



**Measure G1
Charter Pilot Grant
Application 2017-18
SUMMER REVISE
Draft Due August 4, 2017
Re-Proposed Plan Due
August 17, 2017**

Please note: This application serves as a proposal for **IF** funds are allocated in 2017-18. This is not a guarantee of funds being distributed in 2017-18. Allocation decisions for 2017-18 will be made by the Measure G1 Commission on August 14, 2017.

School:	KIPP Bridge Academy	Principal:	Ms. Lolita Jackson
School Address:	1700 Market Street Oakland, CA 94607	Principal Email:	lolita.jackson@kippbridge.org
School Phone:	(510) 874-7255	Principal Phone:	(510) 874-7255
2017-18 Enrollment (6-8):	206	Grant Allocation:	\$36,230

**Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 6-8 actual enrollment in fall (exact date TBD) and final tax revenue generated in spring 2018. The actual allocation percentage for 2017-18 will be determined at the Measure G1 Commission Meeting, August 14, 2017.*

School Demographics

Male	Female	% LCFF	% SPED	% English Learners	% Oakland Residents
122	91	70%	8%	12%	88%

Student Body Ethnic Composition

African-American	American Indian/Alaska Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
138	5	6	51	0	0	12	24

Measure G1 Lead Team (can be a pre-existing team such as Instructional Leadership Team)

Name	Role
Sarah Sanchez	Associate Director of Operations
Anthony Wilson	Associate Director of Community Engagement
Patrice Lindo	KIPP Bridge Middle School Parent

Natasha Fletcher	KIPP Bridge Middle School Parent & KIPP Employee
Samuel Fletcher	KIPP Bridge Middle School Parent & KIPP Employee
Cathy Cowan	Assistant Principal
Cory Harris	Associate Director of Finance
Monica Mata	Accounting Associate

School Vision:

The vision of KIPP Bridge Academy is to provide all students with an outstanding education that emphasizes critical thinking, reading, and writing. This education, along with the promotion of excellent citizenship and the appreciation of diversity, will develop college-bound community leaders.

Middle School Measure G1 Self- Assessment:

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. School Governance Body, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

Music (Rubric Score)		Art (Visual Arts, Theater, and Dance) *	
Access Equitable Opportunity	Basic	Access and Equitable Opportunity	Not currently offered*
Instructional Program	Entry	Instructional Program	Not currently offered*
Staffing	Entry	Staffing	Not currently offered*
Facilities	Basic	Facilities	Not currently offered*
Equipment and Materials	Basic	Equipment and Materials	Not currently offered*
Teacher Professional Learning	Entry	Teacher Professional Learning	Not currently offered*
World Language (Rubric) *			
Content Course Offerings	Not currently offered*		
Communication	Not currently offered*		
Real world learning and Global competence	Not currently offered*		

* KIPP Bridge Academy does not currently offer a scheduled middle school art program or world language program, although other electives such as technology, music and physical education are available to students. We believe that these 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.

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (Culture Data/Site Plan Data/Enrollment)		Safe and Positive School Culture	
2016-17 Enrollment Data (projection vs. actual)	Not applicable as a K-8 school	Culture data - Suspension	16-17 SY: 5.8% out of school suspensions
Elementary School (ES) Outreach Strategy Actions	Not applicable as a K-8 school	Culture data - Chronic Absence CDE defined as missing 10% or more of the number of school days offered so far in the school year	16-17 SY: 14.16% chronic absence rate for KIPP middle school students (grades 6-8)
Programs to support ES students transition to MS	Not applicable as a K-8 school	Survey data - families, students, teachers KIPP Bridge Academy collects survey data from students, teachers and families each school year to inform progress and need regarding school culture: Students and Teachers are surveyed annually each spring in our region-wide School Culture Survey. Families and Students are surveyed annually each spring in our national KIPP Foundation Students & Families Survey. This survey is new this spring, so data presented is based on our former Healthy Schools & Regions Survey (HSR).	Data shared below identify areas of growth for our students, teachers and families in building a positive school culture at the middle school grade levels. Specifically, we'd like to focus on safety and continued progress in Restorative Practices/SEL. School Culture Survey (Spring 2017): Students: <ul style="list-style-type: none"> ● Safety & Conflict Resolution category for Bridge Upper Grades = 2.7 / 4.0 ● Restorative Practices & SEL Support Structures category = 2.9 / 4.0 Teachers: <ul style="list-style-type: none"> ● Safety & Conflict Resolution category = 2.6 / 4.0 ● Restorative Practices &

			<p>SEL Support Structures category = 2.2 / 4.0</p> <p>Former HSR Survey (Winter 2016): Families & Students: 85% positive “my child feels safe at school” from families vs. 59% positive “I feel safe at this school” from students</p>
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Please make sure to provide meeting agenda and minutes of the engagement meetings with this application.

KIPP Bay Area School’s ACE (Advocacy and Community Engagement) Team partnered with the KIPP Bridge School team and the ILT team to inform parents and engage with the community on Measure G1. The limited time available to complete this work by the original March 31 deadline made it difficult to collect all resources and materials related to this outreach. Below we have provided the Community Groups and Dates of these events and any supporting documentation that we have available. While we recognize that this may be more limited, we still hold to what the data in our student and teacher school climate survey indicates as a need to focus G1 funds in an area that will have the most impact on student outcomes -- improving the middle school climate and culture.

Community Engagement Meeting(s)	
Community Group	Date
<p>Measure G Tabling at KIPP Bridge December award ceremonies for all students and families. KIPP ACE Team onsite to table and have discussions around measure G with families prior to OUSD December 14th board meeting.</p>	12/8/2016; 12/9/2016; 12/12/2016; 12/13/2016
<p>Attendance at OUSD Board Meeting KIPP Bridge families were in attendance at the 12/14 board meeting, along with members from the ILT to support the G1 measure.</p>	12/14
<p>Measure G Parent Meetings at KIPP Bridge KIPP ACE Team was onsite during the open talks with the principal to discuss the measure G1 with parents. Newsletter dates of principal open talks included.</p>	2/1/2017, 02/08/2017
<p>Measure G1 Parent Meetings at KIPP Bridge Operations Team onsite for open talks with the principal to discuss KIPP’s plan to improve middle school culture in April. Discussion regarding school culture survey in May.</p>	04/05, 05/03

Calendar dates of principal open talks included.	
<p>Measure G1 announcement & tabling at KIPP Bridge Middle School parents were on campus for a 2nd trimester awards ceremony. A member of the G1 Lead Team was onsite to discuss the plan with parents and discuss the needs at the school. Areas of need identified in conversations with middle school parents:</p> <ul style="list-style-type: none"> • More parent/teacher/student connection • Building trust helps set clear expectations • Students being help accountable to actions • Re-focus on middle school needs <p>Program included, to show date of attendance.</p>	03/23/2017
<p>School Culture Survey - Students & Parents Students and parents complete this survey annually in the Spring to understand school needs in relation to school culture and climate. Results indicated an opportunity for growth in this key area. See survey results in data analysis above.</p>	03/2017

Staff Engagement Meeting(s)	
Staff Group	Date
<p>Staff Meeting, Upper School</p> <p>Areas of need identified in conversations with middle school teachers:</p> <ul style="list-style-type: none"> • More mentorship opportunities for students • Continue to minimize unwanted behaviors through recognizing positive behavior -- funds for awards or other recognitions • Support for a mindfulness program for students to improve behavior <p>Agenda attached.</p>	03/29/2017
<p>School Culture Survey - Teachers Teachers complete this survey annually in the Spring to understand school needs in relation to school culture and climate. Results indicated an opportunity for growth in this key area. See survey results in data analysis above.</p>	03/2017

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team’s plan to:

1. Identify the team (i.e. ILT function, community; school governance body, PTA) to engage in self-assessments and generate a design plan for electives, 5th - 6th grade retention, and school culture . This Team will create the Implementation 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

2. 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.
3. Please explain how you plan on using the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
4. Add additional lines if you would like to add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2017-18. ***Please list all budget items in order of priority, in the event that a portion of the allocation is approved (as opposed to the full 100%).***

1. Music Program

Programmatic Narrative Based on Rubric		
<p>KIPP Bridge will not be requesting funds towards the middle school music program at this time. The current assessment indicates that there is room for growth and improvement. However the current focus to improve middle school culture, we believe and evidence suggests below, will have more immediate and impactful results on student outcomes. Please see program narrative for section 5.</p>		
Budget	2017-18 Activities	Anticipated Outcome
NA	NA	NA

2. Art Program

Programmatic Narrative Based on Rubric		
<p>KIPP Bridge does not currently offer a scheduled middle school art program, although other electives such as technology, music and physical education are available to students. We believe that an art program could be valuable to students and may choose to implement a class 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.</p>		
Budget	2017-18 Activities	Anticipated Outcome
NA	NA	NA

3. World Language Program

Programmatic Narrative Based on Rubric		

KIPP Bridge does not currently offer a scheduled middle school world language program, although other electives such as technology, music and physical education are available to students. We believe that a world language program could be valuable to students and may choose to implement a class 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.

Budget	2017-18 Activities	Anticipated Outcome
NA	NA	NA

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
Not applicable as a K-8 school		
Budget	2017-18 Activity	Anticipated Outcome
NA	NA	NA

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
<p>KIPP Bridge will be focusing the available funds from Measure G1 on improving school culture and creating a more positive and safe middle school learning environment. KIPP Bridge Academy believes that social and emotional skills can be taught and developed along with strong academic skills. KIPP Bridge Academy believes that holding students accountable when mistakes are made, while recognizing the level of support that is needed to repair harm, is crucial in social and emotional development and helps to create a positive and safe middle school environment.</p> <p>Feedback was gathered during community engagement with families and in conversations with KIPP middle school teachers. This information, along with the data reviewed with the ILT team indicates that KIPP Bridge has made strides in both academic and social and emotional learning, but that there are continued areas to seek growth and improvement. A recent and significant shift in facilities (location) and grades levels has highlighted a need to refocus energies on the middle school students that KIPP Bridge has served in the Oakland community for over a decade. We also want to recognize the perspective of the teachers and other specialists that support our students. In order to identify critical areas of need, the KIPP Bridge team has reviewed student, parent, and teacher surveys, attendance data and suspension data to determine that strengthening school culture and safety using evidence-based strategies will work towards positively impacting student outcomes at KIPP Bridge.</p> <p>Reflecting on the data:</p> <p>School Culture Survey, Students & Teachers: We began administering this improved survey last year to more comprehensively assess school culture and measure progress on our restorative practice and SEL initiatives. School Culture Teams use survey results to inform school practices and identify professional development needs and supports for teachers.</p> <p>In reviewing the 2016-2017 survey data, the area of biggest opportunity for KIPP Bridge students is around</p>		

Safety & Conflict Resolution (domain score of 2.7 / 4.0). This category was also an opportunity area for KIPP Bridge teachers (domain score of 2.2 / 4.0). These questions sought to better understand how our middle school students felt while in school and how they felt supported by the tools to reduce conflict and resolve issues in a way that felt restorative to all parties involved. For both students and teachers, we would also like to track our progress in the domain Restorative Practices & SEL Support Structures, as we believe that continued improvement in our implementation of these practices will positively impact overall school culture. This survey data highlights opportunities for significant growth and improvement that we plan to support with G1 funds.

KIPP Foundation Student & Family Survey: Last year, our student and family surveys (formerly called the HSR survey) showed a disconnect between student and parent feelings on school safety. KIPP Bridge is committed to improving our outreach to families to better understand the variance and also work to ensure that there are clear expectations about what a safe and supportive school environment feels like for all members of our KIPP Bridge community. We are committed to becoming a true community school that is safe and comfortable for all students and families.

The KIPP Bridge Program:

KIPP Bridge will build a strong and supportive middle school environment through both Social Emotional Learning (SEL) and Restorative Practices (RP). SEL is developing social and emotional competence in order to understand, manage, and express the social emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development. Restorative Practices is a component of our approach to SEL and refers to a behavior management philosophy that seeks to redress the harms created by conflicts by repairing the relationships of those most directly involved. [Second Step curriculum](#) supports our SEL work in the classroom, and [The Complete Restorative Practices Implementation Guidebook](#) has been developed by KIPP's school culture team to guide school based staff. These resources can be made available to OUSD to share best practices with other West Oakland Schools and create useful dialog around this important work.

Implementing and sustaining restorative practices school-wide will happen through the collaborative actions of a school team dedicated to this purpose. It is critical to develop a strong team in which members are trained and knowledgeable in restorative practices; are enthusiastic, motivated advocates of this approach, and possess a variety of skills to contribute the team's effectiveness. An important role in supporting this work will be a Mental Health Counselor. Research clearly demonstrates that having a fully implemented Social Emotional Learning Curriculum and Restorative Practices program improves both academic and social-emotional outcomes for students. For some teachers, moving to a proactive behavior strategy represents a huge shift in the way they manage challenging behaviors. **The Mental Health Counselor will help facilitate this change by leading restorative conferences and proactive circles, working with students and teachers to provide behavior supports and mental health services, teaching staff how to understand developmental and mental health concerns and address them appropriately, consult with teachers and school teams to suggest interventions and develop care plans, and by guiding parents understanding of SEL and restorative practices and directing them to resources that will help support their children.**

KIPP Bridge Academy will grow a strong and positive school culture through evidence-based strategies that are supported by measurable data, led by the school leadership team, and embraced by all staff. KIPP Bridge has committed to hiring a Mental Health Counselor with G1 funds to support the school in driving academic and social emotional learning outcomes for students as a key member of KIPP Bridge's School Culture Team. **The Mental Health Counselor will be expected to support school culture, and collaborate with the school's leadership team, teachers and staff to ensure that the restorative strategies are being implemented across the middle school. The person hired in this position will teach, model and reinforce constructive interactions between students and staff and provide clinical consultation within the school environment to enhance educational outcomes for middle school students.**

Without the new Mental Health Counselor role at KIPP Bridge middle school, teachers, staff and families would have fewer supports in SEL and restorative practices and fewer available strategies for students needing additional mental health and social and emotional supports. Our data indicates that there is need to

focus on improved outcomes for our middle school students in this area. Committing measure G1 funds to this important work will allow for continued improvement in middle school safety and contribute to building a more positive school environment. Providing this safe and welcoming space will lead to lower suspension rates, higher student attendance, and as a result, more positive student outcomes.

Allocation of funding for the 17-18 SY:

Measure G1 Grant Allocation: \$36,230

Measure G1 funds will be spent on a 0.5 FTE Mental Health Counselor. Expenses are as follows:

- Mental Health Counselor salary at 0.5 FTE: \$30,000 (based on an estimated annualized salary of \$60K)
- Mental Health Counselor benefits: \$7,500
- Mental Health Counselor salary + benefits: \$37,500

Note: the cost of a 0.5 FTE Mental Health Counselor is \$1,270 more than the Measure G1 Grant Allocation. This funding gap will be covered through fundraising efforts.

If approved, KIPP Bridge will be hiring for a 0.5 Mental Health Counselor as a result of the measure G1 funds and initiative to improve middle school culture. We anticipate that the new hire would commit to 2.5 days a week, with two full days and one ½ day. The position hours and schedule would be finalized by the school leader, along with the new Mental Health Counselor if hired.

We are excited to see the results of this additional position in our middle school student outcomes that are highlighted in the accountability indicator section below.

Budget	2017-18 Evidence-Based Strategies	Accountability Indicator
<p>\$36,230 (G1 funds)</p> <p>0.5 FTE Mental Health Counselor as a support for improving the middle school culture & environment</p> <p>MHC: \$60,000 salary + \$15,000 benefits = \$75,000 at 0.5 FTE = \$37,500</p>	<p><u>Social Emotional Growth Learning:</u></p> <p>Social Emotional Learning (SEL) is comprised of five competencies: Self- Management, Self-Awareness, Social Awareness, Relationship Skills, and Responsible Decision Making.</p> <p>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 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.</p> <p><i>Examples of this in practice at the school, where the Mental Health Counselor would be adding additional supports:</i></p> <p>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</p>	<p>Building a positive middle school culture is aligned around two goals:</p> <p><i>1) We need students to spend more time in school and 2) we need the school environment to be safe and productive so all students can learn.</i></p> <p>To assess our progress in pursuit of these goals, we are utilizing the following metrics annually:</p> <p>Attendance data</p> <ul style="list-style-type: none"> ● Reduction in percentage points of chronic student absences for middle school students, 14.16% in 16-17 SY. Specific metrics to be determined when the CA dashboard cutpoints are available but will commit to a 1% reduction in 17-18 SY. <p>Suspension data</p> <ul style="list-style-type: none"> ● Reduction in out-of-school suspension rates, 5.8% in 16-17 SY by .5% in the 17-18 SY and 1% in each subsequent SY.

<p>Gap of approximately \$1,270 funded through fundraising efforts</p>	<p>morning message using values language.</p> <p>Closing community circles where these is time to show appreciation of teammates through shoutouts and to talk about what they are excited to learn about the next day.</p> <p><u>Restorative Practices</u></p> <p>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 support for our scholars to grow. <i>Examples of this in practice at the school, where the Mental Health Counselor would be adding additional supports and/or leading:</i></p> <p>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.</p> <p>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.</p> <p>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 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.</p> <p><u>Mental Health Supports</u> The Mental Health Counselor will lead work around Mental Health Intervention Services</p> <p>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</p>	<p><i>Survey data on School Culture</i></p> <ul style="list-style-type: none"> ● Positive percentage point gains as indicated by the School Culture survey and KIPP Foundation Student & Family surveys, specifically in the areas of: Safety & Conflict Resolution, and Restorative Practices & SEL Support Structures. <p>Mental Health Counselors will be reviewing the above data in monthly mental health communities of practice.</p>
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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 will facilitate the CT and lead coordination with external providers who engage with the CT.

Student Support

The MHC will run individual and small group sessions with students who have mental health concerns and to build social-emotional skills with targeted groups of students. The MHC will also liaise with the Special Education Team to ensure students who need IEP's are identified and are offered appropriate supports. **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 will 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 may 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 will support teachers in having restorative conversations or building plans to infuse SEL competencies into their lessons. **The Mental Health Counselor's support in developing and implementing these supports will be 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](#).

Zappa, R. (2016) The Complete Restorative Practices Whole-School Implementation Guidebook

Schoolwide Gains in SEL

A meta-analysis of 213 school-based, universal social-emotional learning (SEL) programs was conducted. Compared to controls, SEL participants demonstrated significantly improved social and emotional skills,

	<p>attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement.</p> <p><i>Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development, 82(1): 405–432.</i></p>	
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In collaboration with: KIPP Bridge Academy Staff, Parents and Community Members.