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**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
Community Schools, Thriving Students

# Board Cover Memorandum

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

**From** Middle School Network

**Meeting Date** March 28, 2023

**Subject** Oakland Unity Middle School 2023-24 Measure G1 Proposal

**Ask of the Commission** Approve the Oakland Unity Middle School 2023-24 Measure G1 Proposal

**Discussion** Middle School Network is open to questions from the commission regarding the Oakland Unity Middle School 2023-24 Measure G1 Proposal.

**Fiscal Impact** The recommended amount is **\$59,552.22**. It's coming from resource 9332 - Measure G1.

**Attachment(s)** Grant Application attached.





**2023-24  
Measure G1 Proposal**

*Due: March 17, 2022*

## School Information & Student Data

<b>School</b>	Oakland Unity Middle	<b>School Address</b>	7200 Bancroft Avenue, Suite 261 Oakland, CA 94605
<b>Contact</b>	Peter Ting	<b>Contact Email</b>	pting@unityschools.net
<b>Principal</b>	Damon Grant	<b>Principal Email</b>	dgrant@unitymiddle.org
<b>School Phone</b>	510-969-5302	<b>2022-23 CALPADS Enrollment Data (6-8 Oakland Residents Only)</b>	108
<b>Recommended Grant Amount<sup>1</sup></b>	<b>\$59,552.22</b>	<b>2023-23 LCFF Enrollment</b>	96

Student Demographics (%)				Measure G1 Team	
English Learners	40%	Asian/Pacific Islander	1%	Name	Position
LCFF	77%	Latinx	84%	Damon Grant	Co-Principal
SPED	4%	Black or African-American	11%	Kate Goedeker	Co-Principal
		White	2%	Sara Zamudio	School Social Worker
		Indigenous or Native American	1%	Austin Razavi	Assistant Principal

<sup>1</sup> 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.

		Multiracial				
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Chronic Absence				
Metric	2020-21	2021-22	2022-23	2023-24 Goal
Student Population Overall	145	110	108	120
Asian/Pacific Islander	0	0	0	0
Latinx	13	26	14	10
Black or African-American	5	9	6	5
White	0	0	0	0
Indigenous or Native American	0	0	0	0
English Learners	5	11	8	6
Students w/ IEPs	2	3	4	3
Free/ Reduced Lunch Students	16	25	16	14

## Metrics

(all data points are required)

Electives					
Metric	Area	2020-21	2021-22	2022-23	2023-24 Goal
Number of students taking elective courses.	Art				
	Language				
	Music				
Number of students participating in non-course experiences (e.g. after-school program)	Art				
	Language				
	Music				

**Positive & Safe Culture**

Metric	2020-21	2021-22	2022-23	2023-24 Goal
Connectedness on CHKS Survey– we do not take this survey				
Asian/Pacific Islander				
Latinx				
Black or African-American				
White				
Indigenous or Native American				
English Learners				
Students w/ IEPs				
Free/ Reduced Lunch				
Metric	2020-21	2021-22	2022-23	2023-24 Goal

**Suspension Incidents**

Asian/Pacific Islander	0	0	0	0
Latinx	0	4	0	0
Black or African-American	0	0	0	0
White	0	0	0	0
Indigenous or Native American	0	0	0	0
English Learners	0	1	0	0
Students w/ IEPs	0	1	0	0
Free/ Reduced Lunch	0	4	0	0

**Student Retention from 5th Grade to 6th Grade**

Metric	2020-21	2021-22	2022-23	2023-24 Goal
6th Grade Enrollment				

## Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
OUMS Parent Leadership Group	3/16/23

Staff Engagement Meeting(s)	
Staff Group	Date
OUMS Staff Meeting	3/15/23

## Proposed Expenditures

### Guidelines

1. In the following sections, please discuss your team's plan to address the goals of G1:
  - a. Increase access to courses in arts, music, and world languages in grades 6-8.
  - b. Improve student retention during the transition from elementary to middle school.
  - c. Create a more positive and safe middle school learning environment.
2. Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.
3. Add additional lines as needed.
4. The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1
5. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

## Summary of 2023-24 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	1 FTE School Social Worker	\$59,552.22
<b>Budget Total (must add up to Recommended Grant Amount)</b>		<b>\$59,552.22</b>

# Proposed Expenditures By Focus Area

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - chronic absence, suspensions, CHKS survey results, or another metric named by the site?	Budget Amount
<p><b>Wellness programming highlights from 2022-23 YTD:</b></p> <ul style="list-style-type: none"> <li>* 65 students received 1-on-1 Wellness support including crisis intervention, suicide risk assessment, individual counseling, and case management</li> <li>* 0 students on waitlist</li> <li>* Expanded language capacity of Wellness staff by ensuring that FTE School Social Worker is Spanish bilingual</li> <li>* Additional Wellness staffing: part-time Wellness Director (bilingual), 3 counseling interns</li> <li>* Weekly student stress support group to expand coping skills as students return to school post-pandemic</li> <li>* Continuation of weekly Attendance Committee and related monthly initiatives to encourage and support good attendance</li> <li>* Focus on family system supports-- ensuring that families have connections to support services related to COVID health and economic issues (food security, rental assistance, legal advocacy, tenant rights, etc)</li> <li>* Suicide prevention curriculum presented in all student advisories and at parent community dinner</li> <li>* Immediate and thorough response to nationwide increase in adolescent suicidality - 26 risk assessments done and safety plans developed</li> <li>* Home visits to engage disengaged students</li> </ul> <p>Our goals for this next year are:</p> <p>1) <b>Maintain high number/percentage of students referred for mental health services being served, maintain 0% of students on the waiting list.</b> With the continuation of our 1.0 FTE Bilingual School Social Worker, we will be able to support more students and families, at a deeper level, than ever before. In addition to individual counseling and crisis intervention, we will continue to focus</p>	<ul style="list-style-type: none"> <li>• Chronic Absenteeism</li> <li>• Suspension rate</li> <li>• Maintain high satisfaction related to school climate and safety as indicated on surveys</li> <li>• Increased academic achievement based on SBAC scores</li> </ul>	<p><b>\$59,552.22</b></p>

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 our last “normal” year, the 2018-19 school year, our suspension rate was 12%, and in 2022-23 thus far, we have a suspension rate of 0%. 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. We look forward to maintaining this low 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, 2023 produced these results:  
85% of students either ‘agree’ or ‘strongly agree’ that they feel physically safe on campus  
75% of students either ‘agree’ or ‘strongly agree’ that they feel emotionally safe and supported on campus  
A parent survey administered in November, 2022 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**

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, but we will have scores available in June of 2022.

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

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Our 2021-22 chronic absence rate is at around 31%. This is significantly higher than years past, which we largely attribute to the continued disruption caused by the COVID-19 pandemic. We look forward to continuing to leverage the intensive efforts of the Attendance Committee, including the School Social Worker, who provides individualized outreach and support to all families impacted by or at risk of chronic truancy. As a school we have continued attendance initiatives including: personalized phone calls, 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 a more regular school year in the 2022-23 school year.

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



Please get  
some food  
and sign in!

¡Tome algo de  
comida y  
regístrate!

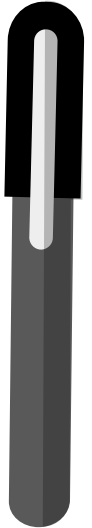


OUMS

March Parent Meeting

22-23

3/16/23



# AGENDA

Welcome and Agenda

Greeting and Sharing

Announcements and Upcoming Events

Measure G1 Funding Discussion

Parental Controls of Devices

Raffle

# AGENDA

Bienvenida y Agenda

Saludo y Compartir

Anuncios y Próximos Eventos

Discusión de financiamiento de la Medida G1

Controles parentales de dispositivos

Rifa

## Greeting and Sharing

**Greeting:** Elbow Bump Greeting

**Sharing:** What are your biggest concerns related to your child's use of technology?  
(ex: too much screen time, exposure to strangers, online bullying/mean behavior)

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

## Saludo y Compartir

**Saludo:** Saludo de Golpe de Codo

**Compartir:** ¿Cuáles son sus mayores preocupaciones relacionadas con el uso de la tecnología por parte de su hijo?  
(por ejemplo: demasiado tiempo frente a la pantalla, exposición a extraños, acoso en línea/comportamiento cruel)

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

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



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



## Important Dates

Friday, 3/17

- Honor roll free dress day

Thursday, 3/23

- Last day to accept charter school offers for new schools for next year

3/29-3/30

- No school for student-led conferences

3/31- 4/9

- No school: Cesar Chavez day and spring recess

## Fechas Importantes

Viernes, 3/17

- Día de vestimenta libre del cuadro de honor

Jueves, 3/23

- Último día para aceptar ofertas de escuelas chárter para escuelas nuevas para el próximo año

3/29-3/30

- No hay escuela para conferencias dirigidas por estudiantes

3/31- 4/9

- No hay clases: día de César Chávez y receso de primavera

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## Measure G1 Input

- Measure G1 is a voter approved parcel tax that is used for OUSD and charter middle schools.
- Can be used in one of the following categories:
  - The Arts
  - Foreign Language
  - Safety

## Medir Entrada G1:

- La Medida G1 es un impuesto a las parcelas aprobado por los votantes que se utiliza para OUSD y las escuelas intermedias chárter.
- Se puede utilizar en una de las siguientes categorías:
  - Las artes
  - Idioma extranjero
  - Seguridad

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## Measure G1 Input

- Over the past 5 years, we have used the Measure G1 funds to pay for our full-time school social worker position (Ms. Sara).
- Based on feedback from parents last year, we tried to address art and world language in the following ways:
  - Violin offered twice a week
  - Spanish for non-native speakers once a week

## Medir Entrada G1:

- Durante los últimos 5 años, hemos utilizado los fondos de la Medida G1 para pagar nuestro puesto de trabajadora social escolar de tiempo completo (Sra. Sara).
- Según los comentarios de los padres el año pasado, tratamos de abordar el arte y el idioma mundial de las siguientes maneras:
  - Violín ofrecido dos veces por semana.
  - Español para hablantes no nativos una vez por semana

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## Discussion/Note

- Please give us your feedback on how we should spend the Measure G1 funds by taking this survey.

## Discusión/Notación

- Envíenos sus comentarios sobre cómo debemos gastar los fondos de la Medida G1 respondiendo esta encuesta.

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# Creating a Healthy Relationship with Technology



Raise your hand if you...

- Have given your child a device (smartphone or computer) or plan to in the next 3 years.
- Have gotten into an argument with your child over technology (use of phone, social media, playing video games)
- Wish you had more control over your child's device and/or what they are doing on their device
- Feel worried about your child coming across predators online

# Crear una Relación Saludable con la Tecnología



Levanta la mano si tu...

- Le ha dado a su hijo un dispositivo (teléfono inteligente o computadora) o planea hacerlo en los próximos 3 años.
- Ha tenido una discusión con su hijo sobre la tecnología (uso del teléfono, redes sociales, juegos de video)
- Desearía tener más control sobre el dispositivo de su hijo y/o lo que están haciendo en su dispositivo
- Le preocupa que su hijo se encuentre con depredadores en línea

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## Why is it important for parents to have controls over their children's digital lives?

- Any device with internet can access literally anything. Just as we protect our children with supervision and guidance in the real world, we must also protect them in the digital world.
- Early adolescents and teenagers are experiencing a true mental health crisis across our country right now and this may in part be to their relationships with screens and social media
- 80-90% of the "drama" that happens in school extends from something that happened online while at home.

## ¿Por qué es importante que los padres tengan controles sobre la vida digital de sus hijos?

- Cualquier dispositivo con Internet puede acceder literalmente a cualquier cosa. Así como protegemos a nuestros hijos con supervisión y orientación en el mundo real, también debemos protegerlos en el mundo digital.
- Los adolescentes y adolescentes tempranos están experimentando una verdadera crisis de salud mental en todo nuestro país en este momento y esto puede deberse en parte a sus relaciones con las pantallas y las redes sociales.
- El 80-90% del "drama" que sucede en la escuela se extiende desde algo que sucedió en línea mientras estaba en casa.

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## Resources to Share Today

- Brief reminder of the Digital Trust Framework
- Digital Trust Playbook Template
- Tips for How Help Kids Avoid Tricky Situations and People
- Parental Control Guides
  - iPhone parental controls
  - Instagram parental controls

## Recursos para Compartir Hoy

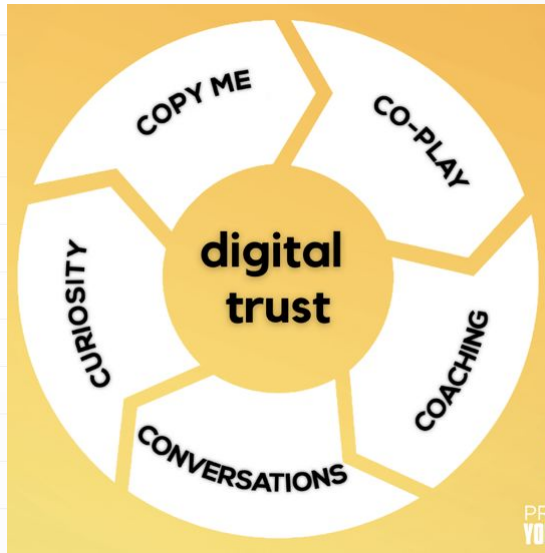
- Breve recordatorio del marco de confianza digital
- Plantilla de manual de confianza digital
- Consejos sobre cómo ayudar a los niños a evitar situaciones y personas difíciles
- Guías de control parental
  - Controles parentales de iPhone
  - Controles parentales de Instagram

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What are the attributes of families who have kids who learn to use technology well?



¿Cuáles son los atributos de las familias que tienen hijos que aprenden a usar bien la tecnología?



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## Digital Playbook with Templates

- These are templates that you can use with your family to help create a healthier relationship with technology.
- We are also happy to help you if you want support in crafting an agreement with your student. Please let us know.

## Libro de Jugadas Digital con Plantillas

- Estas son plantillas que puede usar con su familia para ayudar a crear una relación más saludable con la tecnología.
- También nos complace ayudarlo si desea apoyo para elaborar un acuerdo con su estudiante. Por favor déjanos saber.

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## Video Game and Social Media Use Dialogue and Agreement Guide

- A guide to go through with with your student to set limits and expectations on video game and social media usage

## Uso de videojuegos y redes sociales Guía de Diálogo y Acuerdo

- Una guía para seguir con su estudiante para establecer límites y expectativas sobre el uso de videojuegos y redes sociales

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## Helping Students Avoid Tricky Situations

- Know which apps are on your kid's phone.
- Avoid the toxic trio: Nighttime. Boredom. Bedroom.
- Ask their permission to follow their social media accounts
- Set their social media accounts to private

## Ayudando a los estudiantes a evitar situaciones difíciles

- Sepa qué aplicaciones hay en el teléfono de su hijo.
- Evite el trío tóxico: Nighttime. Aburrimiento. Dormitorio.
- Pídale permiso para seguir sus cuentas de redes sociales.
- Configurar sus cuentas de redes sociales como privadas

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## Helping Students Avoid Tricky People

A tricky person is...

- Someone who we don't know who tries to chat or talk to you through a game or app
- Someone who we don't know is really nice to us through a game or app
- Someone who we don't know who tries to ask us a lot of questions (even nice questions)
- Someone who tells us to keep a secret related to technology in any way

## Ayudar a los estudiantes a evitar a las personas engañosas

- ¿Sientes que a veces usas mal o abusas de la tecnología?
- ¿Quieres que tus hijos usen su tecnología como tú?
- ¿Quieres que usen su tecnología en sus habitaciones como lo haces tú?
- ¿Jugar juegos sin sentido o navegar por las redes sociales tanto como tú?

El primer paso es examinar sus propios hábitos tecnológicos y hacer los cambios necesarios, dado que usted es el primer maestro de tecnología y modelo a seguir de su hijo.

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If you come into contact with a tricky person...

- Put down the technology
- Go tell a trusted adult

Si entra en contacto con un persona engañosa...

- Deja la tecnología
- Ve a decirle a un adulto de confianza

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## Last guides for Parental Control

- iPhone controls
- Instagram controls



## Últimas guías para Control Parental

- Controles de iPhone
- Controles de Instagram

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## Small Group Discussion

- Turn back to your discussion group.
- Share your responses to each of these questions:
  - What is the next conversation that you want to have or tool you want to use with your child related to technology?

## Discusión en Grupos Pequeños

- Regrese a su grupo de discusión.
- Comparta sus respuestas a cada una de estas preguntas:
  - ¿Cuál de estas partes crees que ya haces bien?
  - ¿Cuál de estas partes crees que será un desafío para ti?

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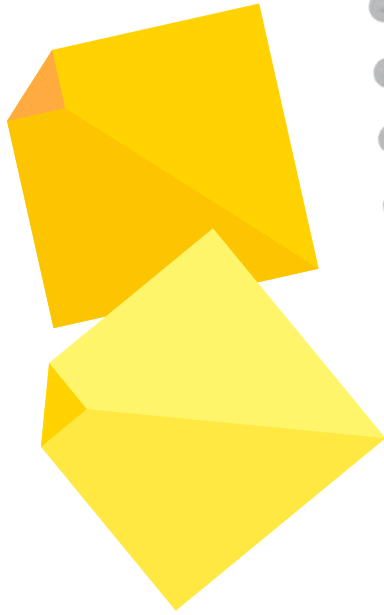
# Raffle Time!

- What to do next:
  - Sign up for Student-Led Conference slot for the week after next
  - Take some leftovers!
  - Get support with setting up iPhone or Instagram controls

- Qué hacer a continuación:
  - Regístrese para el espacio de la conferencia dirigida por estudiantes para la semana siguiente
  - ¡Toma algunas sobras!
  - Obtenga asistencia para configurar los controles de iPhone o Instagram







# Wednesday, 3/15/23

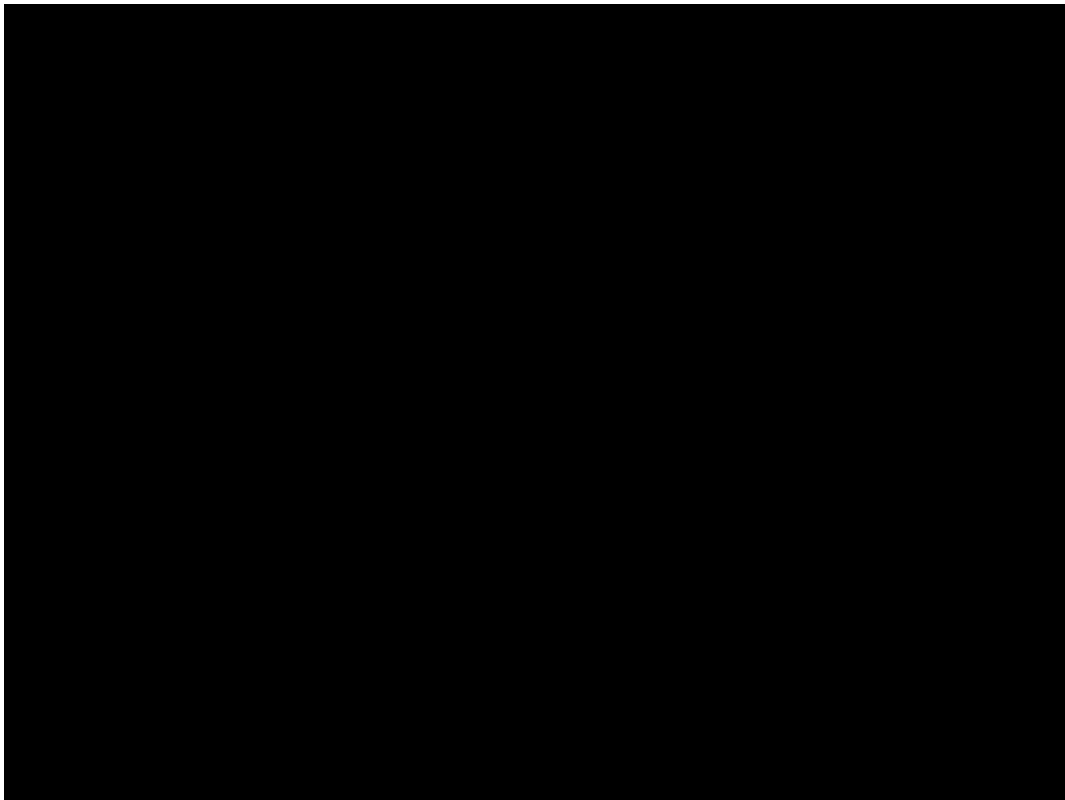
Good afternoon staff,

It's Women's History Month! In honor of Women's History Month, we're going to take a moment to watch the highlight reel from the girls soccer team playoff game this past Saturday.

Be sure to lift up these female athletes when you see them on campus!

**Greeting:** Language Greeting

**Partner Share:** Name an influential women in your life. In what ways has this person influenced you?





# OUMS VISION

OUMS is a small, safe, and supportive school. High expectations of all stakeholders create an environment in which students develop the academic skills and SHARP habits to succeed in the future.

OUMS is committed to dismantling the culture of white supremacy and fighting for inclusion, diversity, access, and justice through our systems, words, reflections, and actions.

OUMS staff offer unwavering support and cultivate a nurturing school experience that is enjoyable, engaging, equitable, and empowering.

OUMS students courageously apply their knowledge and experience to positively contribute to their community and our world.





## CELEBRATION!

Last Friday, we hosted Jen from Instruction Partners who observed our campus and classes. She works with many partners in Oakland including Aurum Prep, Lighthouse, Lodestar, and others.

She gave our team props and said "nobody is doing middle school better than OUMS. The content is good and the environment is happy. Kids are able to be kids here!" While we know this, it's so great to hear from someone else!



**INSTRUCTION**  
PARTNERS

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# LEARNING TARGETS

1

I will focus on human values as I participate in an Afternoon Meeting and Sharing with my team.

2

I will practice liberatory collaboration as I plan events for adults and students and brainstorm supports for 7th grade students.

# AGENDA



1:30-2:00	Opening & Announcements - SLC Prep Work
2:00-2:35	Committee Meetings
2:40-3:25	7th GLT
3:25-3:45	Closing: Results, Processes, Relationships

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## ANNOUNCEMENTS

- 23 accepted offers for 6th grade

-Progress Reports for Sped  
Department (due Last Friday)

- Room 5 Care and Usage

## LOOKING AHEAD

3/15	Q3 HR Announced
3/17	Quarter 3 Honor Roll Free Dress Day
3/23	Deadline to Confirm Lottery Offers
3/29- 3/30	SLCs
3/31	Cesar Chavez Day, No School

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## Prepping for SLCs

- In order to help balance out the load a little more formally:
  - The Sped Team will be leading the SLCs for students on the caseload
  - All other non-advisors (Kate, Damon, Sheil, Farre) will be leading ~5 SLCs.

## SLC Logistics

- Indicate schedule and also check off students who you would be ok with someone else doing the conference for
- Go here to select the script level for your advisees
- Go here to adjust the script for your classes for Spring
  - Level 1
  - Level 2
  - Level 3

## Measure G1 Input from Staff

- Measure G1 is a voter-approved parcel tax aimed at supporting OUSD public middle schools.
- The "buckets" in which we could use these funds are:
  - The Arts
  - Foreign Language
  - School Safety

Please vote here.



# Meetings

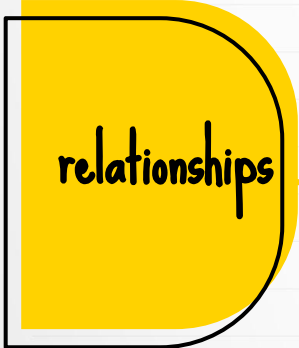
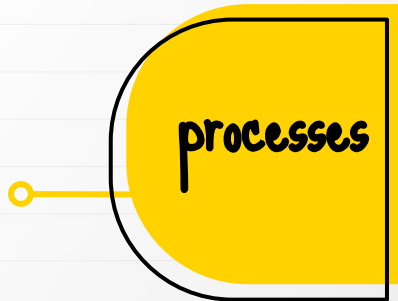
- **Culture Committees**
  - Adult
  - Student
  
- 7th GLT

# FEEDBACK

What was accomplished?



How was it accomplished?


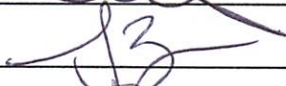

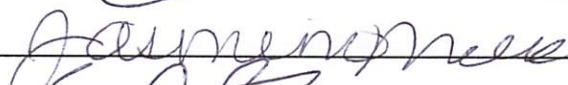
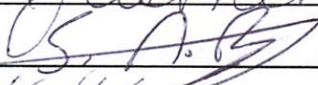
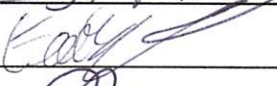
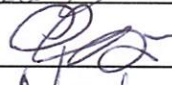
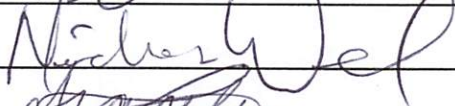
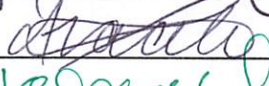


What helped relationships?



Students, write your response!

**OUMS Faculty Meeting 3/15/23 Sign In Sheet**

Printed Name	Signature
Damon Grant	
Sara Zamudio	
Tom Sheil	
Jasmine Mack	
Austin Kazavi	
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Kate Goedeker	