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

# Board Cover Memorandum

**To** Measure G1 Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission

**From** Middle School Network

**Meeting Date** March 10, 2026

**Subject** Downtown Charter Academy 2026-2027 Measure G1 Application

**Ask of the Commission** Approve the Downtown Charter Academy 2026-2027 Measure G1 Application

**Discussion** Middle School Network is open to questions from the commission regarding the Downtown Charter Academy 2026-2027 Measure G1 Application.

**Fiscal Impact** The recommended amount is **\$110,470.00**. Resource 9332 - Measure G1.

**Attachment(s)** Grant application attached.





# 2026-2027 Measure G1 Proposal

**Due: March 1, 2026**

*Allocations are provisional subject to Board approval*

## School Information & Student Data

<b>School Name</b>	Downtown Charter Academy	<b>School Address</b>	2000 Dennison Street Oakland, CA 94606
<b>Principal</b>	Jillianne Whitfield	<b>Principal Email</b>	jwhitfield@amethodschools.org
<b>G1 Contact</b>	Adrienne Barnes	<b>Contact Email</b>	abarnes@amethodschools.org
<b>School Phone</b>	510-535-1580	<b>Total Number of Students</b>	318
<b>Recommended Grant Amount<sup>1</sup></b>	<b>\$110,470.00</b>	<b>2025-2026 CALPADS<sup>2</sup> Enrollment Figure (grades 6-8 Oakland residents only)</b>	270
		<b>2025-2026 LCFF<sup>3</sup> Enrollment</b>	228

Student Demographics (%)				Measure G1 Team	
English Learners	15%	Asian/Pacific Islander	76%	Name	Position
LCFF	72%	Latinx	10%	Jillianne Whitfield	Principal
SPED	6%	Black or African-American	12%	Sean Johannessen	Registrar
		White	1%	Michiko Nakamura	ASES Coordinator
		Indigenous or Native American	0%		
		Multiracial	1%		

<sup>1</sup> Allocation 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.

<sup>2</sup> The California Longitudinal Pupil Achievement Data System (CALPADS) collects various about students, including school enrollment. Each fall, around early October, all schools in California submit enrollment figures into the CALPADS system which becomes the official count for that school for that year.

<sup>3</sup> Under the Local Control Funding Formula, the following categories of students receive additional funding: English learners, students in foster care, students eligible for the free- and reduced-lunch program.

<b>Chronic Absence (Include raw number and percent)</b>				
	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Student Population Overall	8 (3.0%)	9 (2.9%)	11 (3.5%)	7 (2.0%)
Asian/Pacific Islander	1 (0.5%)	2 (0.9%)	4 (1.6%)	2 (0.8%)
Latinx	4 (11.4%)	6 (15.0%)	5 (15.6%)	4 (10.0%)
Black or African-American	2 (11.8%)	1 (4.2%)	1 (2.6%)	0 (0%)
White	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Indigenous or Native American	0 (0%)	0 (0%)	0 (0%)	0 (0%)
English Learners	2 (3.2%)	2 (3.9%)	2 (4.2%)	0 (0%)
Students w/ IEPs	1 (3.8%)	0 (0%)	2 (10.5%)	0 (0%)
Free/ Reduced Lunch Students	4 (1.9%)	9 (3.9%)	6 (2.6%)	3 (1.3%)

## Metrics

(all data points are required)

<b>Electives (Include raw number and percent)</b>					
Metric	Area	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Number of students taking elective courses.	Art	0	0	318 (100%)	330 (100%)
	Language	0	0	0	0
	Music	0	0	0	0
Number of students participating in non-course experiences (e.g. after-school program)	Art	155 (52%)	141 (46%)	146 (45%)	150 (45%)
	Language	33 (21%)	125 (41%)	97 (30%)	100 (30%)
	Music	155 (52%)	39 (12%)	44 (14%)	50 (15%)

<b>Positive &amp; Safe Culture (Include raw number and percent)</b>
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Metric	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
<b>Average Daily Attendance</b> <b>Date of Figure: 2/20/26</b>				
Asian/Pacific Islander	98.19%	98.55%	98.49%	99%
Latinx	93.26%	94.28%	93.49%	95%
Black or African-American	96.06%	96.91%	97.79%	98%
White	97.78%	100.00%	96.90%	98%
Indigenous or Native American	N/A	91.80%	N/A	98%
English Learners	96.44%	97.17%	97.62%	98%
Students w/ IEPs	96.68%	97.54%	95.64%	97%
Free/ Reduced Lunch	97.66%	97.75%	98.03%	99%

Metric	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
<b>Suspended Students</b> <b>Date of Figure: 2/20/26</b>				
Asian/Pacific Islander	0 (0%)	1 (0.4%)	0 (0%)	0 (0%)
Latinx	1 (2.9%)	0 (0%)	0 (0%)	0 (0%)
Black or African-American	1 (5.6%)	0 (0%)	0 (0%)	0 (0%)
White	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Indigenous or Native American	0 (0%)	0 (0%)	0 (0%)	0 (0%)
English Learners	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Students w/ IEPs	1 (3.9%)	0 (0%)	0 (0%)	0 (0%)
Free/ Reduced Lunch	2 (0.9%)	0 (0%)	0 (0%)	0 (0%)

<b>Student Retention from 5th Grade to 6th Grade</b>				
Metric	2023-2024	2024-2025	2025-2026	2026-2027 Goal
6th Grade Enrollment	N/A	N/A	N/A	N/A

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## Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
Family Staff Team Meeting - 11 am at DCA	2/20/26

Staff Engagement Meeting(s)	
Staff Group	Date
All Staff Meeting - 1pm	2/20/26

<u>Music (Rubric)</u>	2024-25	2025-26
<i>Access and Equitable Opportunity</i>	Entry	Entry
<i>Instructional Program</i>	Entry	Entry
<i>Staffing</i>	Entry/Basic	Entry/Basic
<i>Facilities</i>	Basic	Basic
<i>Equipment and Materials</i>	Entry	Entry
<i>Teacher Professional Learning</i>	Quality	Quality
<u>World Language (Rubric)</u>	2024-25	2025-26
<i>Content and Course Offerings</i>	Developing	Developing
<i>Communication</i>	Emerging	Emerging
<i>Real world learning and Global competence</i>	Emerging	Emerging
<u>Art (Visual Arts, Theater, and Dance)</u>	2024-25	2025-26
<i>Access and Equitable Opportunity</i>	Entry	Entry
<i>Instructional Program</i>	Entry	Entry
<i>Staffing</i>	Entry	Entry
<i>Facilities</i>	Basic	Basic
<i>Equipment and Materials</i>	Entry	Entry
<i>Teacher Professional Learning</i>	Entry	Entry

## Proposed Expenditures

<u>Guidelines</u>
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1. In the following sections, please discuss your team's plan to address the goals of G1:
  - a. Increase access to courses in arts, music, and world languages in grades 6-8.
  - b. Improve student retention during the transition from elementary to middle school.
  - c. Create a more positive and safe middle school learning environment.
2. Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.
3. Add additional lines as needed.
4. The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1
5. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

## Summary of 2025-26 Approved Expenditures

All Actual Expenditures		Budget Amount
<b>Electives (Art, Music, World Language)</b>		
1	Art Instructor - Plastic Arts(qualified staff) Estimated 8 classes//week plus 1 hour of prep, 36 weeks/year.	\$25,000.00
2	Mandarin Instructor (qualified staff) and materials Estimated at 2 classes/week plus prep, 36 weeks/year.	\$6,000.00
3	Field trips for 100% of students in program	\$30,000.00
4	Teacher Stipends running clubs in music, arts, crafts, etc.	\$22,000.00
5	Supplies for arts, music, kung fu, and crafts	\$4,649.00
<b>Positive &amp; Safe Culture</b>		
1	Mindfulness/Reflection Instructor and materials (qualified staff) Mon- Fri, 36 weeks/year.	\$17,000.00
<b>Budget Total</b>		<b>\$104,649.00</b>

## Summary of 2026-27 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Art Instructor - Plastic Arts (qualified staff) Estimated 4 classes/week plus 1 hour of prep, 36 weeks/year	\$25,000.00
2	Mandarin Instructor (qualified staff) and materials Estimated at 2 classes/week plus prep, 36 weeks/year.	\$6,000.00
3	Teacher Stipends running clubs in music, arts, crafts, etc.	\$22,000.00
4	Supplies for arts, music, kung fu, crafts	\$5,470.00

5	Art Instructor for mural project and materials Estimated 1 classes/week, 36 weeks/year	\$10,000.00
6	Mindfulness/Reflection Instructor and materials (qualified staff) Mon- Fri, 36 weeks/year.	\$17,000.00
7	Field Trips for 100% of student in program	\$20,000.00
8	Music/Dance Assemblies or workshop	\$5,000.00
<b>Budget Total (must add up to Recommended Grant Amount)</b>		<b>\$110,470.00</b>

## Proposed Expenditures By Focus Area

Proposed Expenditures for Electives (Art, Language, and Music only)			
Description of Proposed Expenditures	Number of students taking a course in art, language, or music (based on the specific investment).	Number of students participating in a non-course experience in art, language or music (based on the specific investment) + frequency and amount of time spent in each activity.	Budget Amount
<b>Art Instructor:</b> Our art class is an extremely popular choice amongst all grade levels. Within the class they are able to have a safe place to socialize and explore/ express their creativity. They learn various art techniques and can choose topics to work on for an organized school art exhibit at the end of the year, as well as art pieces for classrooms or the hallways.	N/A	84 students/ semester/ 4 times/week	\$25,000
<b>Mandarin Instructor:</b> This club allows students to learn about different cultures while also learning the language. They are given many opportunities to explore the different backgrounds through international music, the language itself, and first hand experiences.	N/A	33 students/ semester/ 2 times/week	\$6,000
<b>Teacher Stipends:</b> Many of our art, language, and music clubs are provided from the teachers. Without teachers staying in after school to provide these opportunities, we would not have as many amazing clubs as we do.	N/A	146/semester/ 5 times/ week	\$22,000
<b>Supplies:</b> Most, if not all, clubs require some sort of physical item(s) to use, especially any of our art or music programs. This will help us supply any of those things as needed so that the students can continue to grow in their skills. Supplies for arts, music, kung fu, and crafts	N/A	146/ semester/5 times/week	\$5,470

<b>Art Instructor and Materials for Mural project:</b> Students will have the opportunity to collaborate to design a mural and contribute to implementing elements of it with instructor support.	N/A	60/semester/2 times/week	\$10,000
<b>Music and/or Dance assemblies/workshops:</b> All Students will have the opportunity to learn about multiple cultures through music, rhythm or dance in an assembly or workshop setting. Bringing in outside performing educators to share this would be a great learning opportunity for all of our students.	N/A	330 students /1 time per year	\$5,000

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
<b>Field Trips:</b> All students will have the opportunity to grow and bond with their community. This gives them the chance to gain real world experience in a more professional way. Field trips also provide students with an easier way to understand concepts in a memorable way. It would also bring up the school morale by providing a community building opportunity for all.	Average Daily Attendance	\$20,000
<b>Mindfulness instructor and materials:</b> Students will learn stress management, social skills, and restorative practices that include, but are not limited to, writing in a journal, learning how to express their feelings, and learning how to redirect emotions in a positive and artistic way. There are also 2 designated rooms for mindfulness and counseling	Suspensions	\$17,000

Proposed Expenditures for Retention of 6th Graders	
Description of Proposed Expenditures	Budget Amount
NOTE: We are planning a summer program for our incoming 6th graders to support their induction and retention. We will use school General Budget resources.	N/A

**Please submit your Measure G1 proposal to Cliff Hong ([clifford.hong@ousd.org](mailto:clifford.hong@ousd.org)) and Karen Lozano ([karen.lozano@ousd.org](mailto:karen.lozano@ousd.org)).**



## DCA - FST Meeting Agenda 2.20.26

**Recorder:** Jillianne Whitfield

**Parking Lot** (questions or support needed from admin):

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**Participants:** [Sign-in sheet](#)

**Resources:**

- [Presentation Slides](#)

Date   2.20.26					✓
Time	Item	Facilitator	DESCRIPTION	Follow up	
11:00 AM	Welcome and Sign-in	Lyons	Present: John Lyons David Swingler Franisha Scurlock Jacqueline Velasquez Eudora Xu Aisha Momoh		
11:05	Updates on events that have been happening at school		<ol style="list-style-type: none"> <li>1. Bessie Coleman Paper Airplane Contest</li> <li>2. YouthTruth Survey</li> <li>3. ELPAC upcoming (3/2 - 3/12)</li> </ol>		
11:10	Update on Past Business		<ol style="list-style-type: none"> <li>1. Material Revision next steps - waiting for the decision hearing to be scheduled, once it is confirmed we will let families know when it will be held</li> </ol>		
11:11	New Business		<ol style="list-style-type: none"> <li>1. Safety Plan input</li> <li>2. G1 Grant suggestions for 26.27</li> <li>3. Youth Truth Parent Survey - spread the word</li> </ol>		

11:15	Safety Plan		<p>A. Component 1: People and Programs:</p> <ul style="list-style-type: none"> <li>● Goal #1: Assure a safe physical environment.</li> <li>● Goal #2 Assure ongoing professional development to ensure supportive, nurturing teacher-student relationships in the classroom.</li> </ul> <p>B. Component 2: Places:</p> <ul style="list-style-type: none"> <li>● Goal #1: Assure a safe, respectful, accepting, and emotionally nurturing environment.</li> </ul> <p>FST Team input:</p> <ul style="list-style-type: none"> <li>● Families interested in opportunities for Community service: <ul style="list-style-type: none"> <li>○ Hiking, planting at Novato Bay Lands</li> <li>○ More extracurriculars, field trips, weekend events (e.g. Ballers, Roots)</li> </ul> </li> <li>● Communication materials from Ms. Eudora</li> <li>● Parent Toolkit for discussing DCA academics <ul style="list-style-type: none"> <li>○ Growth Mindset messaging for families</li> <li>○ Too much pressure on the kids is not healthy!</li> </ul> </li> </ul>		
11:35	G1 Grant Application Suggestions		<p>Families were interested in opportunities for students to participate in the following activities</p> <ol style="list-style-type: none"> <li>1. Murals (inside and outside)</li> <li>2. School Choir</li> <li>3. School Band</li> <li>4. Sewing / Crafts / Home-Ec</li> <li>5. Recycling / Reusing materials for creative purposes</li> </ol>		
11:50	ELAC Committee	Swingler	Mr. Swingler shared about Summative ELPAC testing		

			<p>that is coming up.</p> <ul style="list-style-type: none"> <li>• Parent/Guardian notices being sent out regarding upcoming Summative ELPAC testing. This includes access to websites with Official Practice and Training test ad Tips</li> <li>• Summative ELPAC testing: March 2 - March 20</li> </ul>		
12:00	Closing	Lyons	Thank you to everyone who could attend the meeting!		

Additional Notes, Questions, Etc.



Location: Ms. Kapadia's (8th math) classroom

## PD and Staff Meeting Agenda 2/20/26

Recorder:

Parking Lot *(questions or support needed from admin):*

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Participants: [SIGN IN HERE](#)

Resources:

- [25-26 DCA - Supplies Requests Tracker](#)
- [25-26 DCA Facilities Requests](#)
- [24-25 DCA Tech Requests](#) (non chromebook requests)

Time	Item	Facilitator	DESCRIPTION	Follow up / Action Item
1:00-1:30	Welcome		Sign in + Sign Attendance	
1:05-1:30	Announcements:		Friday 2/20 (actually 2/12) - Gradebook update Thu 2/26 - Earthquake Drill at 9:40 Thu 2/26 - AMPS Board Meeting Mon 3/2 - Begins Wed 3/4 - Material revision hearing	
	G1 Grant for 26.27		<p>Suggestions</p> <ul style="list-style-type: none"> <li>• Murals led by Ms. Kristen, &amp; Steve, &amp; Hopkins!</li> <li>• Musical Assembly or other whole school activity</li> <li>• Field Trips to Museums                             <ul style="list-style-type: none"> <li>○ SFMOMA</li> <li>○ Legion of Honor</li> <li>○ DeYoung</li> <li>○ Asian Art Museum</li> </ul> </li> </ul>	

			<ul style="list-style-type: none"> <li>○ Academy of Sciences</li> <li>○ Plays (like the Harry Potter one)</li> <li>○ Players that will visit DCA?</li> <li>● SEL/Mindfulness/Ethnic Studies Instructor (could also be librarian)</li> <li>● Library as school cultural center</li> <li>● Acceleration options</li> <li>● Playground Equipment - Shed mgmt should be assigned to a staff</li> <li>● Health/Safety - Better trash recycling stations!</li> <li>● Moving art equipment (professional movers)</li> <li>● Extracurricular events on weekends (Ballers, the Roots)</li> <li>● Sports team (need leader/coach)</li> <li>● BATHROOMS</li> </ul>	
1:30 - 4:00	Lesson Planning, Grading	Teachers		

**Family Staff Team Meeting Sign in 2/20/26**

2/20/2026 11:04	John Lyons	Staff
2/20/2026 11:04	Jacqueline Velas	Staff
2/20/2026 11:04	David Swingler	Staff
2/20/2026 11:05	Eudora Xu	Parent
2/20/2026 11:08	Aisha Momoh	Parent
2/20/2026 11:09	Franisha scurloc	Staff