



## Measure G1 Carryover Justification Long Form (Complete if carryover is more than \$5000)

**Due Date: October 31, 2018**

School:	KIPP Bridge Academy	Contact/Principal	Salome Portugal
School Address:	1700 Market Street Oakland, CA	Principal Email	salome.portugal@kipppbridge.org
		School Phone:	

Please fill out the information below for school-wide carryover.

2017-18 Measure G1 Allocation	\$36,230
2017-18 Measure G1 Dollars Spent	\$ 0
Carryover Amount	\$36,230

### Summary of Approved Expenditures and Actual Spent from 2017-18

2017-18 Approved Expenditures from <i>Budget Justification and Narrative Section</i>		Budget Amount	Actual Spent
1	<p>Mental Health Counselor salary at 0.5 FTE: \$30,000 (based on an estimated FY17-18 annualized salary of \$60K)</p> <p>Mental Health Counselor FY17-18 benefits: \$7,500</p> <p>Mental Health Counselor FY17-18 salary + benefits: \$37,500</p> <p>Note: the cost of a 0.5 FTE Mental Health Counselor was \$1,270 more than the Measure G1 Grant Allocation. This funding gap would have been covered through fundraising efforts/philanthropy until the measure is fully funded.</p>	\$36,230	\$0.00
Total		\$36,230	\$0.00

### Summary of Proposed Use of Carryover for 2018-19 (listed in order of priority)

2018-19 Proposed Carryover Expenditures from <i>Budget Justification and Narrative Section</i>		Budget
1	<p>Mental Health Counselor salary at 1.0 FTE: \$67,800</p> <p>Mental Health Counselor benefits: \$16,950</p> <p>Mental Health Counselor salary + benefits: \$84,750</p> <p>Note: the cost of a 0.5 FTE Mental Health Counselor is \$48,520 more than the Measure G1 Grant Allocation. This funding gap will be covered through fundraising effort and philanthropy in the 18-19 SY until the measure is fully funded.</p> <p>KIPP Bridge also intends to put in an application for the FY18-19 by the close of November (Approximately \$22,000) and apply the funds with parent, staff and community approval.</p>	\$36,230
Budget Total (must add up to Anticipated Grant Amount)		\$36,230

**Narrative: Please provide the reasoning as to why the full Measure G1 allocation was not spent.**

KIPP Bridge Academy remains committed to improving middle school culture and outcomes for middle school students. Due to difficulties in hiring at a late point in the 17-18 school year, we were unable to fill this posted position during the prior school year. The school was still determined to support this important role with G1 funds and in the fall of 2018 we made a strong mental health counselor hire. The roll-over funds we are applying for now will be used to support our original 17-18 plan, which continues to be based on school needs (family and teachers feedback). The need has increased and therefore the school has expanded the role to a full time mental health counselor.

**REQUIRED: Please provide all meeting agendas, minutes, flyers, 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
KIPP Family Association (KFA) + School Site Council (SSC)	October 29, 2018 (KFA and SSC always take place on the last Monday of every month)

Staff Engagement Meeting(s) to Address Carryover Funds	
Staff Group	Date
KIPP Upper School Staff Meeting	October 31, 2018

***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

1. 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 2017-18 school year.
2. Please explain how you plans to use the Measure G1 carry-over funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
3. Add additional lines if you would like to add additional budget items.
4. All budget items should total up to the total carry-over amount.

### 1. Music Program

Programmatic Narrative Based on Rubric		
KIPP Bridge does not currently offer a scheduled middle music program, although other electives such as technology, and physical education are available to students. We believe that a music 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	Description of 2018-19 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
NA	NA	NA

### 2. Art Program

Programmatic Narrative Based on Rubric		
KIPP Bridge does not currently offer a scheduled middle school art program, although other electives such as technology 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		
Budget	Description of 2018-19 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
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 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	Description of 2018-19 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
NA	NA	NA

#### 4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
Not applicable as a K-8 school.		
Budget	Description of 2018-19 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
NA	NA	NA

#### 5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis
<p>KIPP Bridge will continue the goal of 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>In the current school year, 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 building expansion 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><b>Reflecting on the data:</b>  <b>School Culture Survey, <i>Students &amp; Teachers</i>:</b> 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 2017-2018 survey data, the area of biggest opportunity for KIPP Bridge students is around Safety &amp; Conflict Resolution (only 38% responding positively). This category was also an opportunity area for KIPP Bridge teachers (only 56% responding positively). 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 &amp; 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.</p> <p><b>The KIPP Bridge Program:</b>  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,</p>

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 is the 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 helps 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, consulting 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 Bridges' School Culture Team. **The Mental Health Counselor is 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 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. Without G1 funds, we would not be able to support this position.** Our data indicates that there is a 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 1.0 FTE Mental Health Counselor. Expenses are as follows:

Mental Health Counselor salary at 1.0 FTE: \$67,800

Mental Health Counselor benefits: \$16,950

Mental Health Counselor salary + benefits: \$84,750

Note: the cost of a 0.5 FTE Mental Health Counselor is \$48,520 more than the 17-18 Measure G1 Roll-Over. This funding gap will be covered through fundraising effort and philanthropy in the 18-19 SY until the measure is fully funded.

KIPP Bridge also intends to put in an application for the FY18-19 by the close of November (Approximately \$22,000).

Budget	Description of 2018-19 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
<p>Measure G1 Grant Allocation: <b>\$36,230</b></p> <p>Mental Health Counselor salary at 1.0 FTE: <b>\$67,800</b></p> <p>Mental Health Counselor benefits: <b>\$16,950</b></p> <p>Mental Health Counselor salary + benefits: <b>=\$84,750</b></p> <p><b>Note:</b> the cost of a 0.5 FTE Mental Health Counselor is \$48,520 more than the 17-18 Measure G1 Roll-Over. This funding gap will be covered through fundraising efforts and philanthropy in the 18-19 SY until the measure is fully funded.</p> <p>KIPP Bridge also intends to put in an application for the FY18-19 by the close of November (Approximately \$22,000).</p>	<p><b>Mental Health Counselor</b> to support the following work identified in the 17-18 plan.</p> <p><b><u>Social Emotional Growth Learning:</u></b></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. <b><i>Examples of this in practice at the school, where the Mental Health Counselor would be adding additional supports:</i></b></p> <p><b>Morning or community circles</b> 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 message using values language.</p> <p><b>Closing community circles</b> 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><b><u>Restorative Practices</u></b></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. <b><i>Examples of this in practice at the school, where the Mental Health Counselor would be adding additional supports and/or leading:</i></b></p> <p><b>Logical Consequences and Restorative Practices</b> 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>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><b>Updated to reflect 17-18 metrics.</b></p> <p><i>Attendance data</i></p> <ul style="list-style-type: none"> <li>Reduction in percentage points of chronic student absences for middle school students, 18% in 17-18 SY. Specific metrics to be determined when the CA dashboard cutpoints are available but will be working towards a 2% reduction in 18-19 SY.</li> </ul> <p><i>Suspension data</i></p> <ul style="list-style-type: none"> <li>Reduction in out-of-school suspension rates, 16% in 17-18 SY by 3% in the 18-19 SY.</li> </ul> <p><i>Survey data on School Culture</i></p> <ul style="list-style-type: none"> <li>Positive percentage point gains as indicated by the School Culture survey, specifically in the areas of: Safety &amp; Conflict Resolution, and Restorative Practices &amp; SEL Support Structures.</li> </ul> <p>Mental Health Counselors will be reviewing the above data in monthly mental health communities of practice.</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.

**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.

### **Mental Health Supports**

The Mental Health Counselor will lead 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 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

	<p>infuse SEL competencies into their lessons. <b>The Mental Health Counselors’ 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.</b>The data indicates that this work needs a particular focus for these grade levels. This work will further be supported through classroom <a href="#">Second Step Curriculum</a>, and <a href="#">The Complete Restorative Practices Implementation Guidebook</a>.</p> <p><i>Zappa, R. (2016) The Complete Restorative Practices Whole-School Implementation Guidebook</i></p> <p><i>Schoolwide Gains in SEL</i> 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, 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., &amp; 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

**Please submit your 2018-19 Measure G1 Carryover Justification Form to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).**





KIPP Family Association Meeting and School Site Council Meeting

Agenda

10/29, 5PM-6:30PM

No.	DESCRIPTION   ITEM
1.	Welcome, Introductions & Objectives
2.	School Updates Lower and Upper
3.	Why are you hear at the KFA / School Site Council Meeting? Around the room.
4.	G1 Carryover Funds
5.	<b>Other Items:</b> <ul style="list-style-type: none"><li>- Final nominations for remaining SSC seats</li><li>- Elections of roles on SSC</li><li>- Final voting for KFA (KIPP Family Association) Leads</li></ul>



KFA Meeting

Meeting Minutes

10/29

KIPP Family Association Meeting and School Site Council Elections

3 Staff

10 parents were present

Meeting start time-5:05pm

Meeting end time-6:45pm

Portugal welcome parents

Petersen let Lower School know that the last two PD that staff and teacher focus has been on Literacy and STEP Assessment. Teachers used the data from the STEP Assessment to see where can student are on reading level, help with lesson planning. Lower School is also focusing on how to have restored conversation between teacher and student, teachers will able to teach students on how to have the conversation with each other.

Portugal spoke about teachers are now moving into RTI, small reading groups, math group. This week 10/28 Curiosity Hour. Curiosity Hour gives teacher a time to be able to teacher subject that their really passion It about. Students are really excited about Curiosity, during curiosity hour we also have Math group, and HW Club to support students. For last Friday PD Upper School math teacher spent the morning at KIPP Bayview, the rest of the staff spent time lesson planning and also back planning. Upcoming survey will out to student on Tuesday or staff will going over the surveys on Wednesday PD, some of the questions that student will be asked to answer (How do you feel about the school, do you feel like you belong, do you feel safe? Etc.). Upper School next PD will focus on trauma.

Questions or Concerns:

Misit Toliver 2<sup>nd</sup> & 5<sup>th</sup> grade parent: She want to be involved more with school, she's really happy about the changes in both Lower and Upper School. Also would like to join KFA.

Genette 1<sup>st</sup> grade parent: She wants to be involved with a lot more she's also apart of KFA. Genette had some concerns about the communications with Lower School about not knowing what reading level, or how her child is doing in the classroom. She also spoke about how she like for Lower School to bring back ClassDojo. She really like ClassDojo that was a way for to keep up-to-date with things that going on with her daughter.

Latoya 7<sup>th</sup> grade mom: She wants support in any way she can, she like to join KFA. She wants to know difference between KFA & SSC. She also excited about the upcoming Book Fair that she will be leading for both school. She would like to get volunteer to help with the Book Fair.

Caroline 7<sup>th</sup> grade parent: Concerns about when she's emailing staff members or some of her son's teacher no one is replying back to her. She also stated that even she's calling his teachers no one is getting back to her. She like for the school share the outcome of student survey.

Latisha 6<sup>th</sup> grade parent: She stated that teachers or staff doesn't get back to her when she emails or calls, that a lot of the staff is very rude to her and doesn't speak. Mr. Bey is really good with getting back to her. She not receives the weekly calls from Upper School anymore. She travels really to get her son each day, and she wants to be hear. Staff is misspelling her son name.

Lola 4<sup>th</sup> grade parent: She concerns about the behavior the witness in the classroom, kids were jumping up and down, students running around in the classroom. Students are not able to learn when things like this is happening. She concerns about the bullying and fighting. She feels that it should be emergency meeting with parents about their child behavior.

Sandra 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>: No concerns would like to join KFA

Neomi 2<sup>nd</sup> & 4<sup>th</sup> grade: On the board for SSC, she would like to see Math Fair, Science Fair, Spelling Bees at the school. One of her concerns that she like to see more Teacher Aids in the classroom, she also worried about the bullying that's taking place at the school. She like for the school to for resources for help students with bullying.

Lana Chisley 5<sup>th</sup>, 5<sup>th</sup>, 7<sup>th</sup> grade: Like to student to be successful in the classroom and outside the classroom as well. Like to join the KFA and also SSC.

#### Measure G:

Sarah spoke about public fund that KIPP Bridge received Measure G. This fund would allow Upper School to use the funds for 4 potential areas: music, art, language, retention or school culture. Plan last year to hire a part-time Mental Health Counselor to help support with student needs. Funds wasn't spent in the 2017-2018 school year, so the funds were rolled over for next school year 2018-2019 school year.

Questions: Is this still a need at the school? What is the role of the mental health counselor? Portugal also explain what the Mental Health Counselor role, meeting with students one on one, small groups, does evaluation on student to assessment on students, trauma informed care, teacher professional development.

Agreement after role explanation that this is important work, still important because of middle school focus this year. Interested in music, art or world language in other years since not current programs.

For school culture: Neomi asked to see we can offer workshops for bullying, Cyberbullying, Catfishing, Sexual Harassment for both female and male. Portugal let everyone know Upper School had Grade-Level Team & Family about bullying and that Upper School also has assembly once of month as a school.

For school culture: Latisha: Also would like for the school focus on Male sexual/ harassment.

Previous engagement vote on how the funds should be spent. Portugal let everyone know that we now have full-time Mental Counselor on campus to support with our student needs. Sarah will re-share the former plan (17-18) with the current KFA parents. Sarah will be submitting a plan for Measure G1 to the commission 10/31. KFA & SSC requesting more time to engage with the plan for next school year. Question from parent: when will this process start for next year?

As group they vote to have Arif Hasan as SSC President, Vice Chair Latisha Mabullu, Secretary Lana Chisley

Also voting in to have Lana Chisley, Latoya Campbell as new members to KFA.

The group also vote on having KFA start at 4:30pm now and SSC will start right after. Arif Hasan let the group the next meeting will be Nov. 26 at 4:30pm. Arif closed out the meeting at 6:45 pm.



KIPP Bridge Upper Staff Meeting

Presenters: Mr. Mason, Salome Portugal

**Agenda**

10/31

No.	DESCRIPTION   ITEM
1.	Welcome, Introductions & Objectives
2.	Announcements/Updates
3.	G1 Carryover Funds
4.	Student Culture Data Protocol
5.	Present goals reflection



# KIPP BRIDGE ACADEMY

Staff Engagement Meeting

Meeting Minutes

10/31/2018

1. **Meeting Begins: 2:30PM**
2. Mr. Mason started our meeting by facilitating an icebreaker which asked staff what their favorite Halloween costume was from Halloween pasts
3. Announcements lead by Ms. Portugal
  - a. Canvassing & Recruitment 11/28
  - b. Call home if students don't have a signed growth card
  - c. Report Card pick-up is the week after next on Monday GL meetings, make appointments (see current tracker)
    - i. Any meetings happening with those who have IEPs please inform SpEd team so that they can be present
  - d. Reading is in your box for next Wed. (re: Trauma informed care)
  - e. 6th grade field trip tomorrow
    - i. Those who didn't return permission slips will be staying behind
  - f. Art after school clubs are beginning after-school next week
  - g. Tuesday or Thursday re-teaching is from 4:15PM-5:00PM is part of our schedule
4. Measure G1 facilitated by Ms. Portugal
  - a. Local ballot measure pass in 2016 for Education funding
  - b. Money was released in October of last school year
  - c. The money was allocated to the Mental Health Counseling after community engagement
  - d. KIPP bridge did not spend down the approved fund in 17-18 and it rolled over to allow for a full-time staff member
  - e. Parents were asked if this is how they would want the money to be spent on, they all agreed that this was a good allocation and support for Ms. Nobrega
  - f. Overview of MHC role and needs at school
  - g. "Questions?" (No questions were asked)
5. Student Culture Data Protocol led by Ms. Portugal and Mr. Mason
  - a. Group was asked to discuss quote: "Information is just bits of data. Knowledge is putting them together. Wisdom is transcending them."
    - i. Small groups discussed what the quote means to them
  - b. Data Mining Protocol was discussed to set agenda and tone for how we are going to evaluate our culture data
  - c. Meeting was split into 4 groups

- i. Facilitators for each group were identified
  - ii. Time keepers for each group were identified
- d. Culture survey data results were passed out to each group and each person spent time going over the data individually and analysing the responses from students
  - i. There was confusion and Cameron Stephenson supported with explaining the questions and how answers were taken
- e. In small groups staff members discussed:
  - i. What do you see in the results/data?
  - ii. What wonderings do you have about the data?
  - iii. Intersection or Dissonances
- 6. Group Presentations/Sharing out
  - a. 5th Grade - Ashley Alexander Schauer shared out:
    - i. Dissonance - Some students marked that they didn't like Zest Fest and we felt confused by that, but the students who said that might be the ones who don't get to participate. Maybe we need to come up with another place for all students to feel success and joy within the school
    - ii. Intersection - for a lot of the data, most of the two data presented show similar results (one from September and one from October) which confirmed the accuracy of the data
    - iii. Wonderings - How culturally sensitive was the survey - did it cater to a certain demographic? Did it make more sense to a certain culture, the wording of each question
    - iv. Feedback - making questions more relatable for children ("fairness" is hard for children to interpret the way that's helpful in a survey)
  - b. 6th Grade - Hannah Ingram shared out:
    - i. Dissonance - Regarding the question surrounding "respect" students didn't feel respectful, but majority thought they gave others respect
    - ii. Intersections -
    - iii. How safe do you feel at school vs. in the classroom. Scholars felt safe in the classroom but not at school, which must boil down to open space interactions with other students and show's a gap for us to fill
  - c. 7th Grade - Herman Brown shared out:
    - i. Dissonance - Students seemed to feel that they didn't necessarily belong here (they said they belonged here, but on the question of belonging even on a hard day they said that didn't belong here) this might show a misunderstanding of the question
    - ii. Intersections - Between both surveys, students feel respect from their teachers - which is a win for us as a community
  - d. 8th Grade Alison Nobrega shared out:
    - i. Noticed how students feel safe in the classroom but not at our school as a whole - this might be related to our neighborhood and feeling safe in West Oakland
    - ii. Other teams discussed the findings that they had as well
    - iii. Cameron shared that this dissonance might have to do with leftover negative feelings from previous years and issues with fighting from past years.
  - e. Intersection or Dissonances
  - f. Salomé shared out discussions from the KFA/SSC meeting where parents discussed the culture around Roasting/bullying and how change is needed and we need to explore more of this with our students
    - i. Discusses with students the nuances of what they say and how language
- 7. Salomé took a reading of the group on how useful they thought the culture data review was for them
  - a. Most felt this was useful for them (4's and 5's)

## 8. Meeting Closes: 3:53



Staff Engagement Sign-In Sheet

KIPP Bridge Academy

10/31/2018

Staff Name	
Herman Brown	Herman Brown
Daniel Juarez	DJ
Marquis Evans	[Signature]
Michael Davis	Michael Davis
Alison Norega	Alison Norega
Michelle Coleman	[Signature]
Maria Hurley	[Signature]
Amber Burton	Amber Burton
Bianca Tornero	Bianca Tornero
Diane Mason	Diane Mason
Hannah Ingram	Hannah Ingram
Cameron Stephenson	[Signature]
Tommy Gonzalez	[Signature]
Ashley Schaefer	[Signature]
Sheri Allen	Sheri Allen



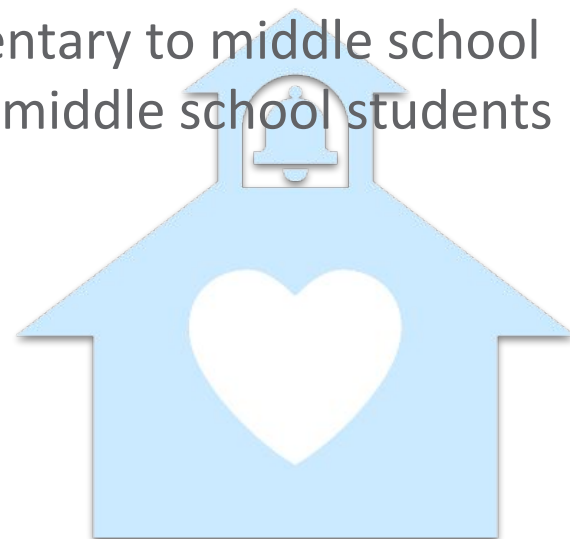


# KIPP Bridge Measure G1

# Measure G1

## What is it?

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



# Measure G1

## In the 17-18 School Year, KIPP Bridge...

1. engaged with families and staff to assess school needs and determine how to spend the potential funds;
2. decided that providing a safe school environment for middle school students was the priority;
3. drafted a plan to hire a part-time **mental health counselor** to support student needs;
4. had the plan approved by the Measure G1 Commission.



# Measure G1

## What happened next?

- Late approval of funding made it difficult to hire for the role
- KIPP Bridge did not spend down the approved funds in 17-18
- KIPP Bridge requested that the funds be “rolled-over” into 18-19

# Measure G1

## Next Steps

1. Engage with families and staff regarding the roll-over funds
2. Submit a plan to the Measure G1 Commission by 10/31



# Measure G1 Discussion

## **Mental Health Counselor:**

- Social Emotional Growth Learning
- Community Circles
- Restorative Practices
- Mental Health Supports

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

Is this still a focus for our middle school scholars?

## **Questions & Discussion?**