



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

School	Downtown Charter Academy	Contact *	Angela Ortega
School Address	2000 Dennison Street Oakland, CA 94606	Contact Email	aortega@amethodschools.org
Principal		Principal Email	
School Phone	(510) 535-1580	Recommended Grant Amount**	\$36,931
Actual 2017-18 Enrollment (6-8) (20 day count)	245	Actual 2017-18 LCFF Enrollment (6-8) (20 day count)	182

**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	Theater (qualified staff)	\$10,000
2	Theater professional development	\$2,500
3	Theater equipment (scenery, costumes, props) \$2,500	\$3,000
4	Theater facilities (lighting, risers, etc.)	\$7,100
5	Dance (qualified staff)	\$5,000
6	Dance facilities [flooring, sound system, mirrors, etc.]	\$12,000
7	Dance equipment [towels, bars, mats, stretch bands, etc.]	\$3,000
8	Dance professional development	\$2,500
Budget Total (must add up to Approved Grant Amount)		\$41,171

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	Mindfulness/Reflection Counselor (qualified staff)	\$20,000
3	Dance (qualified staff)	\$3,200
4	Theater (qualified staff)	\$7,200
5	Choir (qualified staff)	\$6,500
	Budget Total (must add up to Anticipated Grant Amount)	\$36,931

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
48%	52%	74%	N/A	6%	9.2%	85%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
7.3%	N/A	76%	14%	N/A	N/A	1.7%	1%

Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.	
Name	Role
Angela Ortega	DCA Site Director
Gregg Pentony	DCA Dean of Students
Quincy Carroll	DCA After-School Coordinator
Eric Becker	AMPS Dean of Instruction

School Vision (insert here):

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. 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	Entry	Entry	Access and Equitable Opportunity	N/A	Entry
Instructional Program	Entry	Entry	Instructional Program	N/A	Entry
Staffing	Entry	Entry	Staffing	N/A	Entry
Facilities	Entry	Entry	Facilities	N/A	Entry
Equipment and Materials	Entry	Entry	Equipment and Materials	N/A	Entry
Teacher Professional Learning	Entry	Entry	Teacher Professional Learning	N/A	Entry
World Language (Rubric)	2016-17 (last yr)	2017-18 (this yr)			
Content and Course Offerings	Emerging	Emerging			
Communication	Emerging	Emerging			
Real world learning and Global competence	Emerging	Emerging			

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)	N/A	N/A	Suspension	1.3%	3.3%
ES Outreach Strategy Actions	N/A	N/A	Chronic Absence	0%	1.8%
Programs to support ES students transition to MS	N/A	N/A	CHKS data (district only)	N/A	N/A

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
After-School Feedback Meeting (Parents/Guardians)	03/08/18

Staff Engagement Meeting(s)	
Staff Group	Date
Downtown Charter Academy staff meeting	03/09/18

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

At the moment, Downtown Charter Academy offers one after-school club in music production, which is run by two teachers. It is not funded by G1 dollars. In it, students learn to use a variety of musical instruments (keyboard, guitar, bass, percussion) and recording tools to create their own original songs. They are encouraged to develop lyrics, melodies and harmonies to see who can make the next “big hit” at the end of each semester. There are limited performance opportunities (about two per year), and no secure storage for equipment on site. (Right now, instruments are kept in an empty office.) Moreover, teachers do not have access to music-related PD sessions/conferences.

We used to offer guitar club, ukulele club and band, but the first two were canceled due to lack of student interest, and the latter was discontinued when our instructor got a new job, which impacted his schedule. Parents have told us that they would like to see more courses in music offered after school, specifically one related to singing. By adding a choir next year, DCA would be able to increase access in music in grades 6-8. We are planning to require students to participate in a variety of clubs across three different “groupings” (sports, music/arts, academics) next year, and having more choices available in each grouping would go a long way toward motivating students to participate. More schoolwide performances would also create a more positive school environment.

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>
\$6,500	Choir (qualified staff)	DCA’s aim for 2018-2019 is to serve at least 75% of the student body with some sort of exposure to music after school.

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2. Art Program

Programmatic Narrative Based on Rubric

DCA made a strong push to incorporate more programs in the arts during the after-school program this year. Thanks to funding from Measure G1, we were able to start dance and theater clubs, which both meet twice per week and have had limited opportunities for performance. Moving forward, we would like to continue funding these programs, while expanding dance to two levels (beginner and intermediate) and providing students with opportunities to stage full-length productions (at the moment, they have been performing two-person scenes for parents/classmates) at various points throughout the year. Our aim is to increase the number of students participating in both dance and theater by at least 20%. Proposed renovations from last year's G1 application, which will take place over the summer, will help to make both of these goals a reality.

Our school offers one after-school course in art, run by MOCHA, which is not funded by G1 dollars. Parents and students alike have complained that it is too broad, however, as each week focuses on a different medium. Instead of starting a new program, we will simply ask MOCHA to limit the scope of their course next year and continue to fund it using non-G1 dollars.

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>
\$3,200	Dance (qualified staff)	<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 presentations <p>We hope to increase the number of students participating in dance by AT LEAST 20%.</p>
\$7,200	Theater (qualified staff)	<p>Our expectation of this program is that students will participate in full-length 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>We hope to increase the number of students participating in theater by AT LEAST 20%.</p>
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3. World Language Program

Programmatic Narrative Based on Rubric		
<p>DCA currently does not offer any world language programs. The vast majority of our students come from bilingual or foreign language households. We would like to institute some kind of language program in the future, but at the moment, there are more pressing needs (expansion of the arts and music, increased counseling resources for students) which we feel the need to address.</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>

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

N/A

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. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

DCA places a heavy emphasis on student attendance and character development. Suspension and chronic absence rates are low, and the school strives to ensure that all students feel safe and welcome by providing a structured and nurturing environment. That being said, we are trying to move away from the detention system, which faculty and staff feel is antiquated and ineffective, and to replace that with counseling resources for those students who are consistently misbehaving during the day. We would like to hire a qualified, part-time counselor, who would be able to run mindfulness/reflection sessions with these students. Moreover, this would free up our existing staff to monitor other areas of the after-school program, which could always benefit from additional supervision, as noted by parents and staff, thereby creating a safer, more positive school environment.

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>
\$20,000	Mindfulness/Reflection Counselor (qualified staff)	Our hope is that by replacing the detention system with mindfulness/reflection resources, we can achieve a 15% drop in consequences assigned by teachers/staff next semester. We also aim to serve all of our Behavioral Safety Net students at some point throughout the year with this additional resource.

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



Measure G1 Self-Assessment Meeting

Date: 03/08/18 (5-6pm)

Presenter: Mr. Carroll, After-School Coordinator

Attendees: DCA parents and guardians

Agenda

Overview of Measure G1	5:00pm
<ul style="list-style-type: none">- Purpose of measure- Programs funded at DCA in 2017-2018	
Program Evaluation	5:10pm
<ul style="list-style-type: none">- Music- Art (Visual Arts, Theater, Dance)- World Language- 5th-6th Grade Enrollment/Retention (SPSA/Enrollment)- Safe and Positive School Culture (SPSA)	
Community Input	5:40pm



Measure G1 Self-Assessment Meeting

Date: 03/08/18 (5-6pm)

Presenter: Mr. Carroll, After-School Coordinator

Attendees: DCA parents and guardians

Minutes

Overview of Measure G1

5:00pm

- Mr. Carroll explained why DCA is reapplying for G1 funds for the 2018-2019 school year. He read directly from the text of the measure to introduce it to the parents and guardians present.
- Two new clubs (Dance and Drama) were added to the after-school program in 2017-2018, thanks to Measure G1. The funding pays for staff, equipment, professional development and facilities updates. Renovations to the studios and theater will take place this summer. These new programs have resulted in an 11% rise in students participating in at least one after-school club.

Program Evaluation

5:10pm

- Mr. Carroll projected a program evaluation of DCA's current music program on the wall. After reading and asking questions about the rubric, the people in attendance agreed to label all six areas as *Entry*.
- Same as above for DCA's current art program.
- Mr. Carroll projected a program evaluation of DCA's current world language offerings on the wall. After reading and discussing the rubric, the parents in attendance voted to label all three areas as *Emerging*.
- As DCA is a middle school, Mr. Carroll skipped over the section dedicated to 5th-6th Grade Enrollment/Retention (SPSA/Enrollment).
- Mr. Carroll displayed statistics detailing suspension and enrollment rates.

- "The DCA after-school program has many free options for students to choose from, which is awesome. My son does not like the color groupings during study time, though. He feels it's not fair, as some students feel like they're being labeled."
- "Our family would love to see some kind of singing group added to the after-school program."
- Translated from Mandarin: "The after-school program is beneficial to all students. There is a good mix of physical, creative and intellectual enrichment activities offered."
- "I would like to see more activities offered that would increase students' knowledge and understanding of music."
- "Sometimes it feels like there's not enough staff to keep an eye on the kids."
- "The activities and clubs are diverse and better for my child, but I would like to see more music programs. I also think the snacks offered could be improved."
- "My son always gets his homework done, which is good. If the school could add a badminton club, that would be great."
- "DCA has great after-school clubs, and they are well-organized. It would be nice if they could end earlier, however, and I hope there can be more performance opportunities from clubs in the future. Some sort of sketching or drawing club would be good, too."
- Translated from Mandarin: "The after-school program is run very well. It raises students' extracurricular knowledge and improves mutual understanding between classmates. If possible, I think adding a drawing club would be a good idea."
- "Homework help and tutoring are essential parts of the program."
- "The schedule is good for working parents. Snack is provided so kids are not hungry, and there are a variety of clubs. My kid just wishes she could participate in more! Thank you for offering such a good after-school program, which benefits both kids and parents."
- Translated from Mandarin: "The program is very good. Students can finish their homework, and teachers are around for extra help. The activities allow students to learn more things outside of the classroom."

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After-School Program Feedback Meeting

Date: 03/08/18 (5-6pm)

Presenter: Mr. Carroll, After-School Coordinator

Attendees: DCA parents and guardians

Sign-In Sheet

Parent Name	Student Name	Parent Signature
Brittany Robertson	Emiaya Robertson	B. Robertson
Shu jun Li	Nicole Chu	N. Chu
Lechele Lichie Leech	Aniya Jenkins	A. Jenkins
Liu Jiah ming	Liu AN	L. AN
Evelia Bibion	Antonio Guencel	A. Guencel
Kelcinda Guo	Kelcinda. Guenewab	K. Guenewab
Guo ming Liang	Kathy Liang	G. ming Liang
ying lan Leung	David Zhao	Y. lan Leung
Miguel Flores	Miguel I Flores	M. Flores
Chhan Chhin	Andrea Sisavat	A. Sisavat
Mon Fai lui	Nicole Lui	N. Lui
Phan Tiet	Steven Huynh	S. Huynh
Xiumei Zhang	Huaxi Chen	H. Chen
Hortang Yan	Suitong Yan	H. ortang Yan
Kien A Mac	Derek Cheng	D. Cheng

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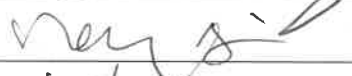



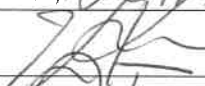

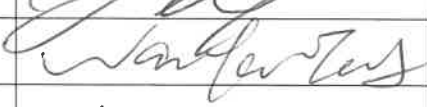


After-School Program Feedback Meeting

Date: 03/08/18 (5-6pm)

Presenter: Mr. Carroll, After-School Coordinator

Attendees: DCA parents and guardians

Sign-In Sheet

Parent Name	Student Name	Parent Signature
Quyen Hong	Kevin Hong	
RAY SIU	Jalen Siu	
Mei Chan Guan	Amada Xu	Mei Chan Guan
Sui Shan Luo	Christine Lee	Sui Shan Luo
Yan Wei Chen	Joanne Zhu	Yan Wei Chen
FE SAMATRA	Kiersten Samatra	
Quang Duong	Alan Duong	
Xiao mei wu	Carrie Giang	
Hui Fay & Xie	Thuan Cao	Hui Fay & Xie
MW CHAOLIN	Jacky Liang	MW CHAOLIN
KIM LY	David Do	
THUAN NGUYEN	Thomas Nguyen	
Jonathan Shauf	Jayden Shauf	
WAN YAN TANG	Jacky Kuang	
Han hong C'i	Ming	



Measure G1 Self-Assessment Meeting

Date: 03/09/18 (2-3pm)

Presenter: Mr. Carroll, After-School Coordinator

Attendees: DCA faculty and staff

Agenda

Overview of Measure G1	2:00pm
<ul style="list-style-type: none">- Purpose of measure- Programs funded at DCA in 2017-2018	
Program Evaluation	2:10pm
<ul style="list-style-type: none">- Music- Art (Visual Arts, Theater, Dance)- World Language- 5th-6th Grade Enrollment/Retention (SPSA/Enrollment)- Safe and Positive School Culture (SPSA)	
Faculty Comment	2:40pm



Measure G1 Self-Assessment Meeting

Date: 03/09/18 (2-3pm)

Presenter: Mr. Carroll, After-School Coordinator

Attendees: DCA faculty and staff

Minutes

Overview of Measure G1

2:00pm

- Mr. Carroll explained why DCA is reapplying for G1 funds for the 2018-2019 school year. He read directly from the text of the measure to introduce it to the faculty and staff.
- Two new clubs (Dance and Drama) were added to the after-school program in 2017-2018, thanks to Measure G1. The funding pays for staff, equipment, professional development and facilities updates. Renovations to the studios and theater will take place this summer. These new programs have resulted in a 10% rise in students participating in at least one after-school club.

Program Evaluation

2:10pm

- Mr. Carroll projected a program evaluation of DCA's current music program on the board. After reading and discussing the rubric, the teachers voted to label all six areas (Access/Equity, Instructional Program, Teachers, Facilities, Equipment/Materials and Professional Development) as *Entry*.
- Same as above for DCA's current art program.
- Mr. Carroll projected a program evaluation of DCA's current world language program on the board. After reading and discussing the rubric, the teachers voted to label all three areas as *Emerging*.
- As DCA is a middle school, Mr. Carroll skipped over the section dedicated to 5th-6th Grade Enrollment/Retention (SPSA/Enrollment).
- Mr. Carroll displayed statistics detailing suspension and enrollment rates.

- "The new system is great. I also really like that there's so much funding for materials now. I'm not sure if this is still the case, but before the new system was instituted, detention didn't seem like much of a deterrent to certain students. It would also be good to have better hallway monitoring, but that would require more staff. I'd like to see more practical activities added, such as keyboarding, life skills (filling out applications, taxes, opening a bank account), etc."
- "The after-school program seems much more organized than before. I could use more help monitoring the students during baking club."
- "The clubs are more engaging. The focus on art this year has been beneficial in creating a well-rounded school experience. It is still sometimes short-staffed, however, so it is difficult to make sure that all students are adequately supervised at all times."
- "The second semester has been a great improvement in terms of management. I really like the variety of clubs offered, too. It's a safe place for the students to hang out with their friends after school. I would love to see more sports added, especially for girls!"
- "There's great communication among staff, and it's well-organized. I actually feel like the students are usually where they should be. The biggest problem I've noticed is that there's usually a shortage of staff at the front door at 3:30 for pickup, since they're monitoring the kids. Detention doesn't seem to be much of a deterrent since I see the same kids in there most days."
- "More staff/volunteers to supervise bigger areas."
- "Maybe more arts-related classes/clubs."
- "The ASES program would run smoother if there were several more staff. The majority of DCA's student body are enrolled in the after-school program. Having a counselor/psychologist on-site would definitely benefit the after-school program. Students could learn to cope with stress and develop social skills."
- "I would like to see restorative justice practices integrated into the detention system (and even bronze and silver tiers). I think making our system less retributive and punishment-focused and more responsive to student needs and supportive of students changing harmful behavior would be ideal, and I think integrating mindfulness practice and other aspects of restorative justice practices would be worth a try."

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Measure G1 Self-Assessment Meeting

Date: 03/09/18 (2-3pm)

Presenter: Mr. Carroll, After-School Coordinator

Attendees: DCA faculty and staff

Sign-In Sheet

Name	Role	Signature
Chien-Chung Tsa	7th Math Teacher	Chien-Chung Tsa
Samuel Clinton	PE teacher	Samuel Clinton
Jill Whitfield	8th Math Teacher	Jill Whitfield
John Lyons	6th Math	John Lyons
Daniela Benstein	Pa-Pd. Ttr (ELA)	Daniela Benstein
Karina Rhodes	Sci 7th Teacher	Karina Rhodes
Ju	6th Teacher	Ju
Paul Tepsen	7th ELA Teacher	Paul Tepsen
Kim Chang	6th Science	Kim Chang
Katrina Greco	6th ELA	Katrina Greco
Gabe Johnson	8th History	Gabe Johnson
Will Vincent	8th ELA	Will Vincent
JORDAN BARTISTA	8th PE	Jordan Bartista



MEMO

To: DCA Parents/Guardians
From: Mr. Carroll, After-School Coordinator
Date: March 5th, 2018
Re: After-School Feedback Meeting on Thursday, March 8th

Dear DCA Parents/Guardians:

This Thursday, March 8th, we will be holding a short meeting in the dance studio next to the front office from 5-6pm to ask for your input in assessing several aspects of our after-school program. Right now, we are applying for a renewal of Measure G1 funds for the 2018-2019 school year, which—if awarded—could expand after-school offerings in music, art and/or world languages. Please feel free to drop by and make your voice heard. Your feedback is invaluable when it comes to improving our after-school curriculum and school culture for next year.

I hope to see you there! If you have any questions, please don't hesitate to either ask me in person or e-mail at gcarroll@amethodschools.org.

Mr. Carroll