



**Measure G1  
Grant Application  
2018-19**

**Due Date: February 13, 2018  
Revised: March 13, 2018**

|  |                                |   |  |
|--|--------------------------------|---|--|
| School   | Parker Middle School           | Principal   | Koy Hill   |
| School Address                                 | 7929 Ney Avenue<br>Oakland, CA | Principal Email                                     | <a href="mailto:Koy.Hill@ousd.org">Koy.Hill@ousd.org</a> |
| School Phone                                   | 510-879-1440                   | Recommended Grant Amount*                           | \$28,390   |
| Actual 2017-18 Enrollment (6-8) (20 day count) | 112                            | Actual 2017-18 LCFF Enrollment (6-8) (20 day count) | 101  |

*\*Note: This is by no means a guarantee of funds. The recommended grant amount is still an estimate based on projected revenue, and 20 day LCFF enrollment of Oakland residents. All recommended grant amounts are subject to Measure G1 Commission and School Board approval.*

**Summary of Approved Expenditures from 2017-18 ([link to 2017-18 full approved proposal](#))**

| 2017-18 Approved Expenditures from <i>Budget Justification and Narrative Section</i><br>(add more rows if necessary) |  | Budget Amount |
|--|--|---------------|
| 1  | MOCHA will provide an art instructor for middle school for 4 classes a week for 32 weeks | \$12,374      |
| 2  | Parker Middle School T-Shirts for all students (awards)                                  | \$1,000       |
| 3  | Purchase of appropriate library schools for middle school students (Other books)         | \$2,000       |
| 4  | Purchase of middle school supplies and instructional                                     | \$2,041       |
| 5  |  |               |
| Budget Total (must add up to Current Grant Amount)   |  | \$17,415      |

**Summary of Proposed Expenditures for 2018-19 (listed in order of priority)**

| 2018-19 Proposed Expenditures from <i>Budget Justification and Narrative Section</i><br>(add more rows if necessary) |             | Budget Amount |
|--|-------------|---------------|
| 1  | Music       | \$12,000.     |
| 2  | Visual Arts | \$12,390      |

|  |                                  |          |
|--|----------------------------------|----------|
| 3  | Safe and Positive School Culture | \$ 4,000 |
| 4  |                                  |          |
| 5  |                                  |          |
| Budget Total (must add up to Anticipated Grant Amount) |                                  | \$28,390 |

**School Demographics**

| Male | Female | % LCFF | % SPED RSP | % SPED Mild-Moderate | % English Learners | % Oakland Residents |
|------|--------|--------|------------|----------------------|--------------------|---------------------|
| 49   | 63     | 90     | 14         | 9                    | 25                 | 100                 |

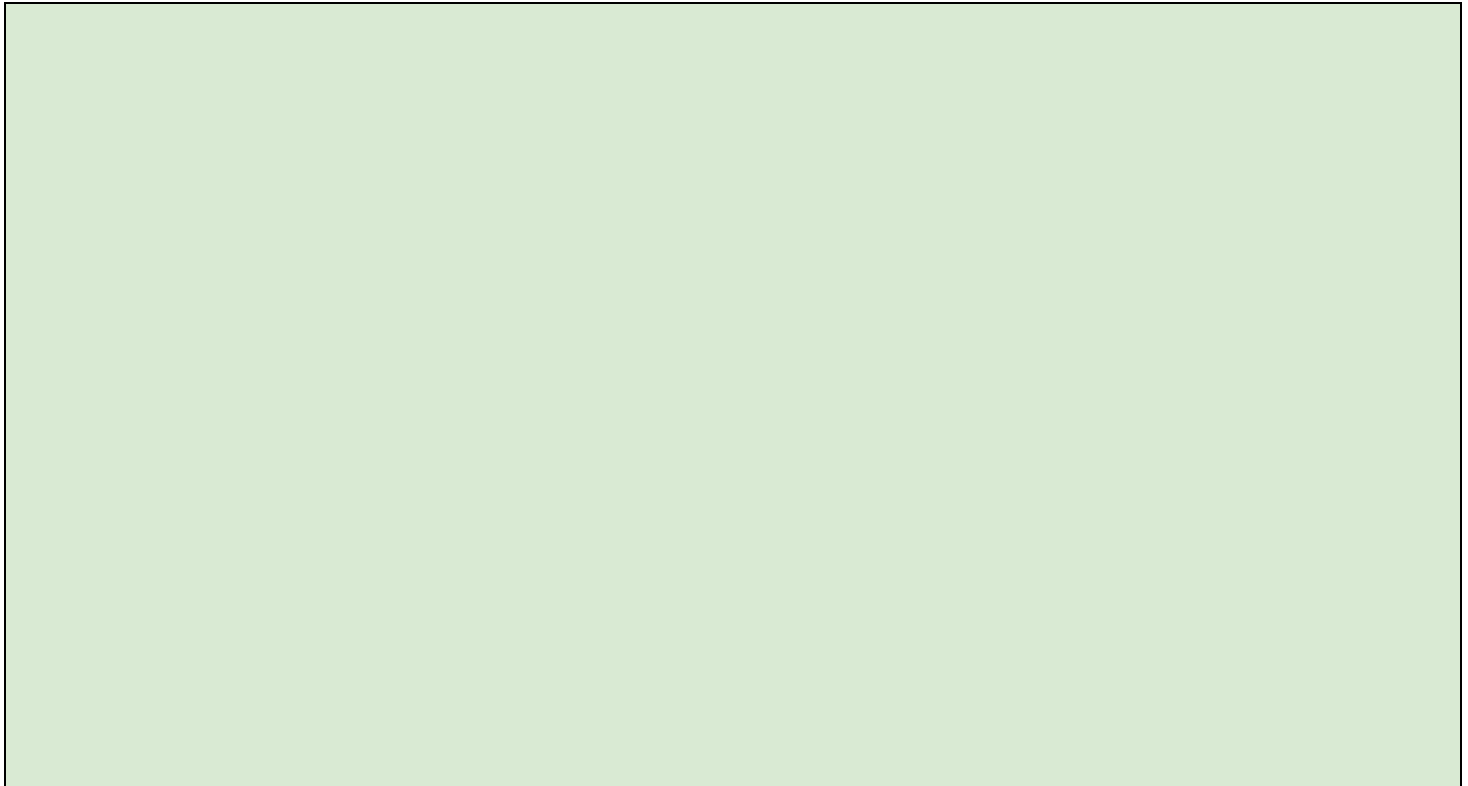
**Student Body Ethnic Composition**

| African-American | American Indian/Alaska n Native | Asian | Hispanic/Latino | Filipino | Pacific/Islander | Caucasian | Multiracial |
|------------------|---------------------------------|-------|-----------------|----------|------------------|-----------|-------------|
| 66               | 1                               | 2     | 29              | 1        | 6                | 3         | 4           |

| Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here. |           |
|--|-----------|
| Name   | Role      |
| Roberto Lascon   | Teacher   |
| Ayanna Dupree  | TSA       |
| Sarah Mehrizi  | TSA       |
| Alicia Martinez  | Teacher   |
| Koy Hill   | Principal |

**School Vision (insert here):**

*Parker School is a school of excellence. This means Parker School 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.

| <b><u>Music</u> (Rubric Score)</b>      | <b>2016-17<br/>(last yr)</b> | <b>2017-18<br/>(this yr)</b> | <b><u>Art (Visual Arts, Theater, and Dance)</u></b> | <b>2016-17<br/>(last yr)</b> | <b>2017-18<br/>(this yr)</b> |
|---|------------------------------|------------------------------|---|------------------------------|------------------------------|
| <b>Access and Equitable Opportunity</b> | No program                   | No program                   | <b>Access and Equitable Opportunity</b>             | Emerging                     | Basic                        |
| <b>Instructional Program</b>            | No program                   | No program                   | <b>Instructional Program</b>                        | Emerging                     | Basic                        |
| <b>Staffing</b>                         | No program                   | No program                   | <b>Staffing</b>                                     | Emerging                     | Basic                        |
| <b>Facilities</b>                       | No program                   | No program                   | <b>Facilities</b>                                   | Emerging                     | Basic                        |
| <b>Equipment and Materials</b>          | No program                   | No program                   | <b>Equipment and Materials</b>                      | Emerging                     | Basic                        |
| <b>Teacher Professional Learning</b>    | No program                   | No program                   | <b>Teacher Professional Learning</b>                | Emerging                     | Basic                        |
| <b><u>World Language</u> (Rubric)</b>   | <b>2016-17<br/>(last yr)</b> | <b>2017-18<br/>(this yr)</b> |   |                              |                              |

|  |                          |                          |  |
|--|--------------------------|--------------------------|--|
| <b>Content and Course Offerings</b>              | no program<br>Measure G1 | no program<br>Measure G1 |  |
| <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>2016-17 (last yr)</b> | <b>2017-18 (this yr)</b> | <b>Safe and Positive School Culture (SPSA)</b> | <b>2016-17 (last yr)</b> | <b>2017-18 (this yr)</b> |
|--|--------------------------|--------------------------|--|--------------------------|--------------------------|
| <b>2017-18 Enrollment Data (20 day)</b>                        | 286 (whole school)       | 376 (whole school)       | <b>Suspension</b>                              | 4 (SPF)                  |                          |
| <b>ES Outreach Strategy Actions</b>                            | Family Engagement        | Family Engagement        | <b>Chronic Absence</b>                         |                          |                          |
| <b>Programs to support ES students transition to MS</b>        | Yes                      | Yes                      | <b>CHKS data (district only)</b>               |                          |                          |

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

| <b>Community Engagement Meeting(s)</b> |                  |
|--|------------------|
| <b>Community Group</b>                 | <b>Date</b>      |
| School Site Council                    | January 17, 2018 |
|  |                  |

| <b>Staff Engagement Meeting(s)</b> |                  |
|------------------------------------|------------------|
| <b>Staff Group</b>                 | <b>Date</b>      |
| Measure G-1 Lead Team              | February 6, 2018 |
|                                    |                  |

## Budget Justification and Narrative

In the following sections, please review the self-assessment and discuss your team’s plan to address the following:

### The Goals of the Measure

- Increase access to courses in arts, music, and world languages in grades 6-8
- Improve student retention during the transition from elementary to middle school
- Create a more positive and safe middle school learning environment

1. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis. Please highlight what G1 specifically supported in the 2017-18 school year.
2. Please explain how you plan to use the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
3. Add additional lines if you would like to add additional budget items.
4. All budget items should total up to the recommended grant amount based on actual 2017-18 LCFF 20 day enrollment.

### 1. Music Program

| Programmatic Narrative Based on Rubric  |  |   |
|---|--|---|
| <p>We do not offer music to our MS students. With the G1 funds, this will allow us to create music program provides students with opportunities from picking up an instrument for the first time to growing into accomplished ensemble players and soloists. We will develop a program where students can make lasting friendships and explore how music connects people from around the world.</p> |  |   |
| Budget  | Description of 2018-19 Proposed Expenditures   | Anticipated Student Outcome<br><i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i> |
| \$12,000.00   | Provide elective music classes that will give our children the opportunity to learn how to play an instrument. Oakland510 will teach the classes and serve 100 students three times a week for 32 weeks. | Our music program will serve 100 MS students.   |
|   |  |   |
|   |  |   |

## 2. Art Program

### Programmatic Narrative Based on Rubric

Our Visual Arts electives are being offered this school year(17-18). We are on track to meet our 17-18 outcome goals.

| Budget      | Description of 2018-19 Proposed Expenditures   | Anticipated Student Outcome<br><i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i> |
|-------------|--|---|
| \$12,390.00 | MOCHA will provide an art instructor for middle school for 4 classes a week for 32 weeks | Students will gain fundamental visual arts skills in alignment with state standards.  |
|             |  |   |
|             |  |   |

## 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 2018-19 Proposed Expenditures | Anticipated Student Outcome<br><i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i> |
|--------|--|---|
|        |  |   |
|        |  |   |
|        |  |   |

**4. 5th to 6th Grade Enrollment Retention**

| Programmatic Narrative Based on Data Analysis  |  |   |
|--|--|---|
| We have 80% retention rate of our 5th graders returning for 6th grade. We elect to save all our remaining limited budget for safe and positive school culture. |  |   |
| Budget   | Description of 2018-19 Proposed Expenditures | Anticipated Student Outcome<br><i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i> |
|  |  |   |
|  |  |   |
|  |  |   |

**5. Safe and Positive School Culture**

| Programmatic Narrative Based on Data Analysis   |   |   |
|---|---|---|
| We will continue to promote high expectations for both behavior and learning. By developing school and personal pride, scholars will accept responsibilities for their actions, exemplifying leadership and personal improvement. |   |   |
| Budget  | Description of 2018-19 Proposed Expenditures  | Anticipated Student Outcome<br><i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i> |
| \$2,000.00  | Parker Middle School T-Shirts, awards, and agendas  | Continued positive school culture and sense of belonging  |
| \$2,000.00  | Purchase of appropriate library books for our middle school students (Other books). The books will include non- fiction Culturally Relevant text. | Increase use of the library by providing more middle school books   |
|   |   |   |

**Please submit your 2018-19 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)).**