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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 14, 2026

Subject Yu Ming Charter School 2026-2027 Measure G1 Application

Ask of the Commission Approve the Yu Ming Charter School 2026-2027 Measure G1 Application

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

Fiscal Impact The recommended amount is **\$13,082.00**. 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

School Name	Yu Ming Charter School	School Address	675 41st Street, Oakland, CA 94609
Principal	Hua Zhang	Principal Email	hzhang@yumingschool.org
G1 Contact	Greg Callaham	Contact Email	gcallaham@yumingschool.org
School Phone	(510) 922-8631	Total Number of Students	183
Recommended Grant Amount¹	\$13,082.00	2025-2026 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only)	73
		2025-2026 LCFF³ Enrollment	27

Student Demographics (%)				Measure G1 Team	
English Learners	1%	Asian/Pacific Islander	49.2%	Name	Position
LCFF		Latinx	6.5%	Emily Wood	COO
SPED		Black or African-American	11.4%	Celia Pascual	CAO
		White	5.5%	Crystal Simmons	Dir. of Student Support Services
		Indigenous or Native American	1.1%	Greg Callahamn	Dir. of Culture
		Multiracial	22.4%	Hua Zhang	Principal

¹ 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.

² 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.

³ 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.

Chronic Absence (Include raw number and percent)				
	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Student Population Overall	3 (5%)	1(1.7%)	0	0
Asian/Pacific Islander	1 (1.8%)	0	2 (1.1%)	0
Latinx	0	0	1 (0.05%)	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	2 (3.7%)	0	0	0

Metrics

(all data points are required)

Electives (Include raw number and percent)					
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	110 (100%)	161 (100%)	183 (100%)	180 (100%)
	Language	110 (100%)	161 (100%)	183 (100%)	180 (100%)
	Music	110 (100%)	161 (100%)	183 (100%)	180 (100%)
Number of students participating in non-course experiences (e.g. after-school program)	Art	Data not tracked			
	Language				
	Music				

Positive & Safe Culture

(Include raw number and percent)				
Metric	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Average Daily Attendance Date of Figure: 2/27/26 (we don't have attendance data by demographic)				
Asian/Pacific Islander	96.87%	96.6%	96.9%	97%
Latinx				
Black or African-American				
White				
Indigenous or Native American				
English Learners				
Students w/ IEPs				
Free/ Reduced Lunch				

Metric	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Suspended Students Date of Figure: 3/1/26				
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	2023-2024	2024-2025	2025-2026	2026-2027 Goal
6th Grade Enrollment	65	66	62	62

Community Engagement Meeting(s)	
Community Group	Date
Black/African Diaspora Families Affinity Group Listening Circle	3/2/2026
Neurodiverse/Special Ed Families Affinity Group Listening Circle	3/9/2026
Latinx Families Affinity Group Listening Circle	3/11/2026

Staff Engagement Meeting(s)	
Staff Group	Date
Middle School PLC Meeting	1/27/26
Middle School G1 Follow-up Meeting	3/11/2026

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

Equipment and Materials	Quality	Quality
Teacher Professional Learning	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 2025-26 Approved Expenditures

All Actual Expenditures		Budget Amount
Positive & Safe Culture		
1	G6-8 Middle School Curriculum and Assessments: Wayfinder	\$8,178.50
2	SEL App: Mightier (2x Family Plan)	\$672.00
Budget Total		\$8,807.00

Summary of 2026-27 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Staff Professional Development and SEL Content: Girls Leadership	\$8,000.00
2	Staff Professional Development: PlayWorks	\$5,082.00
Budget Total (must add up to Recommended Grant Amount)		\$13,082.00

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>Staff Professional Development and SEL Content: Girls Leadership</p> <p><i>Girls Leadership equips schools and youth serving organizations with the resources and training to create environments where students exercise the power of their voice and are inspired to lead.</i></p> <p><i>Girls Leadership centers gender and racial inclusion and belonging in their work to address the internal and external barriers to leadership development.</i></p> <p>As our team found the Wayfinder SEL curriculum ineffective in fully supporting our students, we need a replacement. Girls Leadership not only provides SEL curricular content that is more aligned with the specific needs of our students, but this content comes in tandem with in-person training that will support our teachers in more effectively implementing that curriculum. Also, Girls Leadership’s training model involves ongoing support over the course of the year (very different from other programs’ beginning-of-year training without follow-up), which will allow for our team to get specific suggestions and support to address actual issues coming up across the year.</p> <p>Based on our internal climate and culture data, as well as feedback from various family groups, our team needs additional support and training to increase our anti-bias work to specifically increase belonging in under-represented student groups. Girls Leadership’s understanding of our Oakland context, as well as knowledge of our specific program, will enable that work to be as effective as possible.</p> <p>Through this ongoing staff development, and use of supporting curriculum based on the training they are receiving, our team will increase their capacity to support our students and build a stronger, positive culture of belonging for all students. This proactive work should result in increasing our students’ attendance and reduce suspensions and other behavioral interventions.</p> <p>The general scope of support will consist of ~3 days of “Collective Belonging” training for all staff, and an additional ~5-6 shorter sessions for MLK teachers on “Building Brave Communities” (including specific curricular support and reflection). Training will be spread throughout the 26-27 school year.</p>	Suspensions and ADA	\$8,000.00
<p>Staff Professional Development: PlayWorks</p> <p><i>Playworks helps school districts help ensure meaningful daily play opportunities for students while also building staff confidence and leadership skills. Equip staff of all sizes and experience levels with practical strategies for managing recess, improving transitions, incorporating the power of play throughout the day.</i></p> <p>Over the years, our behavioral data has shown that a disproportional amount of student conflicts and “referral” behaviors comes out of recess time. To help our students feel more safety on campus (and to greatly reduce escalated conflicts), we need to do more to</p>	Suspensions and ADA	\$5,082.00

strengthen recess structures and training for staff, and we are excited about the opportunity PlayWorks presents for us to do so.

Specifically, we will engage with PlayWorks to gain their support for a 1-day staff training at the beginning of the year to help us build out stronger recess structures and to give specific training to recess supervisors on effective supervision as well as how to proactively lead and teach engaging (and safe) play options for students. Along with this training and guidance, we will receive additional materials to continue to build out our recess structures and develop student leadership to support in that process. We also hope to have a mid-year support check-in with their team to make sure we are able to maintain consistency with our structures beyond their training.

We have been trying to strengthen our recess structures ourselves over the last few years, with some progress, but we continue to run into various problems in effectively rolling out improvements, and so we believe that this opportunity to use our G1 funding to support us in bringing in outside experts who specialize in this particular space can be the additional support we need to make lasting improvements to support our students for years to come.

(we will supplement potential additional funding needed beyond G1 funds, as needed)

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

Measure G1 Community Engagement 2026

Date: 1/28/2026, 3:30pm, 675 41st St. (MLK Jr. Campus + Zoom)

Community member attendees (Principal, MS teachers):

Greg Callaham, Hua Zhang, Cheng Weng, Ryan Mulcahy, Yue Hui, Yun Shao, Jennifer Lee, Louis Wu, Stephaney Wilson, Douglas Arnwine

Meeting Agenda:

- Review last year's G1 expenditures
- Feedback for Wayfinder Curriculum
- Plan for review of Wayfinder curriculum for potential continuation or cancellation for net year

Meeting Minutes:

Greg Callaham ((Dir. of Culture) spoke to team re: last year's primary G1 expense - the Wayfinder SEL Curriculum. Based on conversations over the course of the year, he had noted that teachers did not seem to be finding the curriculum as useful as we had hoped for the school. Greg asked the group for their feedback on the curriculum based on their experience this current school year.

Feedback on Wayfinder:

- General feedback was that teachers had not used much of the Wayfinder content in their Advisory classrooms due to a lack of "relevance" for students. They shared that some of the individual community-building activities were effective, but that they found just as many effective activities online (and could access similar content for free).
- Douglas Arnwine shared about his use of Wayfinder in the Global Citizenship classroom, saying that he had tried to follow the curriculum with his students, but often found students not engaging, and that there were many gaps in the content that he was filling from separate resources that he was finding on his own. Similar feedback re: some activities were effective, but not the general scope and sequence and core curriculum.
- Teachers also shared that they did not find the assessments embedded in the Wayfinder digital platform useful for students as compared to the Insights Climate and SEL survey we piloted this year (which they have found incredibly useful). This causes them to additionally question the relatively high cost of the Wayfinder platform.

Recommendations:

Greg asked the group to spend the next 6-8 weeks intentionally testing out different elements of the curriculum (community builders, digital literacy curriculum, and topic-specific activities) in their Advisory classrooms to make sure they had used all of the resources prior to making a decision to discontinue use of Wayfinder at the Middle School campus. In the meantime, he will research other options and opportunities for use of the G1 funding that could be more immediately useful and effective.

Date: 3/2/2026, 6:00pm; (online - Zoom); **Black/African Diaspora Families Affinity Group Listening Circle**

Date: 3/9/2026, 6:00pm; (online- Zoom); **Neurodiverse/Special Ed Families Affinity Group Listening Circle**

Date: 3/11/2026, 6:00pm; (online - Zoom); **Latinx Families Affinity Group Listening Circle**

Community member attendees (YM Staff + parents; **note that families request to be anonymous in their attendance and feedback during Affinity Group meetings, therefore all three meetings are summarized in these notes*):

Greg Callaham, Sarah Abraham - staff attendees at all three meetings
+ anonymous parent participants

Meeting Agenda:

- Share Yu Ming's Culture Strategic Plan - areas of focus for current 25-26 school year and proposed areas for 26-27 SY
- Receive feedback from families about the plan as shared - questions, areas of success, growth, concerns, and suggestions for further improvement

Meeting Minutes:

Greg Callaham ((Dir. of Culture) shared Culture Priorities from Yu Ming's 5-year Strategic Plan (developed over the course of the 24-25 school year). Specific highlights were regarding increased use of data to progress monitor behavior interventions, supports, and positive culture and climate; focus on foundational training and resourcing for school leaders and staff on restorative practices and systemic response to behavior using RP; social-emotional learning and "celebrating difference" curriculum for all students; and increased family engagement and communication.

Feedback:

- Parents shared excitement over the use of more regular "pulse survey" data of students (multiple times a year, more focused questions about culture and climate) to be more responsive to student needs
- Parents were also hopeful for the prioritization of Restorative Practices and use of targeted SEL and "difference" curriculum; parents shared a desire for more communication with families, in general about RP at Yu Ming, as they expressed doubts that all families truly understand what that means
- Some parents shared examples of negative incidents that had affected their students and had questions about effective RP response to those incidents; additional questions about how to repair harm happening beyond the school walls that affects their children in school (with other families, or in the world at large)
- Multiple parents gave suggestions for additional training and resources for staff to support students in respectfully navigating the diversity of the school (wanting to

encourage curiosity, but also set clear boundaries and communicate effectively); multiple questions about the extent of current YM anti-bias training and content and a desire for more consistent dialogue and conversation between staff and families about this work; some parents emphasized the beneficial effect of having “outside experts” provide some of this training, instead of YM staff creating all content and training “in-house” to get additional perspectives, resources, and expertise; multiple families also noted the complexity of anti-bias work at a Mandarin-Immersion school, where the core language, itself, can increase the challenge of effectively addressing incidents, as well as making sure all students are feeling a high level of belonging

- Additional parents mentioned a desire to see more structured physical activity at school (both in-class and out of class) and stronger structures at recess to support students (behaviorally and physically)

Recommendations (relevant to Measure G1):

Overall, families recommended prioritization of additional anti-bias-related training and resources for staff to strengthen elements of the Strategic Plan in coming years, with an emphasis on bringing in “outside experts” familiar with Oakland to do so, if possible.

Comments re: structured physical activity and recess were not as clear a priority to families as anti-bias training and resources (however, the feedback reinforces staff conversations and planning re: prioritization).

Date: 3/11/2026, 11:00am, 675 41st St. (MLK Jr. Campus)

Community member attendees (Principal, MS teachers):

Greg Callaham, Hua Zhang, Jennifer Lee, Douglas Arnwine, Yun Shao

[In-person attendance sheet](#)

Meeting Agenda:

- Review feedback re: Wayfinder SEL Curriculum (from use since last meeting)
- Review G1 [Application](#) and proposal
- Staff discusses and gives feedback

Meeting Minutes:

Greg Callaham (Dir. of Culture) met with MS team to follow up on previous conversation re: Measure G1 funding and the effectiveness of the Wayfinder Curriculum. After receiving confirmation that, even after intentional, targeted use in classrooms since the last meeting, the Wayfinder Curriculum was not meeting needs relative to the cost (the most effective content being accessible for free in various other forms online), the rest of the conversation was focused on proposals for a shift in expenditure for G1 funding for the 26-27 school year.

He proposed professional development support from PlayWorks to provide targeted support structures to strengthen recess, PE, and after school time with our Middle School students. Based on current school year behavior data, many behavior referrals and larger conflicts originate during recess time, and our current supervision and structures are not as effective as needed to support students. By working with an established program that focuses on recess time, we can reduce the conflicts and escalation of misbehavior that comes from that time period.

He also proposed additional professional development support and use of social-emotional learning content from Girls Leadership. He shared that recent family Affinity Group listening circles highlighted a specific need to focus on under-represented demographic groups to help build belonging with peers across the middle school. He also noted a drop in Climate data for students in relation to feeling belonging with peers (counter to a named high level of support/belonging from staff). Based on this data, Girls Leadership's focus on "building brave spaces" and anti-bias education support - coupled with targeted curriculum and content to reinforce these areas - seemed like a strong option to address these gaps and build a stronger student community. The SEL curriculum associated with these trainings also can fill the gap caused by the shift away from Wayfinder - but have a good chance of feeling more immediately relevant to students, provide material that isn't readily available online, and Girls Leadership's base in Oakland, with specific familiarity with Yu Ming, as a school, promises to be more effective for implementation.

Notes on Proposed expenditures:

- PlayWorks professional development
 - Questions about which staff would be most affected by the training, and when would it occur? Greg answered that primarily daily recess supervision staff, PE Coach, and administrators would be involved in Playworks training, as they would be responsible for full implementation. Ideal training dates would be the week prior to beginning of school during all-staff professional development week, so that implementation would be in place from the start of the year.
 - The team shared that they saw a strong need for this type of training, due to issues arising from recess, but that the teaching team may not "get" as much out of it directly (although they would see peripheral benefits from reduced misbehavior, conflicts, etc.).
- Girls Leadership professional development and social-emotional learning content
 - Questions re: timing and sequence of the training - and who would be involved? Greg shared that Girls Leadership team had shared a model that could involve more generalized training for all staff to start the year, with follow-up engagements multiple times throughout the year focused more on teachers and content. Douglas shared interest in receiving support in refining the Global Citizenship curriculum from the group. Yun shared that she felt it was very important to have as many staff as possible participate in general training early on.

Recommendations:

Team recommends utilizing Measure G1 funds to support both professional development options, if possible, with a priority on Girls Leadership for middle school teaching staff. They also recommend a model to have all staff receive introductory training from Girls Leadership as a priority, and then filling out additional, more targeted training as possible throughout the rest of the year. They also suggest considering scoping our work with Girls Leadership as a two-year process, with the hope that we may continue to receive Measure G1 funds and be able to apply it towards additional training in the future.