



<b>2020-21 Measure G1</b>
<b>Grant Application</b>
<b>Due: March 26, 2020 Revised: April 27, 2020</b>

<b>School</b>	Parker K-8	<b>Contact</b>	Rocquel Colbert
<b>School Address</b>	7929 Ney Avenue Oakland, CA 94605	<b>Contact Email</b>	rocquel.colbert@ousd.org
<b>Principal</b>	Rocquel Colbert	<b>Principal Email</b>	rocquel.colbert@ousd.org
<b>School Phone</b>	510-879-1440	<b>Recommended Grant Amount*</b>	<b>\$39,607.00</b>
<b>2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)</b>	<b>85</b>	<b>2019-20 LCFF Enrollment</b>	<b>81</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
<b>1</b>	Oakland510: Provide elective music classes that will give our children the opportunity to learn how to play an instrument. Oakland510 will teach the classes.	\$13,000
<b>2</b>	MOCHA will provide an art instructor for middle school	\$13,000
<b>3</b>	Urban Life Mentors for mentoring, coaching interpersonal & character development, college & career preparation.	\$11,000
<b>4</b>	Art and music supplies for art and music electives	\$2,408
<b>5</b>	Field trips to enhance student opportunities to experience culture and the arts.	\$3,000
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$42,408</b>

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

2020-21 Approved Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
<b>1</b>	Urban Life Mentors for mentoring, coaching interpersonal & character development to promote positive climate & culture.	\$9,000.00
<b>2</b>	The cost of a part-time instructor for Yearbook Arts & Leadership	\$16,000.00
<b>3</b>	The cost of a part-time instructor for Drama/Theater Arts	\$10,000.00
<b>4</b>	The cost of a part-time instructor for STEAM/Robotics Art	\$10,000.00
<b>5</b>	Field Trips and student incentive supplies to enhance student opportunities to experience culture and the arts and improve student attendance.	\$4,452.00
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$39,452.00</b>

### School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
43	50	93%	24%	5% (Mod/Sev)	27%	100%

### Student Body Ethnic Composition

African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
43%			45%	2%	4%	2%	4%

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

Name	Role
Rocquel Colbert	Principal
Ayanna Dupree	TSA
Alesia Bland	Resource Teacher
Ann Baxter	Middle School Teacher
Gail Wooley	Middle School Teacher
Florent Mofo Wamba	Middle School Teacher

**School Vision (insert here):** Parker recognizes its purpose as a school that complements and supplements the groundwork established in the first and primary place of education: the Home. Parker School seeks to further develop and enhance education excellence by producing one focused Scholar at a time by every means necessary. Our goal is to educate the whole child: Body, Mind, and Soul. Our assignment is to be a catalyst and foundation to train generations that will provide leadership for our community and positively impact the world.

### 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>	Basic	Basic	<b>Access and Equitable Opportunity</b>	Basic	Basic
<b>Instructional Program</b>	Basic	Basic	<b>Instructional Program</b>	Basic	Basic
<b>Staffing</b>	Basic	Basic	<b>Staffing</b>	Basic	Basic
<b>Facilities</b>	Basic	Basic	<b>Facilities</b>	Basic	Basic
<b>Equipment and Materials</b>	Basic	Basic	<b>Equipment and Materials</b>	Basic	Basic
<b>Teacher Professional Learning</b>	Basic	Basic	<b>Teacher Professional Learning</b>	Basic	Basic
<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>	No Program	No Program
<b>Communication</b>	No Program	No Program
<b>Real world learning and Global competence</b>	No Program	No Program

### 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>	--	54	<b>Suspension</b>	4	1
<b>ES Outreach Strategy Actions</b>	--		<b>Chronic Absence</b>	21	10
<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.**

<b>Community Engagement Meeting(s)</b>	
<b>Community Group</b>	<b>Date</b>
School Site Council	February 12, 2020
<b>Staff Engagement Meeting(s)</b>	
<b>Staff Group</b>	<b>Date</b>
Middle School Team Meetings	February 12 & March 11, 2020
Staff Meeting	March 9, 2020
Instructional Leadership Meeting	February 24, 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.
N/A		

## 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.
\$16,000.00	Yearbook Arts/Leadership: Two Parker middle school teachers will be paid through extended contracts to teach this elective course s two days a week during their prep period. Students become artist, historians, and journalist as they assemble & develop the school yearbook. They will use graphic design techniques, visual communication, writing, photography and collaborative relationships. Students will also be able to integrate their lived experiences into their leadership development process. They will learn the skills to engage in conflict productively and work toward conflict resolution. Students will develop critical thinking and decision-making skills. Students will collaborate on the design & implementation of school-wide programs to promote positive school climate & culture.	Students become artist, historians, and journalist as they assemble & develop the school yearbook. Students will learn skills in graphic design, photography, visual communication, writing, and collaboration skills. Students will be able to integrate their lived experiences into their leadership development process. <i>Students will learn how to communicate effectively (using written and spoken word, non-verbal language, electronic tools, and listening skills) to develop relationships, manage conflicts, and work across differences. Students will learn the skills to engage in conflict productively and work toward conflict resolution. Students will develop critical thinking and decision-making skills. Students will collaborate on the design &amp; implementation of school-wide programs to promote positive school climate &amp; culture. Expected outcomes will lead to a decrease in student behavior referrals by 15% and an increase in student attendance rates by 10%. Approximately 50 students expected to participate between fall and spring semester.</i>
\$10,000.00	Drama/Theater Arts: Parker will partner with the People's Conservatory who will provide an instructor/contractor to teach the class two days a week. The course will will examine the relationship of theatre arts to other content areas and the role and meaning of theatre arts in various social, cultural, and historical contexts. Technical expertise and artistic expression will be enhanced through practice, study, and evaluation of their own work and others. Students will demonstrate their work through performances.	Students will broaden their respect for, and understanding of, theatre as an art form. Students will examine the relationship of theatre arts to other content areas and the role and meaning of theatre arts in various social, cultural, and historical contexts. Technical expertise and artistic expression are enhanced through practice, study, and evaluation of their own work and others. Students will demonstrate their work through performances. Expected outcomes will lead to a decrease in student behavior referrals by 15% and an increase in student attendance rates by 10%. Approximately (25) students expected to participate.
\$10,000	Arts in STEAM (Science, Technology, Engineering, Art, Math): This course will use science and technology as tools to enhance artistic expression. Students will use graphic design, multi-media software, and other tools of artistic expression to broaden student understanding and conceptualization of abstract scientific concepts. Funds will be used to pay outside consultant and to purchase supplies and equipment.	Integrate arts activities, such as graphic design to enrich the STEM curriculum content. Students will learn STEAM to equip them with the skills and knowledge needed to thrive in the 21st century. Expected outcomes will lead to a decrease in student behavior referrals by 15% and an increase in student attendance rates by 10%. Approximately (30) students expected to participate between fall and spring semester.

## 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.
N/A		

#### 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.
N/A		

#### 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]		
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). 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.
\$9,000.00	Urban Life Mentors: Urban Life Mentors (ULM) for mentoring, coaching interpersonal & character development, college & career preparation. Funds will pay for a consultant from (ULM) to teach the course two days a week.	<i>Provide students with academic and social-emotional support and mentoring as an alternative to suspension and promote positive school culture and climate. Expected outcomes will lead to a decrease in student behavior referrals by 15% and an increase in student attendance rates by 10%. Approximately (25) students expected to participate between fall and spring semester.</i>
\$4,452.00	Field Trips and student incentive supplies to enhance student opportunities to experience culture and the arts and improve student attendance. Field trips will enhance student opportunities to experience culture and the arts. Funds will be used for admission tickets and transportation to field trip locations. Student reward and incentive items will support and incentivize students to attend class regularly and practice good study habits.	Provide students with cultural and enrichment and exposure to the arts. Expected outcomes will lead to a decrease in student behavior referrals by 15% and an increase in student attendance rates by 10%. 90% of middle school students expected to participate during the school year.

**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)).**