



2019-20 Measure G1
Charter Grant Application
Due: April 17, 2019

School	Downtown Charter Academy	Contact *	Grace Borja
School Address	2000 Dennison Street Oakland CA 94606	Contact Email	gborja@amethodschools.org
Principal	Claudia Lee	Principal Email	cllee@amethodschools.org
School Phone	(510) 535-1580	Recommended Grant Amount**	\$100,285
2018-19 LCFF Enrollment (6-8)	217	Actual 2018-19 (6-8) Enrollment (Oakland Resident)	269

**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 prior year 20 day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.*

Summary of Approved Expenditures from 2018-19 (link to [2018-19 approved proposal](#))

2018-19 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Mindfulness/Reflection Counselor (qualified staff) Estimated at \$25/hour, working 2-6pm M-R, 12-6pm F, 36 weeks/year \$1,750 requested for professional development (external trainings, conferences, etc.)	\$21,550
2	Dance (qualified staff) Estimated at current cost: \$35/hour, 2 classes of 1 hour each per week, 36 weeks/year, provided by Destined 2 Dance	\$2,500
3	Theater (qualified staff) Estimated at current cost: Two 45-minute classes per week, 36 weeks/year, provided by CalSHAKES	\$7,875
4	Choir (qualified staff) Estimate based on preliminary quote from Oakland Youth Chorus: 2 45-minute classes per week, 36 weeks/year	\$5,000
5		
Budget Total (must add up to Current Grant Amount)		\$36,931

Summary of Proposed Expenditures for 2019-20 (listed in order of priority)

2019-20 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Mindfulness/Reflection Counselor (qualified staff) Estimated at \$37/hour, working 2-6pm M-R, 12-6pm F, 36 weeks/year.	\$29,304
2	Mindfulness counselor professional development (external training, workshops)	\$500
3	Mindfulness counseling materials (therapeutic art materials, music)	\$400
4	Dance (qualified staff) Estimated at \$45/hour, 2 classes of 1 hour each per week, 36 weeks/year. Provided by Destined 2 Dance	\$3,240
5	Theater (qualified staff) Estimated based on quoted cost for 2019-2020: Two 45-minute classes per week, 36 weeks/year. Provided by CalSHAKES	\$8,750
6	Choir (qualified staff) Estimated based on current quote for 2019-2020: Two 45-minute classes per week, 36 weeks/year. Provided by Oakland Youth Chorus.	\$6,500
7	Music Instructor (qualified staff) Estimated at \$50/hour, 2 classes of 1 hour each per week plus 2 hour prep, 36 weeks/year.	\$7,200
8	Music equipment (electric guitars, keyboard, music stands, etc.)	\$3,500
9	Spanish Instructor (qualified staff) Estimated at \$50/hour, 2 classes of 1 hour each per week plus 2 hour prep, 36 weeks/year.	\$7,200
10	Spanish language materials (books, worksheets, notebooks, etc.)	\$500
11	Mandarin Instructor (qualified staff) Estimated at \$50/hour, 2 classes of 1 hour each per week plus 2 hour prep, 36 weeks/year.	\$7,200
12	Mandarin language materials (books, worksheets, notebooks, etc.)	\$500
13	Art Instructor I (qualified staff) Estimated at \$50/hour, 2 classes of 1 hour each per week plus 2 hour prep, 36 weeks/year.	\$7,200
14	Art Instructor II (qualified staff) Estimated at \$50/hour, 2 classes of 1 hour each per week plus 2 hour prep, 36 weeks/year.	\$7,200
15	Art supplies (paint, paper, brushes, etc.)	\$2,500
16	Film Instructor	\$7,200

	Estimated at \$50/hour, 2 classes of 1 hour each per week plus 2 hour prep, 36 weeks/year.	
17	Film equipment (handheld cameras, microphone, etc.)	\$1,391
Budget Total (must add up to Anticipated Grant Amount)		\$100,285

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
130	169	89.8%	N/A	5.9%	15.44%	80.43%

Student Body Ethnic Composition

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
12.5%	N/A	69%	16%	0.7%	1%	2%	N/A

Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.	
Name	Role
Claudia Lee	DCA Site Director
Quincy Carroll	DCA After-School Coordinator
Natasha Kreisberg	DCA Site Operations Project Manager
Grace Borja	Finance and Operations Coordinator
Evelia Villa	AMPS Regional Director of Instruction

School Vision (insert here):

The Amethod Public School 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.

<u>Music</u> (Rubric Score)	2017-18 (last yr)	2018-19 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2017-187 (last yr)	2018-19 (this yr)
Access and Equitable Opportunity	N/A	Entry	Access and Equitable Opportunity	Entry	Entry
Instructional Program	N/A	Entry	Instructional Program	Entry	Entry
Staffing	N/A	Entry	Staffing	Entry	Entry
Facilities	N/A	Entry	Facilities	Entry	Entry
Equipment and Materials	N/A	Entry	Equipment and Materials	Entry	Entry
Teacher Professional Learning	N/A	Entry	Teacher Professional Learning	Entry	Entry
<u>World Language</u> (Rubric)	2017-18 (last yr)	2018-19 (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)	2017-18 (last yr)	2018-19 (this yr)	Safe and Positive School Culture (SPSA)	2017-18 (last yr)	2018-19 (this yr)
2017-18 Enrollment Data (20 day)	N/A	N/A	Suspension	3.2%	1% (as of 4/17/19)
ES Outreach Strategy Actions	N/A	N/A	Chronic Absence	2.5%	2% (as of 4/17/19)

<i>Programs to support ES students transition to MS</i>	N/A	N/A	<i>CHKS data (district only)</i>	N/A	N/A
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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
"Coffee with Parents" Parent/Guardian meeting with Site Director	4/11/19

Staff Engagement Meeting(s)	
Staff Group	Date
Downtown Charter Academy staff meeting	4/12/19

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

During the 2018-2019 school year, Measure G1 supported the introduction of a choir program at Downtown Charter Academy, run by Oakland Youth Chorus. Student interest in the first semester was fickle, and much of this was due to inconsistencies on the instructor's behalf, but since speaking with OYC and requesting a new teacher, DCA has witnessed the program grow more and more successful. Enrollment increased by nearly 100% in Semester 2, and choir members have had opportunities to perform both contemporary and traditional songs for their peers, parents and teachers at school events. Students have performed in groups and as soloists and even introduced some basic choreography to their songs. Next year, we hope to build upon this by encouraging more students to participate in the after-school club at some point and providing more chances for them to showcase their skills.

In addition, we are hoping to use G1 funds to hire a part-time music instructor to teach students how to play guitar and piano and thereby make music a more permanent fixture in the after-school program. We had a similar club offering in the past, taught by one of our math teachers, but it died out due to other commitments on his part. We would love to bring it back by hiring a qualified, credentialed instructor, who would be able to devote him/herself entirely to musical instruction, with the ultimate goal of students creating original songs by the end of each semester. If possible, we would also like to host events where said students would be able to accompany the DCA choir. G1 funds would also be allocated to purchase dedicated musical equipment and recording software for these students to use.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$6,500	Choir (qualified staff) Estimated based on current quote for 2019-2020: Two 45-minute classes per week, 36 weeks/year. Provided by Oakland Youth Chorus.	We hope to increase student enrollment in the choir program by 50% next year.
\$7,200	Music Instructor (qualified staff) Estimated at \$50/hour, 2 classes of 1 hour each per week plus 2 hour prep, 36 weeks/year.	We hope to serve at least 50 students each semester next year.
\$3,500	Music equipment (electric guitars, keyboard, music stands, recording software etc.)	We hope to have a 2:1 student-to-instrument ratio in after-school music classes next year.

2. Art Program

Programmatic Narrative Based on Rubric

The dance and theater programs at DCA are now in their second year under Measure G1, and they have become a mainstay of the after-school program. Teachers and parents alike have commented on how effective these offerings have been in encouraging students to come out of their shells and take risks, and enrollment shot up after students saw their peers perform at the end of the first year. DCA has contracted two external vendors, Destined 2 Dance and CALShakes, to run these programs, respectively. Next year, we hope to further increase student engagement and provide both beginner and advanced dance classes for our students to participate in.

DCA also hopes to use G1 funds to hire two qualified, credentialed art teachers to introduce students to various forms of visual arts after school, such as painting, sculpture and mixed media. We would also like to hire an instructor dedicated to teaching students techniques in shooting film. As with dance and theater, we hope these classes will provide students with outlets to express their creativity and thereby lead to a more positive school culture.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$3,240	Dance (qualified staff) Estimated at \$45/hour, 2 classes of 1 hour each per week, 36 weeks/year. Provided by Destined 2 Dance	We hope to have at least 25% of the after school student body participate in either beginner or advanced dance next year.
\$8,750	Theater (qualified staff) Estimated based on quoted cost for 2019-2020: Two 45-minute classes per week, 36 weeks/year. Provided by CalSHAKES	We hope to increase the number of students who perform in theater productions by at least 20% next year.
\$7,200	Art Instructor I (qualified staff) Estimated at \$50/hour, 2 classes of 1 hour each per week plus 2 hour prep, 36 weeks/year.	We hope that this instructor will serve at least 75 students over the course of the year.
\$7,200	Art Instructor II (qualified staff) Estimated at \$50/hour, 2 classes of 1 hour each per week plus 2 hour prep, 36 weeks/year.	We hope that this instructor will serve at least 75 students over the course of the year.
\$2500	Art supplies (paint, paper, brushes, etc.)	We aim to provide every student enrolled in art with adequate materials.
\$7,200	Film Instructor Estimated at \$50/hour, 2 classes of 1 hour each per week plus 2 hour prep, 36 weeks/year.	We hope that this instructor will serve at least 50 students over the course of the year.
\$1,391	Film equipment (handheld cameras, microphone, etc.)	We hope to provide a 5:1 student-to-equipment ratio next year.

3. World Language Program

Programmatic Narrative Based on Rubric
<p>At the moment, DCA does not offer a language program. Based on feedback from parents and teachers, we would like to introduce beginner Spanish and Mandarin classes next year during the after-school program. Students in the After School program would be required to take at least one semester of a foreign language after school. We hope to hire two qualified, credentialed language teachers (one in Spanish and one in Mandarin) to lead these classes and give students opportunities to recognize and celebrate the languages they speak at home.</p>

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$7,200	Spanish Instructor (qualified staff) Estimated at \$50/hour, 2 classes of 1 hour each per week plus 2 hour prep, 36 weeks/year.	We hope that this instructor will be able to serve at least 75 students next year.
\$500	Spanish language materials (books, worksheets, notebooks, etc.)	We aim to provide every student with his/her own textbook and worksheets.
\$7,200	Mandarin Instructor (qualified staff) Estimated at \$50/hour, 2 classes of 1 hour each per week plus 2 hour prep, 36 weeks/year.	We hope that this instructor will be able to serve at least 75 students next year.
\$500	Mandarin language materials (books, worksheets, notebooks, etc.)	We aim to provide every student with his/her own textbook and worksheets.

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
N/A		
Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
<p>The introduction of a Mindfulness Coach at DCA has been a huge success. Consequences assigned by teachers have dropped dramatically, as students have learned new ways to manage their frustrations and anger when confronted by challenges at school. As this program is still in its beginning stages, however, we are continuing to learn and build a foundation for the future. One takeaway we have from this year is that more money needs to be budgeted for materials to be used in these sessions after school and less for professional development trainings. (The Mindfulness Coach would still attend the same number of professional development trainings; they were just less costly than we anticipated). We hope to present students with more love and understanding as we strive to teach them the difference between what is positive versus negative behavior.</p>		
Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome

		<i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$29,304	Mindfulness/Reflection Counselor (qualified staff) Estimated at \$37/hour, working 2-6pm M-R, 12-6pm F, 36 weeks/year.	We hope to further reduce consequences assigned by teachers to students by 15% next year. We also hope to serve ALL after school students at some point throughout the year with regularly scheduled sessions.
\$500	Mindfulness counselor professional development (external training, workshops)	We hope to give the Mindfulness Coach time to attend trainings twice per semester.
\$400	Mindfulness counseling materials (therapeutic art materials, music)	We hope to provide students with access to therapeutic materials at least one day per week.

Please submit your 2019-20 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).



School:	Downtown Charter Academy	Principal	Claudia Lee
School Address	2000 Dennison St. Oakland, CA 94606	Principal Email:	clee@amethodschools.org
School Phone	(510) 535-1580	Grant Amount	\$36,931
2017-18 LCFF Enrollment (6-8)	182		

- Grant allocation is based on 2017-18 CALPADS enrollment of grades 6-8 Oakland Students, multiplied by the LCFF percentage of the given school.

Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds

1. Music Program (PRELOADED)

Programmatic Narrative Based on Rubric		
Budget	2018-19 Activities	Anticipated Outcome
\$5,000	Choir (qualified staff) Estimate based on preliminary quote from Oakland Youth Chorus: 2 45-minute classes per week, 36 weeks/year	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.

Mid-Year Reflection: Music Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

The DCA music program is still developing, and although we have yet to hit the numbers we had originally anticipated (only about 20% of students have signed up for Choir so far), we've seen a 47% increase in

enrollment from the first to second semester. Students have performed for classmates, parents, and teachers at DCA's second annual Winter Night and are preparing to take part in a similar showcase in June. Several children have also joined Oakland Youth Chorus for community events on the weekends, and overall, choir members seem more excited and engaged since Winter Break.

The first instructor provided by Oakland Youth Chorus didn't work out, and I believe this is part of the reason for the program's slow start. Lack of communication between the school and OYC on her part, as well as a failure to provide students with consistent, clear-cut expectations on a class-to-class basis, led to the program being viewed as unpopular among the students. Since the new instructor's arrival, however, there has been a noticeable change in culture, and we expect the program to continue to grow over the coming years as students become more familiar and comfortable with it.

2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric		
Budget	2018-19 Activities	Anticipated Outcome
\$2,500	Dance (qualified staff) Estimated at current cost: \$35/hour, 2 classes of 1 hour each per week, 36 weeks/year, provided by Destined 2 Dance	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: 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 We hope to increase the number of students participating in dance by AT LEAST 20%.
\$7,875	Theater (qualified staff) Estimated at current cost: Two 45-minute classes per week, 36 weeks/year, provided by CalSHAKES	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: 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 We hope to increase the number of students participating in theater by AT LEAST 20%.

Mid-Year Reflection: Art Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

The arts program at DCA has grown rapidly over the past year. Our dance classes, run by Destined 2 Dance, have seen a 160% increase in enrolled students since 2017-2018, and more boys are signing up/trying it out than ever before. Our dancers performed at DCA's second annual Winter Night in December and our first ever Multicultural Festival in March, demonstrating both group and solo choreography. They are scheduled for one more performance in front of students, parents, and staff this June.

The drama program has likewise experienced a surge in student interest. There are currently 42 students enrolled in our two weekly classes (another 30+ participated in the club during the first semester), accounting for a 350% increase compared to last year. Both sessions of drama performed short scenes in December at Winter Night (James and the Giant Peach, and an original story written by two students) and are preparing similar presentations for our Summer Night in June. CALShakes has been supplying different teachers each semester, which has resulted in minor problems of consistency, but which, for the most part, has been OK. We are hoping to purchase pendant microphones for the auditorium at some point in the near future so that it's easier to hear students during on-stage productions.

Parents and staff alike have remarked on how the arts program has been successful in accomplishing its primary goal, namely bringing students out of their shells and fostering self-confidence both inside and outside the classroom.

3. World Language Program (PRELOADED)

Programmatic Narrative Based on Rubric		
N/A		
Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: World Language Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

Not Applicable

2. 5th to 6th Grade Enrollment Retention (PRELOADED)

Programmatic Narrative Based on Data Analysis

[Required: Please reflect on school enrollment data here]

Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: 5th to 6th Grade Enrollment Retention

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

Not Applicable

3. Safe and Positive School Culture (PRELOADED)

Programmatic Narrative Based on Data Analysis

Faculty and staff assigned 872 consequences to students during the fall semester of 2018. Compared to similar time spans over previous years, this represents a 35% and 13% drop respectively (1,324 in 2017 and 1,002 in 2016), which is certainly attributable to more than just the introduction of the mindfulness program

but nonetheless impressive given the fact that DCA's student body has grown significantly since 2016. Students report feeling "more relaxed," "happier," and "more included" after school, thanks to the work of our Mindfulness Coach, and parents have expressed overwhelming support for the initiative. We have also already succeeded in serving 100% of our Behavioral Safety Net students, who will continue to benefit from this resource throughout the year.

Budget	2018-19 Activities	Anticipated Outcome
\$21,550	Mindfulness/Reflection Counselor (qualified staff) Estimated at \$25/hour, working 2-6pm M-R, 12-6pm F, 36 weeks/year Requirements: M.S.W. (either completed or in progress) with PPS credential (preferred) \$1,750 requested for professional development (external trainings, conferences, etc.)	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.

Mid-Year Reflection: Safe and Positive School Culture

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

Our Mindfulness Coach, who has a M.A. in Counseling and P.P.S. credential, has been working with students in Character Reflection Time (rebranded detention) after school to address issues such as lack of impulse control, social isolation, anxiety and depression. In addition to open sessions, which all students are welcome to join, she has set up small groups that meet weekly to help students build social, academic, and grief management skills. On Fridays, she leads students in an hour-long yoga practice to calm their bodies and minds.

Even though many students still refer to our consequence system as "detention," despite our best efforts to rebrand it, they appear, on the whole, happier and more capable of resolving conflicts and managing anger. We have seen a significant drop in consequences assigned by faculty and staff, and our high-needs students have presented fewer challenges than in years past. There are, of course, students who still struggle with the issues mentioned above, but the school community certainly feels more positive since the introduction of the mindfulness program at DCA.



Mark your Calendars!

We changed our school calendar to match the Calendar of the Oakland Unified School

District. August 12th 2019 will be the First Day of School next year, and the Last Day of School will be May 29th, 2020. Please mark your calendars and plan family vacations, trips and other engagements keeping in mind these dates. Prolongued vacation and travel are not excused absences.

Thank you to our families who participated in the Multicultural Festival! We appreciate your effort and collaboration!

Coffee and Tea with Parents*

Coffee with Parents: April 11th @ 7:30 AM

Tea with Parents: April 25th @ 5:00 PM

*Agenda: Review the G-1 Grant Budget and activities for next year.
Priorities and Goals for the Local Control Accountability Plan, LCAP.

Help Your Child Learn to Use the Internet Properly and Effectively

- Spend time online with your child.
- Help your child to locate appropriate Internet Web sites
- Pay attention to any games she might download or copy from the Internet.
- You might consider using "filters" to block your child from accessing sites that may be inappropriate.
- Monitor the amount of time that your child spends online.
- Teach your students some rules for using the Internet safely. Let them know that they should **never**
 - Tell anyone, including her friends, their computer password
 - Use bad language or send cruel, threatening or untrue e-mail messages
 - Give out any personal information, including their name or the names of family members, home address, phone number, age, or school name
 - Arrange to meet a stranger that she has "talked" with in an online "chat room."

NOTE: If you need a Mandarin or Spanish translation, please stop by the office to get it.

The Griffin

April, 2019

DATES TO REMEMBER

April 11th Tea with Parents 7:30 AM
 April 12th, Report Cards sent home
 April 25th Tea with Parents 5:00 PM
 April 26th Night Night
 April 29, State Tests begin
 COMING IN
 May 3rd Early Dismissal
 May 16th 5:30-7:00 PM Parents Workshop on Pathway to College and Internet Usage
 May 28th New Parents Orientation
 June 14th Last Day of School
 June 17th-28th Summer School
 August 12th First Day of School

WE HOPE YOU JOIN US IN ALL THESE EVENTS. MARK YOUR CALENDARS FOR THE MAY 16TH WORKSHOP PREPARED ESPECIALLY FOR DCA FAMILIES BY DR. LETTY RAMIREZ, AUTHOR OF THE BOOK RECIPES FOR SUCCESS BY PARENTS FOR PARENTS.

MARCH ATTENDANCE WINNERS

MR. VINCENT AND MR. BELLAMY'S CLASSES IN MARCH

SOLID GOLD STATUS

MS. WIERSEMA, MR. BELLAMY, MS. ABRENICA, MR. MANIKAN, MR. JOHNSON, MR. VINCENT, MR. ADLER AND MS. WHITFIELD'S CLASSROOMS!



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MARCH ATTENDANCE WINNERS

MR. VINCENT AND MR. BELLAMY'S CLASSES IN MARCH

SOLID GOLD STATUS

MS. WIERSEMA, MR. BELLAMY, MS. ABRENICA, MR. MANIKAN, MR. JOHNSON, MR. VINCENT, MR. ADLER AND MS. WHITFIELD'S CLASSROOMS!



DCA - Coffee with Parents

Date: 4/11/19

Location: Site Director and Parents' Office

Time: 7:30 - 8:30 am


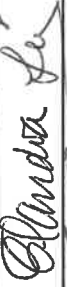
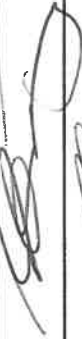

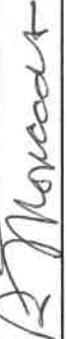



DCA Parents and Staff

Partnership between parents and staff is fundamental to our success!

Agenda Item	Notes
LCAP 2019-2020	Review the priorities and goals for next school year Standards Based Instruction
G-1 Grant	Overview of what G-1 covers at our School Options for next year Any comments or suggestions from parents?
2019 - 2020 Calendar	Last day of School: May 29th First day of school (for MS and HS): August 12th, 2019
May 16th Parent Workshop	Will be held at DCA at 5:30PM Opportunity to learn College path and Internet Usage Author of <i>You are Not Alone</i> will be there
Charter Schools in CA	Discussion with our Community Outreach Coordinator, Robert Moncada AMPS representatives went to Sacramento Capitol on April 10th, 2019 Myths about Charter schools and the political climate Any questions or comments from parents?
Adjourn - have coffee!	

Coffee With Parents

Date: April 11, 2019

Num	Student Name	Grade	Parent Name	Signature	Phone Number
1	Rosel Murrek	8	Rosario Vadez		510-712-8493
2	6-8 Graders		Claudia Lee		510-499-0453
3	staff		Natasha Kreisberg		
4	F. Minicciello	8	LOUIS-LALANDE		510-328-9126
5	Staff	Home Office	Robert Maxcoda		510-502-0529
6	JESSICA Gonzalez	7	MARISA Gonzalez		510 575-7761
7	MARISSA Gonzalez	8			
8	Antonio Guerrero	8	Evelia Bibiano		(510) 3843759
9	Thanking Nguyen	8	Tuan Nguyen		510-590-1799
10					
11					
12					
13					
14					
15					
16					
17					

Coffee with Parents Meeting Minutes

Date: 4/11/19

Attendees:

Claudia Lee

Rosario Valdez

Natasha Kreisberg

Louis Lalande

Robert Moncada

Meeting starts: 7:45am

Agenda Items:

1. LCAP
 - 1.1. LCAP 2019-2020
 - 1.2. We will review the priorities and goals for next year
 - 1.3. Standards Based Instruction
 - 1.3.1. Standards created by CA State Department
 - 1.4. Family Engagement
 - 1.4.1. How can we increase parent involvement
 - 1.4.2. We offer Multicultural event, FST meetings, Coffee with Parents, Tea with Parents, Winter Night performance
 - 1.5. Coaching staff is a strong priority for DCA
 - 1.6. Writing across the curriculum
 - 1.6.1. Another priority is increasing writing level in Math (the lower score)
 - 1.6.2. Offer future PDs for teachers to help improve this
 - 1.7. English Learners
 - 1.7.1. 17% of students are identified as English Learners
 - 1.8. Attendance
 - 1.8.1. A strong priority for DCA
 - 1.8.2. There's a strong correlation between attendance and academic performance
 - 1.9. After School Program
 - 1.9.1. Tutoring offered for students
 - 1.9.2. Provide a safe and interesting environment for students
 - 1.9.3. Offer various clubs for student interests (Spanish Club, Dance Club, Rugby Club, Robotics Club, Art Club, etc.)
2. G-1 Grant
 - 2.1. Question by Lalande: how much is the budget and what are we discussing about it?
 - 2.1.1. Answer: we had around \$33,000 this year and we will get about \$100,000 next year; We want to cover what the G-1 Grant covers at our school for

Arts and Theater and Language, and what our goals are for the next year's Grant coverage

- 2.2. G-1 covers Mindfulness Counselor salary, Dance, Theater/Drama, Music, Spanish
 - 2.2.1. We recently hired Spanish teacher for Mondays and Thursdays for all grades
 - 2.2.1.1. Lalande asked if Spanish is offered for just 6th grade? Answer: We offer Spanish class for ALL grades
 - 2.2.2. We also hired a music teacher that speaks Mandarin
 - 2.2.2.1. Offered Tuesdays and Wednesdays
 - 2.2.3. Lalande: I didn't know music could be offered in that grade level until now
 - 2.2.4. Any suggestions or questions about what we should provide for students with the G-1 Grant?
 - 2.2.4.1. Lalande: Sports field (Soccer)
 - 2.2.4.2. Rosario Valdez: Baseball
 - 2.2.4.3. Lee: Mandarin Class, Spanish Class
 - 2.2.4.4. Lalande: English class for English Learners (is that allowed?)
 - 2.2.4.5. Lalande: English teaching for Parents who are English Learners
 - 2.2.4.6. Lalande: Drama is important
3. 19-20 Calendar
 - 3.1. August 12th: First Day of School (for MS and HS)
 - 3.2. May 29th: Last day of School
4. May 16th Workshop
 - 4.1. Will be held at DCA at 5:30pm
 - 4.2. Meet with the author of the book, You Are Not Alone by Dr. Lettie Ramirez
 - 4.3. College path
 - 4.4. Internet Usage
5. Charter Schools in CA (Discussed with Robert Moncada)
 - 5.1. April 10th, 2019: We showed up to Sacramento Capitol
 - 5.1.1. There were charter schools present from San Diego, CA to Eureka, CA
 - 5.1.2. The more parents are aware the more they can show involvement
 - 5.1.3. Encourage school choice for children
 - 5.1.4. It's important distinction that we are a PUBLIC charter school and we are chartered through OUSD (it's a myth that we are funded by private donors, we are funded just like a public school)
 - 5.1.5. Parents should have the choice for where to place their children
 - 5.1.6. Moncada: We emphasize high graduation rates, but beyond that the difference is how much do our students know after graduating (it's not enough just to have high graduation rates)
 - 5.1.7. Moncada: Education starts at home, we are the vehicle for education
 - 5.1.8. Lalande: and what about Geography (it's lacking in instruction all over the country)

5.1.9. Lee: We will be offering Parent workshops to provide more support and educational resources

Meeting ends: 8:55am



DCA - Staff Meeting Agenda

Date: 04/12/19
Time: 1:00 PM

Location: Ms. Chang's Classroom

<p>Administrative Issues</p>	<p>Classroom teachers, please see Ms. Jia to sign your attendance</p>
<p>G-1 Grant</p>	<p>G-1 Grant sponsors activities for our students in World Languages and the Arts. We spent the grant this year offering: Mindfulness, Spanish. Instrumental Music, Dance, Choir, Theater.</p> <p>Your feedback:</p> <ul style="list-style-type: none"> • <p>Ideas for next year:</p> <ul style="list-style-type: none"> • Continue all clubs • Drawing club (Bellamy) • Forensics (Penner) • Japanese (Adler) • Photography (Chang) • Film (Chang) • Woodshop (Vincent) • Maker Space & 3D Printing • Sewing & Knitting
<p>Reflection on our ASES After School Program</p>	<p>What works:</p> <ul style="list-style-type: none"> • Strong leadership • Committed staff • Structure • Teacher Participation • Options! Variety! • Social Skills & Community • Exercise & Play Outside <p>Improvement opportunities:</p> <ul style="list-style-type: none"> • Ratio of teachers and instructors:students • More choice • Some kids overscheduled (too difficult for them to attend 3 clubs and complete all HW) • More supervision • Structure homework time • Silver for students who need quieter environment to complete HW • Limit numbers??? • Art curriculum- https://www.artsattack.com/

Griffins of the Month	Please write your April nominations here
LCAP Feedback	<p>We are going to enroll new students in 8th grade. This will allow us to have a tutor/grade for English and Math.</p> <p>What works:</p> <ul style="list-style-type: none"> • Strong Team, Team commitment • <p>Opportunities for Improvement:</p> <ul style="list-style-type: none"> • <p>Next year Priorities: Writing Social Emotional Learning English Learners Growth Mindset-Observations, Coaching and PD that responds to trends Parent Involvement Data Driven Instruction: Standards based teaching and learning</p> <p>GOALS: Achievement Standards Assessments Attendance</p> <p>COMMENTS:</p>
CAASPP Readiness	<p>You have received a login code for testing already. Let us know if you have not. Proctoring training next Friday.</p>
Calendar	<p>April 15th, ELPAC Testing continues, AM group from Monday will test on AM Wednesday. April 19th: FRIDAY PD:</p> <ul style="list-style-type: none"> • CAASPP Prep/proctoring • Gender Issues PD <p>April 25th, Food tasting 5:30 PM for school lunch April 26th, End of Q4PR1 April 26th, Night Night April 29th, CAASPP Testing Window begins May 16th, Parents Workshop on College Readiness and internet usage. All invited</p>
1:30-3:00 Differentiated Instruction	Ms. Katelyn James and Lansine Toure from El Dorado SELPA
3:00-4:00 PM	Lesson Planning



Downtown Charter Academy
Staff Meeting

Date: 4/12/19

Name	Position	Signature
Kim Chang	Teacher - 6th	
John Lyons	Teacher - 6th	
Katrina Greco	Teacher - 6th	
Julia Wiersema	Teacher - 6th	
Maria Victoria Abrenica	Teacher - 7th	
Karina Robles	Teacher - 7th	
Ben Bellamy	Teacher - 7th	
Jonathan Manikan	Teacher - 7th	
Gabe Johnson	Teacher - 8th	
Will Vincent	Teacher - 8th	
Ben Adler	Teacher - 8th	
Thomas Lauffenberger	Teacher - 8th	
Amber Myers	Teacher - LL	
Daniela Bernstein	Tutor	
Ivan Hernandez	Tutor	
Leon Hu	Tutor	N/A (sick leave)
Coach Pentony	Dean of Students	
Jill Whitfield	Dean of Instruction	
Claudia Lee	Site Director	
Natasha Kreisberg	Operations Manager	
Laura Penner	Ed. Specialist	
Amanda Artru	Wellness Counselor	N/A (counseling session)

Staff Meeting Minutes

Date: 4/12/19

Attendance:

Kim Chang

John Lyons

Katrina Greco

Julia Wiersema

Maria Victoria Abrenica

Karina Robles

Ben Bellamy

Jonathan Manikan

Gabe Johnson

Will Vincent

Ben Adler

Thomas Lauffenberger

Amber Myers

Daniela Bernstein

Ivan Hernandez

Gregg Pentony

Jill Whitfield

Claudia Lee

Natasha Kreisberg

Laura Penner

Meeting start: 1:05pm

Agenda Items:

1. Administrative Issues
 - 1.1. Please check in with Ms. Jia to sign your attendance (Classroom Teachers)
2. G-1 Grant
 - 2.1. Description: The grant has supported activities for our students in World Languages and the Arts.
 - 2.2. Grant covers:
 - 2.2.1. Mindfulness counselor
 - 2.2.2. Spanish Instructor
 - 2.2.3. Instrumental Music
 - 2.2.4. Dance
 - 2.2.5. Choir
 - 2.2.6. Theater (CalSHAKES)
 - 2.3. Additional comments or feedback from teachers and staff
 - 2.3.1. Language program is good to have, would be nice to add Mandarin and Japanese in the future (comment by Adler)
 - 2.3.2. More art medium options would be beneficial, like drawing-focused (comment by Bellamy)
 - 2.3.3. It's helpful to have the arts and theater classes to break into smaller groups during after school program (Greco)
 - 2.4. Suggestions/comments by staff for next year
 - 2.4.1. Continue all clubs
 - 2.4.2. Drawing club (Suggested by Bellamy)
 - 2.4.3. Forensics/debate (Penner)
 - 2.4.4. Japanese (Adler)
 - 2.4.5. Photography (Chang)
 - 2.4.6. Film Program (Chang)
 - 2.4.7. Woodshop (Vincent)

- 2.4.8. Maker Space & 3D Printing (Vincent)
- 2.4.9. Sewing and Knitting
- 3. Reflection on ASES (After School Program)
 - 3.1. What works
 - 3.1.1. Strong leadership
 - 3.1.2. Committed staff
 - 3.1.3. Structure
 - 3.1.4. Teacher participation
 - 3.1.5. Variety of options of club participation
 - 3.1.6. Community-Socialization time
 - 3.1.7. Outside play-teams
 - 3.2. Improvement opportunities
 - 3.2.1. Ratio of teachers/instructors to students
 - 3.2.2. Having choice for clubs
 - 3.2.3. Some kids over-scheduled with amount of homework assigned
 - 3.2.4. Review schedule to balance activities
 - 3.2.5. Challenge is to keep the ratio down for supervision purposes (therefore encouraged more club participation to break up groups)
 - 3.2.6. Art curriculum (artsattack.com)
 - 3.2.7. The biggest challenge is that we reached the minimum number of students for the ASES grant (120) but our number is over 200 (but we still use a budget meant for 120 students). We have never turned students away from the after school program.
 - 3.2.8. Our goal: increase after school staff next year and reduce the number of students to make the ratio more feasible for all staff
- 4. Griffins of the Month
 - 4.1. Write your April nominations online (link shared)
 - 4.2. Congratulations to Ms. Chang and Haroldo!
- 5. LCAP Feedback
 - 5.1. Plan is to enroll new students in 8th grade
 - 5.2. What works
 - 5.2.1. Strong team
 - 5.2.2. Team commitment
 - 5.3. Opportunities for Improvement
 - 5.4. Next year priorities
 - 5.4.1. Writing
 - 5.4.2. SEL (Social Emotional Learning)
 - 5.4.3. English Learners
 - 5.4.4. Growth Mindset-Observations, Coaching and PD that responds to trends
 - 5.4.5. Parent Involvement
 - 5.4.6. Data Driven Instruction: Standards based teaching and learning
 - 5.5. Goals
 - 5.5.1. Achievement

- 5.5.2. Standards
- 5.5.3. Assessments
- 5.5.4. Attendance
- 5.6. Comments
- 6. CAASPP Readiness
 - 6.1. You have received a login code for testing already. Let us know if you have not.
Proctoring training offered next Friday
- 7. Calendar events
 - 7.1. April 15th: ELPAC Testing continues, AM group from Monday will test on AM Wednesday
 - 7.2. April 19th: Friday PD
 - 7.2.1. CAASPP Prep/proctoring
 - 7.2.2. Gender issues PD
 - 7.3. April 25th: Food tasting at 5:30pm for School Lunch Vendors
 - 7.4. April 26th: End of Q4
 - 7.5. April 26th: Night Night
 - 7.6. April 29th: CAASPP Testing Window begins
 - 7.7. May 16th: Parents Workshop on College Readiness and internet usage (all are welcome)
- 8. PD: Differentiated Instruction (1:30-3:00pm)
 - 8.1. Please welcome Ms. Katelyn James and Lansine Toure from El Dorado SELPA
- 9. Lesson Planning (3:00pm-4:00pm)
- 10. Other Announcements
 - 10.1. Thank you for showing up everyday for the kids (small thank you gift)

Meeting Ends: 1:40pm