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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 May 24, 2022

Subject 2022-2023 Measure G1 Grant Application

Ask of the Commission Approve the 2022-2023 Measure G1 Grant Application for KIPP Bridge Academy

Discussion Middle School Network is open to questions from the commission regarding the 2022-2023 Measure G1 Grant Application

Fiscal Impact The recommended amount is **\$100,309.35**. It's coming from resource 9332 - Measure G1.

Attachment(s) Grant Application attached.



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

2022-23 Measure G1 Proposal

Due: May 13, 2022

School Information & Student Data

School	KIPP Bridge Academy	School Address	1700 Market Street Oakland, CA 94607
Contact	Dr. Andre Haughton	Contact Email	andre.haughton@kipbridge.org
Principal	Dr. Andre Haughton	Principal Email	andre.haughton@kipbridge.org
School Phone	510-543-0078	2021-22 CALPADS Enrollment Data (6-8 Oakland Residents Only)	192
Recommended Grant Amount¹	\$100,309.35	2021-22 LCFF Enrollment	161

Student Demographics (%)				Measure G1 Team	
English Learners	28%	Asian/Pacific Islander	2%	Name	Position
LCFF	84%	Latinx	29%	Dr. Andre Haughton	School Leader
SPED	19%	Black or African-American	51%	Daisy Padilla	Director of School Operations
		White	14%	Sarah Sanchez	Director of Accountability and Public Programs
		Indigenous or Native American	NA	D'Voya Tatum	KIPP Bridge Parent and KIPP Employee
		Multiracial	4%	Charles Mintz	Advocacy and Community Engagement Lead

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.

Chronic Absence				
Metric	2019-20	2020-21	2021-22	2022-23 Goal
Student Population Overall	NA	22.1%	56%	15% or more decrease
Asian/Pacific Islander	NA	5.6%	TBD	15% or more decrease
Latinx	NA	16.9%	TBD	15% or more decrease
Black or African-American	NA	25.9%	57%	15% or more decrease
White	NA	15.3%	TBD	15% or more decrease
Indigenous or Native American	NA	NA	NA	NA
English Learners	NA	16.2%	56%	15% or more decrease
Students w/ IEPs	NA	18.7%	65%	15% or more decrease
Free/ Reduced Lunch Students	NA	24.7%	60%	15% or more decrease

* TBD data will be reported in CALPADs and available in DataQuest in the fall of 2022.

Metrics

(all data points are required)

Other electives include: Physical Education and Financial Literacy

After school programming may be further increased by new ELO-P grant funding; hiring and staffing plans are currently being considered to increase access and options for after school services.

Electives					
Metric	Area	2019-20	2020-21	2021-22	2022-23 Goal
Number of students taking elective courses.	Art	0	110	0	0
	Language	0	0	0	0
	Music	0	0	0	0
Number of students participating in	Art	69	66	No	100

non-course experiences (e.g. after-school program)	Language	0	0	0	0
	Music	69	66	58	100

19-20: KIPP students engaged in the school climate survey and results were anonymized.

20-21 and 21-22: KIPP has an internal (local indicator) to report school connectedness: the Student Pulse Survey. This survey is a short student survey given every 2-3 weeks with rotations of questions by domain that provides live data and preliminary data analysis, allowing for a shorter data cycle and a quicker response.

Positive & Safe Culture				
Metric	2019-20	2020-21	2021-22	2022-23 Goal
Connectedness on CHKS Survey				
Asian/Pacific Islander	NA	93%	100%	HOLD
Latinx	NA	70%	72%	3% or more increase
Black or African-American	NA	73%	67%	3% or more increase
White	NA	44%	62%	3% or more increase
Indigenous or Native American	NA	NA	NA	NA
English Learners	NA	62%	69%	3% or more increase
Students w/ IEPs	NA	81%	78%	3% or more increase
Free/ Reduced Lunch	NA	NA	NA	70% or more
Total	74%	69%	69%	75%
Metric	2019-20	2020-21	2021-22	2022-23 Goal
Suspension Incidents				
Asian/Pacific Islander	3	NA	0	Hold
Latinx	2	NA	14	Reduce by 10%
Black or African-American	27	NA	42	Reduce by 10%
White	11	NA	16	Reduce by 10%
Indigenous or Native	NA	NA	NA	NA

American				
English Learners	12	NA	20	Reduce by 10%
Students w/ IEPs	13	NA	22	Reduce by 10%
Free/ Reduced Lunch	17	NA	60	Reduce by 10%
Total	43 total incidents / 28 students	NA	71 total incidents / 43 students	

Student Retention from 5th Grade to 6th Grade				
Metric	2019-20	2020-21	2021-22	2022-23 Goal
6th Grade Enrollment	82%	79%	75%	93%

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
KIPP Bridge KIPP Family Association	March 28

Staff Engagement Meeting(s)	
Staff Group	Date
KIPP Staff Meeting	April 11

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 2021-22 Actual Expenditures

All Actual Expenditures		Budget Amount
1	Mental Health Counselor Salary \$74,400 Benefits: \$18,600 Total Salary and Benefits \$93,000. The MHC is partially funded with the G1 funds. The remaining funding for this role will be covered with funds raised at the school and other philanthropy.	\$75,507.00
Budget Total		\$75,507.00

Summary of 2022-23 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Mental Health Counselor Salary: \$73,950 Benefits: \$18,487 Total Salary and Benefits: \$92,437.	\$92,437.00
2	Contracted Services to Support Mental Health: Seneca Agencies	\$7,872.35
3		
4		
5		
6		
7		
Budget Total (must add up to Recommended Grant Amount)		\$100,309.35

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
KIPP Bridge does not currently offer a scheduled middle school world language, art or music course in the regular school day, although other electives such as financial literacy and physical education are available to students. The financial literacy elective course was added in the 21-22 school year due to parent and community demand. We believe that music, art and world language elective programs could be valuable to students and may choose to implement classes into our schedule at a later time. However, the biggest need identified through data (student, teacher and families) as well as through community conversations is creating a positive and safe middle school environment.	NA	NA	NA

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - chronic absence, suspensions, CHKS survey results, or another metric named by the site?	Budget Amount
<p>Mental Health Counselor</p> <p>The mental health counselor supports the following work to create a strong middle school culture:</p>	Our desired outcomes are based around two goals that support building a positive middle school culture: 1)	\$92,437.00 Salary + Benefits

Social Emotional Growth Learning: Social Emotional Learning (SEL) is comprised of five competencies: Self- Management, Self-Awareness, Social Awareness, Relationship Skills, and Responsible Decision Making.

All scholars need support in social and emotional development. As children grow from year-to-year, they experience new challenges, new emotions, and new situations. Navigating these various experiences is difficult for anyone, and we all must understand that this is a process of growing and learning for all children. Like our academic approach, we infuse the bulk of our social emotional support into the general education curriculum through community circles and teaching children how to respond to situations that arise in class. Examples of this in practice at the school, where the Mental Health Counselor is adding additional supports:

Morning or community circles to get to know classmates through sharing and greeting, learn and practice Cool Tools (SEL skills) by introducing one cool tool per week, experience stories and lessons related to our values and SEL competencies, share morning messages using values language.

Closing community circles where there is time to show appreciation of teammates through shoutouts and to talk about what they are excited to learn about the next day.

Restorative Practices: At KIPP Bridge, we recognize that all people make mistakes and that these are actually opportunities to grow and learn. We hold scholars accountable to high expectations and provide a high level of support for our scholars to grow. Examples of this in practice at the school, where the Mental Health Counselor is adding additional supports and/or leading:

Logical Consequences and Restorative Practices where consequences are meaningful for children; they cannot be abstract, extrinsic ideas that do not attach to the behavior. Depending on the root of the problem, one or both scholars may write a reflection about what happened and then return to the group after sharing their reflection with their teammate and apologizing, which may include other classmates, family members, coaches, and more, depending on the circumstance and impact.

Restorative chats where staff members at KIPP Bridge use restorative chats to support KIPPsters when harm has been done to a teammate (i.e. saying something mean) or to themselves (i.e. giving up on a task). A restorative chat guides the scholar to repair the harm and better the situation.

Restorative attendance conferences where families are invited to discuss attendance concerns. The goals of these restorative conferences are to better understand why a student may not be

students spending more time in school and 2) a school environment that is safe and productive so that all students can learn.

Suspensions
(-) YOY suspensions for middle school students. Decrease of 10% or greater in 22-23 SY

Attendance
(-) YOY chronic absences for middle school students. Decrease of 15% or greater in 22-23 SY

Surveys
(+) YOY school culture survey results regarding school safety. Increase to 75%

attending school regularly and for the student, family and administrator to produce a plan of action to ensure that the student's attendance is in accordance with school and state requirements.

Mental Health Supports: The Mental Health Counselor leads work around Mental Health Intervention Services.

CARE Teams: (CT) is an academic support structure that brings together all support service providers at a school site. The CT provides the opportunity for early identification, assessment, referral, support, and service coordination for students experiencing academic, attendance, behavioral, social, emotional, or health problems that impact their academic and learning success. The CT focuses on referred students and coordinates respective programs and services to promote their academic success. In addition, the CT provides a forum for identification and addressing of school-wide issues. The MHC facilitates the CT and leads coordination with external providers who engage with the CT.

Student Support: The MHC runs individual and small group sessions with students who have mental health concerns and builds social-emotional skills with targeted groups of students. The MHC also liaises with the Special Education Team to ensure students who need IEPs are identified and are offered appropriate support. Developing these skills, especially in students with intense needs, is essential to having a healthy school culture that supports effective use of SEL and RP.

Teachers modeling healthy responses: the KIPP Bridge staff consistently models healthy interactions and reactions, especially in times when they may be frustrated or tired.

Teachers receive support in these strategies through both the school culture team, of which the Mental Health Counselor is a member, and through regional professional development. MHC-led trainings include, but are not limited to: Trauma Informed Care, Non-violent Communication, Mindfulness, Classroom-based SEL Strategies, Psychology of Restorative Practices and Suicide Prevention. In addition the MHC supports teachers in having restorative conversations or building plans to infuse SEL competencies into their lessons. The Mental Health Counselors' support in developing and implementing these supports is an essential piece in improving the SEL and restorative practices program at the middle school level. The data indicates that this work needs a particular focus for these grade levels. This work will further be supported through classroom Second Step Curriculum, and The Complete Restorative Practices Implementation Guidebook."

Contracted Services to Support Mental Health: Seneca Family of Agencies

\$7,872.35

<p>Seneca has provided mental health services for youth and families with complex and specialized needs since 1985. In close partnership with social services, mental health, and education agencies, Seneca offers an expansive continuum of culturally-responsive, trauma-informed mental health services designed to close the educational achievement gap experienced by students from low income communities, students of color, as well as students enrolled in special education programs.</p> <p>The contracted services support the following work to create a strong middle school culture: provide additional capacity for mental health counselors as listed above, provide specialized, external consultation, and may lead some professional development for teaching staff.</p>		
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Proposed Expenditures for Retention of 6th Graders	
Description of Proposed Expenditures	Budget Amount
Not Applicable	NA

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



March 28, 2022

KIPP Family Association Meeting

Dr. Haughton of overview of the measure G funds, why and how we receive it.

Funding is restricted so we need to make sure we follow the rules

Shared a timeline of the process annually

Discussed how we planned last year and heard feedback from families

- Paid for an additional MHC
- Plan was approved
- We were granted of the funds with this plan

What does the MHC do?

- Type of work, what it looks like in our school
- What are the outcomes
 - Average teacher effectiveness score has improved 2.91 now and the goal is 3!
 - Average daily attendance is low, but recognize that this number could be improved
 - Pulse survey, goal is 70% and we are averaging 67%, but scoring above the region
 - Students feeling comfortable with spending time on campus is a large part of this

What are the available funds: 70-100K

What does the day in the life of MHC look like?

- Some student specific supports - early in the day
- Higher needs mid day with longer
- Then move to range over a few weeks
 - Students may move out of need
- Group work is possible
- Lessons for teachers to use in class
- Office hours for adult staff
- Pop into classrooms to support

Victoria Morales

- Non-academic supports can stretch their mind
- Would like more sports
- Dr. Haughton speaks about how sports will return next year
 - Working on a dance group partnership
 - Connect with more vendors for additional lessons

Jan Jones

- Social emotional health is critical

Budget meetings

Mental health counselors referrals are overwhelming

Looking at hiring an outside vendor for these supports



KIPP BRIDGE
ACADEMY

Erin Guess

- Budget - there are certain pots
- Books, classroom materials
- Issue with transparency in terms of money
- How can they look at the budget
- How can I learn more about the larger budget

Directed to LCAP on the school website, also to share a copy

- Invite to the upcoming LCAP meeting



KIPP BRIDGE ACADEMY

March 28, 2022

Staff Present

1. Houghton
2. Stephenson
3. Coleman
4. Payne
5. Padilla
6. Clark
7. Moira
8. Mx Brown
9. Bruhn
10. Carey-Coleman
11. Shevick
12. Gutierrez
13. Hayes
14. Brown
15. Waiters
16. Walker
17. Gillard
18. Blaisdell
19. Tatum
20. Allen
21. Squire
22. Bobbala
23. Bowling
24. Holt
25. Evans
26. Carter

Measure G1

- Local ballot passed in 2016 to supplement edu funding for middle schools
 - Safe school environments
 - Programs such as art, music, etc
- Funding is restrictive
- Where have we spent our funds this year:
 - Hired mental health counselor (supports social emotional learning, trauma informed care, and mental health supports)
 - Successes:



KIPP BRIDGE ACADEMY

- Staff Eval: 2.91 (goal is 3!)- “Our staff is highlight effective”
- Attendance: 85.9% (goal is 98%)
- Belonging: 67% agree or strongly agree yearly average (goal is 70%)
- Next School Year:
 - 70-100K
 - Option 1: Use \$ for MHC and roll MHC to other budget lines
 - Option 2: Use \$ to expand art or music programs
- Staff clarifying questions
 - Blaisdell: If we do option 1, we can use roll over money to fund option 2?
 - yes
 - Stephenson: Can we hire a new mental health counselor, given that our current counselors are at limited capacity?
 - Yes, but we don’t know if we can keep them
 - Art program used in the past: <https://www.ahc-oakland.org/artesteem>
 - MJ: Can we contract with a company to provide services for parents?
 - Ask MJ about connect
 - Tatum: Can we offer something that we can offer to families to incentivize them?
 - Moira: Can we add sports to this? Kids love basketball
 - Shevick: Some kids don’t need the full counseling, can we think about how to tier the support system for students?
 - Mx.Brown:
 - MJ: I know a program that offers afterschool programs or in-school programs.
 - Coleman: What is the decision making process for this? Where is the follow-up convo?
 - Lead team to connect and then ultimately G1 committee
 - Will connect with Burks to get feedback as well
 - Haughton to send out plan before submitting
- Engaged families via KFA meeting

Next Steps:

- **LEAD team will connect about G1 funds for next school year**
- **Haughton will send out G1 plan before submitting**

Bienvenidos a
la asociación
familiar KIPP

مرحبا بكم في جمعية
KIPP عائلة



Welcome to ***KIPP FAMILY ASSOCIATION***

March 28th, 2022



si necesita
traducción, haga clic
en "interpretación"
en el zoom
español = español



AGENDA

March 28th, 2022

Ice Breaker

Rompehielos

كاسر الجليد

School updates

Actualizaciones de la escuela

تحديثات المدرسة

- Referrals
- Street Mural

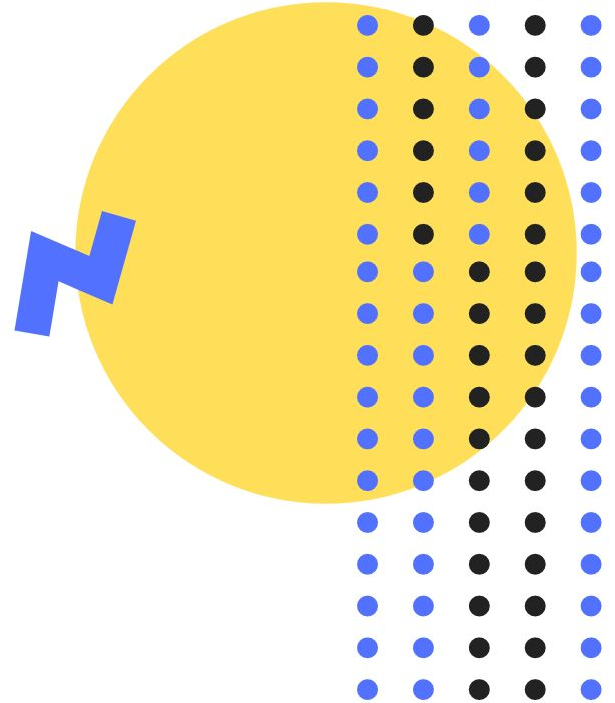
- Referencias
- Mural de la calle

الإحالات
جدارية شارع

G1 Presentation

Presentación G1

عرض G1



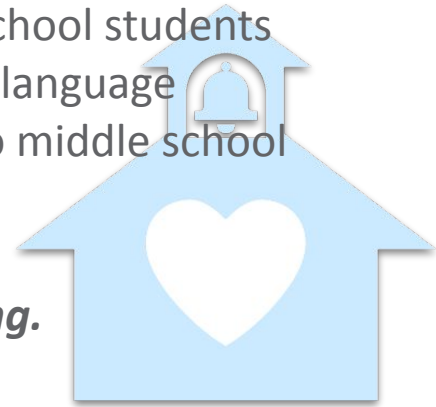
KIPP Bridge Academy Measure G1

Measure G1

What is it?

- Local Oakland ballot measure passed in 2016 for education funding
- Oakland middle schools are eligible for funding
- Focus to improve middle school student experience by...
 - Providing a safe school environment for middle school students
 - Investing in programs such as art, music or world language
 - Investing in student retention from elementary to middle school

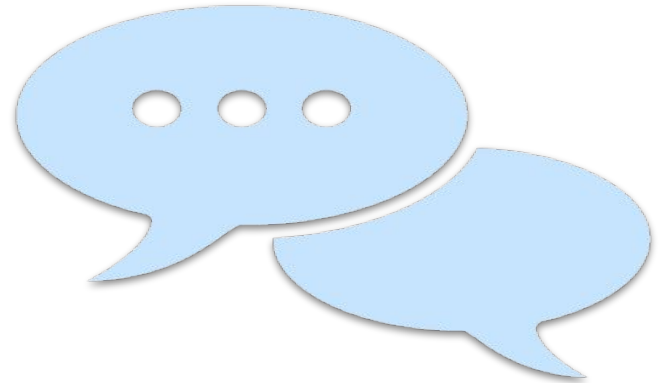
This is restricted funding, meaning that it has to meet very specific requirements and outcomes for spending.



Measure G1

Next Steps

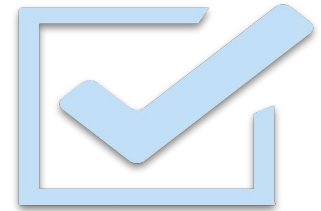
1. Revisit our current school year G1 plan and outcomes (so far!)
2. Engage with families and staff regarding funds for next school year
3. Submit a 2022-23 plan to the Measure G1 Commission



Reflection: Measure G1

Last school year, KIPP Bridge...

1. engaged with KFA and staff to assess school needs and determine how to spend the potential funds;
2. determined that providing a safe school environment for middle school students was the priority;
3. drafted a plan to hire a **mental health counselor** to support student needs;
4. had the plan approved by the Oakland Measure G1 Commission and funded a large portion of the mental health counselor role.



YAY!

Measure G1 & Safe School Environment

Mental Health Counselor:

- Social Emotional Learning & Restorative Practices
- Mental Health Supports
- Trauma Informed Care

Metrics to Review:

Staff Evaluation Scores: Goal of 3

- “Our Staff is highly effective!” Our average score is a 2.91

Average Daily Attendance: Goal of 98%

- Our campus average is 85.9%

Belonging at KBUS: Goal of 70% on weekly culture survey

- 67% Agree or Strongly Agree (yearly average)

Measure G1: Staff Discussion Time

Next School Year...What option should we choose?

- G1 Funding is available for KIPP Bridge Academy Middle School
- Funding is restricted to specific needs
 - Option 1: Use \$\$\$ for an MHC and then roll the MHC money into other budget lines
 - Option 2: Use the \$\$\$ to expand art or music programs (Parents preferred option 1)
 - Additional Ideas?
 - Providing a safe school environment for middle school students
 - Investing in student retention from elementary to middle school

Measure G1: For Parents

Where else could funds be spent to support our students?

What role has the Mental Health Counselor played during the COVID crisis?

What are some additional ways that the Mental Health Counselor can support you and your scholar at KIPP Middle School?

Is a safe school environment still a focus for our middle school scholars?

Questions & Discussion:

ONE TEAM.
ONE FAMILY.