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| Enactment Date | |



Board Cover Memorandum

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

From Middle School Network

Meeting Date April 23, 2024

Subject Oakland Unity Middle School 2024-25 Measure G1 Application

Ask of the Commission Approve the Oakland Unity Middle School 2024-25 Measure G1 Application

Discussion Middle School Network is open to questions from the commission regarding the Oakland Unity Middle School 2024-25 Measure G1 Application.

Fiscal Impact The recommended amount is **\$54,010.00**. It's coming from resource 9332 - Measure G1.

Attachment(s) Grant application attached.





2024-2025 Measure G1 Application

Due: March 14, 2024

Allocations are provisional subject to Board approval

School Information & Student Data

| | | | |
|---------------------------------------------|----------------------|------------------------------------------------------------------------------------------|---------------------------------------|
| School | Oakland Unity Middle | School Address | 1180 70th Avenue Oakland, CA 94621 |
| Contact | Damon Grant | Contact Email | dgrant@unitymiddle.org |
| Principal | Damon Grant | Principal Email | dgrant@unitymiddle.org |
| School Phone | 510-564-4851 | Total Number of Students | 121 |
| Recommended Grant Amount¹ | \$54,010 | 2022-23 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only) | 101 |
| | | 2023-24 LCFF³ Enrollment | 86 |

| Student Demographics (%) | | | | Measure G1 Team | |
|--------------------------|-----|-------------------------------|-----|-----------------|----------------------|
| English Learners | 40% | Asian/Pacific Islander | 3% | Name | Position |
| LCFF | 86% | Latinx | 81% | Damon Grant | Co-Principal |
| SPED | | Black or African-American | 13% | Kate Goedeker | Co-Principal |
| | | White | 1% | Austin Razavi | Assistant Principal |
| | | Indigenous or Native American | 0% | Sara Zamudio | School Social Worker |

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.

| | | | | | | |
|--|--|-------------|----|--|----------------|----------------|
| | | Multiracial | 3% | | Erika Martinez | Office Manager |
|--|--|-------------|----|--|----------------|----------------|

| Chronic Absence (Include raw number and percent) | | | | |
|-------------------------------------------------------------|---------------------------|---------------------------|---------------------------|--------------------------------|
| | 2021-22 raw number (%) | 2022-23 raw number (%) | 2023-24 raw number (%) | 2024-25 Goal raw number (%) |
| Student Population Overall | 145 | 110 | 126 | 135 |
| Asian/Pacific Islander | 0 | 0 | 0 | 0 |
| Latinx | 13 (9%) | 26 (23%) | 10 (7%) | 7 (5%) |
| Black or African-American | 5 (3.5%) | 9 (8%) | 5 (3.5%) | 3 (2%) |
| White | 0 | 0 | 2 (1%) | 1 (1%) |
| Indigenous or Native American | 0 | 0 | 0 | 0 |
| English Learners | 5 (3.5%) | 11 (10%) | 4 (2%) | 2 (1%) |
| Students w/ IEPs | 2 (1.4%) | 3 (3%) | 2 (1%) | 1 (1%) |
| Free/ Reduced Lunch Students | 16 (11%) | 25 (22%) | 12 (9%) | 10 (7%) |

Metrics

(all data points are required)

| Electives (Include raw number and percent) | | | | | |
|----------------------------------------------------------------------------------------|----------|---------------------------|---------------------------|---------------------------|--------------------------------|
| Metric | Area | 2021-22 raw number (%) | 2022-23 raw number (%) | 2023-24 raw number (%) | 2024-25 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 | 5 | 10 | 15 (12%) | 15 (11%) |
| | Language | 0 | 5 | 0 | 0 |
| | Music | 0 | 10 | 10 (8%) | 15 (11%) |

| Positive & Safe Culture (Include raw number and percent) | | | | |
|-------------------------------------------------------------------------|----------------|----------------|----------------|---------------------|
| Metric | 2021-22 (%) | 2022-23 (%) | 2023-24 (%) | 2024-25 Goal (%) |
| Average Daily Attendance Date of Figure: 3/14/2024 | | | | |
| Asian/Pacific Islander | 145 | 110 | 126 | 135 |
| Latinx | 0 | 0 | 0 | 0 |
| Black or African-American | 13 (9%) | 26 (23%) | 10 (7%) | 7 (5%) |
| White | 5 (3.5%) | 9 (8%) | 5 (3.5%) | 3 (2%) |
| Indigenous or Native American | 0 | 0 | 2 (1%) | 1 (1%) |
| English Learners | 0 | 0 | 0 | 0 |
| Students w/ IEPs | 5 (3.5%) | 11 (10%) | 4 (2%) | 2 (1%) |
| Free/ Reduced Lunch | 2 (1.4%) | 3 (3%) | 2 (1%) | 1 (1%) |
| | 16 (11%) | 25 (22%) | 12 (9%) | 10 (7%) |

| Metric | 2021-22 raw number (%) | 2022-23 raw number (%) | 2023-24 raw number (%) | 2024-25 Goal raw number (%) |
|---------------------------------------------------------|---------------------------|---------------------------|---------------------------|--------------------------------|
| Suspended Students Date of Figure: 3/14/2024 | | | | |
| Asian/Pacific Islander | 0 | 0 | 0 | 0 |
| Latinx | 4 | 4 | 2 (1%) | 2 (1%) |
| Black or African-American | 0 | 0 | 0 | 0 |
| White | 0 | 0 | 0 | 0 |
| Indigenous or Native American | 0 | 0 | 0 | 0 |
| English Learners | 1 | 0 | 0 | 0 |
| Students w/ IEPs | 1 | 0 | 0 | 0 |
| Free/ Reduced Lunch | 4 | 4 | 2 (1%) | 2 (1%) |

| Student Retention from 5th Grade to 6th Grade | | | | |
|-----------------------------------------------|---------|---------|---------|--------------|
| Metric | 2021-22 | 2022-23 | 2023-24 | 2024-25 Goal |
| 6th Grade Enrollment | NA | NA | NA | NA |

Community and Staff Engagement

| Community Engagement Meeting(s) | |
|---------------------------------|---------|
| Community Group | Date |
| Parent Advisory Group | 2/29/24 |

| Staff Engagement Meeting(s) | |
|-----------------------------|---------|
| Staff Group | Date |
| Full Staff Meeting | 2/21/24 |

| <u>Music (Rubric)</u> | 2022-23 | 2023-24 |
|--------------------------------------------------|---------|---------|
| <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> | 2022-23 | 2023-24 |
| <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> | 2022-23 | 2023-24 |
| <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 2023-24 Approved Expenditures

| All Actual Expenditures | | Budget Amount |
|------------------------------------|----------------------------|--------------------|
| Safe & Positive Culture | | |
| 1 | 1 FTE School Social Worker | \$59,552.22 |
| Budget Total | | \$59,552.22 |

Summary of 2024-25 Proposed Expenditures

| All Proposed Expenditures (from sections below) | Budget Amount |
|-------------------------------------------------|---------------|
|-------------------------------------------------|---------------|

| | | |
|---------------------------------------------------------------|----------------------------|-----------------|
| 1 | 1 FTE School Social Worker | \$54,010 |
| Budget Total (must add up to Recommended Grant Amount) | | \$54,010 |

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 |
| <p>1 FTE School Social Worker</p> <p>Wellness programming highlights from 2023-24 YTD:</p> <ul style="list-style-type: none"> * 79 students received 1-on-1 Wellness support including crisis intervention, suicide risk assessment, group counseling, and case management * Expanded language capacity of Wellness staff by ensuring that FTE School Social Worker is Spanish bilingual * Utilizing 2 counseling interns, and 1 Associate Marriage and Family Therapist (AMFT). * Weekly student counseling groups on topics such as managing emotions, building confidence, and social skills. * Continuation of weekly Attendance Committee and related monthly initiatives to encourage and support good attendance * Focus on family system supports-- ensuring that families have connections to support services related to health and economic issues (food security, rental assistance, legal advocacy, tenant rights, etc) * Suicide prevention curriculum presented in all student advisories and at parent community dinner * Immediate and thorough response to nationwide increase in adolescent suicidality - 8 risk assessments done and safety plans developed * Home visits to engage disengaged students | <p>1) Maintain high number/percentage of students referred for mental health services being served, maintain 0% of students on the waiting list. With the continuation of our 1.0 FTE Bilingual School Social Worker, we will be able to support more students and families, at a deeper level, than ever before. In addition to individual counseling and crisis intervention, we will continue to focus more on bullying prevention, parental support, family sessions, and addressing chronic truancy. We look forward to continuing this staffing level to address the needs of our students and families.</p> <p>2) Decrease number and percentage of suspensions and expulsions In 2022-23 we had a suspension rate of 0%. In 2023-2024 to date, we have a suspension rate of 1%. We believe this continued low rate can be attributed to the very intensive and long-term work Wellness staff, in collaboration with others, have been able to do with students and families to promote safer behaviors, provide psychoeducation on the needs of our students, help teachers and parents support those needs better, preemptively resolve conflicts, and find appropriate alternatives to suspension. We look forward to maintaining this low suspension</p> | <p>\$54,010</p> |

rate as the seeds of our long-term work and relationship-building with students and families continue to grow and expand into next year.

3) Maintain high satisfaction with school climate and safety by

parents/guardians, staff and students

We continue to maintain high satisfaction with the school climate. A student survey administered in January 2023 produced these results:

82% of students either 'agree' or 'strongly agree' that they feel physically safe on campus

73% of students either 'agree' or 'strongly agree' that they feel emotionally safe and supported on campus

A parent survey administered in March 2024 found that 95.1% of parents either 'agree' or 'strongly agree' with this statement: "Campus security is sufficient to create a safe teaching and learning environment in the school."

4) Increased academic achievement based on SBAC scores, as a result of more time spent in class and on task by students

In spite of a school-year that was affected by the COVID-19 pandemic, OUMS posted SBAC results that far out-performed demographically similar schools in ELA and Math. We moved more students out of the lowest proficiency than in years past. Our overall distance from met percentage was the lowest in the past three years. We feel like this relatively positive data during the 2023-24 school year was in part due to our focus on the mental health and well-being of our students. We hope to continue to raise our proficiency rates in the next year with continued focus on helping our students be happy and healthy.

5) Improve chronic absence rate

| | | |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | <p>(decrease by 5%)</p> <p>Our 2021-22 chronic absence rate is at around 31%. This is significantly higher than years past, which we largely attribute to the continued disruption caused by the COVID-19 pandemic.</p> <p>In 2022-23, our chronic absence rate is at around 18%-- nearly making our goal.</p> <p>To date in 2023-24, our chronic absence rate is around 12%. We look forward to continuing to leverage the intensive efforts of the Attendance Committee, including the School Social Worker, who provides individualized outreach and support to all families impacted by or at risk of chronic truancy. As a school we have continued attendance initiatives including: personalized phone calls, rides to school, home visits, attendance planning conferences, student incentives for good attendance, parental incentives for good attendance, monthly attendance mailings, and attendance competitions.</p> <p>Since we know that good attendance is absolutely critical to feeling safe at school and achieving academic success, we plan to continue our strong focus on this goal in the 2024-25 school year.</p> | |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

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



2/21/24



 Wednesday, February 21st, 2024



Welcome Team,

What a day to be an OUMS Tiger! Huge shoutout to Anttwan and the rest of the Batuki crew for helping us celebrate Black History Month with some Afro-Brazilian music. Learning, dancing, listening to and playing music, and cooking. Thanks for all that you do to cultivate an **enjoyable, engaging, equitable, and empowering environment.**

Much Love,

Greeting: Elbow Bump Greeting

Sharing: What has been going well in your work recently?

Game: Zip, Zap, Zop





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.





OUMS Staff Interaction Norms 23-24

- Take care of yourself in order to be your best self
- Listen intentionally, be present and solutions-oriented
- Let's all grow together: offer support if you can, ask for it when you need it
- Ask questions before making assumptions
- Be mindful of creating space for everyone
- Acknowledge and celebrate what is working



LOOKING AHEAD

| | |
|-----------------|-----------------------------------------------------------------------------------------------|
| Friday, 2/23 | 6th Grade Field trip, Sac State (see <u>coverage schedule</u>) |
| Saturday, 2/24 | Saturday School Room locations and rosters to go out after 8th GLT Staff report at 8:45 |
| Wednesday, 2/28 | Math MAP Testing in LL Staff Meeting on Zoom |

| | |
|----------------|-------------------------------------------------------------------------|
| Friday, 3/1 | Birthday Breakfast |
| Wednesday, 3/6 | ELA MAP Testing in Wednesday Learning Lab Alternative Staff Meeting! |
| Friday, 3/15 | Quarter 3 ends (finalize grades) All drills |
| 3/18-3/22 | Spirit Week! |
| 3/27-3/28 | SLCs |

MON

TUE

WED

THU

FRI

WKND

LEARNING TARGETS

1

I will focus on human values as I play a game with my team mates.

2

I will seek liberatory collaboration as I brainstorm supports for 6th and 8th grade students.

AGENDA

| | |
|-----------|----------------------------------------------------|
| 1:30-2:00 | Afternoon Meeting Sharing Game Announcements |
| 2:00-2:45 | 6th GLT |
| 2:45-3:30 | 8th GLT |
| 3:30-3:45 | Closing |

MON
TUE
WED
THU
FRI
WKND

ANNOUNCEMENTS

- **Computers:**
 - Equitable distribution based off age, use, and care
- **Committee Updates**
 - **Adult Culture**
 - Alternative Staff Meeting
 - **Student Culture**
 - Spirit Week
 - SHARP Store
- Getting computers BEFORE class (AR)

- **Passes delivered to rooms:**
 - Mostly needed during lunch/recess
- **Drills:**
 - We did this early during arrival
 - Went well
 - Next Steps:
 - Axel: Intercom system meeting
 - Lance & Axel & Rogelio: hydraulic opening at gate
 - Door system trials



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

- Discussion

- Vote



- 6th GLT
(2:00-2:45)

- 8th GLT
(2:45-3:30)



Give a thank you
to someone on
our team

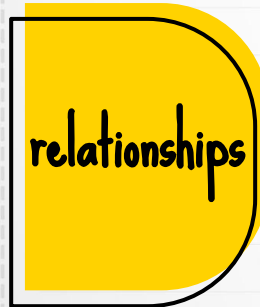
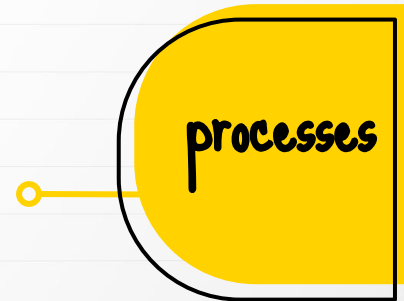
For example: “Thank you to Josie
for asking me how I was doing.”

FEEDBACK:

What was accomplished?






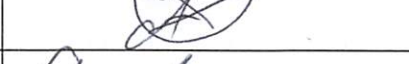




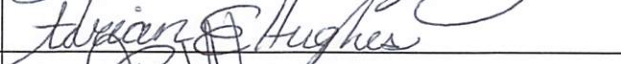


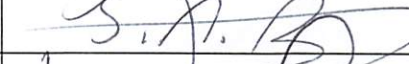
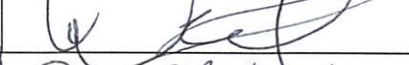
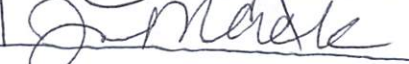
How was it accomplished?



What helped relationships?

Students, write your response!

OUMS Faculty Meeting 2/21/24 Sign In Sheet

| Printed Name | Signature |
|-----------------|--------------------------------------------------------------------------------------|
| Damon Grant |  |
| Kate Goedeker |  |
| Sara Zamudio |  |
| Aracely Garcia |  |
| Ana Castellanos |  |
| Eduardo Nunez |  |
| Alicia Farre |  |
| Jordan Lopez |  |
| Adrian Hughes |  |
| Chris Williams |  |
| Jacob Dominguez |  |
| Austin Kazavi |  |
| Nicholas Ward |  |
| Jasmine Mack |  |

Please grab some dinner!

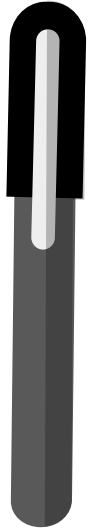
¡Consiga algo de cena!



OUMS

February Parent Meeting 23-24

2/29/24



AGENDA

Welcome and Agenda

Greeting, Sharing, and Game

Announcements

Input on Measure G1

Student SBAC Scores: how to understand them and what to do with the information

AGENDA

Bienvenida y Agenda

Saludo, Compartir, y Juego

Anuncios

Aporte en la medida G1

Puntajes SBAC de estudiantes: cómo entenderlos y qué hacer con la información

Greeting and Sharing

Greeting: Little Rascals Greeting

Sharing: What has been a highlight for your student at school this year?

Whole Group Sharing: What is your name, who is your student and what grade are they in?

Saludo y Compartir

Saludo: Saludo de los pequeños traviosos

Compartiendo: ¿Qué ha sido lo más destacado para su estudiante en la escuela este año?

Compartiendo con todo el grupo: ¿Cuál es su nombre, quién es su estudiante y en qué grado está?

Game

Last One Standing

- The goal is to have the smallest number in mind and be the only one standing
- On a post-it write a number you like between 1-25
- When you hear your number, stand up:
 - If others stand with you, you sit back down
 - If only you stand, remain standing until the next solo person

Juego

Último de Pie

- La meta de este juego es elegir el número más pequeño y ser el único de pie
- En un post-it, escriba un numero entre 1-25
- Cuando escuche su número, pongase de pie:
 - Si alguien más se levanta con usted, ambos se sientan
 - Si es la única persona de pie, permanece de pie hasta que otra persona solitaria se ponga de pie.

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



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



Important Dates

3/15

- End of Quarter 3: progress reports going home

3/18-3/21

- Spirit Week

Fechas Importantes

3/15

- Fin del tercer trimestre: informes de progreso enviados a casa

3/18-3/21

- Semana del Espíritu

WKND

FRI

TUE

Important Dates

3/27-3/28

- No school for Student-Led Conferences

Fechas Importantes

3/27-3/28

- No hay clases para conferencias dirigidas por estudiantes

WKND

FRI

TUE

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 in part for our full-time school social worker position (Ms. Sara).

Medir Entrada G1:

- Durante los últimos 5 años, hemos utilizado los fondos de la Medida G1 para pagar nuestro puesto de trabajadora social escolar de tiempo completo (Sra. Sara).

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.

WKND

FRI

TUE

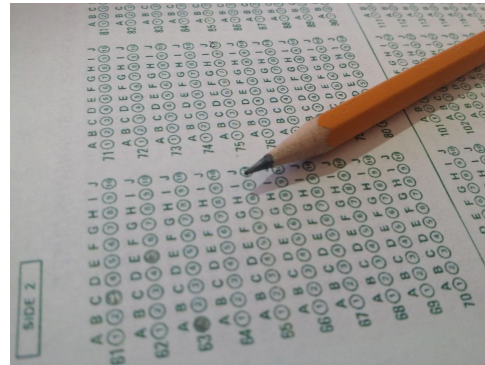


Oakland Unity Middle School SBAC Data



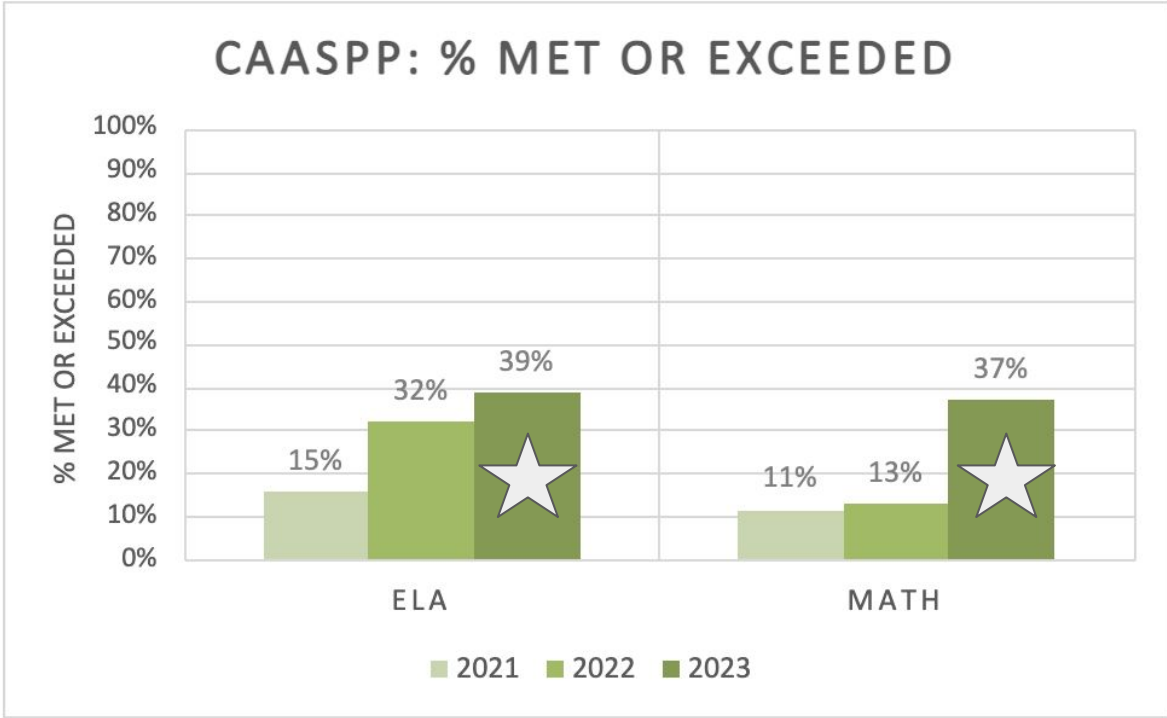
SBAC: the state test in ELA and Math given to all students in 6th, 7th, and 8th grades. Results feature heavily in charter renewals and will be made public on the CA Dashboard.

SBAC: El examen estatal en ELA y Matemáticas que se administra a todos los estudiantes de 6.º, 7.º y 8.º grado. Los resultados ocupan un lugar importante en las renovaciones de estatutos y se harán públicos en el Panel de CA.



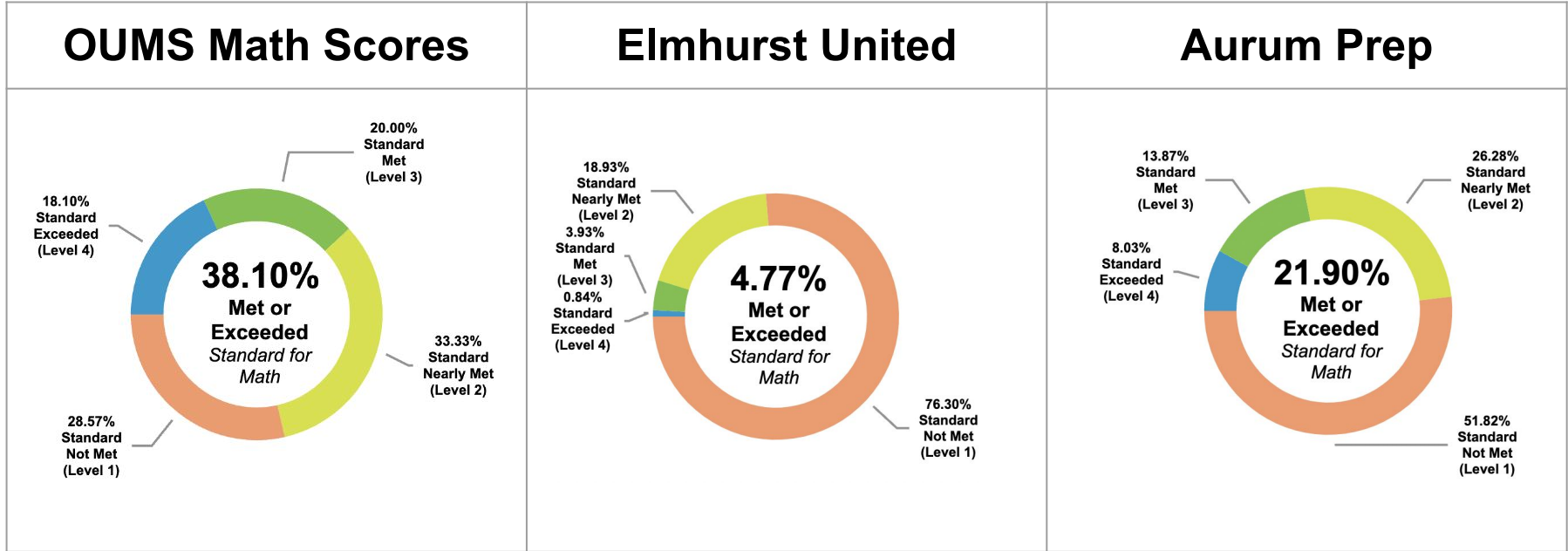


23-24 Overall Proficiency Levels/ Niveles Generales de Competencia





SBAC Scores- Math



OUMS well outperforms schools that our students would otherwise attend (both district and charter) in Math (and ELA).

OUMS supera ampliamente a las escuelas a las que nuestros estudiantes asistirían (tanto del distrito como de las autónomas) en Matemáticas (y ELA).



How Can I Understand My Student's Scores?

¿Cómo puedo entender los puntajes de mi estudiante?

Statewide Assessments: Just One Measure of Progress

California Assessment of Student Performance and Progress (CAASPP) results in English language arts/literacy (ELA) and mathematics give one measure of how well students are mastering California's challenging academic standards. The skills called for by these standards—the ability to write clearly, think critically, and solve problems—are essential for preparing students for college and a 21st-century career.



**Overall
ELA Level for 2022–23**

LEVEL 2 Standard Nearly Met

**Overall
Mathematics Level for 2022–23**

LEVEL 2 Standard Nearly Met

What do my child's scores mean?

There are four levels of scores for ELA and mathematics. "Standard Met" and "Standard Exceeded" are the state targets for all students.

- Standard Exceeded (Level 4)
- Standard Met (Level 3)
- Standard Nearly Met (Level 2)
- Standard Not Met (Level 1)

Score ranges for each level are different for each grade, and the standards for the next grade are higher than for the previous grade. As a result, students may need a higher score to stay in the same level as the previous year.

Shows student's test levels in ELA and in Math. Explains what the different levels mean. Ideally, students are testing at least 2 and above, with the goal to be at 3 or above by the end of 8th grade.

Muestra los niveles de prueba de los estudiantes en ELA y Matemáticas. Explica lo que significan los diferentes niveles. Idealmente, los estudiantes deben obtener al menos 2 o más, con el objetivo de estar en 3 o más al final del octavo grado.



How Can I Understand My Student's Scores?

¿Cómo puedo entender los puntajes de mi estudiante?

English Language Arts/Literacy (ELA)

LEVEL
2
Standard Nearly Met

Score increased from last year, enough to reach a higher level. See page 4 of this report for Ilse's score history.



Your Child's Score

Shows a detailed view of students ELA or Math scores. Shows where the student's score was in relation to the other levels.

Muestra una vista detallada de los puntajes de ELA o Matemáticas de los estudiantes. Muestra dónde estaba la puntuación del estudiante en relación con los otros niveles.



How Can I Understand My Student's Scores?

¿Cómo puedo entender los puntajes de mi estudiante?

| Score History | | |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| English Language Arts/Literacy (ELA) Score History | | |
| Grade 5 Your child's score: Not Tested | Grade 6 Your child's score: LEVEL 1 2364 Standard Not Met | Grade 7 Your child's score: LEVEL 2 2509 Standard Nearly Met |
| Mathematics Score History | | |
| Grade 5 Your child's score: Not Tested | Grade 6 Your child's score: LEVEL 1 2368 Standard Not Met | Grade 7 Your child's score: LEVEL 2 2491 Standard Nearly Met |

Shows the student's score history from the past 3 years. *Many students did not take the test in the 20-21 school year, due to the pandemic.* This is a good place to see if your student is growing in their skills year over year.

Muestra el historial de calificaciones del estudiante de los últimos 3 años. Muchos estudiantes no tomaron la prueba en el año escolar 20-21, debido a la pandemia. Este es un buen lugar para ver si su estudiante está mejorando sus habilidades año tras año.



What Can I Do to Support My Student's Growth at Home?

¿Qué puedo hacer para apoyar el crecimiento de mi estudiante en casa?

Reading

- The most crucial thing is that your child is reading a wide range of things over time and gets access to grade-level books.
- Your child should be reading for at least 20 minutes every day.
- Ensure that your child is completing the work assigned in their ELA classes.

Lectura

- Lo más importante es que su hijo lea una amplia gama de cosas a lo largo del tiempo y tenga acceso a libros de su nivel de grado.
- Su hijo debe leer al menos 20 minutos todos los días.
- Asegúrese de que su hijo esté completando el trabajo asignado en sus clases de ELA.



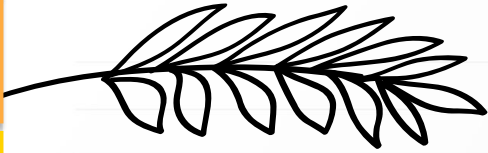
What Can I Do to Support My Student's Growth at Home? ¿Qué puedo hacer para apoyar el crecimiento de mi estudiante en casa?

Math

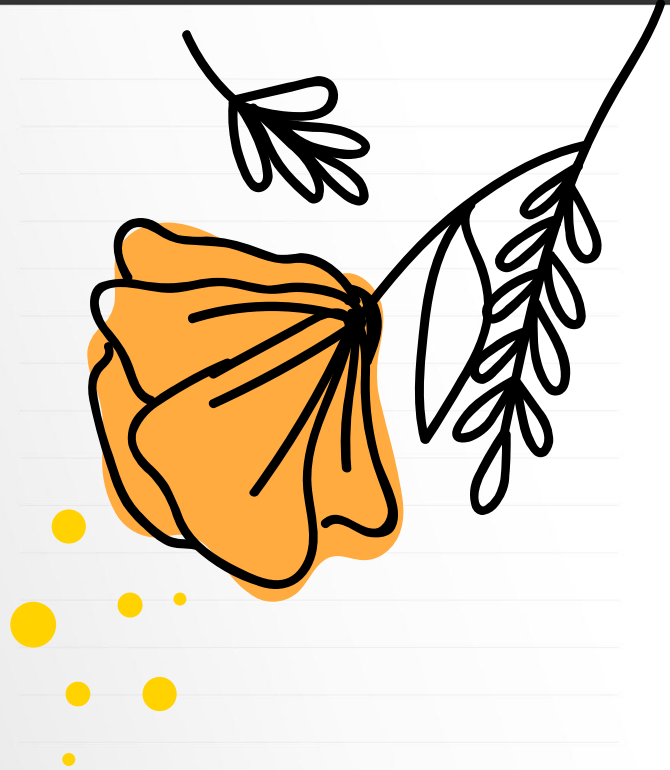
- Math Facts Flashcards
- Ensuring Aleks is happening at home
- Looking for Math in everyday life
- Playing Math games

Matemáticas

- Tarjetas didácticas de datos matemáticos
- Garantizar que Aleks esté sucediendo en casa
- Buscando matemáticas en la vida
- Jugar juegos de matemáticas



Questions?/
Preguntas?





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

Community Dinner
Thursday, February 29th 2024

| Student Name | Parent Signature |
|----------------------------------|------------------|
| Elvia martinez | |
| Elkin martinez | |
| Viviana Ramirez | Rosa CARRILLO |
| Jenifer Rodriguez | Mirian Sanchez |
| Bani Zain Aguilar | Asucena Mejia |
| Valeria Vega - Alonso Vega | Esthela Gomez |
| Fatima Morales / Daniela Morales | Reyna Morales |
| Sheryla Rubi Perez | Leusita Pecosame |
| Eli Almenarez / Izzy Garcia | Vani Albeno |
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