



2021-22 Measure G1
Grant Application
Due: March 26, 2021

School	Parker K-8	Contact	Rocquel Colbert
School Address	7929 Ney Avenue Oakland, CA 94605	Contact Email	rocquel.colbert@ousd.org
Principal	Rocquel Colbert	Principal Email	rocquel.colbert@ousd.org
School Phone	510-879-1440	Recommended Grant Amount*	\$40,570.00
2020-21 CALPADS Enrollment Data (6-8 Oakland Residents Only)	85	2020-21 LCFF Enrollment	82

*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	Urban Life Mentors for mentoring, coaching interpersonal & character development to promote positive climate & culture.	\$9,000.00
2	The cost of a part-time instructor for for Yearbook Arts & Leadership	\$8,000.00
3	The cost of a part-time instructor for Drama/Theater Arts	\$10,000.00
4	The cost of a part-time instructor for STEAM/Robotics Art	\$10,000.00
5	Field Trips to enhance student opportunities to experience culture and the arts.	\$2,452.00
Budget Total (must add up to Current Grant Amount)		\$39,452.00

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	Urban Life Mentors for mentoring, coaching interpersonal & character development to promote positive climate & culture.	\$10,000.00
2	The cost of a part-time instructor for for Yearbook Arts & Leadership	\$9,000.00
3	The cost of a part-time instructor for Drama/Theater Arts	\$9,000.00
4	Band & Choir	\$10,000.00
5	Field Trips to enhance student opportunities to experience culture and the arts.	\$2,570.00
Budget Total (must add up to Current Grant Amount)		\$40,570.00

School Demographics		Student Body Ethnic Composition	
Male	48%	Asian/Pacific Islander	9%
Female	52%	Latinx	31%
% LCFF	96.9%	Black or African-American	58%

Measure G1 Lead Team (can be a pre-existing team such as ILT)	
Name	School Role
Rocquel Colbert	Principal
Ayanna Dupree	TSA

% SPED RSP	5.8%	White	1%
% SPED Mild-Moderate	2.7%	Indigenous or Native American	0%
% English Learners	30.7%	Multiracial	1%
% Oakland Residents	98.4%		

Florent Mofo Wamba	Teacher
Ann Baxter	Teacher
Alesia Bland	SPED Resource Teacher

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)
Access and Equitable Opportunity	Basic	Basic	Access and Equitable Opportunity	Basic	Basic
Instructional Program	Basic	Basic	Instructional Program	Basic	Basic
Staffing	Basic	Basic	Staffing	Basic	Basic
Facilities	Basic	Basic	Facilities	Basic	Basic
Equipment and Materials	Basic	Basic	Equipment and Materials	Basic	Basic
Teacher Professional Learning	Basic	Basic	Teacher Professional Learning	Basic	Basic
<u>World Language (Rubric)</u>	2019-20 (last yr)	2020-21 (this yr)			
Content and Course Offerings	No Program	Basic			
Communication	No Program	Basic			
Real world learning and Global competence	No Program	Basic			

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)
Enrollment Data (20 day)	54	69	Suspension	1	0
ES Outreach Strategy Actions		2	Chronic Absence	10	5
Programs to support ES students transition to MS		2	CHKS data (District) or Culture/Climate survey		

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
Monthly Parent Engagement Meeting	12/15/20
Parker Virtual School Tour Presentation	January 13,2021

Staff Engagement Meeting(s)	
Staff Group	Date
Middle School Team Meeting	12/7/20

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.
\$10,000.00	Band & Choir: Parker will partner with a local musician contractor to provide students with instruction on how to play typical band instruments such as piano/keyboard, guitar, and drums. In addition, vocal lessons would also be provided to build the foundation for a school jazz/hip-hop band and choir.	<i>Approximately (25) students will gain fundamental visual arts skills in alignment with state standards.</i>

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.
\$9,000.00	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.	<i>Approximately (20) 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.</i>

\$9,000.00	Yearbook Arts/Leadership: Two Parker middle school teachers will be paid through extended contracts to teach this elective courses 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.	Approximately (25) students become artist, 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. 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 & implementation of school-wide programs to promote positive school climate & culture. Expected outcomes will lead to a decrease student behavior referrals by 15% and an increase in student attendance rates by 10%. Approximately 50 students expected to participate between fall and spring semesters.
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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		
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.

\$10,000.00	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.	Approximately (15) students will be provided 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.
\$2,570.00	Field Trips: Field trips to enhance student opportunities to experience culture and the arts. Funds will be used for admission tickets and transportation to field trip locations.	Approximately (60) 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.

21-22 Carryover Justification Form

Anticipated Carryover Amount	\$
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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).




Parker Elementary & Middle School

Middle School Meeting Agenda

January 19, 2021



Meeting Norms	
<ul style="list-style-type: none"> • We will speak our truth using “I” statements • We will use technology responsibly • We will be aware of our own “airtime” • We will honor this space by holding each other accountable • We will presume positive intent • We will strive not to take things personally • We will keep this space confidential • We will take care of each other • We will keep our students at the center of the work 	

Time	Agenda	Notes
2:30-2:35	Welcome/Team Builder: A Circle a Day Randomizer	
2:35-3:00	<p>*Parker Roar Staff Newsletter this Week HERE</p> <p>*Operations:</p> <ul style="list-style-type: none"> -Report Cards/Enrollment -Electives 20-21 Parker Middle School Elective Assignments 20-21 Middle School Elective Schedule & Links -Measure G1 Funds: 2021-2022 -Attendance: -Schedules: Mr. Taft's PE Schedule 	<p>-Our counselor, Ms. Luisa will hold sessions with parents and students to support the enrollment process for 9th grade.</p> <p>-Luis has a counseling homepage as a resource for students.</p> <p>-Expand the music program; school jazz band? ; purchase instruments; find a middle school music instructor. Continue contract with Urban Life Mentors, Drama; Leadership & Yearbook next year?</p>

	Guidance Counselor Counseling Homepage -Professional Development -SPED Updates	-6th grade and SDC PE meets 4 days a week from 12:45-1:15pm
3:00-3:15	*Student Concerns:	-TC (6th), AJ (7th), DH (8th), CMR (8th), Ja & Jo U (7th): Attendance & behavior concerns
3:15-3:25	Other	Team




Parker Elementary & Middle School


Middle School Meeting Agenda

December 7, 2020



Meeting Norms	
<ul style="list-style-type: none"> • We will speak our truth using “I” statements • We will use technology responsibly • We will be aware of our own “airtime” • We will honor this space by holding each other accountable • We will presume positive intent • We will strive not to take things personally • We will keep this space confidential • We will take care of each other • We will keep our students at the center of the work 	

Time	Agenda	Notes
2:00-2:05	Welcome/Team Builder: A Circle a Day Randomizer	
2:05-2:25	<p>*Parker Roar Weekly Staff Newsletter Link</p> <ul style="list-style-type: none"> -Emergency Sub Plans -CMC Conference -Report Cards -Student Concerns <p>*Schedule Updates: Electives, Physical Education, & K2C Counseling Services:</p> <p>20-21 Parker Middle School Elective Assignments</p> <p>20-21 Middle School Elective Schedule & Links</p> <p>Measure G1 Funds (2020-2021 & 2021-2022) Spending</p> <p>Mr. Taft's PE Schedule</p> <p>K2C Schedule</p>	<p>CMC Conference Debrief:</p> <p>Ms. Bland:</p> <p>Ms. Baxter: Feels sessions were relevant and on point.</p> <p>Mr. Florent:</p> <p>Ms. Colbert:</p>

2:25-2:45	Assessment, Attendance, & Upcoming Events: Calendar -Grade entry available in AERIES on 12/10 for Mark 4. The 4th mark ends on 12/18 and teachers can enter grades in AERIES until 1/10/21.	Team
2:45-2:50	Professional Development & PLCs 	Team
2:50-3:00	Other	Team



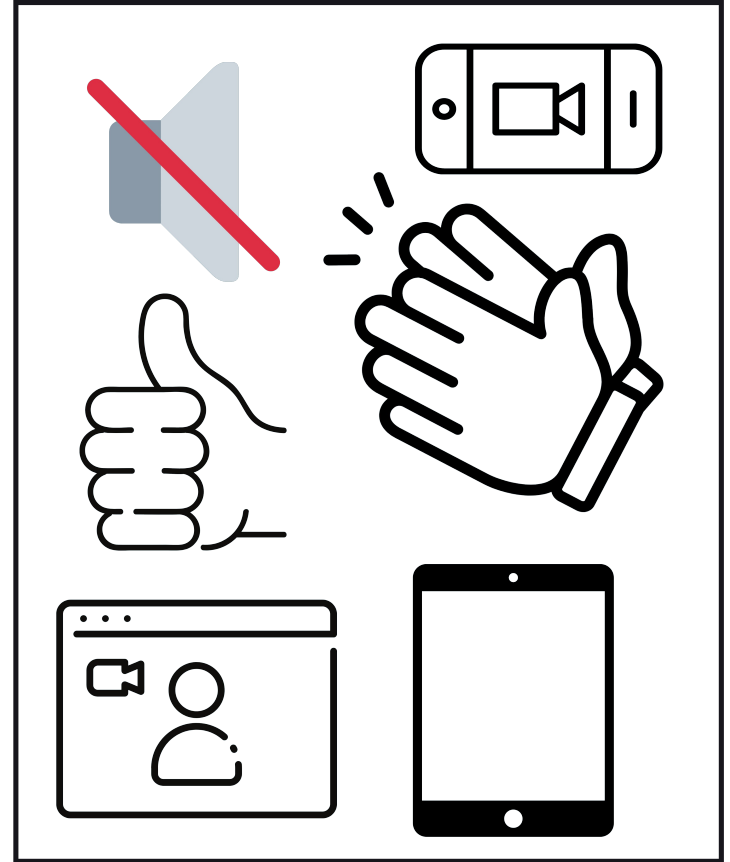
Parker Elementary & Middle School
Welcome to
Parker Parent/Guardian
Engagement
Meeting

Wednesday, December 16, 2020
5-6 pm

Gift raffle for parent participants!

Zoom

- 1 Mute
- 2 Start/ Stop Video
- 3 Chat
- 4 Leave Meeting



Which Parker 5 B has your student displayed this week? Please type in chat.



 Parker has 5 school wide behavior expectations: 



AGENDA: December 20, 2020

1:30-1:35 pm Welcome & Warm-Up Activity

1:40-2 pm Staff Reports & Updates

2-3:00 pm Principal Operation/Reopening Planning

A photograph of a schoolyard with a large, multi-story school building in the background. The building has a tan upper section and a blue lower section with a yellow semi-circle mural. In the foreground, there is a paved area with a yellow and blue wavy path. To the right, there are wooden bleachers and some bushes.

**Introductions & Ice Breaker
Activity (Ms. Williard-Johnson,
Parker School Social Worker)**

WARM UP!



Parent Survey Questions:

- Name (2) Zoom classroom protocols for parents.



Contact the Parker Office:

A voice mail system has been set up at school sites which enables families to leave a message on a new voice mail system and the message is automatically sent to office staff email for a response.

Call the Parker office at (510) 879-5144

Email Contacts:

Principal Colbert: rocquel.colbert@ousd.org

Attendance Specialist: alicia.cernitz@ousd.org

Administrative Assistant: lakarri.watkins@ousd.org



Will your family be out of town passed Winter Break?

Please let your teacher know if you will be travelling internationally and what your travel dates are. If you will be travelling internationally, your hotspot will not work but you can still log in and complete asynchronous work with an internet connection.

Student Chromebook and hotspot will work anywhere in the 50 states even if you are not at home. It is important that students come back to distance learning on time wherever they are.



Here's what we have heard from you, and how that feedback has shaped the plan for reopening OUSD:

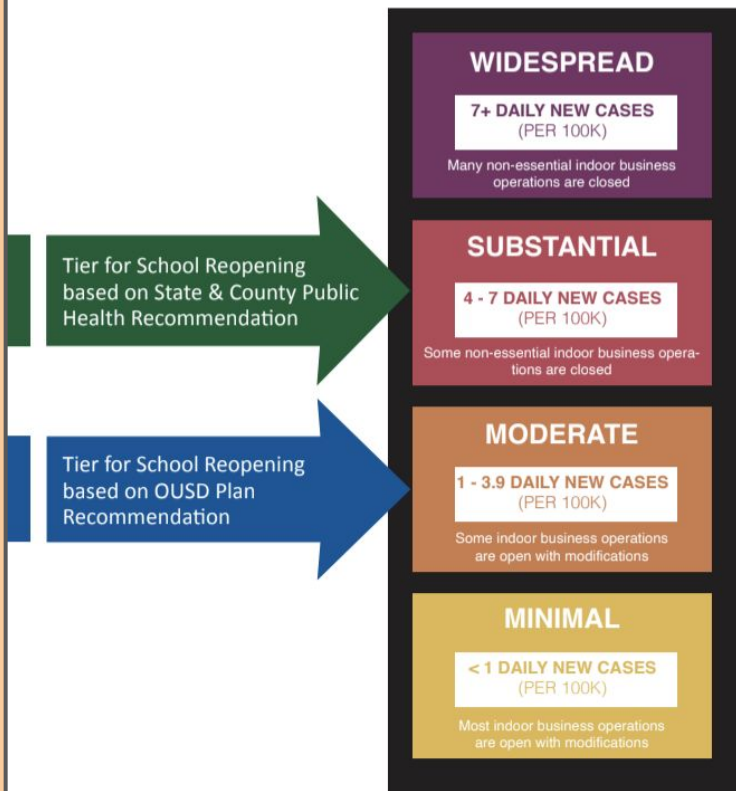
- Families want a choice between In-person & distance learning. → Any family will have a distance learning option, even when In-person instruction resumes.
- Students need social and emotional support. → Our master schedule allows time for teachers to connect with families and students who need extra support, and for interaction with teachers and peers.
- Every student must have a computer and WiFi access. → Each student has a Chromebook, WiFi, and tech support through the #OaklandUndivided program. We are providing every teacher with a new Surface laptop, second monitor, and wireless mouse.
- Families expect more time to be spent on learning. → OUSD is meeting or exceeding state requirements in total instructional minutes at every grade level.
- Prioritize In-person Learning opportunities for early grades students and students needing additional academic/social support. → In October, we opened local hubs with the City of Oakland, where students can go during the school day for WiFi and engagement support. In November, we began piloting school-based hubs for supplemental services for students with special needs who have experienced significant skill regression.
- Small group instruction should be built into schedules. → We have built-in time for small group instruction, and have partnered with the Oakland Public Education Fund to recruit and train more than 250 volunteers to support small breakout groups during online classes.
- Families need more communication from schools. → All schools have Equity Family Navigators to support communication with families at their schools, who are paid and centrally-supported.





Supporting Students Together

A Roadmap to Safely Reopening OUSD Schools



In September, the state released their new Blueprint for a Safer Economy, identifying tiers for when different sectors of society could safely reopen based on:

- The number of new COVID cases in a seven day period per 100,000 residents.
- The percent of positive tests within the whole county.
- The percent of positive tests within the neighborhoods with the least socio-economic opportunity, as identified by the California Healthy Places Index. (HPI)

The state and county Public Health Departments recommend reopening schools for In-person instruction when a county has entered the Red Tier (Substantial COVID Spread). Small, In-person learning hubs can open at any time.

The OUSD plan recommends a phased reopening of schools when our county enters into the Orange Tier (Moderate COVID Spread). Small learning hubs with In-person learning can open at any time.



Supporting Students Together

A Roadmap to Safely Reopening OUSD Schools

The phases of reopening for our schools

PHASE 1: Full distance learning (August 2020)

No In-person instruction; all students have access to grade-level content, assessments, peer-to-peer and peer-to-teacher interaction, as well as instructional minutes that meet or exceed state standards.

PHASE 2: Begin In-person learning (October 2020)

Students have small group opportunities to receive In-person support for distance learning, with a focus on serving our students with unstable housing and who have experienced significant regression during distance learning.

Conduct In-person initial English Language Proficiency Assessments for California (ELPAC) and urgent Special Education assessments.

PHASE 3: Begin In-person instruction (January 2021)

Some students in grades PK-5, Special Education, and Mental Health Enriched Classrooms return to In-person instruction in A/B rotations, with 8-10 students per class for a minimum of two days per week. Students in grades 6-8 return following the successful opening of elementary campuses and return of the priority students above, followed by students in grades 9-12.

Students would be scheduled In-person based on available staffing of teachers, substitutes, classified staff, and program partner staff.

Some students have additional small group instruction, based on need.

Distance learning will continue to be an option to students. We are committed to offering a quality distance learning program during all phases.

Students will be kept in small, stable, groups with fixed membership that stay together for all activities (e.g., instruction, lunch, recess) for a minimum of four weeks at a time.

Cohorts will minimize/avoid contact with other groups or individuals.



Scheduling In-person Learning



Moving to In-person learning will require managing a significant transition for both students and staff. Our goal is to make the transition as seamless as possible by preserving fall distance learning schedules and creating multiple staffing scenarios for each school.

Scheduling In-Person Instruction and Learning Supports Process

1. Determine classrooms or outdoor learning spaces on campus to be used for In-person learning.
2. Identify staff available for in person instruction and/or student supports.
3. Identify students who will be returning based on family preference, grade level & learning needs within the appropriate phase of reopening.
 - **A & B Cohorts:** if there are more students opting into In-person learning per staff member, students will be split into two cohorts to receive In-person learning support.
 - **Single Cohort:** if there are fewer students opting into In-person learning per staff member, those students will come to school four days per week.

A & B Cohorts

Mon	Tue	Wed	Thur	Fri
A	A	Distance Only	B	B

Single Cohort

Mon	Tue	Wed	Thur	Fri
A	A	Distance Only	A	A

Measure G1 Middle School Grant Funding Information & Discussion



SPECIFIC PURPOSES

The District wide Teacher Retention and Middle School Improvement Act Fund is established to provide a salary increase to school-site educators district-wide, including charter schools in the District, and to provide Middle School grants which shall be allocated pursuant to the Education Improvement Plan submitted by each Middle School as further described below, and which shall be spent in furtherance of the goals set forth in the section entitled “GOALS” above.

EDUCATION SPENDING PLAN

Middle School grants shall be distributed to Middle Schools pursuant to the Local Control Funding Formula methodology upon the submission, review, and approval by the Board of Education of each school’s annual Education Improvement Plan. Middle School grants shall be used to further any one or more of the goals set forth in the section entitled “GOALS” above. Middle School grants shall only be spent at Middle Schools. An approved education improvement plan shall include, at minimum:

- Completion of a diagnostic self-evaluation of the school’s curricular and safety needs, including an assessment of community demand for arts, music, and language education.
- Annual and Three-Year accountability indicators toward achieving one or more of the stated goals of this Measure.
- Evidence-based strategies designed to meet the accountability indicators.
- Annual benchmarks for improved retention of students transitioning from elementary to middle school.
- Description of how school staff, time schedules, and budgets are coherently structured to implement the school improvement plan strategies and activities.

Measure G1 Middle School Grant Funding Information & Discussion



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Budget Total (must add up to Current Grant Amount)		\$39,452.00

2021-2022 Expenditures Proposal:

- Urban Life Mentors for mentoring, coaching interpersonal & character development to promote positive climate & culture. (Approximate Cost: \$9000-\$10,000).
- The cost of a part-time instructor for Drama/Theater Arts (\$9000).
- The cost of a part-time instructor for for Yearbook Arts & Leadership (\$8000-\$9000).
- Band & Choir (\$9000-\$10,000)
- Field Trips to enhance student opportunities to experience culture and the arts (\$1000-\$2000).





Weekly Technology Support for Parker Families: Wednesdays from 9am to 2pm.
Procedure: Ring the doorbell and Mr. Baker will collect & service the device while the family waits in the car outside.

Google or Seesaw Classroom

Every teacher has a google classroom or Seesaw classroom.

- Updates
- Assignments are posted
- Students submit assignments
- Teacher gives feedback
- Resources for parents



Distance Learning Scholar



Parker Elementary & Middle School

<https://www.ousd.org/parker>

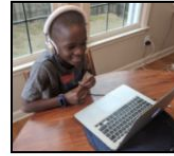
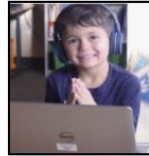


"I am a Parker Distance Learning Scholar"

"I create a space for learning".
"Creo un espacio para aprender."



"I am dressed and camera-ready".
"Estoy vestida y lista para la cámara".



"I have my materials, I participate, and I'm focused on learning".

"Tengo mis materiales, participo y estoy enfocado en aprender".

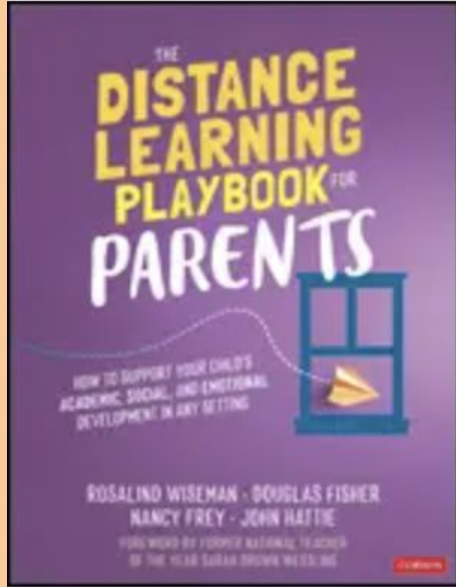


"I complete my assignments and independent work".
"Completo mis asignaciones y trabajo independiente."



Distancia Aprendizaje Erudito

Zoom Recommendations for Parent/Guardians



- ❖ Establish Routines for your student
- ❖ Create a Learning Environment
- ❖ Follow Zoom Etiquette:
 - Get dressed if there's a chance you may appear in the camera.
 - Avoid class interruptions or disruptions.
 - Avoid disciplining your student on camera.
 - Contact teacher via phone or email, not during live class session.
- ❖ Ensure That Your Child Sleeps
- ❖ Communicate with Teachers
- ❖ Take Care of Yourself

Supporting Student Independent Learning

©2016, Take
Learning on
Life/Time Technology

Asynchronous Learning Activities



Read + Take Notes



Watch Video-based Instruction



Listen to Podcasts



Explore Teacher-curated Resources



Engage in Online Discussions



Practice + Review



Research + Explore



Reflect + Document Learning



©2016

Name _____ Date _____


COLUMN ADDITION 4 DIGITS SHEET 1

1) $\begin{array}{r} 1328 \\ + 3623 \\ \hline \end{array}$	2) $\begin{array}{r} 2035 \\ + 1652 \\ \hline \end{array}$	3) $\begin{array}{r} 2429 \\ + 3344 \\ \hline \end{array}$	
4) $\begin{array}{r} 2402 \\ + 5117 \\ \hline \end{array}$	5) $\begin{array}{r} 4259 \\ + 7146 \\ \hline \end{array}$	6) $\begin{array}{r} 5648 \\ + 3275 \\ \hline \end{array}$	
7) $\begin{array}{r} 2473 \\ + 1329 \\ \hline \end{array}$	8) $\begin{array}{r} 5568 \\ + 3154 \\ \hline \end{array}$	9) $\begin{array}{r} 5402 \\ + 2377 \\ \hline \end{array}$	
10) $\begin{array}{r} 5235 \\ + 3484 \\ \hline \end{array}$	11) $\begin{array}{r} 4023 \\ + 7619 \\ \hline \end{array}$	12) $\begin{array}{r} 5586 \\ + 4318 \\ \hline \end{array}$	
13) $\begin{array}{r} 2034 \\ + 1526 \\ + 631 \\ \hline \end{array}$	14) $\begin{array}{r} 2464 \\ + 532 \\ + 6521 \\ \hline \end{array}$	15) $\begin{array}{r} 3206 \\ + 3150 \\ + 5523 \\ \hline \end{array}$	

©2016


Name _____

Opinion Writing



chips

or



popcorn

Do you like chips or popcorn?

I like _____

because _____

The image shows the login page for the Aeries Student Information System. At the top right, there is a language selector set to "English". The Aeries logo, a stylized "A" in blue and red, is prominently displayed above the text "Aeries® Student Information System". Below this is a white input field labeled "Email". Underneath the email field is a red button with the word "NEXT" in white. At the bottom of the page, there are links for "Forgot Password?" and "Create New Account".

Student Report Card Access for Parents

Your student's report cards will be available for view in the AERIES student database next week on November 16th. Videos in various languages with directions on how to access are noted below:

- **Video tutorials:**
 - **How to check grades in Aeries Parent Portal.**
Click on the language you need below :
 - **English | Spanish | Chinese | Arabic | Mam**



Parker K-8 Tours and Enrollment Support For Families

<https://www.ousd.org/parker>

"Where Scholarship is Nurtured"



Virtual School Tours via Zoom

Parker will offer two live tours and additional tours by appointment. Come learn about why Parker K-8 is a premier school choice for students by attending one of our virtual school tours! You will have an opportunity to meet the principal and hear from current Parker parents and students about all the things that make Parker an increasingly premier learning and welcoming environment.

***Parker Live Virtual Tour Dates: Tuesday, December 15, 2020 & Wednesday, January 13, 2021 from 5-6pm. Additional virtual tours are available by appointment. Spanish translation is available. Email Principal Colbert at: Rocquel.colbert@ousd.org. Zoom links noted below:**

December 15, 2020 (5-6pm)	Join Zoom Meeting Link Here ID: 89964634309; Password: 548588
January 13, 2021 (5-6pm)	Join Zoom Meeting Link HERE ID: 88278091526; Password: 037665

Kindergarten Enrollment

Students who will be 5 years old by September 1st to enroll in kindergarten. Parker offers a strong kindergarten program with an emphasis on early literacy & meaningful family engagement. Parker offers both elementary & middle school academic programs.

*Students have the opportunity to continue their education at the same school from kindergarten through 8th grade.



1st through 8th Grade Enrollment

Parker offers a supportive and nurturing learning environment that challenges our students to gain the tools, skills, and resources necessary to be successful members of society. Parker staff & administrators are dedicated, caring and provide an individualized



approach to support the needs of each student. Our comprehensive instructional and enrichment programs which include, therapeutic services, support for English Language Learners, Afterschool Program services and exciting field trips & assemblies. In addition, we provide our staff with a supportive & rewarding professional environment.



OUSD Enrollment Process for 2020-2021

1. Apply – Submit an application at ousdapply.schoolmint.net between November 16, 2020 and February 5, 2021. Choose Parker as your 1st choice school.
2. Confirm – After you receive your offer on March 11, 2021, accept (or decline) your school offer by March 25, 2021.

3. Register – Online registration and/or registration paper forms will be available in Spring 2021.

We look forward to meeting and welcoming your family to the Parker K-8 Community!



Rocquel Colbert, Principal: Rocquel.colbert@ousd.org



**K2C: OUSD Panel & High School
Pathway Seminar Video**

OUSD Family Central

Español

[Resources - Recursos](#)

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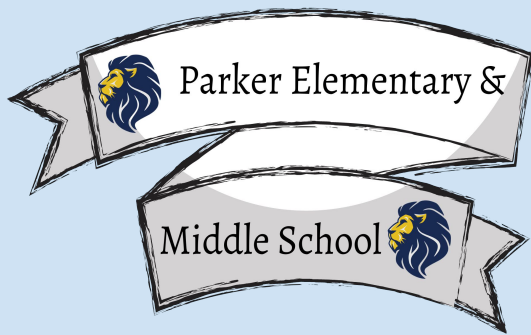
**CLICK
HERE**

Meal Service

Depends on Federal Guidelines for National School Lunch Program

Learning Model	Food Distribution Model	As we move through phases ...
Distance Learning	<ul style="list-style-type: none">Food distribution sites across the city.Families are able to pick up meals for multiple days food at the nearest location, not necessarily their child's school.	<p>Distribution sites always available for families who opt into distance learning only.</p> <p>The number of citywide food distribution centers will</p> <ul style="list-style-type: none">decrease as more students attend school in person.increase if we have to return to shelter in place, to meet the needs of families.
In Person	<ul style="list-style-type: none">Students eat with their cohort either in the <u>classroom or outside</u>.If students are not returning the next day, they are provided grab and go meals to for the days they will be at home.	







- Our Afterschool youth receive academic support from staff to complete homework, engage in academic plans/games and reinforce classroom learning. In addition, Afterschool youth can utilize our resource centers such as the library & computer lab to improve their literacy and computer skills.
- Higher Ground service learning projects concentrate on creating experiences for urban youth and their families that expose them to different physical activities such as hiking, traveling competitive sport teams for boys and girls that incorporate service projects such as reading to youngsters, volunteering at senior homes, hosting food, penny, and coat drives, and lastly creating opportunities for travel outside of the United States through sports. Our service learning projects incorporate entrepreneurship, civic leadership, and community activism. Our goal is to develop social responsible and conscious adults.

Understanding Attendance during Distance Learning

Will attendance be taken?

Yes. Attendance will be taken everyday, for every period, starting August 10, 2020.

We have an automated system in place that will generate an emailed letter in the event your student misses 3 or more days. The purpose of the letter is to alert you & re-engage communication with our families.



How will attendance be tracked?

A student will be marked present for any type of engagement.

Examples of being present:

- Logging into a live on-line class
- Logging into google classroom
- Responding to an email or text to the teacher
- Submitting an assignment for the day by the expected time



When & how to communicate regarding attendance:

- You need to notify the school if your student will be absent.
- If your student has 3 or more absences in one week the school will be in contact.
- If your student is experiencing challenges in distance learning (i.e., technical difficulties, lack of resources, online bullying, etc.) please contact the teacher and/or school to receive assistance.



EVERYONE. EVERY DAY. COUNTS.

Excused Absences

- Absences are excused only when:



- ✓ The student is really ill and has a contagious (fever, vomit, etc.)
- ✓ Medical and Dental Appointments
- ✓ Funeral Services of an immediate family member





Parker K-8 School

Every Student Thrives!

Oakland, California



Calendar



Meal
Menus



News



Volunteer



Contact
Us

[Our School](#)

[COVID-19](#)

[Students](#)

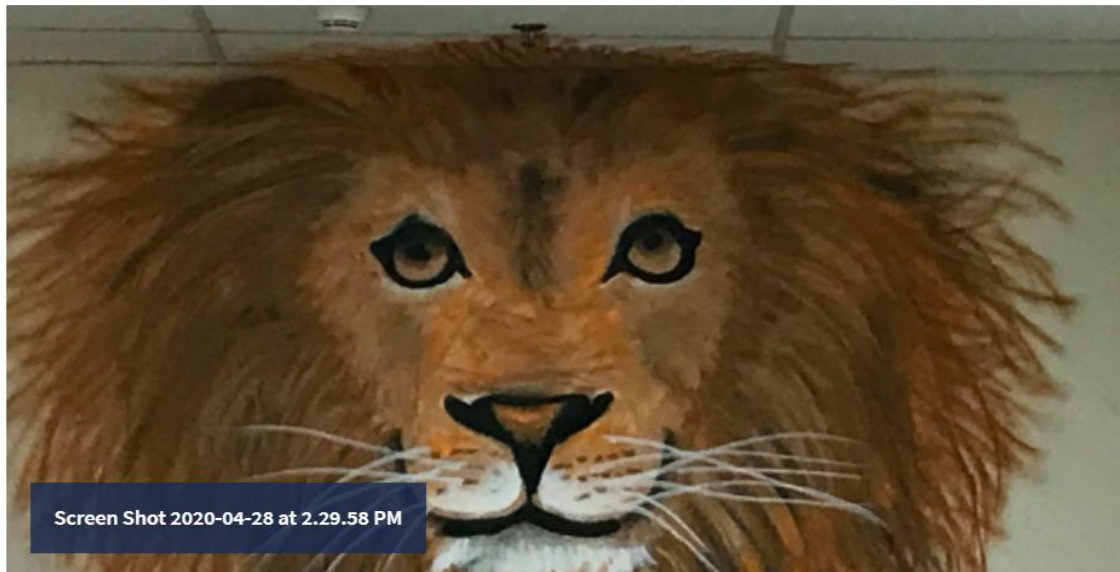
[Parents](#)

[Teachers & Staff](#)

[Stay Connected](#)

[Gallery](#)

[Fundraising](#)



Screen Shot 2020-04-28 at 2.29.58 PM

Welcome!

Located in East Oakland, our school serves approximately 300 students in grades K-8.

We celebrate the diversity of our school community and recognize our role as a school that complements and supplements the groundwork established in the first and primary place of education: the Home. [Learn More.](#)

Upcoming Events

Monday, August 10

First Day of School

Wednesday, August 12

Minimum Days / Early Release



RESOURCES

FINANCIAL ASSISTANCE FOR
ELIGIBLE UNEMPLOYED OAKLANDERS
IMPACTED BY COVID-19



**WE CAN HELP YOU PAY
RENT, UTILITIES,
CHILDCARE AND MORE!**

Did you lose your job due to the COVID-19 pandemic?
You may be eligible for a \$400 or \$800 grant through
December 2020. Apply by December 15.
Funds are paid directly to vendors or landlords.

<https://bit.ly/3ejysRR>

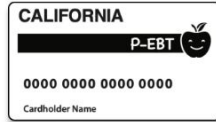
Financial support and services are provided through our America's Job Centers of California.
Lao Family Community Development (East): 510-328-4505 - English, Español, 廣東話, 普通話, ພາສາລາວ
Oakland Private Industry Council (Lakeside & West): 510-858-6742 - English, Español
The Unity Council (Central): 510-535-6944 - English, Español, Mam



Funded by the Oakland Workforce Development Board through federal grant funding.
The City of Oakland is an Equal Opportunity Employer/program. WIOA Title-I-financially
assisted program or activity is an equal opportunity employer/program. Auxiliary aids
and services are available upon request to individuals with disabilities.

P-EBT Extension Frequently Asked Questions

Updated: October 29, 2020



Basic Information

1. What is the 'P-EBT' or Pandemic EBT program?

The Pandemic EBT or P-EBT program is intended to support children who lose access to free or reduced-price school meals due to pandemic related disruptions to in-person instruction or school facility closures. The program provides food benefits to children who would have received free or reduced-price school meals through the federal School Breakfast or National School Lunch Programs if not for the disruption to in-person instruction or school facility closure.

2. What is the P-EBT Extension?

Recently, California was approved to issue additional P-EBT benefits for the months of August and September 2020. This is referred to as the "P-EBT Extension."

The P-EBT program originally provided food benefits to eligible school aged children for the months of March, April, May, and June 2020. Eligible households received a standard benefit amount that was issued via a lump sum on their P-EBT card. P-EBT cards were issued beginning in May 2020 and through September 2020. Some families received their card in the mail automatically, while others had to apply online. The original P-EBT program is referred to as "P-EBT 1.0".



Community Resources for Parker Families Recursos comunitarios para Parker familias



[https://shilohchurch.com/
thanksgiving-food-giveaway/](https://shilohchurch.com/thanksgiving-food-giveaway/)

[City of Oakland Toy Drive-Register
HERE for Free Toys](#)



City of Oakland Renter & Homeowner CARES ACT FUNDING

Under the Keep Oakland Housed program renters and homeowners can receive relief for financial hardship due to COVID-19

This funding will provide one time financial assistance to low-income residents of Oakland. The application opened on September 1st, 2020. Applicants may contact the following providers:

- [Bay Area Community Services \(BACS\)](#) (510) 899-9289
- [Catholic Charities East Bay](#) (510) 768-3100
- [Centro Legal de la Raza](#) (510) 422-5669
- [Housing and Economic Rights Advocates \(HERA\)](#) (510) 271-8443 x300

For more information on the Keep Oakland Housed COVID-19 Relief Financial Assistance program contact: City of **Oakland Housing and Community Development, Housing Resource Center** at (510) 238-6182.

