



Measure G1 Carryover Justification Long Form (Complete if carryover is more than \$5000)

Due Date: October 29, 2021

School:	Downtown Charter Academy	Contact/Principal	Claudia Lee
School Address:	2000 Dennison Street Oakland, CA 94606	Principal Email	clee@amethodschools.org
		School Phone:	510-535-1580

Please fill out the information below for school-wide carryover.

2020-21 Measure G1 Allocation including 2019-20 carryover	\$176,383.21
2020-21 Measure G1 Dollars Spent	\$107,684.29
Carryover Amount	\$68,698.92

Summary of Proposed Use of Carryover for 2020-21 (listed in order of priority)

2020-21 Proposed Carryover Expenditures from <i>Budget Justification and Narrative Section</i>		Budget
1	Jazz and Democracy	\$3,100
2	Tents and Canopies for Arts	\$17,000
3	Film and performances	\$1,000
4	Arts Field Trip	\$31,200
5	Music stands, instruments, tune up and maintenance of instruments, music curriculum	\$2,000
6	Music curriculum for students' home practice	\$3,000
7	Wireless sound equipment	\$4,398
8	Japan Club supplies	\$1,000
9	Martial Arts (Karate)	\$5,000
10	Karate equipment and uniforms	\$1,000
Budget Total (must add up to Anticipated Grant Amount)		\$68,698.92

Narrative: Please provide the reasoning as to why the full Measure G1 allocation was not spent.

The Measure G-1 allocation was not spent in its total amount because students were attending school online because of the pandemic.

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

Community Engagement Meeting(s) to Address Carryover Funds	
Community Group	Date
Coffee with Parents (in-person) 8:00 AM	October 14th, 2021
Tea with Parents (online) 5:00 PM	October 14th, 2021

Staff Engagement Meeting(s) to Address Carryover Funds	
Staff Group	Date
Staff Meeting	October 29,2021

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

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 2020-21 school year.

1. Please explain how you plan to use the Measure G1 carry-over funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
2. Add additional lines if you would like to add additional budget items.
3. All budget items should total up to the total carry-over amount.

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 of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student groups.)</i>
\$3,100	Jazz and Democracy. This event offers students the opportunity to hear and see the performance of a Jazz quartet and discuss how they collaborate together to obtain the same goal while providing their individual talent to make one piece of music. Students actively participate in the performance and discussion.	100% of DCA students (272 students) will receive the benefit of this activity. Students will also participate in the follow up discussion during their history lessons. This is a new program that allows students to learn about the history and importance of Jazz music.
\$31,200	Arts Field Trip tickets. This event offers students the opportunity to attend a live performance with a large production that involves music and storytelling.	100% of DCA students will attend this event. This is a new program that will enhance students' creativity and the cultural world of music. The production of this performance is something that most of our students have not experienced before and that will open their minds to a different way of entertainment and art other than the screen.

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 of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student groups.)</i>
\$1,000	Film and performances: Students will rehearse performing arts presentations during their drama, dance and music classes and they will record their performances to share with families.	We will invite 150 families to get together online and will present the videos of the performances.
\$5,000	Music stands and equipment, tune up and maintenance of musical instruments, and music curriculum	36 students in all grades taking instrumental music will benefit from this investment. Most students want

	for students to practice at home.	to take an instrument home and this investment will allow them to take them with instructions on how to practice. All our instruments need maintenance.
\$4,398	Wireless sound equipment for the school performances and clubs.	100% of students (272) will benefit from this investment and we will be able to use the equipment outside (for a safe environment) and move the equipment to different clubs: dance, music, drama, choir, etc.
\$5,000	Martial Arts (Karate): Students will learn self defence, build confidence and body fitness.	This is a new program that students and families wanted to have. We are offering it to 12-6th graders.
\$1,000	Karate equipment and uniforms: This will allow all students interested in joining the club to participate, regardless of their capacity to buy the uniforms and supplies.	12 students in 6th grade. This is a new club.

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 of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student groups.)</i>
\$1,000	Japan Club supplies: Students will practice some of the ancient arts of Japan. They will learn basic writing and origami.	16-6th graders.

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 of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student groups.)</i>

	Because we were able to continue to offer our students leisure and art activities last year, in addition to a well structured and solid academic online program, we were able to retain most of our 6th graders from last year. We used the funds to buy art supplies, music instruments and other things, make small supply packages and families picked them up so that students were able to attend their art lessons. In addition, we purchased music instruments, and students received online lessons at home. Our after school program helps us educate well rounded students and families appreciated that the program continued during virtual learning.	100% of DCA students participated in the after school virtual program last year. Our After School coordinator and instructors purchased and made small packages of supplies so that students could enjoy their lessons at home. However, our retention was not as good as in previous years. 10% of our 6th grade students did not return to our school for 7 grade this year. In the exit forms, parents shared that they were leaving the school because they were relocating the family.

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 of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student groups.)</i>
\$17,000	Tents and Canopies for Arts: Students will be able to receive their art classes in an open space during the after school hours.	This class is offered to 15-17 students per class, 68 students/week. This is the same program we offered before but the tents and canopies offer an open safe environment given the pandemic circumstances.

Please submit your 2020-21 Measure G1 Carryover Justification Form to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).



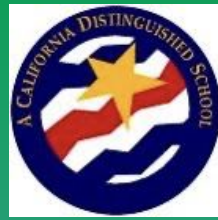
DCA - Staff Meeting AGENDA

Date: 10/29/2021
Location: Auditorium

ALL DCA Staff
Time: 1:00-2:00 PM

Agenda Item	Notes		
1:00-2:00 Updates	<ul style="list-style-type: none"> ○ Health and Safety Update ○ Oral History Day ○ November 6th, last day for all Youth Truth Surveys ○ 		
Sign in	https://tinyurl.com/staff2122		
Carryover Funds G-1 Grant	2020-21 Proposed Carryover Expenditures from <i>Budget Justification and Narrative Section</i>		Budget
	1	Jazz and Democracy	\$3,100
	2	Tents and Canopies for Arts	\$17,000
	3	Film and performances	\$1,000
	4	Arts Field Trip	\$31,200
	5	Shakespeare performance	\$5,000
	6	Yoga Supplies	\$4,398
	7	Japan Club supplies	\$1,000
	8	Martial Arts (Karate)	\$5,000
	9	Karate equipment and uniforms	\$1,000
		Budget Total (must add up to Anticipated Grant Amount)	\$68,698.92

Input for G-1 Grant	<p>We would like to have our instruments tuned up and get some maintenance.</p> <p>Music stands</p> <p>Music Curriculum so that students will be able to practice at home</p> <p>Wireless music sound system to be able to use it outside and share it between clubs</p> <p>We will include your input in the carryover grant proposal.</p>
Attendance Update	<ul style="list-style-type: none"> ● Month 3 ADA- 97.75% ● 3 classes had perfect attendance this week! Ms Nakamura, Ms Zhang and Ms Wiersema
Needs	<p>-kudos to Mr. Lu- Soccer Club has been a really positive addition for students</p> <p>-holding SS responsible for keeping their spaces neat & tidy- take pride in our campus! (after lunch has been a particular problem)</p> <p>-Teachers- be seen looking</p> <p>-Dedicated/protected Team meeting times</p>
2:00-3:00 PM	Accommodations and Instructional Strategies PD



Welcome to our Third FST meeting

Downtown Charter Academy
October 14, 2021





Agenda

- Health and Safety Update
- Parent-Teachers Conferences
- School Safety Plan
- G-1 Grant Carry Over
- 21-22 DCA's Goals and Action Plans: *for your input and feedback*
- Language Challenge
- Youth Truth Survey
- Calendar of Events



Health and Safety Update

- The requirement for all education staff to be fully vaccinated or test weekly is still in place
- AMPS requirement for students to wear masks at all times is still in place
- Vaccination for students under 12 is not recommended yet



Parent Teacher Conferences

October 18th-22nd

Early Dismissal for school: 11AM After School 3:00 PM

Online meetings with all grade level teachers together: 15 min/student

Please log in to your Parent Square account to sign up for a time slot. There are still 15 families in 6th grade and 20 families in 7th/8th grade who have not signed up for a conference slot

Translation and Interpretation: Make the request when you sign up. 8th graders will be doing the translation for their parents. We will ask 8th grade ASES students to log in during after school.



School Safety Plan

[Comprehensive School Safety Plan](#)

G-1 Grant Carry Over Funds

2020-21 Proposed Carryover Expenditures from <i>Budget Justification and Narrative Section</i>		Budget
1	Jazz and Democracy	\$3,100
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Priority 1: College and Career Readiness

GOAL	ACTION PLAN
<p><i>Students will be able to set, organize and execute self and academic development goals independently and cooperatively</i></p>	<ul style="list-style-type: none"> -Use SEL lessons to help students set up personal Goals. Needs to be revisited frequently -Tutoring: Personal Goals setting -Teach Students how to self-assess
<p><i>Students will be able to confidently communicate their learning in public speaking and written format as measured by classroom-based assessments each semester</i></p>	<ul style="list-style-type: none"> -Use SSR material to present report in front of class (slides, orally) -Opportunities to present/read during brictuals, etc
<p><i>Students will feel empowered to take intellectual risks and persist through inquiry based tasks daily, supported by lesson plan reviews and classroom observations</i></p>	<ul style="list-style-type: none"> -Tie in wPBIS-Bravery -Work more inquiry based tasks into lesson plans



Priority 2: Positive School Climate and Student Engagement

GOAL	ACTION PLAN
<p><i>PBIS: App running and Bricktual during the first three weeks of school</i></p>	<ul style="list-style-type: none"> -Monthly regular brictuals -Daily Nuggets -Public shout outs -Teachers will use the PBIS consistently, measured by a Quarterly refresher data dive -Monthly event for engagement (75% participation from eligible students)
<p>Emphasis on Mental Health and Selfcare by sending reminders and announcements bi-weekly, intro. during the first bricktual/PE</p>	<ul style="list-style-type: none"> -Staff Referrals for small group counseling -Nutrition lessons for PE -Add passing period on either side of lunch (longer lunch for staff well-being) -Teach sleep hygiene: health: phone internet usage -Update and complement SEL resources every semester
<p><i>Establish student-led community service by Semester 2</i></p>	<ul style="list-style-type: none"> -Sanitary kits for homeless (QSA) -One warm coat (8Th) -Survey students about community issues relevant to them -School clean ups, inside and out

Priority 3: Parent Support and Engagement

GOALS	ACTION PLANS
<i>Maintain regular positive communication: Parent updates on Google Classroom</i>	<ul style="list-style-type: none"> -Add parents to Google classrooms as guardians -Record how do parents prefer to be contacted -Contact student parents' on Safety Net
<i>Obtain reliable contact information during the first 2 weeks of school</i>	<ul style="list-style-type: none"> -Keep/Get familiar with Power School-messaging -Keep parents' contact information updated
<i>Maintain productive communication by head off issues when still small, have a school process for translations and interpretations</i>	<ul style="list-style-type: none"> -Parent Square training for teachers -ParentSquare training for parents -Frequency and delivery of information with parents is important
<i>Keep engagement trackers to share concerns among staff regarding students' personal growth</i>	<ul style="list-style-type: none"> -Safety Net and communication with parents (maintain)

Priority 4: Increase Student Access to Technology

GOALS	ACTION PLANS
<i>Establish expectations for students use and care of technology (week 1, on-going)</i>	<ul style="list-style-type: none"> -Survey students on chromebook needs -Share the Chromebook checkout tracker
Teaching tech skills: typing, email, data, management, digital media, literacy, etc. Early focus on access skills.	<ul style="list-style-type: none"> -Record a video on how to access AMPS Google in any device -FAQ for other tech problems -PD on Actively Learn for humanities teachers -Make sure all classrooms have functional projectors and document camera
Using tech in the classroom to increase equity and participation-ongoing goals	<ul style="list-style-type: none"> -Combine paper and pencil with tech usage to develop tech skills. Teach tech skills during tutoring

Youth Truth Survey

ytsurvey.org/ampsfamily21

48% of families already responded

100% is our goal

5 minutes provides us essential feedback to improve our school

Please complete survey 1x for each student you have at DCA.

School Lunch

Universal Meals: Free daily lunches and breakfasts on Fridays for ALL students

All families must fill out a school lunch form. Please fill out lunch forms if you have not done it yet! Even if you think your family does not qualify for free meals.



Coming Up

October 15th, Report Cards, JAZZ AND DEMOCRACY PROJECT for 6th and 7th Grades

October 18-22, Parent-Teacher Conferences, Dismissal at 11:00 AM

October 22: JAZZ AND DEMOCRACY PROJECT for 8th graders

October 25th, Teacher Appreciation Day, No School

November 4th, Families Staff Team Meetings

November 11th, Veterans' Day, No School

November 22-26, Fall Break, No School

Your ideas and comments

PRIORITY 1:

- time management
- how to find resources and support
- breaking down information
- prioritizing
- Distinguishing between priorities
- taking risk/not being afraid to ask questions/ be brave
- asking for different explanation when they don't understand
- paraphrase instructions

PRIORITY 2:

- cultural events
- character development
- healthy relationships & friendships