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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 December 9, 2025

Subject KIPP Bridge Academy 2024-2025 G1 Carryover Application

Ask of the Commission Approve the KIPP Bridge Academy 2024-2025 G1 Carryover Application

Discussion Middle School Network is open to questions from the commission regarding the KIPP Bridge Academy 2024-2025 G1 Carryover Application.

Fiscal Impact The recommended amount is **\$27,094.71**. It's coming from resource 9332 - Measure G1.

Attachment(s) Carryover Application Attached.





C 2024-25 Measure G1 Carryover Justification Long Form
(Complete if carryover is more than \$5000)

Due Date: October 3, 2025

School:	KIPP Bridge Academy	Principal/Contact	Miriam Allen
School Address:	1700 Market Street Oakland, CA 94607	Principal/ Contact Email	rosie.allen@kipbridge.org
		School Phone:	510-543-0078

Carryover Amount	\$27,094.71
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Approved 2025-26 Measure G1 Application [Link](#)

Summary of Proposed Use of Carryover for 2024-25 (listed in order of priority)

2024-25 Proposed Carryover Expenditures		Budget
1	Mental Health Counselor Salary 1 Increase One (1) Part Time Mental Health Counselor from 0.9 FTE to a 1.0 FTE	\$9,043.00
2	Mental Health Counselor Salary 2 \$100,478 (Salary+Benefits) - \$81,336 (Original 25-26 G1 Allocation) = \$19,142.00 Carryover will be used to close the funding gap for Second (2) Mental Health Counselor The remaining balance will be funded by philanthropy.	\$18,051.71
Budget Total (must add up to Anticipated Amount)		\$27,094.71

REQUIRED: Please provide all meeting agendas, minutes, and sign-in sheets of the engagement meetings which addressed carryover funds with this application. The application will NOT be considered without this documentation of engagements.

Community Engagement Meeting(s) to Address Carryover Funds	
Community Group	Date
G1 Family Meeting	11/12/2025

Staff Engagement Meeting(s) to Address Carryover Funds	
Staff Group	Date
G1 Staff Meeting	11/12/2025

Budget Justification and Narrative

In the following sections, please review the self-assessment and discuss your team’s plan to address the

following:

The Goals of the Measure

- Increase access to courses in arts, music, and world languages in grades 6-8
- Improve student retention during the transition from elementary to middle school
- Create a more positive and safe middle school learning environment

You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis. Please highlight what G1 specifically supported in the 2025-26 school year.

1. Please explain how you plan to use the Measure G1 carryover funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
2. Add additional lines if you would like to add additional budget items.
3. All budget items should total up to the total carryover amount.

1. Music Program

Programmatic Narrative Based on Rubric		
<p>[Required]: 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 ethnic studies and physical education are available to students. 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, especially given proposition 28 funds. 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.</p>		
Budget	Description of 2024-25 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student groups.)</i>
NA	NA	NA

2. Art Program

Programmatic Narrative Based on Rubric		
<p>[Required]: 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 ethnic studies and physical education are available to students. 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, especially given proposition 28 funds. 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.</p>		
Budget	Description of 2024-25 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student groups.)</i>

NA	NA	NA
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3. World Language Program

Programmatic Narrative Based on Rubric		
<p>[Required]: 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 ethnic studies and physical education are available to students. 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, especially given proposition 28 funds. 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.</p>		
Budget	Description of 2024-25 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student groups.)</i>
NA	NA	NA

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
<p>[Required]: 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 ethnic studies and physical education are available to students. 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, especially given proposition 28 funds. 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.</p>		
Budget	Description of 2024-25 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student groups.)</i>
NA	NA	NA

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
<p>[Required]: KIPP's goals, as shared by the community (staff and families), continues to be aligned with Mental Health support for students. The continued investment in these resources has allowed KIPP Bridge to be a trusted partner with families and students, and has built capacity in the teaching staff to create positive school culture environments for middle school students. COST continues to identify needs as student situations arise in real time -- intervening in important ways that keep students on track and identifying more universal needs across the schools.</p>		

Budget	Description of 2024-25 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student groups.)</i>
\$27,094.71	<p>Mental Health Counselor - The mental health counselor supports the following work to create a strong middle school culture:</p> <ul style="list-style-type: none"> • COST (Coordination of Services Team): Is a collaborative support structure that brings together all support service providers at a school site. The MHC participates in COST and the coordination with external providers. COST 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. COST provides a forum for identification and addressing of school-wide issues. • 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 restorative practices. • Teacher Training: 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 	<p>Desired Outcomes:</p> <p>The increased Mental Health Counselor FTE (0.10) will enable us to serve 10% (3-4) more students regularly while supporting two core goals for positive middle school culture:</p> <p>Increased time in school - Measured by year-over-year decrease in chronic absence for middle school students</p> <p>Safe and productive learning environment - Measured by:</p> <ul style="list-style-type: none"> • Year-over-year decrease in suspensions for middle school students • Increase in school culture survey results regarding school safety to 75%

Please submit your 2024-25 Measure G1 Carryover Justification Form to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).



KIPP:BRIDGE ACADEMY

Measure G1 Family Meeting Notes

Date: November 12, 2025

Location: KIPP Bridge Upper School

Facilitator: Miyera T. Giovanna Zampa & Ms. Allen

Attendance:

Jinhe Weber

Ruby Solis

Adriana Watts

Ebony Stubbs

Kenneth Barber

Ruby Solis

Janelle Hargrave

Purpose of Meeting

To share information about Measure G1, review carryover funds from the 2024–25 school year, and collect family input on how best to use the funds to support students at KIPP Bridge Upper.

Overview of Measure G1

- A local Oakland ballot measure passed in 2016 to support middle schools.
 - Funds are designed to improve the middle school experience by:
 - Providing a safe school environment for students.
 - Investing in programs such as art, music, and world language.
 - Supporting student retention from elementary to middle school.
 - Carryover funds are unspent or re-allocated dollars identified after the school year ends.
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Carryover Funds Available

- Total: \$27,094.71
 - Families and staff were asked to share ideas for how to use these funds.
 - The school must submit a carryover plan to the Measure G1 Commission.
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Proposed Use of Funds

Recommendation: Expand Mental Health Support

Use the \$27,094.71 carryover to increase one Mental Health Counselor (MHC) from part-time to full-time, while also covering Measure G gap, which did not fund the current MHC position 100%.



This Investment Would Allow Us To:

- Continue the initial commitment made to families and students to fund a mental health role.
- Serve more students through individual and group counseling this year.
- Reduce the waitlist and provide more proactive social-emotional programming.
- Increase family engagement and parent education on mental health.

Alignment with Measure G1 Goals:

Creating a safe and positive school environment where all middle school students can thrive.

Key Data Shared

- Student Connectedness: 72% of students report having a positive connection with an adult on campus.
 - Average Daily Attendance: 92%.
 - Counseling Services: 2.9 total counselors; approximately 20 students currently receiving ongoing support through counseling or group therapy.
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Family Discussion & Feedback Highlights

- Parent A expressed support for the proposal, stating that *“it seems like a good idea to apply for this grant.”*
 - Parent B asked what it would look like for more parents and families to receive mental health support. The team explained that referrals will continue to be submitted for students who need services, and that expanding the counselor’s role will also increase capacity to support families.
 - The team shared that while this proposal focuses on extending the current part-time Mental Health Counselor role to full-time, a larger grant request will be submitted in the spring to expand mental health programming more broadly.
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Next Steps

- Feedback from this meeting will be included in the carryover plan submission.
- The finalized proposal will be shared with the Measure G1 Commission.
- Families will receive an update once the plan is approved.



Measure G Grant – Staff Input Meeting Notes

Attendance (24 staff):

Julian Purkiss, Nathaniel Clark, Gio Zampa, A.J. Kovalik, James Handie, Brooke Sabin, Aracely Aldana, Ronnie Hayes, Emilio Licon, Jose Tapia, Shay Write, Penelope Drumming, Curtavia Gill, Samantha Hamilton, Julia Leslie, Jamila Bowling, Tera Neff, Sarubilo, Crystal Thomas

Purpose of Meeting

Discuss whether KIPP Bridge Upper should apply for additional **Measure G funds** and whether these funds should be used to **extend the Mental Health Counselor (MHC) role to full-time** or support other program areas.

Primary Proposal

Rosie proposed using Measure G funds to extend the MHC role to full-time.

- Increasing from part-time to full-time would allow an estimated **10 additional general education students** to receive mental health services.
 - Rising needs in **mental health and student support** were emphasized.
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Discussion Highlights

Mental Health Need

- **Overall theme:** Significant and increasing mental health concerns among students.
- Staff widely acknowledged the value and impact of MHC services.

Comments & Input

- **Purkiss:** Asked what other options were being considered for the funds.
- **Curtavia Gill:** Noted that other schools use Measure G for **Arts, Music, and Language** programs; after-school programming is another possible funding area.
- **Brooke Sabin:** Asked how many additional students could receive services if the MHC becomes full-time.
- **Penelope Drumming:** Asked what specifically arts funding would entail if Measure G were used in that direction.
- **Tera Neff:** Strongly supported making the MHC full-time.
- **Jose Tapia:** Shared that, compared to last year, he has seen significant growth in students who receive mental health services.
- **Nathaniel Clark:** Highlighted that teachers cannot provide the level of support that mental health professionals can.
- **Gio Zampa:** Reported screening ~20 students with trauma symptoms; several show indicators of **PTSD** and would benefit from expanded services.



KIPP:BRIDGE ACADEMY

- **Mr. Jenkins:** Asked whether all funds would go toward making the MHC full-time. Confirmed: Yes, **the additional Measure G funding would be used to move the MHC from part-time to full-time and cover the MHC gap from Measure G funds in the current school year.**
- **Tera Neff (additional point):** Emphasized that economic pressures make full-time work essential for consistency and effectiveness in the MHC role.

Overall Sentiment

- **Strong staff support** for prioritizing **mental health services** by making the MHC role full-time.
 - Some interest in arts or after-school program funding, but the majority emphasized immediate mental health needs.
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