



**Measure G1
Charter Pilot Grant
Application 2017-18
SUMMER REVISE
Draft Due August 4, 2017**

Please note: This application serves as a proposal for **IF** funds are allocated in 2017-18. This is not a guarantee of funds being distributed in 2017-18. Allocation decisions for 2017-18 will be made by the Measure G1 Commission on August 14, 2017.

School:	Oakland Unity Middle School	Principal	Damon Grant
School Address	Eastmont Town Center	Principal Email:	dgrant@unitymiddle.org
School Phone	510-959-5302	Principal Phone:	718-930-3683
2017-18 Enrollment (6-8)	185 students	Possible Grant Allocation Amounts*	50% Allocation: \$33,114.50 100% Allocation: \$66, 229

*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 6-8 actual enrollment in fall (exact date TBD) and final tax revenue generated in spring 2018. The actual allocation percentage for 2017-18 will be determined at the Measure G1 Commission Meeting, August 14, 2017.

School Demographics

Male	Female	% LCFF	% SPED	% English Learners	% Oakland Residents
68	85	96.08%	9.80%	30.72%	96.08%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
26	NA	NA	100	2	NA	NA	NA

Measure G1 Lead Team (can be a pre-existing team such as Instructional Leadership Team)

Name	Role
Damon Grant	Principal
Kate Goedeker	Assistant Principal
Maryam Toloui	Director of Wellness Services

School Vision:

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. School Governance Body, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

Music (Rubric Score)		Art (Visual Arts, Theater, and Dance)	
Access and Equitable Opportunity	Emerging	Access and Equitable Opportunity	Emerging
Instructional Program	Emerging	Instructional Program	Emerging
Staffing	Emerging	Staffing	Emerging
Facilities	Emerging	Facilities	Emerging
Equipment and Materials	Emerging	Equipment and Materials	Emerging
Teacher Professional Learning	Emerging	Teacher Professional Learning	Emerging
World Language (Rubric)			
Content and Course Offerings	Emerging		
Communication	Emerging		

Real world learning and Global competence	Emerging	
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Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (Culture Data/Site Plan Data/Enrollment)		Safe and Positive School Culture	
2016-17 Enrollment Data (projection vs. actual)	Projection: 6 th grade = 60, 7 th grade = 45, 8 th grade = 40 Actual: 6 th grade = 64, 7 th grade = 62, 8 th grade = 27	Culture data - Suspension	Suspension Rate 2015-16 = .00074% 2016-17 = .00033%
Elementary School (ES) Outreach Strategy Actions	1) Principal e-mailed every OUSD and Oakland charter elementary school. 2) Attended Enroll Oakland Charter Fair.	Culture data - Chronic Absence	2015-16 4% 2016-17 6%
Programs to support ES students transition to MS	N.A.	Survey data - families, students, teachers	Our focus for this grant is on supporting a safe and positive school climate: In the Spring of 2016, 94% of parent/guardians agreed or strongly agreed that our campus is a safe environment. Also in the Spring of 2016, 75.9% of our students agreed or strongly agreed that they felt physically safe at school. 72.4% agreed or strongly agreed that they felt emotionally safe at school. In the Fall of 2017, 88% of students agreed or strongly agreed that they felt physically safe at school. 79.2% agreed or strongly agreed that they felt emotionally safe at school.

Please make sure to provide meeting agenda and minutes of the engagement meetings with this application.

Community Engagement Meeting(s)	
Community Group	Date

Unity Middle School Community Council (See Slide 10 of attached powerpoint: OUMS_3_16_17 Parent Meeting)	03/16/2017

Staff Engagement Meeting(s)	
Staff Group	Date
All Staff Meeting (See Slide 6 of attached powerpoint:OUMS_3_22_17 PD)	03/22/17

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team’s plan to:

1. Identify the team (i.e. ILT function, community; school governance body, PTA) to engage in self-assessments and generate a design plan for electives, 5th - 6th grade retention, and school culture . This Team will create the Implementation 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
2. 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.
 3. Please explain how you plan on using the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
 4. Add additional lines if you would like to add additional budget items.
 5. All budget items should total up to the total grant amount based on projected enrollment for 2017-18. Please list all budget items in order of priority, in the event that a portion of the allocation is approved (as opposed to the full 100%).

1. Music Program

Programmatic Narrative Based on Rubric		
At this time, we plan to continue offering choral music and digital music production as afterschool options.		
Budget	2017-18 Activities	Anticipated Outcome
NA	NA	

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2. Art Program

Programmatic Narrative Based on Rubric

At this time, we plan to offer visual arts opportunities in our afterschool program.

Budget	2017-18 Activities	Anticipated Outcome
NA	NA	

3. World Language Program

Programmatic Narrative Based on Rubric

At this time, we do not plan to offer a world language program.

Budget	2017-18 Activities	Anticipated Outcome
NA	NA	

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

N.A.

Budget	2017-18 Activity	Anticipated Outcome

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 better 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, we established a position for a Wellness Director. Since 3/21/2017, 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.

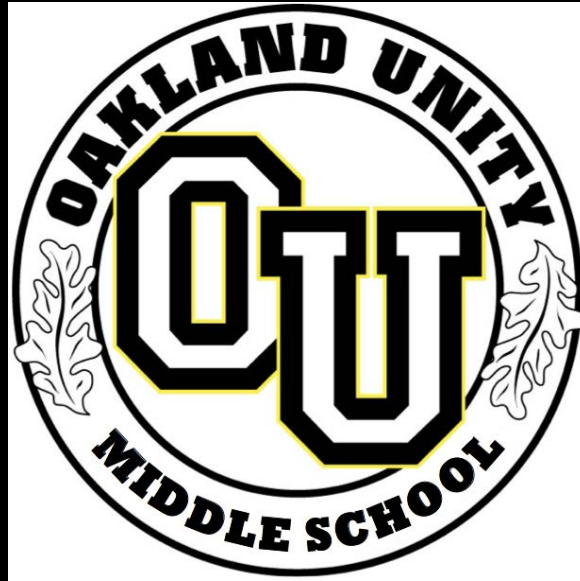
Of these 65 students, 30 receive long-term ongoing services. However, 21 students remain on a waiting list for individual counseling. Therefore our grant proposal is to fund an additional mental health counselor who will work under the supervision of our Wellness Director to provide various support services to students and families including crisis intervention, counseling, in-class behavioral support, peer mediation and advocacy for necessary off-campus services. If, based on qualifications, this person would earn a higher salary than the funds outlined below, we would supplement the difference from our general staffing budget.

Budget	2017-18 Activity	Anticipated Outcome
\$33,114.50	.50 FTE of a Mental Health professional	<ol style="list-style-type: none"> 1) Higher # of students/percentage of students referred for mental health services being served. 2) Continued low # and percentage of suspensions and expulsions 3) Higher satisfaction with school climate and safety by parents/guardians, staff and students
\$33,114.50	.50 FTE of a Mental Health professional	<ol style="list-style-type: none"> 4) Higher # of students/percentage of students referred for mental health services being served. 5) Continued low # and percentage of suspensions and expulsions 6) Higher satisfaction with school

		climate and safety by parents/guardians, staff and students

Please submit this application by Friday, August 4 to Mark Triplett, at mark.triplett@ousd.org and Cc linda.pulido@ousd.org.

Oakland Unity Middle School Parent Meeting



Thursday, March 16th, 2017

Agenda

- Greeting and Sharing
- Agenda and Announcements
- Brief message from CCSA

Social Media Training (Kik and Snapchat)

- Saludo y Compartir
- La Agenda y Anuncios
- Mensaje breve de parte de CCSA
- Entrenamiento de las redes sociales (Kik and Snapchat)



OUMS Agreements- '16-'17

Acuerdos de OUMS- '16-'17

Have manners

Be respectful

Be safe

Keep it lit!

- Tener modales
- Se respetuoso
- Se seguro
- Mantenganse Alegre!



Greeting / Saludo

Mask greeting

- Saludo de Máscara



Sharing / Compartir

What is something you are interested to learn about in your student's Spring student-led conference?

- ¿Qué es algo en lo que usted está interesado/a en aprender en la conferencia dirigida por sus estudiantes?

Upcoming Dates / Proximas Fechas

- Upcoming dates:
 - 3/27-3/30: Student Led Conferences-- minimum days and no Afterschool program
 - 3/31: No school- Cesar Chavez day
 - 4/3-4/6: Spring Break
- Proximas fechas:
 - 3/27-3/30: Conferencias Dirigidas por los estudiantes - días mínimos y no habrá programas después de escuela
 - 3/31 - No Hay Clases - Dia de Cesar Chavez
 - 4/3-4/6 - Receso de Primavera

Announcements / Anuncios

- **8th Graders Attending OUHS**

- Many of our 8th graders are on the waiting list for admission to OUHS for next year
- Unfortunately, students at OUMS are NOT given preference at OUHS
- Preference is only given to students who have a sibling who will attend the high school next year as well

- **Estudiantes del 8º grado que asistirán a OUHS**
- Muchos de nuestros estudiantes del octavo grado están en la lista de espera para admisión a OUHS para el próximo año
- Desafortunadamente, los estudiantes en OUMS NO tienen preferencia en OUHS
- La preferencia sólo se da a los estudiantes que tienen un hermano/a que también asistirá a la escuela preparatoria el próximo año

Announcements / Anuncios

- **8th Graders Attending OUHS**

- This year, for the first time, OUHS has a waiting list of over 100 students
- We are hopeful that many of our students will get off the waiting list
- We are supporting families who are on the waiting list with more options
- Next year, we will be able to provide more support to families leading up to the lottery to ensure a variety of options

- **Estudiantes del 8º grado que asistirán a OUHS**
- Este año, por primera vez, OUHS tiene una lista de espera de más de 100 estudiantes
- Esperamos que muchos de nuestros estudiantes salgan de la lista de espera
- Estamos apoyando a familias que están en la lista de espera con más opciones
- El próximo año, brindaremos más apoyo a las familias que lleven a la lotería para asegurar una variedad de opciones

Announcements / Anuncios

- **Shirts and additional uniform gear is in!**

- If you need more uniform shirts or sweatshirts, please see Ms. Jimenez!
- Due to the rising cost of getting the shirts made, we are now charging \$15 per shirt instead of \$10. Our apologies!

- **¡Las camisas y uniforme adicional ya están aquí!**

- Si necesita mas camisas de uniforme o sudaderas, por favor vean a Ms. Jimenez
- Debido al costo incrementado de conseguir las camisas, ahora estamos cobrando \$15 por camisa en vez de \$10. ¡Nuestras disculpas!

Announcements / Anuncios

- **Wellness Plan for Next Year**

- This year, our Director of Wellness Services, Maryam, has been splitting her time at both schools.
- Next year, we are planning to use Measure G1 funding (a parcel tax that was passed by voters) to fund a full-time counselor on site at least 4 days a week to work on the social-emotional health of our students.

- **Plan de Bienestar para el próximo año**

- Este año, nuestra Directora de Servicios de Bienestar, Maryam, ha estado dividiendo su tiempo en ambas escuelas.
- El año que viene, planeamos usar la medida G1 (un impuesto de paquetería que fue aprobado por los votantes) para financiar a un consejero de tiempo completo en el sitio por lo menos 4 días a la semana para trabajar en la salud social y emocional de nuestros estudiantes.

CCSA Presentation / Presentacion CCSA

Social Media Training / Entrenamiento de la redes sociales

- **OUMS Phone Policy:**

- All phones turned into the front office
- Any phone seen being used will be kept for 1 week

- **Social Media Issues:**

- We have spent many hours solving student issues that come up on social media.
- It's clear that the average middle schooler has a hard time knowing the appropriate ways to use social media
- We need parents' help in monitoring social media

- **La póliza del celular de OUMS**

- Todos los celulares se entregan en la oficina principal
- Cualquier celular que sea visto siendo utilizado lo mantendremos por una semana

- **Problemas de las redes sociales:**

- Hemos pasado muchas horas resolviendo problemas estudiantiles que aparecen en las redes sociales
- Está claro que el promedio de estudiantes de la escuela secundaria tiene dificultades para conocer las formas adecuadas de usar los medios de las redes sociales
- Necesitamos la ayuda de los padres monitoreando las redes sociales

Social Media Training / Entrenamiento de la redes sociales

- **General Phone Tips:**

- Insist on passwords for all children's accounts
- Make sure child knows that there is no expectation of privacy on the phone or any of their accounts
- Monitor student's phone, within their view, every day if possible
- Keep their phone overnight

- **Consejos generales para el celular:**

- Insista en las contraseñas para todas las cuentas de sus hijos
- Asegúrese que su hijo/a sepa que no hay expectativa de privacidad en el celular o en ninguna de sus cuentas
- Monitoree el celular de su estudiante, dentro de su punto de vista, cada día si es posible
- Mantenga sus celulares durante la noche

Snapchat Training / Entrenamiento de Snapchat

SNAPCHAT :

- According to the law, children need to be at least 13 to have a Snapchat account
- A social media network to share photos, videos, and messages with friends AND people you may not know
- Photos, videos, and messages disappear after viewing or reading them
- Photos, videos, and messages can be saved

SNAPCHAT :

- Según la ley, los niños deben tener al menos 13 años para tener una cuenta Snapchat
- Es una red social para compartir fotos, videos y mensajes con amigos Y personas que tal vez no conozcas
- Fotos, vídeos y mensajes desaparecen después de verlos o leerlos
- Se pueden guardar fotos, videos y mensajes.





Snapchat Features / Entrenamiento de Snapchat

MESSAGES: Where your student can message and share photos with friends/strangers directly

BLUE: A friend has shared a new message

MENSAJES: Donde su estudiante puede enviar mensajes y compartir fotos con amigos / desconocidos directamente

AZUL: Un amigo ha compartido un mensaje nuevo



CAMERA: What you see when you open Snapchat

CAMERA: Lo que se ve al abrir Snapchat

STORIES: Where your student or her friends/strangers can share videos

PURPLE: A friend has a new video

HISTORIAS: Donde su estudiante o sus amigos / desconocidos pueden compartir videos

PURPLE: Un amigo tiene un nuevo video



Snapchat Security / Seguridad de Snapchat



SECURITY: What you see when you open Snapchat

FRIENDS: Only accept messages from friends

SEGURIDAD: Lo que ve al abrir Snapchat

AMIGOS: Sólo aceptar mensajes de amigos

Overall Reminders/ Recordatorios Generales

- If you or your student sees or experiences something concerning on social media, take a screenshot immediately or take a photo of the actual screen
- Set up a time to meet with us to share the evidence with us
- Talk to your student about their social media use and experiences

- Si usted o su estudiante ve o experimenta algo relacionado con una reunión social, tome una captura de la pantalla inmediatamente o tome una foto de la pantalla real
- Prepare un tiempo para reunirse con nosotros para compartir la evidencia
- Hable con su estudiante sobre su uso de los medios de las redes sociales y experiencias

Wednesday, March 22nd, 2017

Good Afternoon Staff,

It's our last PD before spring break! We all need a rest to recharge ourselves. Thank you everyone for your service to our students so far this year. It is obvious that most of them are excited to show parents their progress.

What are your plans for spring break?

Bye,
Alicia

OUMS Staff Norms 16-17

- Be in the brave space.
- Have each other's back and assume positive intentions.
- Remain solution oriented and gritty.
- Put our kids first.
- Bring joy to our work; keep it lit.

Learning Targets

By the end of today...

- If I am on the math team, I will have had time to work with the Summit team on Math Concept Units.
- If I am on the ELA team, I will take a deeper dive into Benchmark 3 results.
- If I am on the 6th grade team, I will have defined the most pressing behavioral concern, described the root cause of these behaviors, and began to develop an action plan to address these behaviors.
- I will have prepared for the SLCs next week.

Agenda

1:30-2:00	Greeting, sharing, learning targets, agenda, looking ahead, advisory updates, voting on Student of the Month, Measure G1	All
2:00-4:00	Summit Math Professional Development Workshop	Summit
2:00-2:40	ELA Team Meeting	KG
2:40-3:20	6th Grade Team Meeting	KD + KG
3:20-4:00	Prep for SLCs	All
4:00-4:15	Student of the Month Voting, Closing, Plusses/Deltas, Appreciations	ALL

Looking Ahead...

3/20-3/24	<ul style="list-style-type: none">● Math Benchmark week
3/27-3/30	<ul style="list-style-type: none">● Student-Led Conferences- minimum days (No PD)
3/31	<ul style="list-style-type: none">● No School!
4/3-4/7	<ul style="list-style-type: none">● Spring Break<ul style="list-style-type: none">○ Bootcamp likely on Monday and Tuesday

Ideas for Measure G1 Funding

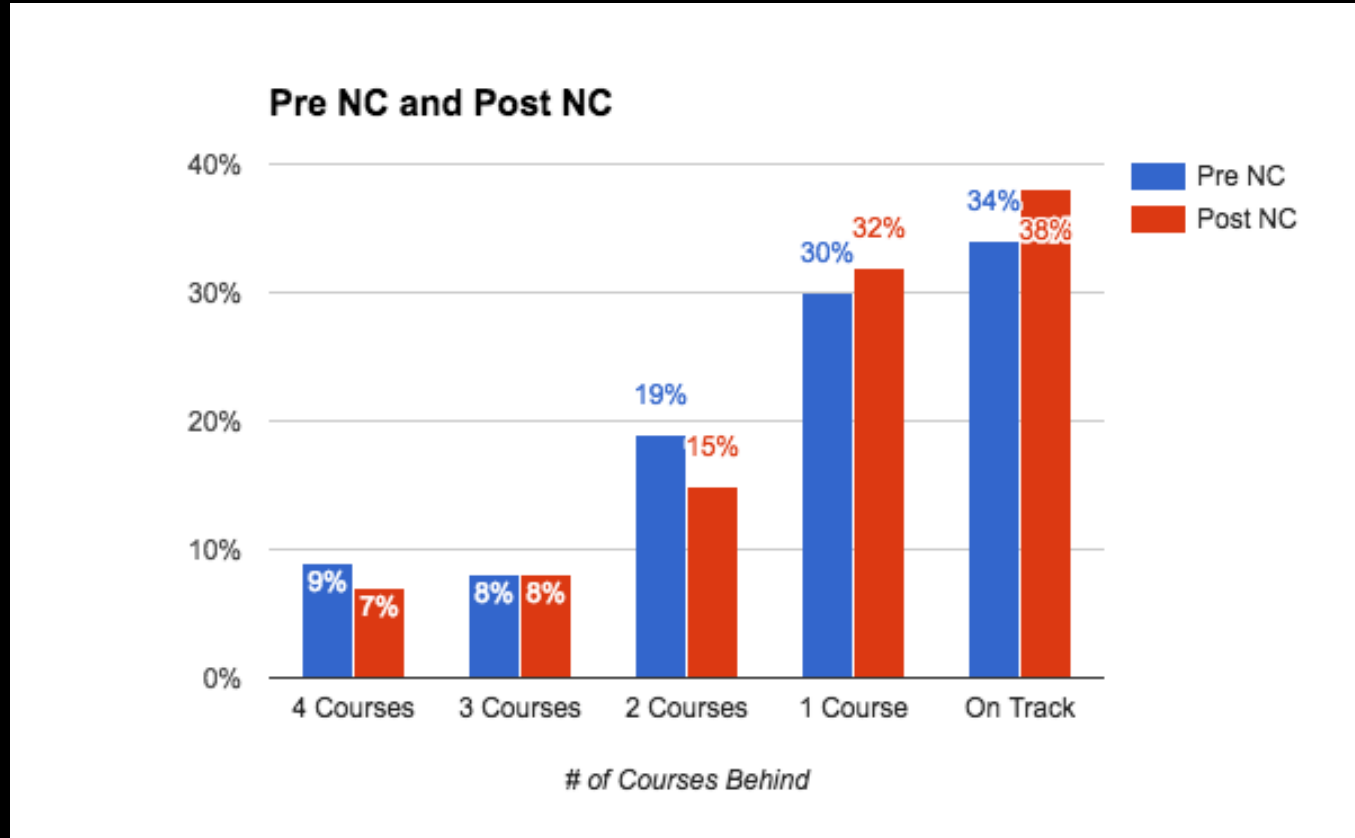
- One element is around “school safety”
- ~70% of our students report feeling emotionally and/or physically safe at school
- Right now, we have about 30 students on our waiting list for counseling
- Discussion about best ways to leverage the G1 money

Natural Consequences Pre-Post PFA Data

Average # of PFA's behind:

Pre NC: 8

Post NC: 7



Student-Led Conferences Preparation

Tasks:

1. Reviewing Your Schedule: SLCs → Semester 2 → Student-Led Conferences

1. Going over your advisees' scripts

1. Going over your content area students' scripts

Here's what we did today: Math/Summit meeting, ELA Meeting, 6th grade team meeting, time to prep for SLCs

+

- Prep time
- Appreciated only being in 7th grade because I got to grade a lot
- I really liked the 6th grade meeting and trying to proactively attack some root causes of the negativity
- Using the vote so that we could try to target the topic before

△

- Even better if I was in the 6th grade meeting
- 6th grade meeting was not more successful for me because I think there are items on the table I would like to solve and talk about

Measure G1 Commission Middle School Proposal Rubric



School Name:

Commissioner:

	Area of Focus	Score	Notes
1.	Proposal keeps equity at the forefront		
2.	Includes all required components		
3.	Proposed use of funds is aligned to the intent of the measure		
4.	Supplementing existing program, not supplanting		
5.	Proposal accurately assesses strengths and growth areas in the domains		
6.	Clear alignment between self-assessments and proposed actions		
7.	Clear, measurable outcomes are articulated for each use of funds		
8.	Clear documentation of staff engagement in the planning process (agenda & notes from meetings)		
9.	Clear documentation of community engagement in the planning process (agenda & notes from community meetings)		
<i>For the five lines below, only score the components that apply to a given proposal.</i>			
10.	Plan for providing quality art programming is clearly articulated		
11.	Plan for providing quality music programming to students is clearly articulated.		
12.	Plan for providing quality world language programming is clearly articulated.		
13.	Plan for supporting 5th to 6th grade recruitment and retention of students is clearly articulated		
14.	Plan for promoting positive school culture and safety is clearly articulated		
	Final Score (sum total /number of scored line items)		

1= Far below the requirement, 2=Did not meet requirement, 3= Nearly met requirement, 4= Met requirement, 5= Exceeded requirement