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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 9, 2024

Subject Yu Ming Charter 2024-25 Measure G1 Application

Ask of the Commission Approve the Yu Ming Charter 2024-25 Measure G1 Application

Discussion Middle School Network is open to questions from the commission regarding the Yu Ming Charter 2024-25 Measure G1 Application.

Fiscal Impact The recommended amount is **\$7,890**. It's coming from resource 9332 - Measure G1.

Attachment(s) Grant application attached.





**2024-2025
Measure G1 Application**

Due: March 14, 2024

Allocations are provisional subject to Board approval

School Information & Student Data

School	Yu Ming Charter	School Address	675 41st St, Oakland, CA
Contact	Emily Wood	Contact Email	ewood@yumingschool.org
Principal	Greg Callaham	Principal Email	gcallaham@yumingschool.org
School Phone	510-922-8631	Total Number of Students	146
Recommended Grant Amount¹	\$7,890	2022-23 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only)	79
		2023-24 LCFF³ Enrollment	12

Student Demographics (%)				Measure G1 Team	
English Learners	1	Asian/Pacific Islander	69	Name	Position
LCFF	18%	Latinx	8	Emily Wood	COO
SPED	5	Black or African-American	6	Celia Pascual	CAO
		White	10	Crystal Simmons	Dir. of Student Support Services

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.

		Indigenous or Native American	0		Greg Callaham	MS Principal
		Multiracial	49			

Chronic Absence (Include raw number and percent)				
	2021-22	2022-23	2023-24	2024-25 Goal
	raw number (%)	raw number (%)	raw number (%)	raw number (%)
Student Population Overall	0	0	0	0%
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 Students	0	0	0	0%

Metrics

(all data points are required)

Electives (Include raw number and percent)					
Metric	Area	2021-22	2022-23	2023-24	2024-25 Goal
		raw number (%)	raw number (%)	raw number (%)	raw number (%)
Number of students taking elective courses.	Art	131 (100%)	128 (100%)	110 (100%)	140 (100%)
	Language	131 (100%)	128 (100%)	110 (100%)	140 (100%)
	Music	131 (100%)	128 (100%)	110 (100%)	140 (100%)
Number of students participating in non-course	Art	Data not tracked			
	Language				

experiences (e.g. after-school program)	Music				
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Positive & Safe Culture (Include raw number and percent)				
Metric	2021-22	2022-23	2023-24	2024-25 Goal
	(%)	(%)	(%)	(%)

Average Daily Attendance Date of Figure: 1/3/24 (we don't have attendance data by demographic)				
Asian/Pacific Islander	98.33%	97.06%	96.87%	97%
Latinx				
Black or African-American				
White				
Indigenous or Native American				
English Learners				
Students w/ IEPs				
Free/ Reduced Lunch				

Metric	2021-22	2022-23	2023-24	2024-25 Goal
	raw number (%)	raw number (%)	raw number (%)	raw number (%)
Suspended Students Date of Figure: 3/14/24				
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	2021-22	2022-23	2023-24	2024-25 Goal
6th Grade Enrollment	47	39	65	60

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
FSO (Family Support Organization)	2/16, 1/19

Staff Engagement Meeting(s)	
Staff Group	Date
Middle School PLC	12/12/23, 1/9/24, 1/15/24, 1/23/24, 2/6/24, 2/13/24

<u>Music (Rubric)</u>	2022-23	2023-24
<i>Access and Equitable Opportunity</i>	N/A	Basic
<i>Instructional Program</i>	N/A	Basic
<i>Staffing</i>	N/A	Entry
<i>Facilities</i>	N/A	Entry
<i>Equipment and Materials</i>	N/A	Quality
<i>Teacher Professional Learning</i>	N/A	Entry
<u>World Language (Rubric)</u>	2022-23	2023-24
<i>Content and Course Offerings</i>	N/A	Thriving
<i>Communication</i>	N/A	Thriving

<i>Real world learning and Global competence</i>	N/A	Thriving
<i>Art (Visual Arts, Theater, and Dance)</i>	2022-23	2023-24
<i>Access and Equitable Opportunity</i>	N/A	Basic
<i>Instructional Program</i>	N/A	Entry
<i>Staffing</i>	N/A	Entry
<i>Facilities</i>	N/A	Basic
<i>Equipment and Materials</i>	N/A	Quality
<i>Teacher Professional Learning</i>	N/A	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 2023-24 Approved Expenditures

All Actual Expenditures		Budget Amount
Safe & Positive Culture		
1	N/A - No plan submitted	\$ N/A
Electives (Art, Music, World Language)		
1	N/A - No plan submitted	\$ N/A
6th Grade Enrollment		

1	N/A - No plan submitted	\$ N/A
Budget Total		N/A

Summary of 2024-25 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	SEL Speaker series: Raina Telgemeier	\$4,890
2	SEL App: Mightier	\$3,000
Budget Total (must add up to Recommended Grant Amount)		\$7,890

Proposed Expenditures By Focus Area

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
<p>SEL Speaker series: Raina Telgemeier</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>Middle school is an especially difficult time for some students socially, and we have committed to improving our middle school culture by addressing issues raised by students and staff.</p> <p>Local Author Raina Telgemeier is the author and illustrator of the graphic novels Smile, Drama, Sisters, Ghosts, and Guts, all #1 New York Times bestsellers. She also adapted and illustrated four graphic novel versions of Ann M. Martin’s Baby-Sitters Club series, and has contributed short stories to many anthologies. Raina’s accolades include six Eisner Awards, a Boston Globe-Horn Book Honor, a Stonewall Honor, and many Best-of and Notables lists.</p> <p>We would like to invite Raina to do a panel interview led by our MS teacher, Mr. Wu. Mr. Wu is adept at integrating art and other subjects</p>	Suspensions and ADA	\$4,890

<p>and we believe inviting this highly engaging artist and illustrator who specializes in teen/tween mental health and SEL topics will improve outcomes around climate and culture, promoting a safe and positive environment that leads to improved metrics for ADA and suspensions.</p>		
<p>Mightier Program</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>Suspensions and ADA</p>	<p>\$3,000</p>

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



Facing Feelings: The Art of Raina Telgemeier, now on display at the Billy Ireland Cartoon Library & Museum!

June 28, 2023 · Raina Telgemeier

Last weekend, I had the deep honor of seeing my own work on the walls at the Billy Ireland Cartoon Library & Museum’s exhibit, **FACING FEELINGS: The Art of Raina Telgemeier!**



Raina stands against a turquoise wall that reads 'Facing Feelings: The Art of Raina Telgemeier' at the Billy Ireland Cartoon Library & Museum in Columbus, OH.

I have been working with the museum’s curators on this show since the summer of 2021. It’s **a retrospective of my nearly twenty years as a professional cartoonist**, plus a selection of work I made along the path to get there: art and artifacts my parents saved from my childhood, comics I did in school, and stories from my early days as a self-published minicomics creator.

Measure G1 Community Engagement 2024

Date: 3/19/2024, 2:30pm, 675 41st St. (MLK Jr. Campus)

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

Emily Wood, Greg Callaham, Louis Wu, Hua Zhang, Cheng Weng, Sameer Ahmad, Francis Beginyah, Yue Hui, Daisy Castano, Shivani Savdharia

Meeting Agenda:

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

Meeting Minutes:

Greg Callaham (Principal) and Crystal Simmons (Director of Student Support Services) recommend Second Step curriculum for MS SEL development. Crystal also proposed Mightier, a game based mental health app for targeted students. Overall the MS team and community are in agreement that while ADA is high and suspensions are low, MS climate and culture is an area of concern. The MS students continue to rate sense of belonging, inclusion, and safety low on the Panorama CORE survey, and student mental health and behavior are issues raised by school leaders and staff.

Proposed expenditures:

- Second step curriculum
- Feedback
 - Piloted in the fall did not like, MS teachers report it was not effective with our students, abandoned pilot after January.
- Mightier
 - If funds are available, this would be a useful tool for our students who are struggling with mental health issues resulting in behavioral challenges and affecting the culture and climate of the school. This grant could cover a pilot of the program. Benefit is that it targets the students who need it most. A couple of struggling students can have an outsized impact on culture so honing in on them could benefit all.
- Puberty ed, would be great to do in smaller classes, would like to have her for more time. Not sure if this is related to SEL, but it's on our wish list. Break out the 8th graders.
- Speaker series: [Raina Telgemeier](#)
 - Feedback
 - She is the champion on identity, SEL and all the things great for adolescents and students (and teachers). There's also Thien Pham who we can maybe get a twofer and do a panel. It's all SEL and mental health awareness based. She is huge in the education world. I can host and do a panel style presentation, and have the students prep the questions.

- The group agrees this would be more engaging and impactful than a prescriptive curriculum.

Recommendations:

The group would like to proceed with the panel/engagement of Raina Telgemeier. Pending inquiry of cost, if there are remaining funds, Mightier is also a priority.