



**Please note:** This application serves as a proposal for **IF** funds are allocated in 2017-18. This is not a guarantee of funds being distributed in 2017-18. Allocation decisions for 2017-18 will be made by the Measure G1 Commission on August 14, 2017.

School:	Downtown Charter Academy	Principal	Angela Ortega
School Address	2000 Dennison Street Oakland, CA 94606	Principal Email:	aortega@amethodschools.org
School Phone	(510) 535-1580	Principal Phone:	510-535-1580
2017-18 Enrollment (6-8)	300	Possible Grant Allocation Amounts*	50% Allocation: \$45,000 (\$164x275) 100% Allocation: \$90,000 (\$327X275)

\*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 6-8 actual enrollment in fall (exact date TBD) and final tax revenue generated in spring 2018. The actual allocation percentage for 2017-18 will be determined at the Measure G1 Commission Meeting, August 14, 2017.

**School Demographics**

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
125	97	81%	8%	4%	18%	85.6%

**Student Body Ethnic Composition**

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
7 (3%)	0	181 (81.5%)	30 (13.5%)	2 (0.9%)	0	0	2 (0.9%)

**Measure G1 Lead Team (can be a pre-existing team such as Instructional Leadership Team)**

Name	Role
Angela Ortega	DCA Site Director
Gregg Pentony	DCA Dean of Students
Quincy Carroll	DCA After School Coordinator
Eric Becker	AMPS Director of Instruction

**School Vision: The Amethod Public Schools Network aims to foster our students' belief in the value of perseverance and academic achievement. We are a free, public charter school which espouses the promise of hard work to students from all perspectives, backgrounds, and talents. We challenge every student to strive toward a purpose greater than the self and encourage every family to expect better results from themselves, their schools and their children.**

**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. School Governance Body, 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>Music (Rubric Score)</b>		<b>Art (Visual Arts, Theater, and Dance)</b>	
<b>Access and Equitable Opportunity</b>	Entry	<b>Access and Equitable Opportunity</b>	N/A No Art
<b>Instructional Program</b>	Entry	<b>Instructional Program</b>	N/A No Art
<b>Staffing</b>	Entry	<b>Staffing</b>	N/A No Art
<b>Facilities</b>	Entry	<b>Facilities</b>	N/A No Art
<b>Equipment and Materials</b>	Entry	<b>Equipment and Materials</b>	N/A No Art
<b>Teacher Professional Learning</b>	Entry	<b>Teacher Professional Learning</b>	N/A No Art
<b>World Language (Rubric)</b>			
<b>Content and Course Offerings</b>	Emerging		
<b>Communication</b>	Emerging		
<b>Real world learning and Global competence</b>	Emerging		

**Measure G1 Data Analysis**

<b>5th - 6th Grade Enrollment/Retention (Culture Data/Site Plan Data/Enrollment )</b>		<b>Safe and Positive School Culture</b>	
<b>2016-17 Enrollment Data (projection vs. actual)</b>	6-8th System	<b>Culture data - Suspension</b>	1.3%
<b>Elementary School (ES) Outreach Strategy Actions</b>	6-8th System	<b>Culture data - Chronic Absence</b>	0%

<b>Programs to support ES students transition to MS</b>	6-8th System	<b>Survey data - families, students, teachers</b>	
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**Please make sure to provide meeting agenda and minutes of the engagement meetings with this application.**

<b>Community Engagement Meeting(s)</b>	
<b>Community Group</b>	<b>Date</b>
Ms. Pham, Ms. Tran, Mr. Moncada	3-23-17

<b>Staff Engagement Meeting(s)</b>	
<b>Staff Group</b>	<b>Date</b>
Downtown Charter Academy Staff Meeting	3-24-17

### **Budget Justification and Narrative**

In the following sections, please review the self assessment and reflect on your team’s plan to:

1. Identify the team (i.e. ILT function, community; school governance body, PTA) to engage in self-assessments and generate a design plan for electives, 5th - 6th grade retention, and school culture . This Team will create the Implementation 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

2. 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.
3. Please explain how you plan on using the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
4. Add additional lines if you would like to add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2017-18. Please list all budget items in order of priority, in the event that a portion of the allocation is approved (as opposed to the full 100%).

## 1. Music Program

### Programmatic Narrative Based on Rubric

DCA currently offers two after-school opportunities in music: Guitar Club, which meets once a week for one hour, and Band, which convenes twice a week for 1-2 hours. Guitar Club, which is taught by two DCA teachers with a passion for the instrument, walks students through the basic principles of music theory (notation, rhythm, scales, chords, etc.) while introducing them to the guitar. Band, which is taught by our music instructor, also acquaints students with music theory while giving them the opportunity to play together in an ensemble. Both groups provide students with opportunities to perform throughout the year.

Budget	2017-18 Evidence-Based Strategies	Accountability Indicator

## 2. Art Program

### Programmatic Narrative Based on Rubric

As one of the highest performing public middle schools in Alameda County, Downtown Charter Academy (DCA) prides itself on its commitment to providing students with a structured learning environment that is heavily focused on daily attendance, educator effectiveness, and test-score data. Building off of this reputation for academics, the school is hoping to improve access to after-school enrichment activities in the arts (drama, painting, pottery, and dance, specifically) for the 2017-2018 school year, thereby meeting the demands of our community for such opportunities while simultaneously contributing to a more well-rounded education for our students.

At present, DCA's after-school program offers activities in sports (basketball, volleyball and rugby), music (guitar and band), publishing (newsletter and yearbook) and computer science, in addition to tutoring and homework help. The majority of our students already speak a second language at home (Mandarin, Cantonese or Spanish), and existing access to extracurriculars in music (listed above) has proven adequate to satisfy student interest. For these reasons, in addition to feedback from former, present and future families, DCA is committed to expanding its after-school curriculum to include offerings in the arts.

DCA has contracted with the Museum of Children's Arts (MOCHA) to provide drawing and painting classes in the past but was forced to cut these programs owing to budgetary constraints. Funds allocated by way of Measure G1 would allow DCA to reinstitute such courses, which were enormously popular among our students, next year. In addition, our campus is set to expand in 2017-2018, due to the relocation of a neighboring school with which we share a building, and our students will gain everyday access to a theater, dance studio and kiln. Resources will be necessary to hire and retain educators with specialized expertise in these fields, purchase materials and refit the facilities. Measure G1 funds are DCA's best hope for being able to make full use of these newly acquired spaces. A grant would also allow our school to offer multiple sessions of a given program throughout the week, thereby reducing student-teacher ratios and giving children more consistent access to the activities of their choice.

This year, our school ran two extracurricular, arts-related contests (the first in poetry, the second in design), and both received enormous outpourings in terms of participation. We (the faculty, staff, administration and parents) feel strongly that there is a desire for more offerings in the arts at DCA and that such opportunities will promote personal growth by providing students with outlets to express their creative energies at a period in their lives when they are transitioning from childhood into adolescence. By consulting with parents and students via surveys distributed at the beginning, midpoint and end of each semester, observing instructors, tracking attendance rates and scheduling times for clubs to display their work and perform, DCA's ILT (Ms. Ortega, Site Director; Coach Pentony, Dean of Students; and Mr. Carroll, After-School Coordinator) will regularly evaluate the efficacy of each program, and in doing so, ensure a successful allocation of all Measure G1 funds. Thank you for your consideration, as well as for providing this opportunity to our school.

Budget	2017-18 Evidence-Based Strategies	Accountability Indicator

\$5,000	Theater equipment and materials, professional learning, facility upkeep	Safety, cleanliness and adequacy of facilities; quality, currency and availability of instructional materials; curriculum submitted by instructor; attendance records
\$25,000	Qualified staff, trained in Theater Arts, with experience working with age group	B.F.A. in Performing Arts or similar degree; 2 years experience minimum working with grade 6-8 range
\$5,000	Dance equipment and materials, professional learning, facility upkeep	Safety, cleanliness and adequacy of facilities; quality, currency and availability of instructional materials; curriculum submitted by instructor; attendance records
\$25,000	Qualified staff, trained in Dance, with experience working with age group	B.F.A. in Dance or similar degree; 2 years experience minimum working with grade 6-8 range
\$5,000	Ceramics equipment and materials, professional learning, facility upkeep	Safety, cleanliness and adequacy of facilities; quality, currency and availability of instructional materials; curriculum submitted by instructor; attendance records
\$25,000	Qualified staff, trained in Ceramics, with experience working with age group	B.F.A. in Ceramics or similar degree; 2 years experience minimum working with grade 6-8 range

### 3. *World Language Program*

<b>Programmatic Narrative Based on Rubric</b>		
N/A		
<b>Budget</b>	<b>2017-18 Evidence-Based Strategies</b>	<b>Accountability Indicator</b>

### 4. *5th to 6th Grade Enrollment Retention (please put N/A if you are a K-8 or 6-8 charter school with no feeder pattern)*

<b>Programmatic Narrative Based on Data Analysis</b>		
N/A		
<b>Budget</b>	<b>2017-18 Evidence-Based Strategies</b>	<b>Accountability Indicator</b>

**5. Safe and Positive School Culture**

**Programmatic Narrative Based on Data Analysis**

DCA places a heavy emphasis on student attendance and character development. With a suspension rate of 1% and no instances of chronic absence, the school strives to ensure that all students feel safe and welcome by providing a structured and, nurturing environment. Moreover, nearly all teachers participate in some kind of after-school club, so communication between students and teachers is strong. Finally, extracurricular events, such as the aforementioned poetry and design contests and a recent fundraiser to benefit cancer research, consistently see high levels of student participation.

Budget	2017-18 Evidence-Based Strategies	Accountability Indicator



DOWNTOWN  
CHARTER  
ACADEMY

## G1 - Community Engagement Meeting

Date: 3/23/17

Time: 1:30 pm

Attendees:

Coach Pentony

Ms. Ortega

Ms. Tran

Ms. Pham

### NOTES

Ms. Tran and Ms. Pham were asked how they felt about the culture of our school. Here are the responses:

T - I think the school culture is great. I know the kids are happy and learning at the same time. They really want to go here.

P - I agree. There are very few problems here and the kids seem to love their school and their teachers.

Do you think the students would benefit from the addition of some art programs? If so... which ones?

P - I think the students would love it and it would be good for them. Adding some sort of performance art might help the students "come out of their shell". A lot of our students are extremely introverted. Drama or theater maybe?

T - I agree with that (introverted students). When DCA had the folder design contest and the poetry contest, there was a lot of participation. This demonstrates a desire (need) for more art programs. Drawing, drama, is poetry an option?

# AMPS

HONOR HARD WORK



DOWNTOWN  
CHARTER  
ACADEMY

## **G1 - Staff Engagement Meeting**

Date: 3/24/17

Time: 1:30 pm

Attendees:

Coach Pentony

Ms. Ortega

Mr. Clinton

Mr. Cano

Ms. Matza

Mr. Hernandez

Ms. Whitfield

Ms. Greco

Ms. Myers

### **NOTES**

This meeting was to inform teachers about potential funding to expand our after school program in the areas of creative arts, performing arts, and foreign language. Teachers were also asked what programs they thought would be most beneficial to our students and most positively impact the culture of our school.

- When ideas from the community meeting were shared with staff, they agreed unanimously on several points. Special emphasis was expressed regarding the need for our students to participate in programs that helped them to “come out of their shells” and take risks. Drama was mentioned.
- Several teachers also expressed their ideas about having a film or media arts program. “Students are already so connected to and interested in [media arts], I think we would have a lot of interest”.
- Teachers also pointed out that our facility is well equipped for performance arts like drama and dance.
- It was a common feeling that students needed additional ways to express themselves and that creative arts clubs/classes could be a great fit for our school.



# Measure G1 Commission Middle School Proposal Rubric



School Name:

Commissioner:

	Area of Focus	Score	Notes
1.	Proposal keeps equity at the forefront		
2.	Includes all required components		
3.	Proposed use of funds is aligned to the intent of the measure		
4.	Supplementing existing program, not supplanting		
5.	Proposal accurately assesses strengths and growth areas in the domains		
6.	Clear alignment between self-assessments and proposed actions		
7.	Clear, measurable outcomes are articulated for each use of funds		
8.	Clear documentation of staff engagement in the planning process (agenda & notes from meetings)		
9.	Clear documentation of community engagement in the planning process (agenda & notes from community meetings)		
<i>For the five lines below, only score the components that apply to a given proposal.</i>			
10.	Plan for providing quality art programming is clearly articulated		
11.	Plan for providing quality music programming to students is clearly articulated.		
12.	Plan for providing quality world language programming is clearly articulated.		
13.	Plan for supporting 5th to 6th grade recruitment and retention of students is clearly articulated		
14.	Plan for promoting positive school culture and safety is clearly articulated		
	<b>Final Score (sum total /number of scored line items)</b>		

1= Far below the requirement, 2=Did not meet requirement, 3= Nearly met requirement, 4= Met requirement, 5= Exceeded requirement