



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

**2020-21 Measure G1**

**Grant Application**

**Due: April 10, 2020**

<b>School</b>	Oakland Unity Middle	<b>Contact</b>	Damon Grant
<b>School Address</b>	7200 Bancroft Avenue, Suite 261 Oakland, CA 94605	<b>Contact Email</b>	dgrant@unitymiddle.org
<b>Principal</b>	Damon Grant	<b>Principal Email</b>	dgrant@unitymiddle.org
<b>School Phone</b>	510-969-5302	<b>Recommended Grant Amount*</b>	<b>\$62,892.00</b>
<b>2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)</b>	<b>167</b>	<b>2019-20 LCFF Enrollment</b>	<b>128</b>

\*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 2019-20 (2019-20 Approved Proposal & 2018-19 Carryover Form)

2019-20 Approved Expenditures from Budget Justification and Narrative Section		Budget Amount
1	1 FTE of a Mental Health professional (benefits and salary)	\$73,294.62
2		
3		
4		
5		
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$73,294.62</b>

## Summary of Proposed Expenditures for 2020-21 (listed in order of priority)

2020-21 Proposed Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	1 FTE of a Mental Health professional (benefits and salary)	\$62,892.00
2		
3		
4		
5		
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$62,892.00</b>

## School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
48.2	51.8	93.8	95.4	0.4	36.7	99.4

### Student Body Ethnic Composition

African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
12.7	0	1.2	83.7	1.2	0	1.2	0

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

Name	Role
Damon Grant	Co-Principal
Kate Goedeker	Co-Principal
Maryam Toloui	Director of Wellness Services
Austin Razavi	Dean of Students
Paul Schneider	Dean of Instruction

**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><b>Music (Rubric)</b></u>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>	<u><b>Art (Visual Arts, Theater, and Dance)</b></u>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>
<b>Access and Equitable Opportunity</b>			<b>Access and Equitable Opportunity</b>		
<b>Instructional Program</b>			<b>Instructional Program</b>		
<b>Staffing</b>			<b>Staffing</b>		
<b>Facilities</b>			<b>Facilities</b>		
<b>Equipment and Materials</b>			<b>Equipment and Materials</b>		
<b>Teacher Professional Learning</b>			<b>Teacher Professional Learning</b>		
<u><b>World Language (Rubric)</b></u>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>			
<b>Content and Course Offerings</b>					
<b>Communication</b>					

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

<b>5th - 6th Grade Enrollment/Retention (SPSA/Enrollment )</b>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>	<b>Safe and Positive School Culture (SPSA)</b>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>
<b>Enrollment Data (20 day)</b>			<b>Suspension</b>	12%	8%
<b>ES Outreach Strategy Actions</b>			<b>Chronic Absence</b>	Not available yet	12% (2018-19 was 14.5%, I was not able to edit that cell)
<b>Programs to support ES students transition to MS</b>			<b>CHKS data (District) or Culture/Climate survey</b>		

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

**\*\*The agenda and meeting notes must reference overview of Measure G1 and show dialogue and input from stakeholders.**

**Community Engagement Meeting(s):** a note about the community engagement pieces. Every year, we have engaged our parent community in this process and have had strategies in place to involve not only the typically most involved parents (through our March parent meeting), but also the majority of parents, who attend our twice yearly Student-Led Conferences. Due to the unforeseen COVID-19 pandemic, we were not able to engage our parents around use of Measure G1 funds at the time of this submission. The majority of our families are low-income and are struggling to meet basic needs currently (food, shelter, etc.), so we have kept our communication and engagement with them related to essential needs and services. In our application, we are maintaining the status quo regarding our intended use of the funds, which has been overwhelmingly supported by the parent community for the past two years.

<b>Community Group</b>	<b>Date</b>
March Monthly Parent Meeting	Proposed for Thursday, March 12-- cancelled due to social distancing guidelines
In-person parent surveys given during Student-Led Conferences	Proposed for Monday, March 23rd-Thursday, March 26th-- cancelled due to school closure

### Staff Engagement Meeting(s)

<b>Staff Group</b>	<b>Date</b>
Leadership team	4/6/2020
All teaching, support, and administrative staff	4/8/2020

### 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 Measure G1

- 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 2019-20 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 the amount listed in "Recommended Grant Amount" above.

### 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 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.

### 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 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.

### 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 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.

### 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 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students/families to be served and achievement for specific student groups.

**5. Safe and Positive School Culture**

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]

#### **Wellness programming highlights from 2019-20 YTD:**

- \* 100 students served year-to-date
- \* 37 students received on-campus individual weekly counseling
- \* 4 students in weekly group counseling
- \* 0 students on waitlist
- \* 90 hours/week on-campus Wellness presence
- \* Expanded language capacity of Wellness staff by ensuring that FTE School Social Worker is Spanish bilingual
- \* Focus on bullying prevention, restorative justice circles, and conflict mediation will classroom presentations and small group work
- \* Creation of monthly parent support group
- \* Creation of bi-weekly Attendance Committee and related monthly initiatives to encourage and support good attendance

#### **Our goals for this year were:**

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

With our expanded staffing this year, we have been able to reach the highest number of students and families in our school's history, with 100 individual students receiving a Wellness service. We continue to be able to offer students the type of support they need, when they need it, in their language of comfort, including individual on-campus counseling, crisis intervention, family intervention, case management, and linking to resources. We have been able to increase our focus on bullying prevention, parent support, and strong attendance by creating support groups, conflict mediation circles, and specialized attendance interventions to support these initiatives. All families who are at risk of chronic truancy receive personalized support from our School Social Worker, including home visits, family meetings, and transportation assistance.

As of Monday, March 16, 2020, our school transitioned to a Distance Learning model to respond to the COVID-19 Shelter In Place mandate. All of our Wellness services have been able to continue through this transition, by phone as of Day 1 (3/16) and via secure videoconferencing as of Day 2 (3/17). Because of our expansion to 1 FTE bilingual School Social Worker this year, we have been able to continue supporting students and reach out to families in need without any interruption in services. Our Wellness team has assembled a bank of resources to refer families to, and has sent home printed tip sheets on supporting students through COVID-19. As we all adapt to Distance Learning and live with the stress of COVID-19, the support of the Wellness department has been vital in continuing to support our students and families in an unprecedented time.

*With the expansion to our 1.0 FTE Bilingual School Social Worker, we have been able to support more students and families, at a deeper level, than ever before. In addition to individual counseling and crisis intervention, we have been able 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.*

##### **2) Decrease number and percentage of suspensions and expulsions**

Last year our suspension rate was 12%, and this year to date we have a suspension rate of 8%. We believe this decrease 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, pre-emptively resolve conflicts, and find appropriate alternatives to suspension. It should also be noted that we had a major decrease in suspensions from the first semester (7%) to the second semester (1%), showing the results of relational and structural groundwork that was laid by our Wellness and teaching staff.

*We look forward to further decreasing our suspension rates 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 school climate. A student survey administered in January, 2020 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 November 2019 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."

*As we look forward to coming together at our new school site next year, our current Wellness team staffing structure will be vital in helping create and maintain a culture of safety, respect, and social-emotional health for all students and staff. While only one mile away from our current site, the move and change in location will present new safety considerations to plan for and address, and our Wellness team is a critical partner in this work.*

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

Due to the state's suspension of the use of SBAC testing in response to the COVID-19 pandemic, we do not have any state testing data available at this time.

##### **5) Improve chronic absence rate (decrease by 50%)**

We have set a goal of decreasing our chronic absence rate by 50% from that of 2017-18, which was 18%. Since then, we have been able to reduce this number significantly, although we have not yet met our ultimate goal. Currently, our 2019-20 chronic absence rate is 12%, down from 14.5% last year. We believe this decrease is due to 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. This year, we as a school have implemented new attendance initiatives including: personalized phone calls, home visits, attendance planning conferences, student incentives for good attendance, parental incentives for good attendance, monthly attendance mailings, and attendance competitions.

Budget	Description of 2020-21 Proposed Expenditures	<b>Anticipated Student Outcome</b> (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above). Outcomes should reference data from CHKS or Climate/Culture survey, i.e., Student survey data will show an increase in satisfaction with their school experience prior year.
	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. Continue to serve monolingual Spanish-speaking families. 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) Continue to improve chronic absence rate (ultimate goal: to decrease by 50% from 2017-2018 rate of 18%).

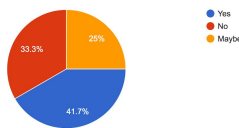
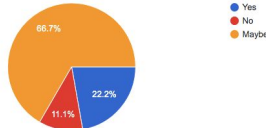
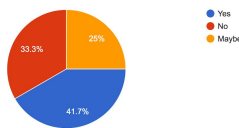
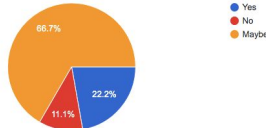
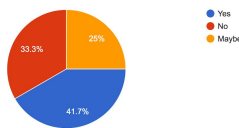
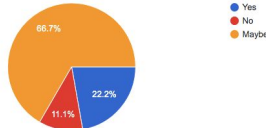
***Please submit your 2020-21 Measure G1 application to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).***



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

Date: 4.6.20, 9:45-10:00						
Time	Topic	Notes				
12:05-12:15	Review Wellness Team information	Notes/Numbers from Wellness Team Data:				
		<table><tr><th>2018-19 Wellness Data</th><th>2019-20 Wellness Data</th></tr><tr><td><ul style="list-style-type: none"><li>98 students served year-to-date</li><li>39 students are currently in on-campus individual weekly counseling, with a total of 46 students receiving that service year-to-date</li><li>4 students in weekly group counseling</li><li>0 students on waitlist</li><li>88 hours/week on-campus Wellness presence</li><li>Expanded language capacity of Wellness staff by offering two MSW interns bilingual (Spanish) stipends</li></ul></td><td><ul style="list-style-type: none"><li>100 students served year-to-date</li><li>37 students received on-campus individual weekly counseling</li><li>4 students in weekly group counseling</li><li>0 students on waitlist</li><li>90 hours/week on-campus Wellness presence</li><li>Expanded language capacity of Wellness staff by ensuring that FTE School Social Worker is Spanish bilingual</li><li>Focus on bullying prevention, restorative justice circles, and conflict mediation will classroom presentations and small group work</li><li>Creation of monthly parent support group</li><li>Creation of bi-weekly Attendance Committee and related monthly initiatives to encourage and support good attendance</li></ul></td></tr></table>	2018-19 Wellness Data	2019-20 Wellness Data	<ul style="list-style-type: none"><li>98 students served year-to-date</li><li>39 students are currently in on-campus individual weekly counseling, with a total of 46 students receiving that service year-to-date</li><li>4 students in weekly group counseling</li><li>0 students on waitlist</li><li>88 hours/week on-campus Wellness presence</li><li>Expanded language capacity of Wellness staff by offering two MSW interns bilingual (Spanish) stipends</li></ul>	<ul style="list-style-type: none"><li>100 students served year-to-date</li><li>37 students received on-campus individual weekly counseling</li><li>4 students in weekly group counseling</li><li>0 students on waitlist</li><li>90 hours/week on-campus Wellness presence</li><li>Expanded language capacity of Wellness staff by ensuring that FTE School Social Worker is Spanish bilingual</li><li>Focus on bullying prevention, restorative justice circles, and conflict mediation will classroom presentations and small group work</li><li>Creation of monthly parent support group</li><li>Creation of bi-weekly Attendance Committee and related monthly initiatives to encourage and support good attendance</li></ul>
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12:15-12:25	Review Staff Survey	<table><tr><th>2018 STAFF Data</th><th>2019 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>12 responses</p><p>● Yes ● No ● Maybe</p></td><td><p>Do you (as a teacher or staff member) feel prepared to meet students social-emotional needs?</p><p>9 responses</p><p>● Yes ● No ● Maybe</p></td></tr></table>	2018 STAFF Data	2019 STAFF Data	<p>Do you (as a teacher or staff member) feel prepared to meet students social-emotional needs?</p> <p>12 responses</p>  <p>● Yes ● No ● Maybe</p>	<p>Do you (as a teacher or staff member) feel prepared to meet students social-emotional needs?</p> <p>9 responses</p>  <p>● Yes ● No ● Maybe</p>
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12:12-12:30	Timelines and Action Items	<div>1. Review G1 Timeline</div> <div>2. Assign Action Items</div>				

Action Item	Who	When	Status
Finalize outstanding Wellness Data	MT	4.9.20	√
Review G1 Timeline and Checklist	KG and DG	4.9.20	√

Sign In Sheet- Meeting Conducted via Zoom, Participants agreed to digital sign-in	
Maryam Toloui	
Damon Grant	
Kate Goedeker	
Austin Ravazi	
Paul Schneider	

**Staff Meeting Sign-In Sheet- 4/8/20**

This meeting took place virtually. All participants agreed to sign their names electronically.

Tim Sheil
Claudia Sanchez
Aracely Garcia
Paul Schneider
Austin Razavi
Damon Grant
Kate Goedeker
Nick Ward
Zitel Anyeneh
Joanne Jeong
Margaret Giles
Jun Cai
Luke Gutierrez
Maryam Toloui
Sam Brewer
Ana Castellanos
Nathalie Cortez

# Stretch Break!

*Let's take 2 minutes to stretch*



Students, follow the instructions on the slide

# As you come in and get settled, follow these instructions:

1

Pull up the [4/8 Staff Meeting Agenda](#)

2

**Join PearDeck:**

- Joinpd.com
- **Code:** neico

3

**Answer the following:**

*Name 1 happy memory from spring break*



Students, write your response!

# Wednesday, April 8, 2020

Hey Team,

Welcome back from spring break. Even though things continue to shift around us, thank you for being strong and steady forces for our kids. Your continued commitment and consistency is providing so much support to our kids and their families as well.

Thanks for all you do!



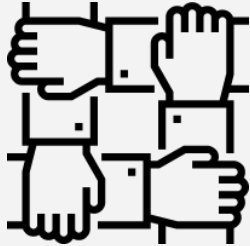
## OUMS Vision Statement

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 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 Norms



- Be positive; uplift and encourage each other and our students
- Practice direct, proactive, transparent, and honest communication
- Trust the process and strive towards our vision
- Take ownership in everything
- Assume that everyone is doing the best that they can in order to foster community and fellowship
- Keep it lit!

# School-Wide Goals Connection

## Professional Learning

- Meetings effectively use protocols and processes designed to guide collaboration and support the professional learning cycle, all team members are active participants in the meetings; “team member talk” is balanced.



## Learning Targets

01  
I will get my body moving  
and SEE my teammates as  
we build community  
virtually.

02  
I will monitor  
attendance, brainstorm  
supports, and hear about  
virtual engagement  
strategies.

03  
I will participate in a small  
group discussion to hear about  
how my colleagues are doing  
during Shelter in Place and  
Distance Learning, offer the  
support I am able to, and share  
hopes.

04  
I will give feedback and input  
on use of Measure G1 funds.

# Agenda

1:30-1:40	Opening: Greeting, Overview, Vision, Learning Targets
1:40-1:50	Announcements
1:50-2:10	Small Group Discussion
2:10-2:35	Attendance Updates
2:35-2:45	Feedback: Results, Processes, Relationships, Appreciations

# Looking Ahead

<b>Wednesday, 4/8</b>	Student of the Month Due Sign up for Motivational Video
<b>Friday, 4/10</b>	Staff Happy Hour at 1:30
<b>Wednesday, 4/22</b>	Administrative Professionals Day
<b>Friday, 5/1</b>	Principal Appreciation Day
<b>Monday, 5/4–Friday, 5/8</b>	Teacher Appreciation Week

# Announcements

- **Wellness Sharing (MT)**
  - What Wellness services look like now
  - Advisors invite Claudia to check-ins
  - Student self referral
- **SpEd Team Sharing (SB)**
- **Student Lunch Zooms: Quick Share (DG)**
- **Parent and Student Surveys (KG)**
- **Student Culture Items(AR)**
  - Student of the Month results- Jimmy Alvarez, Caroline Juarez, Osiel Sales
  - Motivational Video Sign Up
  - Spirit Week
- **Sped Positivity Sharing (SB)**
- **G1 Engagement (DG)**

# Measure G1 Engagement

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

## Breakout Roles

- Time Keeper
- [Note-Taker](#)  
[\(space on agenda\)](#)
- Reporter

## Discussion Questions

- *What am I worried about regarding the continuation of Shelter in Place and Distance Learning?*
- *What have I lost as a result of the continuation Shelter in Place and Distance Learning?*
- *What have I gained as a result of the continuation of Shelter in Place and Distance Learning?*
- *What do I feel hopeful about?*

STUDENTs w multiple consecutive absences	UPDATE ON ATTEMPTS	NEXT STEPS
Taleija	ZA- nothing, NC- nothing, AC- nothing, KG- IG, CS- nothing	Continued reaching out. JM- reaching out to TBs family. Having Vyani reach out to her.
Cheyanne	ZA- nothing from mom or Cheyanne	JM- reaching out to Cheyanne's family
Kevin	No updates from Kevin. Ceja talked to Kevins dad that it was just the packets he needed to work on, I tried helping with wifi but he kept repeating it needs a password.	BC try calling again. Screencastify how to apply for the wifi and making phone a hotspot.
Mia	Mia has been to some classes (around 2x/week)	Emailed to have mom call AG. Ill give it her .
Sergio	He will be in classes on Friday	
Dominic	Called, texted, sent parentsquares	
Jaime	Got a chromebook, talked to mom and tried to help him set it up.	Ana will set it up with him.

STUDENTs w multiple consecutiv e absences	UPDATE ON ATTEMPTS	NEXT STEPS
Haifa	Contacted Aunt and Haifa -- does not understand assignments Elmer and Haifa have been in contact, maybe some anxiety around her home situation Computer laggy and Zoom classes do not load	Wellness contact Haifa (MT) JJ send contact info to MT
Shantal	Contacted mom, emailed Shantal and have not heard back	BC contact Shantal through social media
Jasmin	Have called but no response but will try again about logging into zoom Turning in work	AG call again
Oswaldo	JC - Reach out to mom to see what is going on. He is asking for help but not showing up to classes or advisory	JC follow up with mom
Karla		sheil - will text today
Omar DT		
Myla	Emailed Kate and school, showed up in English today ZA: Looking to get her chromebook tomorrow or later today	
Javier	JC - has a computer	JC contact Javier to work through tech issues



STUDENT	UPDATE ON ATTEMPTS	NEXT STEPS
Jenifer A.	Grant send ParentSquare today ZA- I see her in advisory, she's having a hard time waking up in the morning	ZA: will follow up with parentsquare message to parents about this.
Andry		sheil - will text again
Adrian	Sheil got him a personal computer	
Kimberly	Giles emailed before Spring Break	Giles - will email again and text home
Adolfo	Is in Math almost every day and is completing majority of the work. Struggling with not being able to go back -- was in English today - Did not show up to Science all week -in histroy almost every day Haven't seen him in LL in awhile. When he is there hes cursing so I'm forced to mute him.	
Jorge M.	Not responsive	
Rosa	Did attend Math on Monday - DG	Host a zoom with her and Bryan?

*What we did today: Greeting, Sharing, Small Group Discussion, Attendance Meeting*



## Results



## Processes



## Relationships

A large, empty white rectangular area with rounded corners, intended for drawing or writing results.A large, empty white rectangular area with rounded corners, intended for drawing or writing processes.A large, empty white rectangular area with rounded corners, intended for drawing or writing relationships.

Students, draw anywhere on this slide!



Give a thank you  
to a teammate.



Students, write your response!



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## Measure G1 Mid-Year Reflection 2019-20 Due: February 3, 2020

School:	Oakland Unity Middle	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	510-959-5302	Grant Amount	<b>\$73,294.62</b>
2018-19 LCFF Enrollment (6-8)	<b>159</b>		

- Grant allocation is based on 2018-19 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	2019-20 Activities	Anticipated Outcome
N/A	N/A	N/A

#### 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	2019-20 Activities	Anticipated Outcome
N/A	N/A	N/A

**Mid-Year Reflection: Art Program**

<b>Narrative: Progress Towards Anticipated Outcomes</b> 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	2019-20 Activities	Anticipated Outcome
N/A	N/A	N/A

**Mid-Year Reflection: World Language Program**

<b>Narrative: Progress Towards Anticipated Outcomes</b> 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.

**4. 5th to 6th Grade Enrollment Retention (PRELOADED)**

**Programmatic Narrative Based on Data Analysis**

N/A

Budget	2019-20 Activities	Anticipated Outcome
N/A	N/A	N/A

**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.

**5. Safe and Positive School Culture (PRELOADED)**

**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 onsite 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	2019-20 Activities	Anticipated Outcome
\$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%)
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### ***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.

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

This year we have invested our Measure G1 funding in hiring and training a full-time Spanish bilingual school social worker. This person provides a consistency and reliability to students and parents that we were not able to reach with part-time staffing. Furthermore, given that she is bilingual, we are able to engage families in matters of safety and mental health in a way that we have not been able to previously, including home visits and family therapy sessions. Other new initiatives include a parent support group starting in February 2020, designed for parents to learn more about adolescent development and mental health, and to expand their support structures. Our School Social Worker has also invested a lot of time and energy in developing restorative justice practices at the school, holding circles with students and staff, and attending trainings to enhance her implementation of restorative justice principles throughout the school community. She is currently running a social skills group specifically for boys with sometimes display concerning or dangerous behaviors, and is developing an anti-bullying curriculum for advisory classrooms. This year we have served more students than ever before, with 95 students receiving at least one individualized Wellness service at the time of this Mid-Year report. We currently have a waitlist of 3 students for counseling, which will be cleared on February 18 when one of our counseling interns returns from a 3-month maternity leave.

#### **2) Decrease number and percentage of suspensions and expulsions**

Last year our suspension rate was 12%, and this year to date we have a suspension rate of 8%. We believe this decrease 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, pre-emptively resolve conflicts, and find appropriate alternatives to suspension.

#### **3) Maintain high satisfaction with school climate and safety by parents/guardians, staff and students**

We continue to maintain high satisfaction with school climate. A student survey administered in January, 2020 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 November 2019 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**



We look forward to reporting on this measure when we have the results of this testing in May 2020.

**5) Improve chronic absence rate (decrease by 50%)**

With the expansion in our Wellness staffing, we have been able to design and implement more interventions focused on improving our chronic absence rate. Our Wellness staff collaborates with admin and front office staff to meet bi-weekly for our newly created Attendance Committee, where the team reviews current student data and plans interventions to promote attendance at every level of the school. This year our **universal interventions** have included letters home before Thanksgiving and Winter break to encourage good attendance up until the first day of break, pizza parties for the advisory class with the best monthly attendance, and a special breakfast with the principals for students with excellent attendance. Our **early interventions** have included nudge letters home, social worker phone calls, and transportation support to each family approaching a high number of absences. Our **specialized support** has looked like social worker home visits, daily transportation support, and family case management to address the issues leading to chronic absence.

Last year our chronic absence rate was 14% and we are currently at 12.35%. Although we have not yet achieved our hoped 50% decrease, we have seen success in improving the attendance of individual students who, if trends proceed as they are currently, will fall out of the chronic absence category by the end of the year. We have found that the many issues leading to chronic truancy have very deep roots that take months of persistent work with families and the systems they are involved in. For example, this year we have had students be chronically absent due to: parental illness, housing instability, student and parent mental illness, student chronic health issues, and lack of access to basic needs. We are continuing to explore best practices for how to address these unfortunately common challenges.

***Please submit your 2019-20 Measure G1 Mid-year Self Reflection Form to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).***