



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2020-21 Measure G1

Grant Application

Due: April 10, 2020

School	Downtown Charter Academy	Contact	Claudia Lee
School Address	2000 Dennison Street Oakland, CA 94606	Contact Email	cllee@amethodschools.org
Principal	Claudia Lee	Principal Email	cllee@amethodschools.org
School Phone	510-535-1580	Recommended Grant Amount*	\$111,966.00
2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)	290	2019-20 LCFF Enrollment	228

**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 2019-20 (2019-20 Approved Proposal & 2018-19 Carryover Form)

2019-20 Approved Expenditures from Budget Justification and Narrative Section		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	\$8,750
6	Choir (qualified staff) Estimated based on current quote for 2019-2020: Two 45-minute classes per week, 36	\$6,500
7	Music Instructor (qualified staff) Estimated at \$50/hour, 2 classes of 1 hour each per week plus 2 hour prep, 36	\$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	\$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	\$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	\$7,200
15	Art supplies (paint, paper, brushes, etc.)	\$2,500
16	Film Instructor Estimated at \$50/hour, 2 classes of 1 hour each per week plus 2 hour prep, 36	\$7,200

17	Film equipment (handheld cameras, microphone, etc.)	\$1,391
Budget Total (must add up to Current Grant Amount)		\$100,285

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

2020-21 Proposed Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	Mindfulness/Reflection Counselor (qualified staff) Estimated at \$50/hour, working 3-5pm M-Th, 36 weeks/year.	\$14,400
2	Mindfulness counseling materials (therapeutic art materials, music)	\$700
3	Art Instructor I (qualified staff) Estimated at \$50/hour, 4 classes of 1 hour each per week plus 4 hour prep, 36 weeks/year.	\$14,400
4	Art Instructor II (qualified staff) Estimated at \$50/hour, 4 classes of 1 hour each per week plus 4 hour prep, 36 weeks/year.	\$14,400
5	Art supplies (paint, paper, brushes, sculpting tools and equipment: tables, chairs, canopy, easels etc.)	\$18,000
6	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
7	Music equipment (electric guitars, keyboard, music stands, etc.)	\$4,500
8	Theater (qualified staff) Estimated based on quoted cost for 2019-2020: One 60-minute classes per week, 36 weeks/year. Provided by CalSHAKES	\$5,500
9	Theater equipment (stage sound system, maintenance, wardrobe, spotlights etc.)	\$4,500
	Choir (qualified staff) Estimated based on current quote for 2019-2020: One 60-minute class per week, 36 weeks/year. Provided by Oakland Youth Chorus.	\$3,000
10	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
11	Dance (qualified staff) Estimated at \$45/hour, 2 classes of 1 hour each per week, 36 weeks/year.	\$3,240
12	Spanish Instructor (qualified staff) Estimated at \$50/hour, 2 class of 1 hour each per week plus 2 hour prep, 36 weeks/year.	\$7,200
13	Spanish language materials (books, worksheets, notebooks, etc.)	\$500
14	"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
15	Mandarin language materials (books, worksheets, notebooks, etc.)	\$500
16	Film equipment (handheld cameras, microphone, etc.)	\$3,486
Budget Total (must add up to Current Grant Amount)		\$111,966

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
159	180	78%			13.56%	86.72%

Student Body Ethnic Composition

African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
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10%	N/A	69%	17%	1%	0%	4%	N/A
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Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and roles here.	
Name	Role
G. Borja	Liaison
K. Robles	Coordinator
C. Lee	Site Director
S. Ajani	Regional Superintendent
G. Pentony	Dean of Students
J. Quan	Accounting
K. Chai	Administrative Support

<p>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.</p>
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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 (Rubric)</u>	2018-19 (last yr)	2019-20 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2018-19 (last yr)	2019-20 (this yr)
Access and Equitable Opportunity	Entry	Quality	Access and Equitable Opportunity	Entry	Quality
Instructional Program	Entry	Quality	Instructional Program	Entry	Basic
Staffing	Entry	Basic/Quality	Staffing	Entry	Basic/Quality
Facilities	Entry	Quality	Facilities	Entry	Quality
Equipment and Materials	Entry	Quality	Equipment and Materials	Entry	Quality
Teacher Professional Learning	Entry	Basic	Teacher Professional Learning	Entry	Quality
<u>World Language (Rubric)</u>	2018-19 (last yr)	2019-20 (this yr)			
Content and Course Offerings	Emerging	Sustaining			
Communication	Emerging	Sustaining			
Real world learning and Global competence	Emerging	Sustaining			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2018-19 (last yr)	2019-20 (this yr)	Safe and Positive School Culture (SPSA)	2018-19 (last yr)	2019-20 (this yr)
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Enrollment Data (20 day)	N/A	155	Suspension	1% (as of 4/17/19)	0%
ES Outreach Strategy Actions	N/A	N/A	Chronic Absence	2% (as of 4/17/19)	0%
Programs to support ES students transition to MS	N/A	MS	CHKS data (District) or Culture/Climate survey	N/A	Youth Truth Survey Conducted October 2019 by 324 students

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

****The agenda and meeting notes must reference overview of Measure G1 and show dialogue and input from stakeholders.**

Community Engagement Meeting(s)	
Community Group	Date
Parents, After School Coordinator and Site Director Meeting on G-1 Proposal for 20-21	04/15/20

Staff Engagement Meeting(s)	
Staff Group	Date
Teachers and School Administrators to discuss G-1 Proposal for 20-21	04/14/20

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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 Measure G1

- 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 2019-20 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 the amount listed in "Recommended Grant Amount" above.

1. Music Program

Programmatic Narrative Based on Rubric
<p>During the 2019-2020 school year, Measure G1 continued to support our choir program at Downtown Charter Academy, run by Oakland Youth Chorus. Within this program, choir members were given the opportunity to perform contemporart and traditional songs for their peers, parents and teachers, along with several opportunities to perform in showcases throughout our community. As the year progressed, student interest slowly diminished, primarily due to attendance inconsistencies on the instructors behalf. Once a new instructor was requested, student interest continued to be fickle, as many were having a difficult time adjusting to the new instructors. DCA will continue to work with Oakland Youth Chorus with the goal to find an instructor that meets the needs of our students. In addition, Measure G1 funds supported the introduction of a part-time instructor who teaches piano and keybpard, helping make music a permanent asset to our program. We incorporated Violin and Music Production, funded by our DCA budget, allowing us to serve more than 40 students each semester. Music has continued to be hightly requested among our student population. With these funds, we hope to continue to provide students with the necessary equipment and tools to further develop their skills.</p>

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
\$7,200	Music Instructor (qualified staff) - Estimated at \$50/hour, 2 classes of 1 hour each per week plus 2 hours prep, 36 weeks/year	<i>We hope to serve at least 50 students each semester next year.</i>
\$4,500	Music equipment (electric guitars, keyboards, music stands, recording software, etc)	<i>We hope to have a 2:1 student-to-instrument ratio in the after-school music classes next year.</i>
\$3,000	Choir (qualified staff) - Estimated based on current quote for 2019-2020: One 60-minute class per week, 36 weeks/year. Provided by Oakland Youth Chorus	<i>We hope to increase student enrollment in the choir program by 50% next year.</i>

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 have since become a mainstay of the after-school program. Teachers and parents alike have commented on how effected these offerings have been in encouraging students to come out of their shells and take risks. Enrollment continued to grow as students witnessed their peers perform at the end of the first year. DCA has contracted with two external venders, Destines 2 Dance and CALShakes, to run these programs, respectively. We hope to continue our partnership with both venders and continue to grow student engagement. With Measure G1, we hope to bring an additional dance instructor who would introduce our student body to different styles and cultures of dance. During the 2019-2020 school year, Measure G1 helped support the introduction of a successful and highly requested art program. With these funds, DCA partnered with Get Empowered, a high quality community based organization, to help run our art program. Through GE, we were able to hire an art instructor whose focus was teaching our students a variety of skills relating to painting and mixed media. Our art program has been one of our most requested clubs, as it served at least 95 students throughout this year. As a result, DCA hopes to add on a second qualified art instructor, allowing us to continue to expose our students to new skills in mixed media, painting, and sculpture. With the support of our DCA budget, we were able to introduce a film instructor dedicated to teaching students techniques in shooting film. Because it had been our first year running a film program, we did not anticipate the need for an increase in film equipment. As a result, funds originally allocated towards the film instructor were used for additional film equipment, including a computer specialized for film editing, handheld cameras, microphones, subscriptions to editing software, among other items. Student participation increased significantly after presenting the pieces of film produced throughout the semester. With these funds we hope to continue to provide our students with the necessary equipment to further provide students with outlets to express their creativity and thereby lead to a more positive school culture.

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
\$14,400	Art Instructor I (qualified staff) - Estimated at \$50/hour, 4 classes of 1 hour each week plus 4 hour prep, 36 weeks/year.	<i>We hope that this instructor will serve at least 60 students over the course of the year</i>
\$14,400	Art Instructor II (qualified staff) - Estimated at \$50/hour, 4 classes of 1 hour each week plus 4 hour prep, 36 weeks/year.	<i>We hope that this instructor will serve at least 60 students over the course of the year</i>
\$18,000	Art supplies (paint, paper, brushes, sculpting equipment, outdoor tables, chairs, canopy etc.)	<i>We aim to provide every student enrolled in art with adequate materials.</i>
\$3,240	Dance I (qualified staff) - Estimated at \$45/hour, 2 classes of 1 hour each per week, 36 weeks/year. Provided by Destined 2 Dance	<i>We hope to have at least 25% of the after school student body participate in either beginner or advanced dance next year.</i>
\$3,240	Dance II (qualified staff) - Estimated at \$45/hour, 2 classes of 1 hour each per week, 36 weeks/year.	<i>We hope to have at least 25% of the after school student body participate in either beginner or advanced dance next year.</i>
\$3,000	Theater (qualified staff) - Estimated based on quoted cost for 2019-2020: One 60-minute class per week, 36 weeks per year. Provided by CalSHAKES	<i>We hope to increase the number os students who perform in theater productions by at least 20% next year.</i>
\$2,936	Film Equipment (handheld cameras, microphones, editting software subscriptions, etc)	<i>We hope to provide a 5:1 student-to-equipment ratio next year.</i>

3. World Language Program

Programmatic Narrative Based on Rubric

During the 2019-2020 school year, Measure G1 funded the introduction of a language program. Based on feedback from parents and teachers, we introduced beginner Spanish and Mandarin classes during the after-school program. Students were required to take at least one semester of a foreign language. With these funds we hired 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. Since the start of the school year, student participation has increased. We hope to continue to work closely with our Spanish and Mandarin instructors and provide support with regard to instruction and programming to further increase the number of students served the following school year.

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.)
\$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	<i>We hope that this instructor will be able to serve atleast 50 students next year</i>
\$500	Spanish language materials (books, worksheets, notebooks, etc.)	<i>We aim to provide every student with his/her own textbook and worksheets</i>
\$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	<i>We hope that this instructor will be able to serve atleast 50 students next year</i>
\$500	Mandarin language materials (books, worksheets, notebooks, etc.)	<i>We aim to provide every student with his/her own textbook and worksheets</i>

4. 5th to 6th Grade Enrollment Retention**Programmatic Narrative Based on Data Analysis**

N/A

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students/families to be served and achievement for specific student groups.)

5. Safe and Positive School Culture**Programmatic Narrative Based on Data Analysis**

During the 2018-2019 school year, the introduction of a Mindfulness Coach at DCA had been a huge success. Consequences assigned by teachers have dropped dramatically, as students have learned new ways to manage their frustration and anger when confronted by challenges at school. During the 2019-2020 school year, our biggest challenge has been introducing our students to a program that fits their interest and needs. We worked closely with the instructor but since there was no improvement, we decided to contract Get Empowered, a high quality community based organization, to run our Mindfulness program during after-school. With this new instructor, we hope to continue to focus on student needs and interests, while providing them with mindfulness practices including but not limited to meditation, yoga, mindful eating/breathing, along with new techniques to reduce and manage stress.

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above). Outcomes should reference data from CHKS or Climate/Culture survey, i.e., Student survey data will show an increase in satisfaction with their school experience prior year.)

\$14,400	Mindfulness/Reflection Counselor (qualified staff) - Estimated at \$50/hour, working 3-5pm, M-Th, 36 weeks/year	<i>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</i>
\$700	Mindfulness counseling materials (therapeutic art materials, music)	<i>We hope to provide students with access to therapeutic materials</i>

Please submit your 2020-21 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).



DCA - Staff Meeting Notes

Date: 04/14/2020

Location: Virtual Meeting

School Staff Feedback

Time: 1:00 PM

Agenda Item	Notes
PEOPLE PRESENT	<p>Coach Pentony, Dean of students Ms. Prokopienko, Dean of Instruction Ms. Robles, After School Program Coordinator Ms. Chang, History Teacher and member of the FST Mr. Lyons, Math teacher and member of the FST Ms. Claudia Lee, site Director</p>
ISSUE TO BE DISCUSSED	<p>G-1 Grant 1. The Goals of Measure G1 - Increase access to courses in arts, music, and world languages in grades 6-8 - Improve student retention during the transition from elementary to middle school - Create a more positive and safe middle school learning environment 2. Proposed Expenditures 3. Discussion about Full Time Art Teacher</p>
NOTES	<p>Reminder: G-1 limited to funding arts & language taught by non-DCA employees 1. Full time art teacher: --Funding available to support a full-time hire --consider doubling # of afternoon art classes, hire 2 part-time teachers (preferred option) --expand to art teachers who work in different mediums (ceramics, sculpting, etc.) --use grant funds to have art teacher develop plan/curriculum --increase expenditure on equipment/ supplies (esp. Easels, tables dedicated to art use, would need shade structures if classes were held outside) 2. Music teacher: --expand music offerings --utilize funds to support performance art spaces (spotlights, sound system for stage) 3. Scheduling: --offer classes before school? 7:30 ---potential barrier- admin must be present --schedule during school hours (not without moving to block schedule)</p>
COMMITMENTS	<p>Ms. Lee: Meeting with Parents for feedback Ms. Robles: Adjust the G-1 Grant as per DCA's teachers and administrators feedback -utilize current year G-1 funds to purchase additional keyboards for use during distance learning Other: -Mr. Lyons to reach out to Mr. Hu re: finding a quote for a sound system for the auditorium -Coach- modify Chromebook lending agreement to use for lending keyboards</p>

NEXT MEETING	August 2021
SIGNATURES	

DCA - Parents' G-1 Grant Meeting Notes

Date: 04/15/2020

Location: Virtual Meeting

DCA Parents Feedback

Time: 10:00 AM

Agenda Item	Notes
PEOPLE PRESENT	<p>Ms. Chipo Lattan, parent Ms. Archer, Parent Ms. Dariya Dawa, parent Mr. Elyon Dawit, parent Ms. Robles, After School Program Coordinator Ms. Claudia Lee, site Director</p>
ISSUE TO BE DISCUSSED	<p>G-1 Grant 1. <u>The Goals of Measure G1</u> - Increase access to courses in arts, music, and world languages in grades 6-8 - Improve student retention during the transition from elementary to middle school - Create a more positive and safe middle school learning environment 2. Proposed Expenditures</p>
NOTES	<p>Ms. Lee says the goal of the meeting is to get feedback on the programming and expenses of the programs funded by the G-1 Grant. Parents would like to offer another language, perhaps French, other music classes like clarinet, buy some musical instruments, increase dance lessons. Ms. Lee says that she will create a survey to know what lessons students are interested in, but we can certainly diversify the programming. Ms. Robles says that students enjoy the art classes and parents say that perhaps we can offer different kinds of plastic arts like ceramics. Parents want to know when they are receiving the After School application form for 20-21.. Ms. Lee says in May. Parents want to know what is going to happen with the summer program and the school for the Fall. Ms. Lee says we don't know for sure. We will open the school when it is safe. We have begun to discuss offering summer school online. For the opening of the 20-21 school year, we will follow the Governor Office, Alameda County and OUSD's recommendations. We will keep families informed.</p>
COMMITMENTS	<p>Ms. Lee: Review Grant Proposal and mail it as soon as possible Ms. Robles: Adjust the G-1 Grant as per parents' feedback Other: Ms. Robles will send the After School applications the first week in May Ms. Lee will send the surveys next week</p>
NEXT MEETING	<p>May 13th, 2020, 10:00AM</p>

SIGNATURES	



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure G1
Mid-Year Reflection 2019-20**
Due: February 3, 2020

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

- Grant allocation is based on 2018-19 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		
<p>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.</p>		
Budget	2019-20 Activities	Anticipated Outcome
\$6,500	Choir (qualified staff) Estimated based on current quote for 2019-2020:	We hope to increase student enrollment in the choir program by

	Two 45-minute classes per week, 36 weeks/year. Provided by Oakland Youth Chorus.	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.

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.

During the 2019-2020 school year, Measure G1 has continued to support our choir program at Downtown Charter Academy, run by Oakland Youth Chorus. Student interest in the first semester was high, as many of last years returning students expressed interest in further developing their skills. Choir members have been given the opportunity to perform contemporary and traditional songs for their peers, parents and teachers, along with performing in showcases throughout our community. Since the first semester, the choir program has experienced a loss of interest from students, primarily due to attendance inconsistency on the instructors' behalf. Students have experienced challenges adapting to new instructors. As a result, we will continue to partner with Oakland Youth Chorus, but requested that they provide a permanent instructor who is able to commit to our choir program and students. In addition, Measure G1 funds have supported the introduction of a part-time instructor who teaches piano and keyboard, making music a permanent asset to our program. We have incorporated Violin and Music Production, funded by our DCA budget, allowing us to serve more than 40 students each semester., Music has continued to be highly requested among our student population. With these funds, we hope to continue to provide students with the necessary equipment and tools to further develop their skills.

2. Art Program (PRELOADED)

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 the 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	2019-20 Activities	Anticipated Outcome
\$3,240	Dance (qualified staff)	We hope to have at least 25% of the

	Estimated at \$45/hour, 2 classes of 1 hour each per week, 36 weeks/year. Provided by Destined 2 Dance	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.

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.

Our art program has been very successful this year. We have continued to partner with Destined 2 Dance and CALShakes to run our dance and theater program, respectfully. After our programs Winter Showcase, student participation for both programs have increased significantly. Next year, we hope to continue to further increase student engagement. DCA has also contracted with Get Empowered, a high quality community based organization, to help run our art program. Through GE, we were able to hire an art instructor who has focused on teaching our students a variety of skills relating to painting and mixed media. Our art program has been one of the most requested clubs by our students, as it has served a minimum of 95 students throughout this year, with many more students showing interest. Measure G1 has supported the introduction of a film program at DCA. Because it has been our first year running a film program, we did not anticipate the need for an increase in film equipment. As a result, funds that were allocated for the film instructor have been used for additional film equipment, including a computer specialized for film editing, handheld cameras, microphones, subscriptions to editing software, among other items. Student participation has increased after presenting the pieces of film produced throughout the first semester.

3. World Language Program (PRELOADED)

Programmatic Narrative Based on Rubric

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.

Budget	2019-20 Activities	Anticipated Outcome
\$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.

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.

At DCA we continue to offer a language program during the after-school program. We retained the Spanish instructor and hired a new instructor to teach Mandarin. These programs were requested by parents and teachers, our student interest for both of these classes started off rather low at the start of the school year with each program serving at least 15 students. However, we have since noticed an increase in student interest. We hope to continue to work closely with our Spanish and Mandarin instructors and provide any support necessary with regard to instruction and programming to further increase the number of students served throughout the year.

4. 5th to 6th Grade Enrollment Retention (PRELOADED)

Programmatic Narrative Based on Data Analysis		
N/A		
Budget	2019-20 Activities	Anticipated Outcome

N/A	N/A	N/A
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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.

5. Safe and Positive School Culture (PRELOADED)

Programmatic Narrative Based on Data Analysis

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.

Budget	2019-20 Activities	Anticipated Outcome
\$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.

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.

Since last year, the number of consequences assigned by teachers have continued to drop significantly, as students have continued to use a variety of different ways to manage their frustration and behavior at school. However, our biggest challenge this year has been introducing our students to a program that fits their interests and needs. We worked closely with the instructor but since there was no improvement, we decided to contract Get Empowered, a high quality community based organization, to run our Mindfulness program during after-school. With this new instructor, we hope to focus on student needs and interests, while providing them with mindfulness practices including but not limited to meditation, yoga, mindful eating/breathing, along with learning new ways to reduce and manage stress.

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