



2019-20 Measure G1

Charter Grant Application

Due: April 17, 2019

School	Oakland Unity Middle School	Contact *	Damon Grant
School Address	7200 Bancroft Ave, Suite 261 Oakland, CA 94605	Contact Email	dgrant@unitymiddle.org
Principal	Damon Grant Kate Goedeker	Principal Email	dgrant@unitymiddle.org kgoedeker@unitymiddle.org
School Phone	510-959-5302	Recommended Grant Amount**	\$73,294.62
2018-19 LCFF Enrollment (6-8)	159	Actual 2018-19 (6-8) Enrollment (Oakland Resident)	179

*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 prior year 20 day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.

Summary of Approved Expenditures from 2018-19 (link to [2018-19 approved proposal](#))

2018-19 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	.60 FTE of a Mental Health professional	\$42,131
2		
3		
4		
5		
Budget Total (must add up to Current Grant Amount)		\$42,131

Summary of Proposed Expenditures for 2019-20 (listed in order of priority)

2019-20 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	1 FTE of a Mental Health professional (benefits and salary)	\$73,294.62
2		

3		
4		
5		
	Budget Total (must add up to Anticipated Grant Amount)	\$73,294.62

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
91	93	83%	10%	10%	39.67%	97.83%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
23	4	2	152	1	1	1	

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

Name	Role
Damon Grant	Co-Principal
Kate Goedeker	Co-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.

<u>Music</u> (Rubric Score)	2017-18 (last yr)	2018-19 (this yr)	Art (<u>Visual Arts</u>, <u>Theater</u>, and <u>Dance</u>)	2017-187 (last yr)	2018-19 (this yr)
Access and Equitable Opportunity			Access and Equitable Opportunity		
Instructional Program			Instructional Program		
Staffing			Staffing		
Facilities			Facilities		
Equipment and Materials			Equipment and Materials		
Teacher Professional Learning			Teacher Professional Learning		
<u>World Language</u> (Rubric)	2017-18 (last yr)	2018-19 (this yr)			
Content and Course Offerings					
Communication					

<i>Real world learning and Global competence</i>			
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Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2017-18 (last yr)	2018-19 (this yr)	Safe and Positive School Culture (SPSA)	2017-18 (last yr)	2018-19 (this yr)
2017-18 Enrollment Data (20 day)			Suspension	3%	12%
ES Outreach Strategy Actions			Chronic Absence	18.71%	Not available yet
Programs to support ES students transition to MS			CHKS data (district only)		

REQUIRED: Please provide all meeting agendas, minutes, flyers, and sign-in sheets of the staff and community engagement meetings with this application. The application will NOT be considered without this documentation of engagements.

Community Engagement Meeting(s)	
Community Group	Date
Parents and guardians	4/16/19

Staff Engagement Meeting(s)	
Staff Group	Date
Leadership team	4/8/19
All teaching, support, and administrative staff	4/10/19

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 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or 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 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or 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 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or 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 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

Wellness program highlights from 18-19 to date:

- 98 students served year-to-date
- 39 students are currently in on-campus individual weekly counseling, with a total of 46 students receiving that service year-to-date
- 4 students in weekly group counseling
- 0 students on waitlist
- 88 hours/week on-campus Wellness presence
- Expanded language capacity of Wellness staff by offering two MSW interns bilingual (Spanish) stipends

Our goals for this year were:

1) Higher number of students/percentage of students referred for mental health services being served, maintain 0% of students on the waiting list.

This year we were able to broaden the reach of our Wellness programming, providing 98 students to date with some type of individualized support, whether it was crisis intervention, ongoing counseling, or case management. With over a month left of school, we are on track to far surpass the number of students served during the 2017-18 year, which was a total of 89 students. For those students with the highest need, we were able to provide weekly mental health counseling to 46 individual students, with a waitlist of 0 students, a goal we have not been able to reach before this year. Additionally, we were able to invest Wellness time and expertise in providing each student at the school with a three-part consent workshop, to address the issues of sexual harassment and positive consent, which are safety and school culture issues at most middle schools.

In order to main our levels of service as our student body grows, we will need to continue to expand our on-site mental health services for the 2019-2020 school year.

2) Continued low number and percentage of suspensions and expulsions

Unfortunately, our suspension rate did increase significantly this year, mostly due to one incident involving 10 students and edible marijuana/vape pens. While we work as a school team to develop appropriate prevention and response strategies, we are able to include more Wellness staff in this effort, and provide more psychoeducation to students, parents, and staff about adolescent drug use. Despite a high suspension rate during first semester, we have seen a marked decrease during second semester, with only 1 additional suspension occurring during second semester. This shows us that relationship building, investing in the mental health and emotional well-being of students, and other long-term Wellness efforts are fruitful in decreasing suspensions.

We will have a renewed focus on decreasing our suspension rate in the 2019-2020 school year and will need to rely on additional mental health services for the deep student and family work and staff training that it will take to continue suspension diversion and prevention work.

3) Higher satisfaction with school climate and safety by parents/guardians, staff and students

An overwhelming majority of students and families report that our school is physically and emotionally safe. In a parent survey administered in March of 2019, 95% of parents agreed or strongly agreed that school campus had a safe environment. In a student survey administered in December, 83% of students responded that they felt physically safe on campus and 85% of students responded that they felt emotionally safe on campus.

While these results are positive, we will continue to invest in our Wellness Services to reach the students who don't yet feel emotionally or physically safe at our school.

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

While we do not yet have SBAC results from 2018-19, there was a marked improvement in scores from the 2016-17 to 2017-18, our first year of Measure G funded Wellness expansion. We posit that since student's social-emotional needs are being better addressed, they are able to spend more time in their classes and better able to access the material while in class.

While our scores continue to show positive growth and we outperform our neighborhood schools, we still need to continue to push our academic growth in order to best prepare our students for success in high school, college, and beyond.

Overall what we have learned from tracking student outcomes on these four factors is that the strong presence of Wellness services on campus enables students and parents to feel safer overall, allows students to better access their education and learning, spending more time at school and in classes. Given that our referral numbers continue to increase every year, we also see that Wellness services are very much a need for our community, and one that must be addressed in order for our students to learn. We have decided to add an additional focus on chronic absence for the 2019-2020 school year, a problem that often has deep roots and needs to be addressed through increase Wellness capacity in addition to other school-based solutions.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$73,294.62	1 FTE of a Mental Health professional (benefits and salary)	1) Maintain high number/percentage of students referred for mental health services being served, maintain 0% of students on the waiting list. 2) Decrease number and percentage of suspensions and expulsions 3) Maintain high 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 5) Improve chronic absence rate (decrease by 50%)

Please submit your 2019-20 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure G1
Mid-Year Reflection 2018-19**
Due: April 4, 2019

School:	Oakland Unity Middle School	Principal	Damon Grant Kate Goedeker
School Address	7200 Bancroft Ave, Suite 261 Oakland, CA 94605	Principal Email:	dgrant@unitymiddle.org kgoedeker@unitymiddle.org
School Phone	7189303683	Grant Amount	\$42,131
2017-18 LCFF Enrollment (6-8)	167		

- Grant allocation is based on 2017-18 CALPADS enrollment of grades 6-8 Oakland Students, multiplied by the LCFF percentage of the given school.

Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds

1. Music Program (PRELOADED)

Programmatic Narrative Based on Rubric		
N/A		
Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: Music Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

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2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric		
N/A		
Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: Art Program

Narrative: Progress Towards Anticipated Outcomes Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

3. World Language Program (PRELOADED)

Programmatic Narrative Based on Rubric		
N/A		
Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: World Language Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

2. 5th to 6th Grade Enrollment Retention (PRELOADED)**Programmatic Narrative Based on Data Analysis**

[Required: Please reflect on school enrollment data here]

Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: 5th to 6th Grade Enrollment Retention**Narrative: Progress Towards Anticipated Outcomes**

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

3. Safe and Positive School Culture (PRELOADED)

Programmatic Narrative Based on Data Analysis		
[Required: Please reflect on school culture data here)		
Budget	2018-19 Activities	Anticipated Outcome
\$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

Mid-Year Reflection: Safe and Positive School Culture

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

Goal #1: This year 25% of the student population (40 students) has received direct therapeutic services, which is an increase of 10 from the 2017-18 school year. Currently there are 0 students on the waiting list for services-- meaning that all students who are currently identified as needing services are getting them. Due to our increased Wellness capacity, the staff has received three trainings from the Wellness on topics such as de-escalation with students and suicide prevention, all of which staff reviewed positively and have helped contribute to increased safety on campus.

Goal #2: Our suspension rate increased significantly this year in the first semester (from 3% to 12%) and still remains a source of concern for us as we continue to try to promote a positive school environment. Much of this increase can be attributed to one major incident involving ten students and vape pens/edible marijuana. These problems are not unique to our school and we, along with all educators of this age group, are still trying to figure out the appropriate prevention and response tactics. We are partnering with our Wellness Team to continue to educate students, families, and teachers around these issues with controlled substances. Without this major incident, our suspension rate to date would be 8%, which is still significantly higher than years past, but more closely matches our middle school district counterparts. A positive sign for our suspension rate is that it has significantly decreased in the second semester (only 1 additional suspension has occurred in semester 2 to date), demonstrating that our deeper, longer-term work of relationship building and investing in the emotional well-being of our students is seeing positive returns in regards to suspension.

Goal #3: In a parent survey administered in March of 2019, 95% of parents agreed or strongly agreed that school campus had a safe environment. 99% of our parents agreed or strongly agreed with the statement "Overall, Unity is a good school." In a student survey, administered in December, 83% of students responded that they felt physically safe on campus and 85% of students responded that they felt emotionally safe on campus. While these results are positive, we will continue to invest in our Wellness Services to reach the students who don't yet feel emotionally or physically safe at our school.

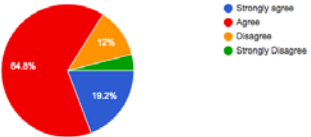
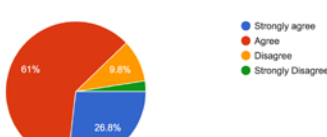
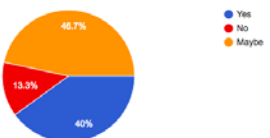
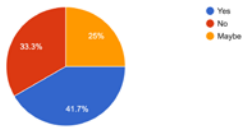
Goal #4: We had a large jump in SBAC proficiency from the 2016-17 school year to the 2017-18 school year. Our ELA proficiency percentage went from 17% to 29% and our Math proficiency percentage went from 11% to 17%. We don't yet have our SBAC scores for the 2018-19 school year. With students' social-emotional needs being more attended to, they are better able to attend to the learning of the class and also spend more time in their classes.



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

Date: 3.20.19, 3:30-4:30pm

Time	Topic	Notes																
4:00-4:05	Review last week's action items																	
		<table><tr><th>Action Item</th><th>Who</th><th>When</th><th>Status</th></tr><tr><td>Advisory curriculum</td><td>AR</td><td>4/3</td><td></td></tr><tr><td>Student Led Conference feedback</td><td>AR</td><td>4/10</td><td></td></tr><tr><td>College tours</td><td>AR</td><td>4/15</td><td></td></tr></table>	Action Item	Who	When	Status	Advisory curriculum	AR	4/3		Student Led Conference feedback	AR	4/10		College tours	AR	4/15	
		Action Item	Who	When	Status													
		Advisory curriculum	AR	4/3														
Student Led Conference feedback	AR	4/10																
College tours	AR	4/15																
4:05-4:15	Review Student Survey Data for Measure G1	Notes/Numbers from Student Survey Data (input screenshots of data):																
		<table><tr><th>2017 STUDENT Data (S1)</th><th>2018 STUDENT Data (S1)</th></tr><tr><td><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></td><td><p>In general, my classes are calm and free from distractions, allowing me to concentrate on my work.</p><p>123 responses</p><p>75% of students agree/strongly agree</p></td></tr></table>	2017 STUDENT Data (S1)	2018 STUDENT Data (S1)	<p>In general, my classes are calm and free from distractions, allowing me to concentrate on my work.</p> <p>125 responses</p> <p>61% 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>123 responses</p> <p>75% of students agree/strongly agree</p>												
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		<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>  <p>85% of students agree/strongly agree</p>	<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>123 responses</p>  <p>88% of students agree/strongly agree</p>
4:15-4:30	Review Staff Survey	<p>2017 STAFF Data</p> <p>Do you (as a teacher or staff member) feel prepared to meet students social-emotional needs?</p> <p>15 responses</p> 	<p>2018 STAFF Data</p> <p>Do you (as a teacher or staff member) feel prepared to meet students social-emotional needs?</p> <p>12 responses</p> 
4:30-4:55	Project Planning		
4:55-5:00	Review Actions		

Action Item	Who	When	Status
Gather Wellness Data	MT	4.3.19	
Administer staff survey	DG	4.10.19	

Sign In Sheet	

Wednesday, April 17th, 2019

Happy SBAC Week, Team!

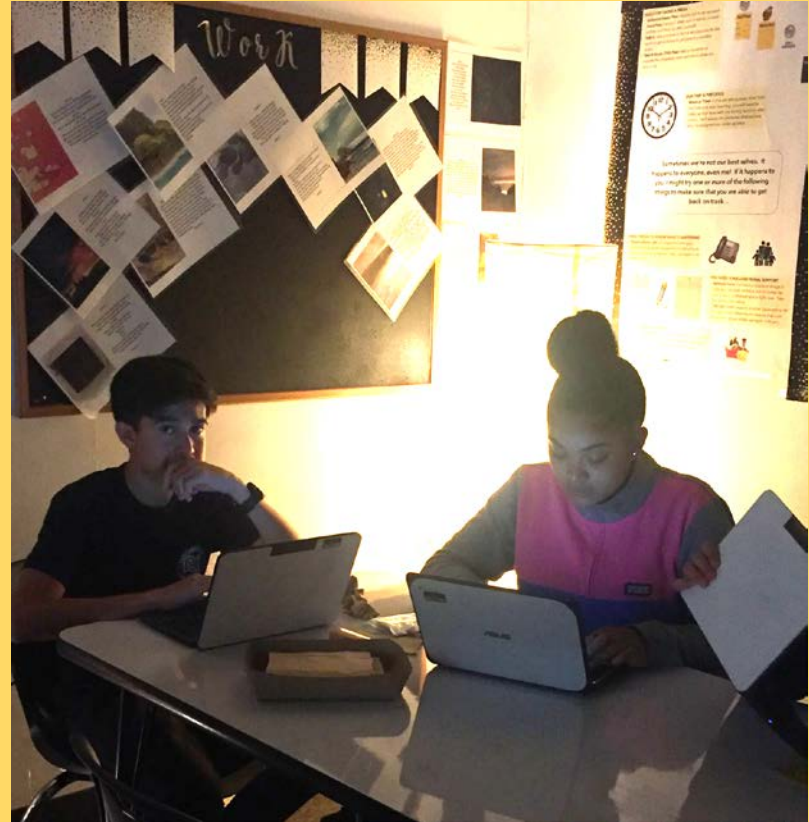
Thanks for all the hard work you put in to proctoring our students.

Let's each think of something positive we noticed our students doing during this testing time.

Greeting: Elbow Bump

Sharing: Whip Share

Your teammates, Austin, Damon, Kate



OUMS Staff Norms 18-19

- Strive towards justice and equity for our community
- Assume the best of our colleagues
- Practice direct communication
- Be collaborative, student-centered, and goal-oriented
- Maintain integrity to school-wide agreements
- Own it, be honest
- Feel space, fill space
- Find humor and joy in our work
- Keep it lit

Learning Targets

By the end of today...

- ☐ I will give my input into how to use the Measure G1 funds
- ☐ If I'm on the 8th grade team, I will participate in a team meeting to discuss student issues
- ☐ I will have time for coaching meetings and/or my own self-directed learning

Agenda

1:30-1:40	Opening, Greeting/Sharing, Game
1:40-1:50	Game (Tim!)
1:50-2:10	Measure G1 Input and Insight Survey
2:30-3:10	8th Grade Team Meeting
3:10-3:15	Closing
3:15-4:30	SDL/Coaching Meetings

Looking Ahead...

4/16 and 4/18	Returning Parent Orientations from 5:30-6:30
4/22- 4/24	Math SBAC, 8th grade only NC on Friday
Friday, 5/3	Paul out, Margaret out 6th grade trip to OMCA
5/6 - 5/10	Teacher Appreciation Week <ul style="list-style-type: none">- Wednesday, May 8th-- Teacher Appreciation Lunch- Friday, May 10th-- A's Fireworks Game (East Bay Hip Hop night)
Wednesday, 5/22	PLP end date (focus area lines pass, etc.)
Thursday, 5/30	Last day of school

Instructional Days Until SBAC: **it's
happening**

Instructional Days Until Graduation: **28**

Game by Tim

*Pick new game leader @ end!

Measure G1 Survey

- Brief background on Measure G1
- Select priority options for the next school year (voting)
- Take Wellness Survey

Insight Survey

- Continued partnership with TNTP, an education nonprofit to collect feedback from teachers
- Information from the survey will help understand what we are doing well and what needs to be improved
- Should take about 15 minutes
- Taking the survey is optional and all identifying information will be kept confidential by TNTP

+

- Getting out early x 2
- Snacks were pretty good
- Count to 11 was great x5

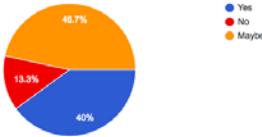
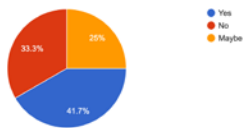
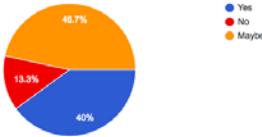
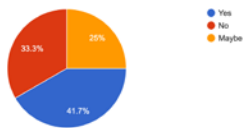
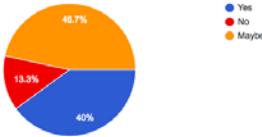
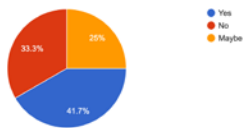
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- Different process for voting
- Staff conversation
- Went outside



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

Date: 4.8.19, 4:00-5:00				
Time	Topic	Notes		
12:00-12:05	Review items from Measure G1 meeting on 3/20/19			
		Action Item	Who	When
		Agendas and Data Sources	KG	4.8
		Deadline	KG	4.9
		Disbursement of funds	KG	3.21
				Info from session
12:05-12:15	Review Wellness Team information	Notes/Numbers from Wellness Team Data:		
		2017-18 Wellness Data		2018-19 Wellness Data
		<ul style="list-style-type: none"> • 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; increase provided by: <ul style="list-style-type: none"> ○ hiring 1 part-time School Social Worker ○ expanding counseling interns from 4 to 6 interns 		<ul style="list-style-type: none"> • 98 students served year-to-date • 39 students are currently in on-campus individual weekly counseling, with a total of 46 students receiving that service year-to-date • 4 students in weekly group counseling • 0 students on waitlist • 88 hours/week on-campus Wellness presence • Expanded language capacity of Wellness staff by offering two MSW interns bilingual (Spanish) stipends
12:15-12:25	Review Staff			

	Survey	<table><tr><th>2017 STAFF Data</th><th>2018 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>15 responses</p><table><tr><td>Yes</td><td>40%</td></tr><tr><td>No</td><td>13.3%</td></tr><tr><td>Maybe</td><td>46.7%</td></tr></table></td><td><p>Do you (as a teacher or staff member) feel prepared to meet students social-emotional needs?</p><p>12 responses</p><table><tr><td>Yes</td><td>41.7%</td></tr><tr><td>No</td><td>33.3%</td></tr><tr><td>Maybe</td><td>25%</td></tr></table></td></tr></table>	2017 STAFF Data	2018 STAFF Data	<p>Do you (as a teacher or staff member) feel prepared to meet students social-emotional needs?</p> <p>15 responses</p>  <table><tr><td>Yes</td><td>40%</td></tr><tr><td>No</td><td>13.3%</td></tr><tr><td>Maybe</td><td>46.7%</td></tr></table>	Yes	40%	No	13.3%	Maybe	46.7%	<p>Do you (as a teacher or staff member) feel prepared to meet students social-emotional needs?</p> <p>12 responses</p>  <table><tr><td>Yes</td><td>41.7%</td></tr><tr><td>No</td><td>33.3%</td></tr><tr><td>Maybe</td><td>25%</td></tr></table>	Yes	41.7%	No	33.3%	Maybe	25%	12:12-12:30	Timelines and Action Items	<div>1. Review G1 Timeline</div> <div>2. Assign Action Items</div>
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Action Item	Who	When	Status
Finalize outstanding Wellness Data	MT	4.15.19	✓
Review G1 Timeline and Checklist	KG and DG	4.9.18	✓

Sign In Sheet	

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

4/16/19

[illegible]

Oakland Unity Middle School

Parent Orientation 2019-2020

Orientación de Padres 2019-2020



Small. Safe. Supportive.

Pequeño. Segura. Llena de apoyo.

4/16/19 and 4/18/19

Agenda

Agenda

- Welcome
- Meet a Fellow Family
- Announcements
- Commitment to Excellence
- Uniform
- School Year Calendar and Bell Schedule
- Measure G1 Proposal and voting
- Forms to Sign

- *Bienvenidos*
- *Conozca a Otras Familias*
- *Anuncios*
- *Compromiso Para Obtener Excelencia*
- *El Uniforme*
- *Calendario y Horario*
- *Proposito de Measure G1 y votar*
- *Formas para firmar*

Meet a Fellow Family

Conozca a Otras Familias

- We are all part of the Unity family!
- Todos somos una parte de la familia de Unity!
- Greeting: Handshake greeting
- Saludo: Saludo de mano
- Sharing: What's a hope that you have for your student for next year?
- Compartiendo: ¿Qué esperanza tienes para tu hijo en el año que viene?



Announcements/*Anuncios*

- Upcoming dates:

- SBAC testing continues from 4/22-4/24
- Friday, 5/3- 6th grade field trip to OMCA
- 5/6-5/10- Teacher Appreciation Week
 - Wednesday, 5/8: Teacher Appreciation Lunch**
- Thursday, 5/23- Awards Night
- Monday, 5/27- No school, Memorial Day

- Fechas siguientes:

- Las pruebas SBAC continúan del 4 / 22-4 / 24
- Viernes, 5 / 3- viaje de 6to grado a OMCA
- 5/6-5 / 10- Semana de Agradecimiento a los Maestros
 - Miércoles, 5/8: Almuerzo de Apreciación de Maestros**
- Jueves, 5 / 23- Noche de premios
- Lunes, 5 / 27- No hay clases, Día de los Caídos

Announcements/*Anuncios*



- New application to be aware of:
 - Lipsi
- Anonymous feedback (no way to know who is saying what), so you can tell anyone your “honest” thoughts
- At OUMS:
 - Students have posted their Lipsi link on social media
 - Other students have replied with threats and inappropriate comments

Nueva aplicación a tener en cuenta:

- Lipsi
- Comentarios anónimos (no hay forma de saber quién está diciendo qué), para que pueda decirle a alguien sus pensamientos "honestos"

En OUMS:

Los estudiantes han publicado su enlace Lipsi en las redes sociales.

Otros alumnos han respondido con amenazas y comentarios inapropiados.

Announcements/*Anuncios*



- What to do:
 - Talk to your student about this app, what they may have heard about it, and what they think the consequences of using this app might be
 - See if the app is on their phone and ask them to erase it
 - Continue to monitor phone usage

Qué hacer:

- Hable con su estudiante sobre esta aplicación, lo que puede haber oído sobre ella y las consecuencias que podría tener al usarla.
- Comprueba si la aplicación está en su teléfono y pídeles que la borren.
- Continuar monitoreando el uso del teléfono

Announcements/*Anuncios*

- Families will be notified about attending Summer School on Tuesday, May 28th
- Summer School will run from Tuesday, June 4th-Friday, June 14th, 9am - 12pm
- Regular school rules apply

- Las familias serán notificadas sobre asistir a la Escuela de Verano el martes 28 de Maio
- La Escuela de Verano se desarrollará desde el martes 4 de junio hasta el viernes 14 de junio, de 9:00 a.m. a 12:00 p.m.
- Se aplican reglas escolares regulares

Announcements/*Anuncios*

- Please sign up for the Parent Square app to stay up to date with the all the OUMS important dates and announcements.

Por favor regístrese en la aplicación Parent Square para estar al día con todas las fechas y anuncios importantes de OUMS.



Measure G1 Updates and Voting

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*

2018-19 Data

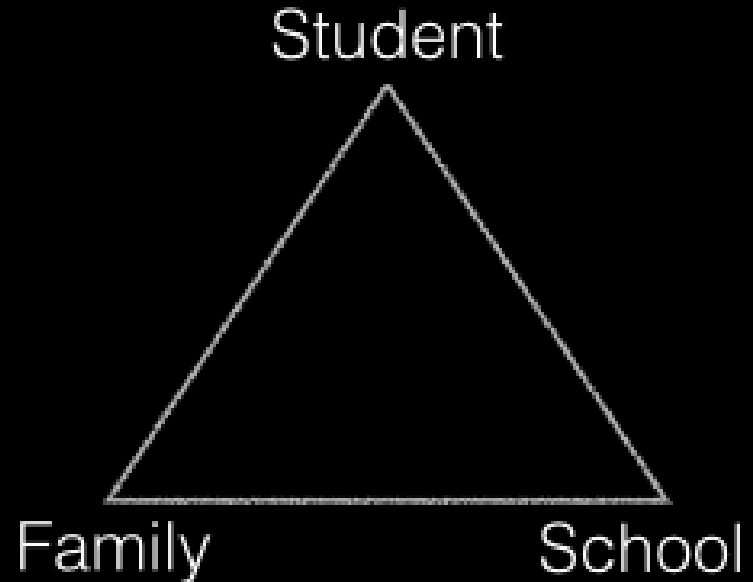
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0 estudiante en la lista de espera
88 horas / semana en el campus presencia de
bienestar
2 trabajadoras sociales estudiantiles bilingües*

Commitment to Excellence

Compromisa Para Obtener Excelencia

- We want all our students to go to college
- *Queremos que todos los estudiantes lleguen a la universidad*
- There are three pieces to this partnership: school, family, and student.
- *Hay tres partes de esta unión: la escuela, la familia, y el estudiante*
- This is our commitment to each other to help our students do their very best.
- *Este es nuestro compromiso con nosotros mismos para ayudar a que nuestros estudiantes hagan su mejor esfuerzo*



OUMS Uniform

El Uniforme de OUMS

- The uniform is a key part of ensuring safety at our school and our professional culture.
- *El uniforme es una parte de nuestra seguridad y mantiene una cultura escolar y profesional*
- Shirts: black, white, yellow Unity shirts or collared shirts
- *Camisetas: negro, blanco, amarillo camisetas oficiales de Unity o con cuello*
- Pants: black or khaki
- *Pantalones: negros o caqui*
- Shoes: black, white, yellow, gray — no colors
- *Zapatos: negros o blancos— sin colores de ningún tipo******



OUMS Uniform

El Uniforme de OUMS

- We will continue our policy of no hooded items next year.
- *Continuaremos nuestra regla de artículos sin capucha el próximo año.*
- A **key change** is that we are asking outerwear (jackets, sweatshirts) to be our school colors: black, yellow, white, or gray.
- *Un cambio clave es que estamos pidiendo prendas de abrigo (chaquetas, sudaderas) para que sean nuestros colores escolares: negro, amarillo, blanco o gris.*



School-Year Calendar and Bell Schedule

Calendario y Horario

- School day is from 8:25-3:10, after school program from 3:10-6:00
- *Día escolar es de 8:25-3:10, el programa después de la escuela de 3:10-6:00*
- For the most part, our calendar will match that of OUSD.
- *En su mayor parte, nuestro programa coincidirá con el de OUSD .*
- We will send the final school-year calendar in the mail.
- *Vamos a enviar el calendario final en el correo.*
- Start date:
 - 6th graders: Monday, August 12th (minimum days-- 12:30)
 - 7th/8th graders: Tuesday, August 13th (minimum days-- 12:30)
- *Fecha de inicio :*
 - *Grado 6: Lunes 12 de agosto (días minimas)*
 - *Grado 7/8: Martes, 13 de agosto (días minimas-- 12:30)*
- Back to School Night: Thursday, August 8th from 5-7
- Noche de regreso a la escuela: Jueves, 8 de Agosto de 5-7



Pick up and drop off

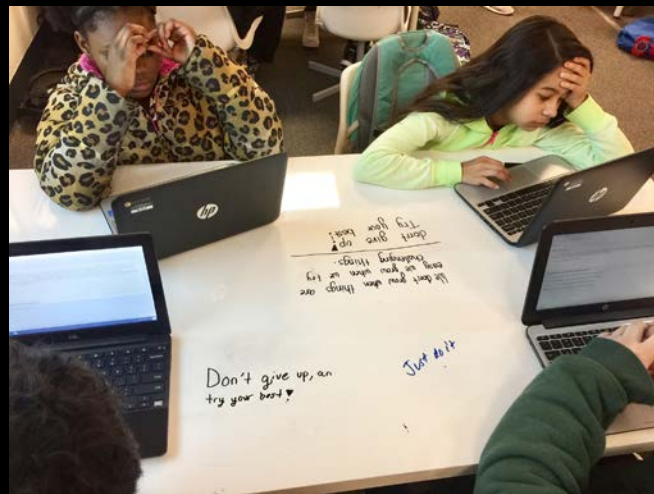
En Donde Recoger y Dejar a los Estudiantes

- Morning Car Drop Off Times**: 8-8:25, Entrance D (downstairs off of Church Street)
- *Tiempo de dejada en la mañana por carro**: 8-8:25, Entrada D (primer piso por la calle Church)*
- Afternoon Car Pick Up Times: 3:15-3:30, Entrance D (downstairs off of Church Street) or 6:00-6:15 for the Extended Day Program
- *Tiempo de recogida en la tarde por carro: 3:15-3:30, Entrada D (primer piso por la calle Church) o 6:00-6:15 por el programa de día extendido*
- If you are ok with your student being dismissed from the doors of OUMS, please indicate on the Dismissal Form.
- Si usted está de acuerdo de que su estudiante sea despedido de las puertas de OUMS, indique en el Formulario de Despedida.

Forms You Need to Sign and Leave with Us

Formas Que Necesitas Firmar y Dejar Con Nosotros

- Commitment to Excellence/*Compromisa Con La Excelencia*
- Dental Screening Consent Form/*Formulario de consentimiento para el examen dental*
- Notice and Acknowledgement of Receipt.../*Notificación y Reconocimiento de Recibo...*
- Afterschool Registration Form/*Formulario de inscripción después de la escuela*
- Dismissal Form/*Formulario de despido*
- Emergency Contact Update/*Formulario de contactos en emergencia*



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