



**Measure G1
Charter Pilot Grant
Application 2017-18
SUMMER REVISE #2
Submitted August 17th, 2017**

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*	Total budget of this plan is based on a 50% allocation of \$45,100 (\$164x275)

*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	% English Learners	% Oakland Residents
125	97	81%	8%	18%	85.6%

Student Body Ethnic Composition

African-American	American Indian/Alaskan 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.

Music (Rubric Score)		Art (Visual Arts, Theater, and Dance)	
Access and Equitable Opportunity	Entry	Access and Equitable Opportunity	N/A No art
Instructional Program	Entry	Instructional Program	N/A No art
Staffing	Entry	Staffing	N/A No art
Facilities	Entry	Facilities	N/A No art
Equipment and Materials	Entry	Equipment and Materials	N/A No art
Teacher Professional Learning	Entry	Teacher Professional Learning	N/A No art
World Language (Rubric)			
Content and Course Offerings	Emerging		
Communication	Emerging		

Real world learning and Global competence	Emerging	
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Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (Culture Data/Site Plan Data/Enrollment)		Safe and Positive School Culture	
2016-17 Enrollment Data (projection vs. actual)	6 th -8 th system	Culture data - Suspension	1.3%
Elementary School (ES) Outreach Strategy Actions	6 th -8 th system	Culture data - Chronic Absence	0%
Programs to support ES students transition to MS	6 th -8 th system	Survey data - families, students, teachers	

Please make sure to provide meeting agenda and minutes of the engagement meetings with this application.

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

Staff Engagement Meeting(s)	
Staff Group	Date
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		
<p>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.</p>		
Budget	2017-18 Activities	Anticipated Outcome

2. Art Program

Programmatic Narrative Based on Rubric
<p>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 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.</p> <p>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. Most 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.</p> <p>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.</p>

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 Activities	Anticipated Outcome
\$10,000	Theater (qualified staff)	<p>Our expectation of this program is that students will participate in improv shows, short skits, and/or theater productions at school and/or community events and demonstrate proficiency in the following outcomes:</p> <ol style="list-style-type: none"> 1. Delivering audience-appropriate theatrical presentations 2. Using visual, auditory, and/or technological aids in support of oral communication 3. Showing growth each semester in their performance and production skills 4. Composing and delivering effective, audience-appropriate oral presentations <p>~44% of DCA students do NOT participate in an after-school activity currently. We hope to increase the number of students participating in 1 or more after-school activities by AT LEAST 10%.</p>
\$7,100	Theater facilities (lighting, risers, etc.)	
\$3,000	Theater equipment (scenery, costumes, props)	
\$2,500	Theater professional development	
\$5,000	Dance (qualified staff)	
\$12,000	Dance facilities [flooring, sound system, mirrors, etc.]	<p>Our expectation of this program is that students will participate in dance performances at school and/or community events and demonstrate proficiency in the following outcomes:</p> <ol style="list-style-type: none"> 1. Performing dance steps and/or vocal practices from various traditions 2. Creating group, duo and solo dance pieces 3. Training and exercising flexibility 4. Composing and delivering effective, audience-appropriate oral presentations <p>~44% of DCA students do NOT participate in an after-school activity currently. We hope to increase the number of students</p>
\$3,000	Dance equipment [towels, bars, mats, stretch bands, etc.]	
\$2,500	Dance professional development	

		participating in 1 or more after-school activities by AT LEAST 10%.
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3. World Language Program

Programmatic Narrative Based on Rubric		
N/A		
Budget	2017-18 Activities	Anticipated Outcome

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
N/A		
Budget	2017-18 Activity	Anticipated Outcome

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 Activity	Anticipated Outcome

Please submit this application by Friday, August 4 to Mark Triplett, at mark.triplett@ousd.org and Cc Linda Pulido-Esquivel at linda.esquivel@ousd.org.