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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 March 11, 2025

Subject KIPP Bridge Charter Academy 2025-2026 Measure G1 Application

Ask of the Commission KIPP Bridge Charter Academy 2025-2026 Measure G1 Application

Discussion Middle School Network is open to questions from the commission regarding the KIPP Bridge Charter Academy 2025-2026 Measure G1 Application.

Fiscal Impact The recommended amount is **\$81,336.00**. Resource 9332 - Measure G1.

Attachment(s) Grant application attached.





2025-2026 Measure G1 Application

Due: March 1, 2025

School Information & Student Data

School	KIPP Bridge Charter Academy	School Address	1700 Market Street Oakland, CA 94607
Contact	Sarah Sanchez	Contact Email	sarah.sanchez@kippnorcal.org
Principal	Rosie Allen	Principal Email	rosie.allen@kipbridge.org
School Phone	510-543-0078	Total Number of Students	501
Recommended Grant Amount¹	\$81,336	2024-25 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only)	179
		2024-25 LCFF³ Enrollment	157

Student Demographics (%)				Measure G1 Team	
English Learners	15%	Asian/Pacific Islander	1%	Name	Position
LCFF	93%	Latinx	21%	Rosie Allen	School Leader
SPED	26%	Black or African-American	59%	Daisy Padilla	Director of Operations
		White	7%	D’Voya Tatum	KIPP Employee and Parent
		Indigenous or Native American	0%	Roshad Lewis	Associate Director of Finance and Former KIPP Bridge Student
		Multiracial	5%		

Chronic Absence

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.

(Include raw number and percent)				
KIPP is reporting chronic absence for the full school population, as a single LEA - data below represents K-8 grades				
	2022-23 raw number (%) 520 students	2023-24 raw number (%) 497 students	2024-25 raw number (%)	2025-26 Goal raw number (%)
Student Population Overall	48.1% / 250	40.0% / 199	37%	8% decrease in chronic absence
Asian/Pacific Islander	NA - too few students	NA - too few students	NA - too few students	NA - too few students
Latinx	44.2% / 53	32.5% / 39	21%	5% decrease in chronic absence
Black or African-American	49.5% / 140	42.5% / 113	41%	10% decrease in chronic absence
White	51.0% / 25	40.8% / 20	TBD	10% decrease in chronic absence
Indigenous or Native American	26.7% / 4	NA - too few students	NA - too few students	NA - too few students
English Learners	37.9% / 17	34.1% / 44	22%	5% decrease in chronic absence
Students w/ IEPs	52.5% / 21	50.5% / 56	31%	10% decrease in chronic absence
Socioeconomically Disadvantaged	49.8% / 236	41.0% / 188	23%	5% decrease in chronic absence

Metrics
(all data points are required)

Electives (Include raw number and percent)					
KIPP is reporting enrollment as middle school grade enrollment for KIPP, grades 5-8					
Metric	Area	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%) Based on 185 total 5-8 grade students	2025-26 Goal raw number (%) Based on projected enrollment
Number of students taking elective courses	Art	110	NA	NA	60% / 120
	Language	NA	NA	NA	NA
	Music	NA	NA	NA	NA
	Ethnic Studies	0	179	70% / 131	75% / 150

	Physical Education	182	179	72% / 135	75% / 150
	Financial Literacy	182	NA	NA	NA
	History of Dance	NA	NA	28% / 53	30% / 60
Number of students participating in non-course experiences (e.g. after-school program)	Art	NA	NA	44% / 81	40% / 80
	Language	NA	NA	NA	NA
	Music	58	NA	44% / 81	40% / 80

Positive & Safe Culture (Include raw number and percent)				
KIPP is reporting attendance as middle school grade attendance for KIPP, grades 5-8 Raw numbers cannot be reliably provided with average daily attendance reporting structure, only percent available				
Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Average Daily Attendance Date of Figure: as of 2/28/2025 for the 24-25 school year				
Asian/Pacific Islander	NA - too few students	NA - too few students	NA - too few students	NA - too few students
Latinx	89.0%	92.7%	91.0%	95%
Black or African-American	89.1%	89.8%	88.7%	95%
White	NA - too few students	NA - too few students	NA - too few students	NA - too few students
Indigenous or Native American	NA - too few students	NA - too few students	NA - too few students	NA - too few students
English Learners	89.6%	92.1%	93.0%	95%
Students w/ IEPs	86.8%	87.7%	88.1%	95%
Socioeconomically Disadvantaged	88.9%	90.7%	90.0%	95%

Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Suspended Students Date of Figure: as of 2/28/2025 for 24-25 school year				
Asian/Pacific Islander	NA - too few students	NA - too few students	NA - too few students	NA - too few students

Latinx	0.8%	0%	1.6% / 1	Maintain less than 3% suspension rate
Black or African-American	7.2%	6.5%	7.1% / 13	Reduce suspension rate by 5%
White	5.8%	0%	2.5% / 2	Maintain less than 3% suspension rate
Indigenous or Native American	NA - too few students	NA - too few students	NA - too few students	NA - too few students
English Learners	2.6%	0%	0% / 0	Maintain less than 3% suspension rate
Students w/ IEPs	18.0%	6.7%	14.7% / 11	Reduce suspension rate by 5%
Socioeconomically Disadvantaged	6.8%	4.1%	5.6% / 14	Reduce suspension rate to less than 3%

Student Retention from 5th Grade to 6th Grade				
Metric	2022-23	2023-24	2024-25	2025-26 Goal
6th Grade Enrollment	73% / 59	82% / 50	92% / 59	95% / 60

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
KIPP Bridge Family Council	2/12/25

Staff Engagement Meeting(s)	
Staff Group	Date
KIPP Teachers Staff Meeting	2/10/25

<u>Music (Rubric)</u>	2023-24	2024-25
<i>Access and Equitable Opportunity</i>	N/A	N/A
<i>Instructional Program</i>	N/A	N/A
<i>Staffing</i>	N/A	N/A
<i>Facilities</i>	N/A	N/A
<i>Equipment and Materials</i>	N/A	N/A

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

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	Mental Health Counselor \$90,563 (Salary + Benefits) The remaining salary balance will be funded with local philanthropy	\$81,318

		Budget Total	\$81,318.00
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Summary of 2025-26 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Mental Health Counselor \$93,732 (Salary + Benefits) The remaining salary balance will be funded with local philanthropy	\$81,336
Budget Total (must add up to Recommended Grant Amount)		\$81,336

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 ethnic studies, history of dance 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. 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 - suspensions or average daily attendance?	Budget Amount
Mental Health Counselor - The mental health counselor supports the following work to create a strong middle school culture: <ul style="list-style-type: none"> COST (Coordination of Services Team): Is a collaborative support 	Our desired outcomes are based around two goals that support building a positive middle school	Mental Health Counselor \$81,336

<p>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.</p> <ul style="list-style-type: none"> ● 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>Summary of findings/needs:</p> <ul style="list-style-type: none"> ● While we've made modest progress in some areas, the data reveals that our chronic absence (37%) and suspension rates for key student groups (14.7% for students with IEPs, 7.1% for Black/African-American students) remain areas of concern. Discontinuing the MHC position now would disrupt the relationship-building and systems implementation that takes multiple years to fully establish. ● With 93% LCFF students, 59% Black/African-American students, and 26% students with IEPs, our demographic profile presents unique challenges that require specialized, relationship-based interventions. The MHC has developed critical knowledge of our specific student population that would be lost with position turnover. ● Many of our attendance and behavioral challenges were exacerbated by the pandemic, creating deeper issues that require more time to address. The MHC plays a key role in our multi-year recovery strategy. ● The decision to continue funding the MHC received unanimous support during community engagement meetings.. Staff members specifically noted observable improvements in students' emotional regulation and anger management, with one teacher observing "kids that used to have a hard time managing their anger and I have seen a 	<p>culture:</p> <ol style="list-style-type: none"> 1) students spending more time in school and; 2) a school environment that is safe and productive so that all students can learn. <p>Suspensions (-) YOY suspensions for middle school students.</p> <p>Attendance (-) YOY chronic absence for middle school students</p> <p>Surveys (+) YOY school culture survey results regarding school safety. Increase to 75%</p>	<p>\$93,732 (Salary + Benefits) The remaining salary balance will be funded with local philanthropy</p>
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<p>difference." Parents were equally supportive, with one mother sharing tangible progress: "It has been helping my child express herself better. She is less aggressive with her words and more calm now." Several families explicitly prioritized mental health services over other potential investments. This clear stakeholder consensus validates the decision to maintain this position for the school community.</p>		
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Proposed Expenditures for Retention of 6th Graders	
Description of Proposed Expenditures	Budget Amount
<p>Not applicable - KIPP Bridge is a TK-8 school.</p>	<p>NA</p>

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



Staff Meeting: 2/10

In attendance: Carly, Aldana, Nadia, McKey, Sabin, Moira, Hayes, Authi, Shay, Tapia, Waiters, Dillon, Handie, Purkiss, Wise, Gillard, Cooper, Julia Leslie, Pope, Maya, Clark, Stephenson

Notes:

- Rosie shares the definition of Measure G1 grants and how we can get the grants - Rosie shares how we have used the fund in the past (i.e. mental health counselor) and why - Rosie asking staff how staff would like to use the Measure G grant
- Shay: Votes yes to continue to invest in MHC. I think gen ed students should have access to someone to speak to.
- Tapia: Students needs to learn the skill of emotional regulation
- Dillon: I have seen improvement from some of the students - some kids that used to have a hard time managing their anger and I have seen a difference.
- Stephenson: Even with 3 counselors, we still need to refer students to outside counseling. - Waiters: Voting against this means that someone may not have a job. But I also see a future where MHC can educate not only staff and students but also families. Would love to see how we can collaborate to help us all be better educators and people for our children.
- Daisy: I love that students have the option to have a check in with counselors, even if they're not on the caseload. We were not able to do that last year. There are times when students just need a quick check in and have someone to talk to about an incident that may happen or just need to vent some feelings.



Parent Meeting: 2/12

In attendance: Ayah mom (7g), Melodii mom (5g), Rayan mom(6g), Eric + Evelyn mom (6g+8g), Sarai mom (8g), SirCamryn mom (7g)

Notes:

- Overview of slides
- Ayah's mom: The best things students can get is mental health supports
- Melodii's mom: I really think we should continue to invest in mental health resources. It has been helping my child express herself better. She is less aggressive with her words and more calm now.
- Rayan's mom: Mental health should be offered at school and be a consistent resource for families
- Eric + Evelyn's mom: I would rather invest the money in mental health, a student's mental state is more important than a dance or music program in my opinion
- SirCamryn's mom: We should continue to invest in MHC. We have no idea what students battle with. It's a safe haven. Some help and direction that they don't get from outside.

KIPP Bridge Academy Measure G1

KIPP:Public Schools

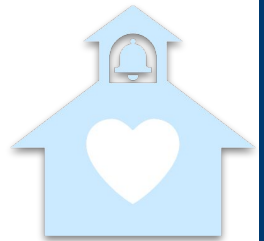
NORTHERN CALIFORNIA

Measure G1

- 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.

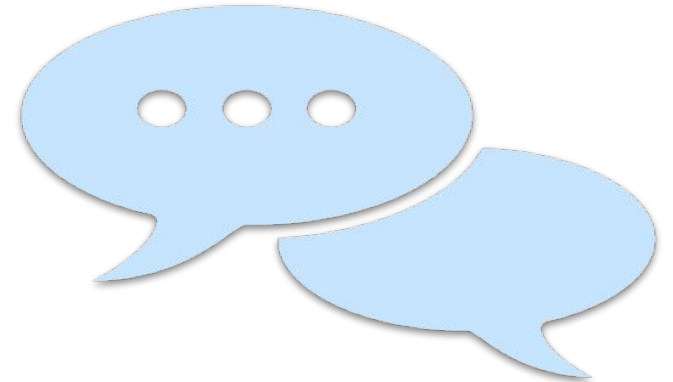
It also means that we must take attendance and log notes for the meeting.



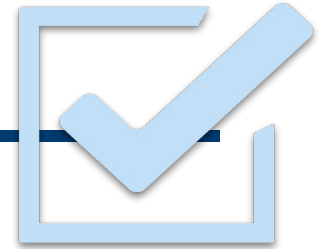
Measure G1

Today we will...

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 2025-26 plan to the Measure G1 Commission



Reflection: Measure G1



In 2024, KIPP...

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

Safe School Environment: Measure G1

Mental Health Counselor:

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

Metrics to Review:

Student Connectedness/Belonging Results:

- 80% agree that teachers have built a strong relationship with students

Average Daily Attendance: Goal of 92%

- Our campus average is 90.3%

MHC Tier Support with 3 Different Groups

- Sessions to focus on peer interactions, depression, grief, and positive self-image

Family Discussion: Measure G1

Where else could funds be spent to support our students?

What role has the Mental Health Counselor played this school year?

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:

Thank you!
¡Gracias!

KIPP:Public Schools

NORTHERN CALIFORNIA

Staffing Discussion: Measure G1

- G1 Funding is available for KIPP Bridge Academy Middle School
- Funding is restricted to specific needs
 - Option 1: Use \$\$\$ for an MHC
 - Option 2: Use the \$\$\$ to expand art or music programs
 - Additional Ideas?
 - Providing a safe school environment for middle school students
 - Investing in student retention from elementary to middle school