



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-22 Measure G1

Grant Application

Due: March 26, 2021

| | | | |
|---------------------------------------------------------------------|-------------------------------------|----------------------------------|------------------------|
| School | Oakland Unity Middle | Contact | Peter Ting |
| School Address | 1180 70th Avenue, Oakland, CA 94621 | Contact Email | pting@unityschools.net |
| Principal | Damon Grant | Principal Email | dgrant@unitymiddle.org |
| School Phone | 510-564-4851 | Recommended Grant Amount* | \$63,019.00 |
| 2020-21 CALPADS Enrollment Data (6-8 Oakland Residents Only) | 167 | 2020-21 LCFF Enrollment | 128 |

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

Summary of Approved Expenditures from 2020-21

| 2020-21 Approved Expenditures from Budget Justification and Narrative Section | | Budget Amount |
|-------------------------------------------------------------------------------|-------------------------------------------------------------|--------------------|
| 1 | 1 FTE of a Mental Health professional (benefits and salary) | \$62,892.00 |
| Budget Total (must add up to Current Grant Amount) | | \$62,892.00 |

Summary of Proposed Expenditures for 2021-22 (listed in order of priority)

| 2020-21 Approved 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) | \$63,019.00 |
| Budget Total (must add up to Current Grant Amount) | | \$63,019.00 |

| School Demographics | | Student Body Ethnic Composition | |
|----------------------|--------|---------------------------------|-----|
| Male | 49% | Asian/Pacific Islander | 3% |
| Female | 51% | Latinx | 80% |
| % LCFF | 88.3%% | Black or African-American | 15% |
| % SPED RSP | 14% | White | 1% |
| % SPED Mild-Moderate | 14% | Indigenous or Native American | 0 |
| % English Learners | 42.7%% | Multiracial | 1% |
| % Oakland Residents | 99% | | |

| Measure G1 Lead Team (can be a pre-existing team such as ILT) | |
|------------------------------------------------------------------|-------------------------------|
| Name | School Role |
| Damon Grant | Co-Principal |
| Kate Goedeker | Co-Principal |
| Maryam Toloui | Director of Wellness Services |
| Austin Razavi | Dean of Students |
| Nick Ward | ILT Member |
| Ana Castellanos | ILT Member |

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 (Rubric)</u> | 2019-20 (last yr) | 2020-21 (this yr) | <u>Art (Visual Arts, Theater, and Dance)</u> | 2019-20 (last yr) | 2020-21 (this yr) |
|--------------------------------------------------|------------------------------|------------------------------|---------------------------------------------------------|------------------------------|------------------------------|
| <i>Access and Equitable Opportunity</i> | | | <i>Access and Equitable Opportunity</i> | | |
| <i>Instructional Program</i> | | | <i>Instructional Program</i> | | |
| <i>Staffing</i> | | | <i>Staffing</i> | | |
| <i>Facilities</i> | | | <i>Facilities</i> | | |
| <i>Equipment and Materials</i> | | | <i>Equipment and Materials</i> | | |
| <i>Teacher Professional Learning</i> | | | <i>Teacher Professional Learning</i> | | |
| <u>World Language (Rubric)</u> | 2019-20 (last yr) | 2020-21 (this yr) | | | |
| <i>Content and Course Offerings</i> | | | | | |
| <i>Communication</i> | | | | | |
| <i>Real world learning and Global competence</i> | | | | | |

Measure G1 Data Analysis

| 5th - 6th Grade Enrollment/Retention (SPSA/Enrollment) | 2019-20 (last yr) | 2020-21 (this yr) | Safe and Positive School Culture (SPSA) | 2019-20 (last yr) | 2020-21 (this yr) |
|------------------------------------------------------------------------|------------------------------|------------------------------|-------------------------------------------------------|-----------------------------------------------------------|------------------------------|
| <i>Enrollment Data (20 day)</i> | | | <i>Suspension</i> | 8% | 0% |
| <i>ES Outreach Strategy Actions</i> | | | <i>Chronic Absence</i> | 12% (2018-19 was 14.5%, I was not able to edit that cell) | 15% |
| <i>Programs to support ES students transition to MS</i> | | | <i>CHKS data (District) or Culture/Climate survey</i> | | |

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) | |
|----------------------------------------|----------------------|
| Community Group | Date |
| Parent Meeting | Thursday, March 25th |

| Staff Engagement Meeting(s) | |
|------------------------------------|--------------------|
| Staff Group | Date |
| Instructional Leadership Team | Monday, March 22nd |

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.

5. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

1. Music Program

| Programmatic Narrative Based on Rubric | | |
|----------------------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | |
| Budget | Description of 2021-22 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. |
| N/A | | |

2. Art Program

| Programmatic Narrative Based on Rubric | | |
|----------------------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | |
| Budget | Description of 2021-22 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. |
| N/A | | |

3. World Language Program

| Programmatic Narrative Based on Rubric | | |
|----------------------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | |
| Budget | Description of 2021-22 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. |
| N/A | | |

4. 5th to 6th Grade Enrollment Retention

| Programmatic Narrative Based on Data Analysis | | |
|-----------------------------------------------|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | |
| Budget | Description of 2021-22 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. |
| N/A | | |

5. Safe and Positive School Culture

| Programmatic Narrative Based on Data Analysis | | |
|-----------------------------------------------|--|--|
|-----------------------------------------------|--|--|

Wellness programming highlights from 2020-21 YTD:

- * 62 students received 1-on-1 virtual individual Wellness support
- * 54 families received individualized case management to address social, emotional, financial, and other basic needs
- * 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
- * Continuation of monthly parent support group
- * Continuation of weekly Attendance Committee and related monthly initiatives to encourage and support good attendance
- * Monthly Wellness newsletter sent electronically and on paper to provide families resources, tips, and social-emotional health information
- * Focus on family system supports-- ensuring that families have connections to support services related to COVID health and economic issues

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. During this year of Distance Learning during the COVID-19 crisis, we realized that in order to support our students while learning at home, we must support their families. Therefore, while continuing to provide individual mental health services to students (62 students served to date), we expanded the support services we provide to families, and have been able to support 54 families with case management, resource linkage, direct financial support, and social-emotional support. 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 virtual counseling, crisis intervention, family intervention, case management, and linking to resources. We have been able to increase our focus on parent support and strong attendance by creating support groups 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.

We began our school year in 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, via secure videoconferencing as of the first day of school in August, 2021. Because of our expansion to 1 FTE bilingual School Social Worker last 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

In the 2018-19 school year, our suspension rate was 12%, and in 2019-2020 we had 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 in 2019-2020, 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. Of course, some of this can be attributed to transitioning to Distance Learning, but we're encouraged that when we return to in-person learning in 2021-22, we will be able to build on this success. 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, 2021 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 2020 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 returning to in-person learning at our new site in 2021-22, 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. The continued shadow of the COVID-19 pandemic and the accompanying mental health crisis means that we will continue to have many needs to meet in our community via mental health services and support.

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%)

Our 2019-20 chronic absence rate was 12%, down from 14.5% in 2020-21. We believe this decrease was 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. In 2020-21 to date, we have a chronic absence rate of 15%. We can attribute much of this to the COVID-19 pandemic and the challenges of Distance Learning. As a school we have continued 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.

Since we know that good attendance is absolutely critical to feeling safe at school and achieving academic success, we plan to continue our strong focus on this goal-- especially as students and families return to full-time in-person school in the 2021-22 school year. We look forward to maintaining our current Wellness staffing levels so we can continue our intensive outreach efforts which have already led to measurable success.

| Budget | Description of 2021-22 Proposed Expenditures | Anticipated Student Outcome (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 2020-21 rate of 15%). |

21-22 Carryover Justification Form

| | |
|------------------------------|--------|
| Anticipated Carryover Amount | \$0.00 |
|------------------------------|--------|

Carryover Justification and Narrative

In the following section, please explain how you plan to use the Measure G1 carryover funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes. All budget items should total up to the total carry-over grant amount.

Summary of Proposed Use of Carryover for 2021-22

| Proposed Carryover Expenditures from Budget Justification and Narrative Section (add more lines if needed) | Budget |
|---------------------------------------------------------------------------------------------------------------|--------|
| | |
| Budget Total (must add up to Anticipated Grant Amount) | \$ |

Narrative: Please provide the reasoning as to why the full Measure G1 allocation was not spent.

Please submit your 2021-22 Measure G1 proposal to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).

3/25/21 Parent Meeting Sign-In Sheet

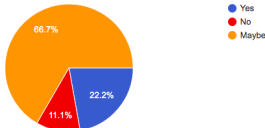
Parents attended via Zoom

| Parent Name |
|----------------------|
| Gabriela Salazar |
| Victor Jaramillo |
| Angelica Cruz |
| Alejandro Lopez |
| Herlinda Ramirez |
| Ruben Pablo |
| Lucrecia Elizarraraz |
| Pedro Ramirez |



| | |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 • Nick Ward, Learning Lab Teacher • Ana Castellanos, Instructional Aid |
| 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. |

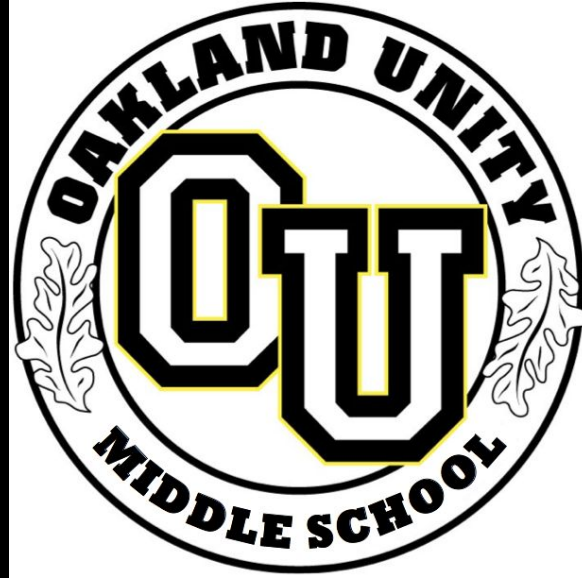
| Date: 3.21.21, 3:00 | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Time | Topic | Notes | | | | |
| 3:00-3:15 | Review Wellness Team information | Notes/Numbers from Wellness Team Data: | | | | |
| | | <table><tr><th>2019-20 Wellness Data</th><th>2020-21 Wellness Data</th></tr><tr><td><ul style="list-style-type: none">• 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</td><td><ul style="list-style-type: none">• 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• Continuation of monthly parent support group• Continuation of bi-weekly Attendance Committee and related monthly initiatives to encourage and support good attendance• Focus on family system supports-- ensuring that families have connections to support services related to COVID health and economic issues</td></tr></table> | 2019-20 Wellness Data | 2020-21 Wellness Data | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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• Continuation of monthly parent support group• Continuation of bi-weekly Attendance Committee and related monthly initiatives to encourage and support good attendance• Focus on family system supports-- ensuring that families have connections to support services related to COVID health and economic issues |
| | | 2019-20 Wellness Data | 2020-21 Wellness Data | | | |
| <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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• Continuation of monthly parent support group• Continuation of bi-weekly Attendance Committee and related monthly initiatives to encourage and support good attendance• Focus on family system supports-- ensuring that families have connections to support services related to COVID health and economic issues | | | | | |
| | | | | | | |

| | | | |
|-----------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| | | <div>attendance</div> | |
| 3:15-3:20 | Review Staff Survey | <div><div>2020 STAFF Data</div><div><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></div></div> | <div>2021 STAFF Data</div> <div>Same percentages as 2020.</div> |
| 3:20-3:25 | Vote on Measure G1 Priorities for 21-22 | <div>Votes to continue funding the Wellness Program:</div> <div><div>- Yes: Ana, Nick, Damon, Austin, Kate</div><div>- Abstain: Maryam</div><div>- No: 0</div></div> | |
| 3:25-3:30 | 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 | 3.22.21 | √ |
| Review G1 Timeline and Checklist | KG and DG | 3.22.21 | √ |

| Sign In Sheet- Meeting Conducted via Zoom, Participants agreed to digital sign-in | |
|-----------------------------------------------------------------------------------|--|
| Maryam Toloui | |
| Damon Grant | |
| Kate Goedeker | |
| Austin Ravazi | |
| Nick Ward | |
| Ana Castellanos | |

Oakland Unity Middle School Parent Meeting



Thursday, March 25th, 2021

Welcome to Oakland Unity Middle School!

Bienvenidos a Oakland Unity Middle School!



Kate
Goedeker,
Co-Principal



Damon
Grant,
Co-Principal



Austin Razavi,
*Dean of
Students*



Erika Martinez,
Office Manager

Zoom Meeting Agreements/ Zoom Acuerdos de Reuniones

- All on mute - raise hand (below Participants list) if you would like to ask a question or address the group
- Can also use the chat feature to ask a question

- Todos en silencio: levante la mano (debajo de la lista de participantes) si desea hacer una pregunta o dirigirse al grupo
- También puede usar la función de chat para hacer una pregunta

Agenda- Ending by 6:30

- Agenda
- Schedule
- Safety Procedures
- Measure G1 Details
- Time for Questions

Upcoming Dates / Proximas Fechas

3/29-4/2: No school, Spring Break

Monday, April 5th: Asynchronous work day for students (no live Zoom classes)

Tuesday, April 6th and Wednesday, April 7th: Regular distance learning schedule

Thursday, April 8th: In-Person students returning, start of new distance learning schedule

3/29-4/2: No hay clases, vacaciones de primavera

Lunes 5 de abril: día de trabajo asincrónico para los estudiantes (no hay clases de Zoom en vivo)

Martes 6 de abril y miércoles 7 de abril: horario regular de aprendizaje a distancia

Jueves 8 de abril: regreso de los estudiantes en persona, inicio del nuevo horario de aprendizaje a distancia

Schedule Changes/ *Cambios de horario*

| | In- Person Students | Estudiantes de educación a distancia |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Daily Hours | M, Tu, Th, Fri 8:30-2:00 W 8:45-12:30 | M, Tu, Th, Fri 8:45-1:30 (no change) W 8:45-12:30 |
| Classes Offered | <p>Same classes as before, although the order of the periods will be slightly different.</p> <p>No PE, students will have 50 minutes of lunch and recess for recreation.</p> <p>All ELA will be taught by Mr. Razavi</p> | <p>Same classes as before, although the order of the periods will be slightly different.</p> <p>All ELA will be taught by Ms. G</p> |
| Wednesdays | Learning from home | Learning from home |

Schedule Changes/ Cambios de horario

| | Estudiantes en persona | Estudiantes de educación a distancia |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Horas diarias | L, M, J, V 8:30-2:00 M 8:45-12:30 | L, M, J, V 8:45-1:30 (no cambio) M 8:45-12:30 |
| Clases ofrecidas | <p>Las mismas clases que antes, aunque el orden de los períodos será ligeramente diferente.</p> <p>Sin educación física, los estudiantes tendrán 50 minutos de almuerzo y recreo para recreación.</p> <p>Todo ELA será impartido por el Sr. Razavi</p> | <p>Las mismas clases que antes, aunque el orden de los períodos será ligeramente diferente.</p> <p>Todo ELA será enseñado por la Sra. G.</p> <p>Consulte la página de inicio de 6.º grado para ver el calendario detallado.</p> |
| Miercoles | Aprendiendo desde casa (mismo horario) | Aprendiendo desde casa (mismo horario) |

Attendance/ Asistencia

- Attendance, whether as part of the distance learning program, or in-person is extremely important.
- On site students need to be on site 4 days a week.
- Distance learning program
- If you are sick, stay home.

- *La asistencia, ya sea como parte del programa de educación a distancia o en persona, es extremadamente importante.*
- *Los estudiantes en el sitio deben estar en el sitio 4 días a la semana.*
- *Programa de aprendizaje a distancia*
- *Si está enfermo, quédese en casa.*

Safety Procedures On Campus/ Procedimientos de seguridad en el campus

Safety is our top priority!

- **Student and staff screening**
- 100% of students and staff wearing masks
- Small cohort
- Social distancing
- Increased hand washing and sanitizing
- Frequent cleaning and disinfecting
- Regular COVID testing of staff at school
- Outdoor classroom
- Use of air purifiers and ventilation in rooms
- More specifics on screening

¡La seguridad es nuestra principal prioridad!

- *Evaluación de estudiantes y personal*
- *100% de estudiantes y personal con máscaras*
- *Cohorte pequeña*
- *Distanciamiento social*
- *Mayor lavado y desinfección de manos*
- *Limpieza y desinfección frecuentes*
- *Pruebas COVID regulares del personal en la escuela*
- *Aula al aire libre*
- *Uso de purificadores de aire y ventilación en habitaciones.*
- *Más detalles sobre el cribado*

Vaccinations/ Vacunas

- Most of our staff is fully vaccinated (due to privacy laws, we're not allowed to share more details than that).
 - Currently, you are eligible to get vaccinated if you work in childcare, food services, gardening/landscaping, or are 65 or older.
 - Please contact the office if you would like help making a vaccine appointment or learning more about the vaccine.
- *La mayoría de nuestro personal está completamente vacunado (debido a las leyes de privacidad, no podemos compartir más detalles).*
 - *Actualmente, usted es elegible para vacunarse si trabaja en el cuidado de niños, servicios de alimentos, jardinería / paisajismo o tiene 65 años o más.*
 - *Comuníquese con la oficina si desea ayuda para programar una cita para la vacuna o para obtener más información sobre la vacuna.*

Measure G1 Funds Input/ *Entrada de fondos de la medida G1*

- Description of Measure G1 categories:
 - Arts
 - World Language
 - School safety (Wellness Program)
- Since 2019-2020, Measure G1 money has been used to fund our School Social Worker.
- Discussion
- Vote on use of Measure G1 funds

- Descripción de las categorías de la Medida G1:
 - Letras
 - Lenguaje mundial
 - Seguridad escolar (programa de bienestar)
- Desde 2019-2020, el dinero de la Medida G1 se ha utilizado para financiar a nuestro Trabajador Social Escolar.
- Discusión
- *Votar sobre el uso de los fondos de la Medida G1*

Questions? / Preguntas?

- Can unmute yourself to ask a question or can type a question into the chat window.
- Puede activar el audio para hacer una pregunta o puede escribir una pregunta en la ventana de chat.

| Timestamp | Which school do you work for? | Have you ever been a wellness coordinator? | Overall, how satisfied are you with the wellness services? | How would you rate the communication about possible supports to students? | How would you rate the communication about possible supports to parents? | How would you rate the communication about possible supports to staff? | How much do you think you have consulted with students? | Have you consulted with students? | Overall, how satisfied are you with the wellness services? | What is something you have appreciated about your work? | What is a suggestion you have for Wellness Services? | | | | | |
|-------------------|-------------------------------|--------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|--|--|--|--|--|
| 1/4/2021 8:45:18 | Unity Middle School | Yes | 5 (excellent) | 5 (excellent) | 5 (excellent) | | 5 | Yes | 5 | The support of our students, parents, and staff during these times. More communication on the back-end. Maybe having a bi-weekly/monthly share out at PD of what you all are working on. | | | | | | |
| 1/4/2021 10:46:39 | Unity Middle School | Yes | 4 | 4 | 5 (excellent) | 5 (excellent) | | 5 | Yes | I appreciate the communication about possible supports to None at this time. | | | | | | |
| 1/4/2021 10:47:21 | Unity Middle School | No | 5 | 4 | 5 (excellent) | 5 (excellent) | | 5 | Yes | The communication and the collaboration with student, then Drop in for parents once per week. | | | | | | |
| 1/4/2021 10:47:44 | Unity Middle School | Yes | 5 (excellent) | 5 (excellent) | 5 (excellent) | | 4 | Yes | 5 | The persistence that you have shown this year and the way you have lots of good ideas around ways to support families and a deep understanding of what support would be helpful. Sometimes, I'm not sure who is supposed to be spearheading. | | | | | | |
| 1/4/2021 10:48:50 | Unity Middle School | Yes | 5 (excellent) | 5 (excellent) | 5 (excellent) | | 5 | Yes | 5 | Always being there for our students even during break had None. | | | | | | |
| 1/4/2021 10:56:32 | Unity Middle School | No | 5 (excellent) | 5 (excellent) | 5 (excellent) | | 4 | Yes | 5 | The wellness folks are always open to input, and also read! Keep up the good work. | | | | | | |
| 1/4/2021 11:02:11 | Unity Middle School | Yes | 5 (excellent) | 5 (excellent) | 5 (excellent) | | 5 | Yes | 5 | I always appreciate the follow up and the ways they continue. Take time for yourselves when you can! | | | | | | |
| 1/4/2021 11:16:19 | Unity Middle School | No | 4 | 4 | | 4 | | 4 | 5 | All the time and effort that is put into place to get these services none. | | | | | | |
| 1/4/2021 11:17:08 | Unity Middle School | No | 5 | 4 | | 4 | | 4 | 5 | One thing I have appreciated is that wellness has been very ver. A suggestion I have is being able to follow up with staff about students who have been referred. | | | | | | |
| 1/4/2021 11:57:49 | Unity Middle School | Yes | 5 | 4 | | 4 | | 4 | 4 | I appreciate that it is still available to students at this time. N/A. | | | | | | |
| 1/4/2021 12:03:51 | Unity Middle School | No | 4 | 4 | | 3 | 5 (excellent) | 5 | No | Suicide training. And the Wellness team is awesome! Make sure you are taking care of your own emotional needs. | | | | | | |
| 1/4/2021 12:21:23 | Unity Middle School | Yes | 5 (excellent) | 5 (excellent) | 5 (excellent) | | 5 | Yes | 5 | The responsiveness. None. | | | | | | |
| 1/4/2021 13:45:02 | Unity Middle School | Yes | 5 (excellent) | 5 (excellent) | 5 (excellent) | | 5 | Yes | 5 | Definitely the timely response and the quick follow up with None. Keep up the great work. I will also add that the suicide training felt informative and helped me feel prepared to deal with suicide support. | | | | | | |
| 1/4/2021 18:11:20 | Unity Middle School | Yes | 5 (excellent) | 5 (excellent) | 5 (excellent) | | 5 | Yes | 5 | I appreciate how quickly wellness responds to new wellness suggestions, they are all great! | | | | | | |
| 1/6/2021 10:26:28 | Unity Middle School | No | 5 (excellent) | | | 3 | 5 (excellent) | 5 | Yes | I appreciate Wellness branching out to other parts of the school. I'd love to see the Wellness team observe more classes during the school day. It would be helpful to hear feedback from a Wellness perspective--are we meeting social emotional needs? | | | | | | |