



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

**Measure G1
Grant Application
2018-19- Charters**
Due: March 15, 2018
Revised: April 13, 2018

School	Oakland Charter Academy	Contact *	Joel Julien Grace Borja
School Address	4215 Foothill Blvd, Oakland, CA 94601	Contact Email	jjulien@amethodschools.org gborja@amethodschools.org
Principal		Principal Email	
School Phone	(510) 532-6751	Recommended Grant Amount**	\$44,554
Actual 2017-18 Enrollment (6-8) (20 day count)	231	Actual 2017-18 LCFF Enrollment (6-8) (20 day count)	197

**Measure G1 Communications will be sent to individual listed as the Contact for the organization. Please include principal's information as well, if they are not the same.*

***Note: This is by no means a guarantee of funds. The recommended grant amount is still an estimate based on projected tax 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 Board Approved Expenditures from 2017-18 (link to 2017-18 full approved proposal)

2017-18 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Music Equipment-Keyboard, Music Folders and Sheet Music	\$5,000
2	Instrumental Music Instruction-Instructor Compensation	\$17,000
3	Visual Arts Instruction-Art Materials and Supplies	\$2,000
4	Spanish Curriculum (textbooks and workbooks)	\$497
5	Foreign Language Instruction (Spanish)-Instructor Compensation	\$9,965
6	Purchase of Edgemaker Materials	\$6,135
Budget Total (must add up to Current Grant Amount)		\$40,597

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

2018-19 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Instrumental Music Instruction	\$15,000

2	Visual Arts Instruction-Art Materials and Supplies	\$6,000
3	Visual Arts Instruction-Instructor Compensation	\$5,000
4	Rosetta Stone English Language and Foreign Language Instruction	\$18,554
5	<u>*Student Culture/Anti-bullying Program (i.e. PLUS Program)* If additional funds are available</u>	<u>\$10,000</u>
Budget Total (must add up to Anticipated Grant Amount)		\$44,554

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
55%	45%	93%		14%	29%	98%

Student Body Ethnic Composition

African-American	American Indian/Alaska Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
5%	1%	5%	88%	0%	0%	1%	0%

Measure G1 Lead Team (can be a pre-existing team such as 5as ILT): List names and role here.	
Name	Role
Joel L. Julien	Site Director
Pieter Dolmans	Dean of Instruction
Ainye Long	Regional Director
Jasmine Vance	Chief Academic Officer
Jessyca Mitchell	Lead Teacher

School Vision (insert here): A method Public Schools foster students' motivation and belief in academic achievement and goals. We are a free and public charter school that believes in the promise of hard working students from all perspectives, backgrounds, and talents. We challenge every student to strive towards a purpose larger than the self, and challenge all families to expect more from their schools, themselves, and their children for a prospective future for the next generation. At Oakland Charter

Academy we believe all students can succeed in a rigorous college-prep environment when provided with effective educators, personalized attention, and a disciplined commitment to academics. Through fostering a culture based on honoring hard work and giving students the tools they need to succeed, we know that each of our students will be prepared for the demands of high school and be able to attend the college of their dreams.

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.

Music (Rubric Score)	2016-17 (last yr)	2017-18 (this yr)	Art (Visual Arts, Theater, and Dance)	2016-17 (last yr)	2017-18 (this yr)
Access and Equitable Opportunity	NA	Emerging	Access and Equitable Opportunity	NA	Emerging
Instructional Program	NA	Emerging	Instructional Program	NA	Emerging
Staffing	NA	Emerging	Staffing	NA	Emerging
Facilities	NA	Emerging	Facilities	NA	Emerging
Equipment and Materials	NA	Emerging	Equipment and Materials	NA	Emerging
Teacher Professional Learning	NA	Entry	Teacher Professional Learning	NA	Entry
World Language (Rubric)	2016-17 (last yr)	2017-18 (this yr)			
Content and Course Offerings	NA	Emerging			

Communication	NA	Emerging	
Real world learning and Global competence	NA	Entry	

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2016-17 (last yr)	2017-18 (this yr)	Safe and Positive School Culture (SPSA)	2016-17 (last yr)	2017-18 (this yr)
2017-18 Enrollment Data (20 day)	215 versus 199	230	Suspension	0.49%	0.9%
ES Outreach Strategy Actions	Enrollment Fairs Enrolloak.org AMPS Community Outreach Coordinator	Enrollment Fairs Enrolloak.org AMPS Community Outreach Coordinator	Chronic Absence	7%	9.3%
Programs to support ES students transition to MS	Three week summer program serves as orientation for all new incoming students	Three week summer program serves as orientation for all new incoming students	CHKS data (district only)	Students 90% Parents 95% Staff 100%	

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

Community Engagement Meeting(s)	
Community Group	Date
Family Support Team Meeting Agenda, Minutes and Notes (attached)	9/27/17
Family Support Team Meeting Agenda, Minutes and Notes (attached)	4/11/18
Staff Meeting Agenda, Minutes and Notes (attached)	12/1/17

Staff Engagement Meeting(s)	
Staff Group	Date

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 total grant amount based on projected enrollment for 2017-18.

1. Music Program

Programmatic Narrative Based on Rubric
<p>[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]</p> <p>Music Instruction: Currently, OCA has a Choir Club that meets twice weekly after school. Two staff members who are also full-time teachers lead this club. At least two performances are scheduled throughout the year during school events. Funds allocated by way of Measure G1 would allow OCA to improve and expand this program by providing new materials to Choir instructors (e.g., sheet music and speakers), thus improving the quality of instruction. Additionally, if granted funding through measure G1, OCA will hire an Instrumental Music Instructor to work with a group of students two or more times per week on learning basic concepts in music and performance. The music instruction will have the purpose of teaching students competency in specific instruments and working on performing one or more times per year. By consulting with parents and students via surveys distributed each year, observing instructors, tracking after school attendance rates and scheduling times for clubs to display their work and perform, OCA's Measure G1 Team will regularly evaluate the efficacy of the music program, and in so doing, ensure a successful allocation of all Measure G1 funds.</p>

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <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	Instrumental Music Instruction-Instructor Compensation After school for approximately four 90-minute blocks per week, M-F (approximately 6 hours total), variable upon availability and after school schedule.	<p>Our expectation of this program is to help students develop basic skills in the use of specific instruments to be determined by the instructor(s), and aligned to the following outcomes:</p> <ol style="list-style-type: none"> 1. The ability to hear, identify and work with elements of music (melody, harmony, rhythm, form, texture and timbre) is sound and basic notation. 2. Performance skills appropriate to student's needs and interests, including competence in sight reading and realizing a variety of musical styles. 3. The ability to collaborate effectively in a variety of situations and settings. 4. The ability to think, speak, and write clearly and effectively about music and other related fields. <p>Increase the number of students reporting positively on school culture (as reported by school survey) by at least 10% - from 33.1% to 43.1% in the first year of implementation.</p> <p>Increase the number of students participating in at least one extracurricular activity (as reported by school survey) by at least 10% from 58.9% to 68.9% in the first year of implementation.</p>
\$3,000	<p>Music Equipment-Guitars and additional percussion instruments</p> <p>Music Students really enjoy participating in chorus and the percussion program, which we implemented in the 2017-18 school year. The purpose of this expenditure is to help enhance (supplement) the existing choral and music program and provide basic materials for a new guitar program. The instruments should provide approximately 60 students with the opportunity to participate in a music program.</p>	<p>Our expectation of this program is to help students develop basic skills in singing and in the use of specific instruments to be determined by the instructors. One outcome will be seasonal recitals and concerts for the school community.</p> <p>Achievement of outcomes stipulated in Instrumental Music Instruction (see below)</p> <p>Increase the number of students reporting positively on school culture (as reported by school survey) by at least 10% - from 33.1% to 43.1% in the first year of implementation.</p> <p>Increase the number of students participating in at least one extracurricular activity (as reported by school survey) by at least 10% from 58.9% to 68.9% in the first year of implementation.</p>

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]
 Visual Arts (Painting and Muralism) Currently, OCA has an Arts and Crafts club that meets twice weekly after school. Funds allocated by way of Measure G1 would allow OCA to hire an additional trained artist with experience working with middle school students to provide specialized instruction in painting and/ or muralism. Results on student surveys support the expansion of the art program which is, at present, minimal. Additionally, staff felt that a well-qualified instructor with demonstrable success with a similar age group and population would be highly beneficial to school culture.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <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>
\$5,000	<p>Visual Arts Instruction-Instructor Compensation</p> <p>After school for approximately two 90-minute blocks per week, M-F (approximately 3 hours total) for 34 weeks, variable upon availability and after school schedule.</p>	<p>Students will produce meaningful works of art for display in the school and/ or community settings and demonstrate proficiency in the following outcomes:</p> <ol style="list-style-type: none"> 1. Understanding and application of various media, techniques, and processes in visual arts 2. Knowledge of structures and functions in visual arts 3. Connection between visual arts and other disciplines 4. Reflecting upon and assessing the characteristics and merits of their work and the work of others <p>Increase the number of students reporting positively on school culture (as reported by school survey) by at least 10% from 33.1% to 43.1% in the first year of implementation.</p> <p>Increase the number of students participating in at least one extracurricular activity (as reported by school survey) by at least 10% from 58.9% to 68.9% in the first year of implementation.</p>
\$6,000	<p>Visual Arts Instruction-Art Materials and Supplies Example items to be purchased: sketch pads, pencils, paint, canvas, easels, etc. Funding will help ensure materials purchased are of high quality and meet high standards for safety, cleanliness and functionality.</p>	<p>Help achieve visual art outcomes (see above) Increase the number of students reporting positively on school culture (as reported by school survey) by at least 10% - from 33.1% to 43.1% in the first year of implementation. Increase the number of students participating in at least one extracurricular activity (as reported by school survey) by at least 10% from 58.9% to</p>

		68.9% in the first year of implementation.
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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]
 World Languages (English, Spanish, Japanese) Currently, OCA offers Spanish and Japanese language clubs in the after-school program. OCA also offers Rosetta Stone English Language Instruction to students with limited English proficiency. Out of the 3 language programs offered, the Rosetta Stone class has had the greatest success with language acquisition. Expanding OCA's Rosetta Stone program to include Spanish and Japanese will positively impact students' interpersonal, interpretive and presentational skills in those languages. The English program will help students that have recently entered the country to bridge the gap between their limited English knowledge and the content standards they are expected to master in their grade level. Although many of OCAs' students speak Spanish at home, they will benefit from learning academic, written Spanish in a formalized setting. Furthermore, learning academic Spanish will prepare our students for careers in various fields such as education, law, medicine, and public service. The study of Spanish will enhance many students' native language skills while promoting an awareness of structure, vocabulary, and syntax of the English language.

Current research shows that phonological awareness in the primary language of a student influences their progress in second language acquisition. By increasing access to world language instruction by offering English, Spanish, and Japanese language classes at OCA, we hope to provide an extracurricular experience that is both academically rigorous and culturally relevant for students. By consulting with parents and students via surveys distributed at the beginning, midpoint and end of each year, observing instructors, tracking attendance rates and scheduling times for clubs to display their work and perform, OCA's ILT 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	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <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>
\$18,554	<p>Rosetta Stone Online Language Software</p> <p>Number of students to be served: Approximately 112 @ \$165 per student</p> <p>Students will receive instruction in 4 different languages in the after school program which will include Spanish, Japanese, French and English.</p> <p>Students will interface with these courses and resources on a 2-day a week rotation at least.</p> <p>Outcomes listed in the next column.</p>	<p>To ensure all students enrolled in the language program have access to high-quality language instruction through Rosetta Stone. The goal will be to increase students language proficiency in both reading and writing. As many students come to OCA with little to no English, they will receive instruction in English. Students can also take Spanish, French and Japanese in preparation for high school and post.</p> <ol style="list-style-type: none"> 1. Communicate effectively in the target language in a variety of speaking situations. 2. Communicate effectively in the target language via proficient, articulate, and well-organized writing. 3. Demonstrate comprehension of the

		<p>spoken language in a variety of listening situations.</p> <p>4. Demonstrate a clear understanding of the culture(s) of the target language studied.</p> <p>Increase the number of students reporting positively on school culture (as reported by school survey) by at least 10% - from 33.1% to 43.1% in the first year of implementation.</p> <p>Increase the number of students participating in at least one extracurricular activity (as reported by school survey) by at least 10% from 58.9% to 68.9% in the first year of implementation.</p>
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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 2018-19 Proposed Expenditures	Anticipated Student Outcome <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>
None	N/A	N/A

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
<p>Oakland Charter Academy has a total of about 200 students. With this many students, a small environment, and a wide variety of ethnic and social differences a positive school climate is extremely important to maintain. Currently at Oakland Charter Academy the students do not have a program or platform to address concerns and resolve issues in a safe, supportive, and productive environment. The PLUS-Program will allow the students of Oakland Charter Academy to be advocates and problem solvers for issues that affect their own school environment. This program brings student lead forums and activities to campus to address issues on school climate that are important to the student body. The students locate the issues, discuss solutions, and impliment those solutions within the school setting.</p> <p>We feel this program will give our students a sense of ownership over their own school climate and learning experiences. Thank you for considering to fund this program.</p>		
Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <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>
\$10,000	<p>This money will be used to fund our school climate initiative via the PLUS Program and further improve our PBIS system.</p> <p>Training Cost Staff- \$790.00 Student Training Cost- \$2,710 Supplies (T-Shirts, Banners,etc...) - \$4,000 Field Trip - \$2,500</p> <p>This program will both impact the students directly involved and those being involved through activities held by the trained students.</p> <p>Approximately 15% of our students will be involved in the training and developmental aspects of this program with</p>	<p>The PLUS Program seeks to</p> <ol style="list-style-type: none"> 1. Assess a school climate. 2. Build trusting relationships between students. 3. Create opportunities for listening. 4. Develop a mechanism to sustain the safe school efforts. 5. Give students a platform to be heard, collaborate, and find solutions for issues. 6. Allow various social and ethnic groups on campus to involved. 7. ***Reduce bullying on campus and through social media.

	100% of the students participating and benefitting from this student leadership module.	

Please submit your 2018-19 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).

AMPS

HONOR HARD WORK



**OAKLAND
CHARTER
ACADEMY**

Family Support Team (FST) Meeting #7 - April 11, 2018 - 8:00a.m.

AGENDA

Call to Order

***Translation via Cathy Cash**

- 1) Thank You**
- 2) The PLUS Training - Student Leadership/Updates**
- 3) G1 Grant - An Update and Overview of Next Year's Use of Funds/The
Five Assessment Areas - Where are we?**
- 4) The Connection Between G1 Funding and the Community Action
Project - Tying it altogether**
- 5) Questions and Comments**

Honor Hard Work

OCA Meeting Norms:

- | | |
|--|---------------------------------|
| 1) Students FIRST! | 6) Solution > Problem |
| 2) Assume Positive Intent | 7) Be Open to Growth |
| 3) Share Boldly and Speak Your TRUTH! | 8) No CELL PHONES! |
| 4) Honor the Time | 9) Have FOOD! |
| 5) Be PRESENT! Contribute and Participate | 10) STAY ON TASK! |

Minutes from FST Meeting - April 11, 2018 @ 8:00a.m.

The FST at Oakland Charter Academy is meeting today April 11th 2018 to talk about the following items:

- 1) **The PLUS Training - Student Leadership/Updates**
- 2) **G1 Grant - An Update and Overview of Next Year's Use of Funds/The Five Assessment Areas - Where are we?**
- 3) **The Connection Between G1 Funding and the Community Action Project - Tying it altogether**

Mr. Julien shared out the work of the PLUS program where opportunities will be provided for student leadership and anti-bullying. It is the hope of OCA to have resources and training from the G1 grant for the PLUS program for implementation.

Mr. Julien and Ms. Cash provided an update as to the G1 application and submission.

Parents were reminded of the history of the G1 grant funding ,what it's intended to do and how it works. An overview was provided as to the successes this year. Parents were told that the Edgemaker program would be eliminated. The five assessment areas were discussed and reviewed.

Parents are delighted to hear all the amazing benefits this Grant will bring in terms of all the already conversation and planning we been doing.

A discussion ensued around the programs such as MUSIC and ART just to name couple of them and not just the "class" but how they link in terms of the local community and in teaching the kids about CHANGE, CHOICES and CHALLENGE which are themes from the Springboard curriculum from College Board.

Mr. Julien went on to explain how the grant monies are not going to be used for stand alone projects or enrichment opportunities per se but would meet with the goals of the grant voted on by voters while also helping to provide opportunities to link what the grant is paying for, core content areas and the Community Action Project. He explained that, for example, the visual arts teacher will be developing art projects within the scope of the Community Action Project while the PLUS program paid for through G1 will impact school climate and culture, etc. Music is an added aspect for community events and such.

A parent present at the meeting stated: They believe this G1 grant is as much ours as it is for every school in the District (OUR KIDS LIVES HERE TOO) we want to continue Empowering our kids to bring CHANGE in their own lives and within their community. This Grant goes in alignment with what we believe that our kids deserve a chance to bring changes the community needs in light of the difficulty the local governance seems to have difficulty doing.

All parents were in agreement around standing with the students and school leadership and staff to secure funding and oversee implementation.

One parent wants to see dancing in the enrichment program.

Mr. Julien inquired of the FST if there were any other questions or concerns. He then directed parents to the Community Action Project banner and explained a little more about the mural and garden on Bond Avenue.

April 11th 2018
FST Meeting Attendees

#	Name	Signature
1	Nonna Barocio	
2	Lidia Morales	Lidia Morales
3	Maria Carrillo	Maria Carrillo.
4	Ana Bertheloni	Ana B Garcia
5	Blanca Alfaro	Blanca Alfaro
6	Kathy Cash	Kathy Cash
7		
8		
9		
10		

AMPS

HONOR HARD WORK



**OAKLAND
CHARTER
ACADEMY**

Family Support Team (FST) Meeting #2 - September 27, 2017

AGENDA

Call to Order

- 1) Introductions and Thank Yous**
- 2) A look at the LCAP**
- 3) Bullying on campus**
- 4) ASES Program**
- 5) The G1 Grant**
- 6) Campus Clean-Up**
- 7) Phone Trees**
- 8) Charter Renewal Meeting - The Petition to Renew - Tentatively October 17-25th. The community needs to come out!**

Honor Hard Work

OCA Meeting Norms:

- 1) Students FIRST!**
- 2) Assume Positive Intent**
- 3) Share Boldly and Speak Your TRUTH!**
- 4) Honor the Time**
- 5) Be PRESENT! Contribute and Participate**
- 6) Solution > Problem**
- 7) Be Open to Growth**
- 8) No CELL PHONES!**
- 9) Have FOOD!**
- 10) STAY ON TASK!**

FST (Family Support System) Parent sign in sheet

(foothill. 28th fruitvale - mon tue. off. wed 3:00)

Parents Name:	Student Name:	Phone #:	Email:
Clyde Cash ✓	Sophia Estrada ^{CASH}	(510) 372-5594	jbentschfe1982@gmail.com
Gema Muñoz ✓	Tonalli Nuñez	(510) 467-5376	_____ Cosmog3m@gmail.com
Matthos	Cicily Lopez	(510) 774-4092	
Rosalba Vega	Jocelyn Nuñez	(510) 838-6474	Mariano Nuñez 1442
Jose Rivera	Cicily Rivera	(510) 302-7636 ✓	yes.
Rosalba Leon	Sherlin Gonzalez	(510) 472-4101	yes
Mr. Cash-	Sophia Estrada	(YES) →	
Gema Muñoz	Tonalli Nuñez	510 467-5376	(YES) → <u>Alumi</u>
Matthos.			jbentschfe1982@gmail.com
			cosmog3m@gmail.com
	Gema Muñoz Sophia Estrada	510-372-5594	
	Rosalba Vega Jocelyn Nuñez	510-838-6474	
	Jose Rivera Cicily Rivera	510-302-7636	
	Rosalba Leon Sherlin Gonzalez	510-472-4101	

Minutes from FST Meeting 9/27/17

- ★ Thank you to all of the parents for coming out and for their contributions
- ★ Introduction to the LCAP - Site Director shared copies and explained what was contained within. Ms. Cash translated.
- ★ There is bullying happening with some students. There is a discussion on how to reduce bullying and putting meaningful interventions in place. Parents want to know their is a plan in place to address this. Site Director says the staff is working on that.
- ★ ASES Program Coordination
 - Interviewing
 - Allow Mr. Dolmans to work in a more academic role
 - Look for tutors in the community
 - Facilitate small group
 - New (and continuing) programs through the G1 Grant
 - Music
 - Foreign Language
 - Japanese
 - Spanish
 - Edgemakers
 - Music
- ★ Phone Tree
 - Can we give phone numbers out?
 - Memo home to consent to address book or share phone numbers
 - Parents are to pick up their lists tomorrow.
- ★ Charter Renewal for OCA - It's VERY important that parents show up.
 - Could be on October 17-25th 2017 - Tentatively
 - PPT
 - Trustee Visit
 - How many parents needed?
 - Send Memo home asking if they are available
 - Contact parents that are available and interested
 - How many T-shirts?

Extra Items:

- ★ Campus Clean Up

AMPS

HONOR HARD WORK



OAKLAND
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Staff Meeting - December 1, 2017 1:15a.m. to 2:45p.m.

AGENDA

OBJECTIVES for today's Meeting:

- Learn more about Teen Suicide Prevention
- Nuts and Bolts
- G1 Grant Review/Feedback
- Grade Level or Individual Planning

- 1) Review group norms
- 2) Teen Suicide Presentation
- 3) G1 Update
- 4) Nuts and Bolts at OCA
 - New supervision schedule
 - Scholar Success Night
 - Posada - An OCA Family Gathering
 - Bird Assembly Next Week
 - Introductions of New Positions

OCA Meeting Norms:

- 1) Students FIRST!
- 2) Assume Positive Intent
- 3) Share Boldly and Speak Your TRUTH!
- 4) Honor the Time
- 5) Be PRESENT! Contribute and Take part
- 6) Solution > Problem
- 7) Be Open to Growth
- 8) No CELL PHONES!
- 9) Have FOOD!
- 10) STAY ON TASK!

"The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education." MLK

Minutes from OCA Staff Meeting - 12/1/17

★ Today we received a presentation on teen suicide prevention. We learned:

- Today, teen suicide is at epidemic proportions, and mental illness is quickly becoming the greatest public health crisis of our time. Jeff Yalden is the top teen mental health and suicide prevention expert in the world, with more than 25 years of experience in mental health.
- This suicide prevention training course is tailored for teens, offering a three-part program to those interested making a difference in the lives of at-risk youth: 1) Teen Motivation and Mental Health. 2) Teen Suicide Prevention – What teens need to understand about themselves and their mental well-being. 3) A teen’s responsibility to their friends: “See something, say something,” and how to do it.

★ **G1 Update:**

- **Committee visit to OCA**
- **Upcoming review of programming - Are we implementing with Fidelity**
- **Edgemakers - Change of Instructors**
- **Program survey needs to be administered.**

★ **A few Nuts and Bolts:**

- **New supervision schedule**
- **Scholar Success Night is being planned and should happen prior to the break.**
- **POSADA - Everyone should come out. Ms. Mitchell explained all of the details around the event.**
- **Bird Assembly - Mr. Dolman’s Father In Law is coming out to share his wonderful birds. All teachers are expected to be present.**
- **New staff intro - Ms. Miller, Mrs. Steppe-Adams**

Close.

Please Sign In

1) *James Fyfe*

2) Platt

3) Benham

4) Andrade

5) ROJAS Z D

6) Joshua Gause

7) Jeremy Tan

8) *Griffith*

9) SUTRAVE

10) *Aguiar* (AGUIAR)

11) Fontenette

12) *[Signature]*

13) *Samuel Jenkins*

14) Curtis Peterson

15) Jorge Chavez

16) Darlene Grant

Please Sign In

1) *James Fyfe*

2) *Platt*

3) *Benham*

4) *Andrade*

5) *ROJAS Z D*

6) *Joshua Gause*

7) *Jeremy Tan*

8) *Griffith*

9) *SUTRAVE*

10) *Agustin (AGUILAR)*

11) *Fanterette*

12) *[Signature]*

13) *Daniel Jenkins*

14) *Curtis Peterson*

15) *Jorge Chavez*

16) *Darlene Gray*

Please Sign In

1) James Fyfe

2) Platt

3) Benham

4) Andrade

5) ROJAS Z O

6) Joshua Gause

7) Jeremy Tan

8) Griffiths

9) SUTRAVE

10) Agustin (AGUILAR)

11) Fanterette

12) [Signature]

13) Samuel Jenkins

14) Curtis Peterson

15) Jorge Chavez

16) Darlene Gray