilia Camacho
Yohana Castanon	Yohana Castanon
EMMA Valles	Emma Valles
Alejandro Garcia	Alejandro Garcia
Maria A. Barrera	Maria A. Barrera
Guadalupe Leon	Guadalupe Leon
Graciela Mendoza	Graciela Mendoza

# Oakland Unity Middle School Parent Meeting



Thursday, March 16th, 2018

# Agenda

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

# 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!

# 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!**