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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** April 8, 2025

**Subject** Yu Ming Charter 2025-2026 Measure G1 Application

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**Ask of the Commission** Approve the Yu Ming Charter 2025-2026 Measure G1 Application

**Discussion** Middle School Network is open to questions from the commission regarding the Yu Ming Charter 2025-2026 Measure G1 Application.

**Fiscal Impact** The recommended amount is **\$8,807.00**. Resource 9332 - Measure G1.

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



## 2025-2026 Measure G1 Application

**Due: March 1, 2025**

### School Information & Student Data

<b>School</b>	Yu Ming Charter	<b>School Address</b>	675 41st St, Oakland, CA
<b>Contact</b>	Emily Wood	<b>Contact Email</b>	ewood@yumingschool.org
<b>Principal</b>	Greg Callaham	<b>Principal Email</b>	gcallaham@yumingschool.org
<b>School Phone</b>	510-922-8631	<b>Total Number of Students</b>	161
<b>Recommended Grant Amount<sup>1</sup></b>	<b>\$8,807</b>	<b>2024-25 CALPADS<sup>2</sup> Enrollment Figure (grades 6-8 Oakland residents only)</b>	56
		<b>2024-25 LCFF<sup>3</sup> Enrollment</b>	17

Student Demographics (%)				Measure G1 Team	
English Learners	0	Asian/Pacific Islander	21	Name	Position
LCFF		Latinx	4	Emily Wood	COO
SPED	3	Black or African-American	5	Celia Pascual	CAO
		White	3	Crystal Simmons	Dir. of Student Support Services
		Indigenous or Native American	10	Greg Callaham	Dir. of SEL

<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.

		Multiracial	20		Jennifer Shuen	MS Principal
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Chronic Absence (Include raw number and percent)				
	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Student Population Overall	0	3 (5%)	1(1.7%)	0
Asian/Pacific Islander	0	1 (1.8%)	0	0
Latinx	0	0	0	0
Black or African-American	0	0	0	0
White	0	0	0	0
Indigenous or Native American	0	0	0	0
English Learners	0	0	0	0
Students w/ IEPs	0	0	0	0
Free/ Reduced Lunch Students	0	2 (3.7%)	0	0

## Metrics

(all data points are required)

Electives (Include raw number and percent)					
Metric	Area	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Number of students taking elective courses.	Art	128 (100%)	110 (100%)	161 (100%)	160 (100%)
	Language	128 (100%)	110 (100%)	161 (100%)	160 (100%)
	Music	128 (100%)	110 (100%)	161 (100%)	160 (100%)
Number of students participating in non-course experiences (e.g. after-school program)	Art	Data not available/tracked			
	Language				
	Music				

Positive & Safe Culture
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(Include raw number and percent)				
Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
<b>Average Daily Attendance</b> <b>Date of Figure: 3/17/25 (we don't have overall attendance data by demographic)</b>				
Asian/Pacific Islander	97.06%	96.87%	96.6%	97%
Latinx				
Black or African-American				
White				
Indigenous or Native American				
English Learners				
Students w/ IEPs				
Free/ Reduced Lunch				

Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
<b>Suspended Students</b> <b>Date of Figure: 3/19/25</b>				
Asian/Pacific Islander	0	0	0	0
Latinx	0	0	0	0
Black or African-American	0	0	0	0
White	0	0	0	0
Indigenous or Native American	0	0	0	0
English Learners	0	0	0	0
Students w/ IEPs	0	0	0	0
Free/ Reduced Lunch	0	0	0	0

Student Retention from 5th Grade to 6th Grade				
Metric	2022-23	2023-24	2024-25	2025-26 Goal
6th Grade Enrollment	39	65	65	65

# Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
Culture and Equity Strategic Planning Working Group	3/5/25

Staff Engagement Meeting(s)	
Staff Group	Date
Middle School PLC	3/19/25

<u>Music (Rubric)</u>	2023-24	2024-25
<i>Access and Equitable Opportunity</i>	Basic	Basic
<i>Instructional Program</i>	Basic	Basic
<i>Staffing</i>	Entry	Entry
<i>Facilities</i>	Entry	Entry
<i>Equipment and Materials</i>	Quality	Quality
<i>Teacher Professional Learning</i>	Entry	Entry
<u>World Language (Rubric)</u>	2023-24	2024-25
<i>Content and Course Offerings</i>	Thriving	Thriving
<i>Communication</i>	Thriving	Thriving
<i>Real world learning and Global competence</i>	Thriving	Thriving
<u>Art (Visual Arts, Theater, and Dance)</u>	2023-24	2024-25
<i>Access and Equitable Opportunity</i>	Basic	Basic
<i>Instructional Program</i>	Entry	Entry
<i>Staffing</i>	Entry	Entry
<i>Facilities</i>	Basic	Basic
<i>Equipment and Materials</i>	Quality	Quality
<i>Teacher Professional Learning</i>	Entry	Entry

# Proposed Expenditures

## Guidelines

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 2024-25 Approved Expenditures

All Actual Expenditures		Budget Amount
Positive & Safe Culture		
1	SEL Speaker series: <u>Raina Telgemeier</u>	\$4,890
2	SEL App: Mightier	\$3,000
Budget Total		\$7,890.00

## Summary of 2025-26 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	G6-8 Middle School Curriculum and Assessments: Wayfinder	\$8,178.50
2	SEL App: Mightier (2x Family Plan)	\$672 (we will cover additional \$43.50 over budget)
Budget Total (must add up to Recommended Grant Amount)		\$8,807

## Proposed Expenditures By Focus Area

Proposed Expenditures for Positive & Safe Culture
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Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
<p>G6-8 Middle School Curriculum and Assessments: Wayfinder</p> <p>“Whole Child” education is one of the model pillars at Yu Ming. We believe that social and emotional learning is just as important as academic achievement, and that strong social skills and emotional intelligence contribute to academic success. Students’ SEL instruction is critical to developing and maintaining a strong positive school culture.</p> <p>Throughout our Strategic Planning process (for 2025-2030) with families and staff, they continue to identify higher levels of explicit SEL instruction and support as a need at our Middle School, where we often see students experience higher rates of anxiety and self-esteem issues compared to our K-5 programs.</p> <p>Starting this current school year, we have shifted our middle school model to have two periods a week of explicit SEL instruction with a dedicated SEL teacher, and having a high-quality curriculum to base those classes on is important. We have piloted Wayfinder and other curricula this year, and found Wayfinder to be the most engaging for students, as well as teacher-friendly. It also comes with embedded SEL assessments that other staff can see and use to help identify student needs for support outside of the SEL class. The Wayfinder curriculum also comes with a number of general community-building games and activities that our Advisors can run with their classes - increasing the scope of positive culture building beyond the SEL class space.</p> <p>By committing to this curriculum, we can now strengthen our overall SEL programming and align culture systems and activities (like Advisory team-building or all-middle school Community Meeting/Assembly topics) in a way that should greatly impact student culture.</p>	Suspensions and ADA	\$8,178.50
<p><b>Mightier Program</b></p> <p>While Yu Ming has high ADA, many middle schoolers are faced with mental health challenges that lead to missed days in school, especially following the pandemic. Mental health and social emotional learning go hand and hand when building a safe and positive school culture. The Mightier program is a play based program that helps improve students’ mental health.</p> <p>As we would use this app as a Tier 2 intervention support, we will only need 2 Family accounts to rotate through with students to address needs on campus.</p>	Suspensions and ADA	\$672 (we will cover additional \$43.50 over budget)

**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)).**

## **Measure G1 Community Engagement 2025**

**Date:** 3/19/2024, 3:15pm, 675 41st St. (MLK Jr. Campus + Zoom)

### **Community member attendees (Principal, MS teachers, parents):**

Greg Callaham, Jennifer Shuen, Hua Zhang, Cheng Weng, Sameer Ahmad, Ryan Mulcahy, Yue Hui, Yun Shao, Jennifer Lee, Louis Wu (late arrival)

### **Meeting Agenda:**

- Review G1 [Application](#) and [guidelines](#)
- Review G1 Application proposal
- Staff discusses and gives feedback

### **Meeting Minutes:**

Greg Callaham (Dir. of SEL) proposed spending the bulk of the budget on Wayfinder, as we have had success with it this year, and it can form the core of our middle school SEL curriculum. It also has additional community-building activities that can be used to supplement our “Strong Start” time during Advisory periods. Families in the Culture and Equity Strategic Planning working group also identified a consistent, core SEL curriculum for Middle School as a clear need to support student positive culture and belonging. He also proposed using the “Mightier” app as a Tier 2 intervention for targeted students as it could also benefit our students, and we would be able to pay for two subscriptions with the remaining money leftover from Wayfinder.

### **Proposed expenditures:**

- Wayfinder Curriculum
  - Question around the usefulness of the content for Advisory classes, specifically
  - Ryan, SEL teacher, shared that there are individual activities that can be productive/helpful in that setting, and that the Wayfinder SEL assessments might be particularly useful for that purpose
- Mightier
  - No additional questions (as we had discussed this app in previous years)
- Team had no additional recommendations counter to those above

### **Recommendations:**

Team recommends utilizing Measure G1 funding to continue our use of the Wayfinder SEL curriculum for next year, as well as purchasing two additional licenses for the Mightier App for Tier 2 social-emotional intervention with our middle school students.