



<b>School</b>	KIPP Bridge	<b>Contact</b>	Sarah Sanchez
<b>School Address</b>	1700 Market Street Oakland, CA 94607	<b>Contact Email</b>	sarah.sanchez@kippbayarea.org
<b>Principal</b>	Salome Portugal	<b>Principal Email</b>	salome.portugal@kippbridge.org
<b>School Phone</b>	510-543-0078	<b>Recommended Grant Amount*</b>	<b>\$75,355.00</b>
<b>2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)</b>	<b>184</b>	<b>2019-20 LCFF Enrollment</b>	<b>153</b>

*\*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 prior year 20 day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.*

**Summary of Approved Expenditures from 2019-20 (2019-20 Approved Proposal)**

2019-20 Approved Expenditures from Budget Justification and Narrative Section		Budget Amount
1	Mental Health Counselor Salary: \$70,173 Benefits: \$17,543 Total Salary and Benefits: \$87,716 The MHC is funded (.75) with the G1 funds. The remaining funding for this role will be covered with funds raised at the school and other philanthropy.	\$65,170.47
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$65,170.47</b>

**Summary of Proposed Expenditures for 2020-21 (listed in order of priority)**

2020-21 Proposed Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	Mental Health Counselor Salary \$74,400 Benefits: \$18,600 Total Salary and Benefits \$93,000  The MHC is partially funded with the G1 funds. The remaining funding for this role will be covered with funds raised at the school and other philanthropy.	\$75,355.00
2		
3		
4		
5		
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$75,355.00</b>

**School Demographics**

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
107	101	80%	15%		19%	86%

**Student Body Ethnic Composition**

African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
111	2	9	48	0	1	27	10

**Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and roles here.**

Name	Role
Salome Portugal	School Principal
Lauren Garner	School Operations Manager
Sarah Sanchez	Associate Director of Operations
D'Voya Tatum	KIPP Bridge Parent and KIPP Employee
Roshad Lewis	Associate Director of Accounting (+ former KIPP Bridge Student)

**School Vision (insert here):**

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.

**School Mission:**

The mission of KIPP Bridge Academy is to develop the academic knowledge, skills, and character traits necessary for students to achieve success in the finest high schools and colleges, and the competitive world beyond.

**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. SSC, 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.

<u><b>Music (Rubric)</b></u>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>	<u><b>Art (Visual Arts, Theater, and Dance)</b></u>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>
<b>Access and Equitable Opportunity</b>	Not currently offered*	Not currently offered*	<b>Access and Equitable Opportunity</b>	Not currently offered*	Not currently offered*
<b>Instructional Program</b>	Not currently offered*	Not currently offered*	<b>Instructional Program</b>	Not currently offered*	Not currently offered*
<b>Staffing</b>	Not currently offered*	Not currently offered*	<b>Staffing</b>	Not currently offered*	Not currently offered*
<b>Facilities</b>	Not currently offered*	Not currently offered*	<b>Facilities</b>	Not currently offered*	Not currently offered*
<b>Equipment and Materials</b>	Not currently offered*	Not currently offered*	<b>Equipment and Materials</b>	Not currently offered*	Not currently offered*
<b>Teacher Professional Learning</b>	Not currently offered*	Not currently offered*	<b>Teacher Professional Learning</b>	Not currently offered*	Not currently offered*
<u><b>World Language (Rubric)</b></u>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>			
<b>Content and Course Offerings</b>	Not currently offered*	Not currently offered*			
<b>Communication</b>	Not currently offered*	Not currently offered*			
<b>Real world learning and Global competence</b>	Not currently offered*	Not currently offered*			

**Measure G1 Data Analysis**

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2018-19 (last yr)	2019-20 (this yr)	Safe and Positive School Culture (SPSA)	2018-19 (last yr)	2019-20 (this yr)
Enrollment Data (20 day)	Not applicable as a K-8 school	Not applicable as a K-8 school	Suspension	8.3%	12.70%
ES Outreach Strategy Actions	Not applicable as a K-8 school	Not applicable as a K-8 school	Chronic Absence	YTD: 31%	YTD: 16%
Programs to support ES students transition to MS	Not applicable as a K-8 school	Not applicable as a K-8 school	CHKS data (District) or Culture/Climate survey	75%	51%

**MANDATORY: Please provide all meeting agendas, minutes and sign-in sheets of the staff and community engagement meetings with this application. The application will NOT be considered without documentation of these engagements.**

**\*\*The agenda and meeting notes must reference overview of Measure G1 and show dialogue and input from stakeholders.**

Community Engagement Meeting(s)	
Community Group	Date
G1 Community Meeting Parents, families, students, and operational leader present.	2/24/20

Staff Engagement Meeting(s)	
Staff Group	Date
Staff Meeting Teachers, school leader and operational leader present.	3/4/20

**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 Measure G1**

- 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 2019-20 school year.
2. Please explain how you plan to use the Measure G1 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 the amount listed in "Recommended Grant Amount" above.

**1. Music Program**

Programmatic Narrative Based on Rubric		
[Required: Please reflect on your self-assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]		
KIPP Bridge does not currently offer a scheduled middle school music program at this time, although other electives such as technology, leadership 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 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
N/A	N/A	N/A

## 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, leadership 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 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
N/A	N/A	N/A

## 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, leadership 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	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
N/A	N/A	N/A

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

### Programmatic Narrative Based on Data Analysis

Not applicable as a K-8 school.

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students/families to be served and achievement for specific student groups.
N/A	N/A	N/A

## 5. Safe and Positive School Culture

### Programmatic Narrative Based on Data Analysis

KIPP Bridge has elected to continue focusing the available funds from Measure G1 on improving school culture and creating a more positive and safe middle school learning environment. Feedback was again gathered during community engagement with families and in conversations with KIPP middle school teachers. This information, along with the data, revealed that KIPP Bridge has made strides in social and emotional learning, but that there are continued areas to seek growth and improvement.

Community Engagement: This year's community engagement involved staff, parents and students and was led by both the school leader, Salome Portugal and the Operations Manager, Lauren Garner. Engagement included presenting at a regularly scheduled meeting for staff, and at a special meeting called by the school for parents and students. Parents and students received invitations to this engagement meeting through numerous texts, phone calls and pick-up and drop-off conversations.

At the regularly scheduled staff meeting, KIPP teachers reviewed the G1 funding and available spending options, the G1 plan reflection from the current school year and the metrics associated with the hiring of the mental health counselor (parent surveys, chronic absence and suspensions). Staff continued to support the hiring of the MHC for the 20-21 school year given this information. Additionally, they voiced support for additional staff to serve students' other needs, including potential staff for world language, performing arts, or social work.

The parent engagement meeting also reviewed the G1 funding requirements and options, the reflection and the metrics. Parents engaged in a discussion about the impact they have experienced from having the MHC on staff and provided feedback that they would have liked to the MHC to join this meeting. Parents supported investing G1 funding on a MHC for the 20-21 school year; in future years the community would be interested in further investment in special education or afterschool programming.

Both staff and parent feedback were considered and used to complete the application for G1 funding. Given the clear alignment with the "safe school environment," parents expressing a clear need for the role, and school data, the decision was made to use funding for the MHC role in FY21. Given that there was also feedback on alternative uses by the staff, the school will use the 20-21 school year to further explore options for either contracting the MHC role or hiring a strong lead for a performance arts (music, art, or world language, etc) teacher that could ultimately support student safety and culture, albeit in a different way.

Reflecting on the data: School Culture Survey, Students & Teachers: We began administering this improved survey in 16-17 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, including those offered through the MHC role.

The area of biggest opportunity for KIPP Bridge students was around safety and feeling safe at school: only 51% responded positively in 19-20, a decrease from the previous year. In contrast, 68% of teachers responded positively when asked if students were safe at school. This year, KIPP Bridge partnered with Turnaround for Children, a program that trains school leadership teams on the science behind brain development and trauma in order to best serve students. We expect to see the positive impact from this work on school culture and safety in future survey results. Due to the COVID-19 pandemic, our campus is closed for the rest of the school year as we continue distance learning. We look forward to continuing to foster a safe and productive learning environment once campuses reopen.

Chronic Absenteeism and Suspensions: Improving attendance and reducing chronic absenteeism continues to be a priority for KIPP Bridge Academy. Having prioritized efforts to improve student attendance, our year to date chronic absenteeism numbers are tracking at approximately 16%, which is down significantly from the 31% in our previous year. The MHC and the school administrators build relationships and trust with families to find creative solutions that get students to class regularly and on time, ready to learn. The MHC leads the restorative attendance meetings with students and families and builds capacity in other administrators to support.

Middle school suspensions: The school is currently tracking higher than the previous school year. We are continuing to focus on improvement in this key area through social and emotional learning, restorative practices, and individual counseling services to high needs students.

The KIPP Bridge Program and the Mental Health Counselor:

KIPP Bridge is building 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 is happening through the collaborative actions of a school team dedicated to this purpose. 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 was a huge shift in the way they managed challenging behaviors. The Mental Health Counselor helped 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 is growing 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 hired a Mental Health Counselor in 18-19 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 supports school culture, and collaborates with the school's leadership team, teachers and staff to ensure that the restorative strategies are being implemented across the middle school. The position teaches, models and reinforces constructive interactions between students and staff and provides clinical consultation within the school environment to enhance educational outcomes for middle school students.

Without the continuation of 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 community engagement and our data continue to indicate that there is a need to focus on improved outcomes for our middle school students. Committing measure G1 funds to this important work for another year will allow for continued improvement in middle school safety and contribute to building a more positive school environment. We believe that providing this safe and welcoming space will lead to lower suspension rates, higher student attendance, and as a result, more positive student outcomes.

Budget	Description of 2020-21 Proposed Expenditures	<b>Anticipated Student Outcome</b> (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above). Outcomes should reference data from CHKS or Climate/Culture survey, i.e., Student survey data will show an increase in satisfaction with their school experience prior year.
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<p><b>20-21 G1 Funding:</b> <b>\$75,355.00</b></p>	<p>Mental Health Counselor supports the following work in support of a strong middle school culture.</p> <p>Social Emotional Growth Learning: Social Emotional Learning (SEL) is comprised of five competencies: Self- Management, Self-Awareness, Social Awareness, Relationship Skills, and Responsible Decision Making.</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. Examples of this in practice at the school, where the Mental Health Counselor is adding additional supports:</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 morning message using values language.</p> <p>Closing community circles where there is time to show appreciation of teammates through shoutouts and to talk about what they are excited to learn about the next day.</p> <p>Restorative Practices: At KIPP Bridge, we recognize that all people make mistakes and that these are actually opportunities to grow and learn. We hold scholars accountable to high expectations and provide a high level support for our scholars to grow. Examples of this in practice at the school, where the Mental Health Counselor is adding additional supports and/or leading:</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>Mental Health Supports: The Mental Health Counselor leads 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 academic, attendance, behavioral, social, emotional, or health problems that impact their academic and learning success. The CT focuses on referred students and coordinates respective programs and services to promote their academic success. In addition, the CT provides a forum for identification and addressing of school-wide issues. The MHC facilitates the CT and lead coordination with external providers who engage with the CT.</p> <p>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 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.</p> <p>Teachers modeling healthy responses, the KIPP Bridge staff consistently models healthy interactions and reactions, especially in times when they may be frustrated or tired.</p> <p>Teachers receive support in these strategies through both the school culture team, of which the Mental Health Counselor is a member, and through regional professional development. MHC-led trainings include, but are not limited to: Trauma Informed Care, Non-violent Communication, Mindfulness, Classroom-based SEL Strategies, Psychology of Restorative Practices and Suicide Prevention. In addition the MHC supports teachers in having restorative conversations or building plans to infuse SEL competencies into their lessons. The Mental Health Counselors' support in developing and implementing these supports is an essential piece in improving the SEL and restorative practices program at the middle school level. The data indicates that this work needs a particular focus for these grade levels. This work will further be supported through classroom Second Step Curriculum, and The Complete Restorative Practices Implementation Guidebook.</p>	<p><i>Our desired outcomes are based around two goals that support building a positive middle school culture: 1) students spending more time in school and 2) a school environment that is safe and productive so that all students can learn.</i></p> <p><i>Final numbers for state reported metrics below will be available at the close of the school year and will better inform growth in these areas. The school has provided goals based on what is currently available YTD.</i></p> <p><b>Suspensions</b> (-) YOY suspensions for middle school students. Decrease of 2% or greater in 20-21.</p> <p><b>Attendance</b> (-) YOY chronic absences for middle school students. Decrease of 5% or greater in 20-21.</p> <p><b>Surveys</b> (+) YOY school culture survey results in 20-21. <i>Perceptions of safety at school Teacher relationships with students Implementation of social and emotional learning and restorative practices</i></p> <p><b>Sources:</b> Zappa, R. (2016) <i>The Complete Restorative Practices Whole-School Implementation Guidebook Schoolwide Gains in SEL</i> <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.</i></p> <p>Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., &amp; Schellinger, K. B. (2011). <i>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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***Please submit your 2020-21 Measure G1 application 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 Bridge Measure G1

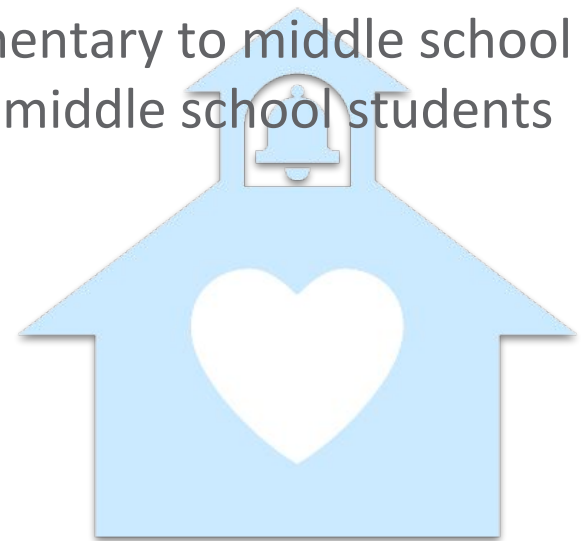


# Measure G1

## 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...
  - Investing in programs such as art, music or world language
  - Investing in student retention from elementary to middle school
  - Providing a safe school environment for middle school students

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



# Measure G1

## Next Steps

1. Revisit our 19-20 G1 plan and outcomes
2. Engage with families and staff regarding funds for next school year
3. Submit a plan to the Measure G1 Commission



# Reflection: Measure G1

## In the 18-19 School Year, KIPP Bridge...

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



**YAY!**

# Measure G1 & Safe School Environment

## Mental Health Counselor:

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

## Metrics to Watch

- School Culture Survey Results
  - increase from 44% to 46% in student belonging
- Chronic Absence
  - down -10%!
- Suspensions
  - up 2% from previous year, still room to grow

*These areas are also a focus on the new CA Dashboard*

# Measure G1

## Next School Year

- G1 Funding is available for KIPP Bridge Academy Middle School
- Funding is restricted to specific needs
  - 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

**Let's - Discuss!**

# Measure G1

Where else could funds be spent to support our students?

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:



KIPP Bridge Academy G1 Meeting Minutes, KFA Meeting

Date: 02/24

### Agenda

No.	DESCRIPTION   ITEM
1.	Welcome, Introductions
2.	Reflection of 19-20 Plan
3.	Data Review: Outcomes from 19-20 Plan
4.	Planning for 20-21 G1 Funds
5.	G1 Discussion

### Meeting Begins at 4:45 pm

Sarah Sanchez welcomed the families and explained that we would be spending some time talking about G1 and how this funding affects our school.

What is G1? It is a local ballot measure that was passed in 2015. It focuses on 3 areas for improvement in a middle school:

- Art/Language programs
- Student retention from elementary to middle school
- Providing a safe school environment for middle school students

Last year, in order to plan we engaged with KFA. They determined that providing a safe environment for our students was a good use of this money. We then proposed continuing to hire a Mental Health Counselor which was approved.

The role we funded last year was a Mental Health Counselor (for this school year) which worked on items that were a focus for our school:

- SEL & Restorative Practices
- Mental Health Supports
- Trauma Informed Care

Metrics that we've looked at to see if it's effective

- Increase in school culture surveys stating that students feel a sense of belonging
- Decrease in chronic absenteeism
- Suspension rate has increased from previous year - this is an area to grow in

We are likely going to get the same funding for next year (60-70k) and now we can discuss what we used them for next year (within restricted parameters)

#### **Family Questions (each bullet is a question asked)**

- Parent Question: Could we afford a Mental Health Counselor without this funding?
  - A: This role wouldn't be possible at our school without this funding. So we have to consider that we might not have this role if we don't use G1 funding
- Parent question: Are we deciding this now?
  - A: We are having a discussion about how families feel now and what their thoughts are around continuing this role or investing in another role
- Parent question: For kids that have IEPs, sometimes the teachers are not in tune to that. How can we support our teachers to be in tune with what our students need and what how knowledgeable our parents are and making sure families know their rights. Does this measure help the IEP population? I've had feedback from parents that they don't feel like their needs for Mental Health are fully being met
  - A: This funding does not address the IEP population, however we can ask for more partnership across different teams.
  - A: the amount of hours that are in an IEP who need mental health counselors, those counselors are specific to supporting our SpEd students. State gives us money to hire these professionals as this is required for the school to provide if it's in a student's IEP.

#### **Family thoughts/suggestions (each bullet is a thought/suggestion)**

- Parent suggestion: Opening more spots in our after-school
  - Response: this might be allowed under our G1 funding with the given restrictions.
- Parent input: We definitely need a Mental Health counselor because of the high mental health needs of our communities.
- Parent insight: My son had his father pass away, and after working with our Mental Health counselor it significantly improved how he was doing
- Parent suggestion: I'd be curious to know how we can look at the success of our Mental Health Counselor

Sarah asked families, what other data would people like to measure the success of this role?

- Parent response: Behavior tracking in classes and through Bridge's discipline system (Reflection system, etc.)
- School leaders suggested that MHC visits with families at the next meeting to share even more about their work.

Sarah closed the meeting by reflecting on the parent feedback and the fact that the feeling is positive toward using this funding next year for another Mental Health Counselor for the Middle School.





KFA Meeting 2/24/2020  
SIGN IN SHEET

Parent Name/ Nombre del padre	Phone Number & EMAIL número de teléfono
Margarita Arbo	hachn.margarita01@gmail.com (209).947.2177
Erica Johnson	azucieardila@yahoo.com
Victoria Jimenez-Morales	Vjimora@gmail.com, 415.290.2262
Jackie Moore	
Erin Guess	
Bre	
Lana	
Jamila	
Lauren Larnell	





## KIPP Bridge Upper Staff Meeting

Presenter: Salome Portugal

Date: 03/04

### Agenda

No	DESCRIPTION   ITEM
1.	Welcome, Introductions & Objectives
2.	Measure G1 Funding

Meeting begins at 2:50PM with Ms. Portugal opening and discussing why we are doing this meeting.

Ms. Portugal let staff know that we've gotten money in the past 2 years from G1 that we've used to have a Gen. Ed. MHC for our campus.

Last year we went through this process and met with families and staff and determined that we wanted to continue this role at our school for the 19-20 school year. Facilitator explained that we need to do this again for the upcoming school year.

The facilitator instructed staff to talk to a partner, maybe 2 or 3 discussing what the opinion of the group is on what the funding should be spent on. The group discussed between themselves what their desires are for students. After time discussing as a small group, groups were asked to share their thoughts, ideas and suggestions (captured below).

Ideas/suggestions voiced from staff:

- Multiple staff expressed that they love having an MHC, but that there is a strong desire to have a world language or Performing Arts teacher (with lots of experience) as a means of having a bigger impact for our students
  - Performing Arts/Music to benefit our students and to teach to the whole child. Would help our students have an outlet and support with the trauma they experience in their lives.
- Another suggestion was having an ISS/Restorative Practices staff member
- Another group discussed having a contracted MHC (Seneca, etc.) vs. a KIPP staff member
  - Multiple staff expressed liking the idea of having a contracted MHC from the outside come in to support our students over having a KIPP staff member
- Using the funding for a licensed school social worker.

- They are trained to work within school systems.
- They can provide counseling but also work to organize services with outside providers. I wonder if they could be better than MHC's because they understand they have to work within the school system and school policies and could help us garner more resources for our kids outside of the school.

Meeting ended at 3:04PM



## Staff Engagement Sign-In Sheet

KIPP Bridge Academy

Date: 3/4

[illegible]



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**Measure G1  
Mid-Year Reflection 2019-20**  
Due: January 31, 2020

School:	KIPP Bridge Charter Academy	Principal	Salome Portugal
School Address	1700 Market Street	Principal Email:	salome.portugal@kipbridge.org
School Phone	(510) 874-7255	Grant Amount	<b>\$65,170.47</b>
2018-19 LCFF Enrollment (6-8)	<b>141</b>		

- Grant allocation is based on 2018-19 CALPADS enrollment of grades 6-8 Oakland Students, multiplied by the LCFF percentage of the given school.

**Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds**

**1. Music Program (PRELOADED)**

Programmatic Narrative Based on Rubric		
KIPP Bridge does not currently offer a scheduled middle school music program at this time, although other electives such as technology, leadership 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	2019-20 Activities	Anticipated Outcome
N/A	N/A	N/A

**Mid-Year Reflection: Music Program**

Narrative: Progress Towards Anticipated Outcomes
Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.
Not applicable.

**2. Art Program (PRELOADED)**

Programmatic Narrative Based on Rubric
KIPP Bridge does not currently offer a scheduled middle school art program, although other electives such as technology, leadership 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	2019-20 Activities	Anticipated Outcome
N/A	N/A	N/A

### ***Mid-Year Reflection: Art Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

Not applicable.

### **3. *World Language Program (PRELOADED)***

#### **Programmatic Narrative Based on Rubric**

KIPP Bridge does not currently offer a scheduled middle school world language program, although other electives such as technology, leadership 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	2019-20 Activities	Anticipated Outcome
N/A	N/A	N/A

### ***Mid-Year Reflection: World Language Program***

#### **Narrative: Progress Towards Anticipated Outcomes**

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

Not applicable.

### **4. *5th to 6th Grade Enrollment Retention (PRELOADED)***

#### **Programmatic Narrative Based on Data Analysis**

Not applicable as a K-8 school.

Budget	2019-20 Activities	Anticipated Outcome
N/A	N/A	N/A

### **Mid-Year Reflection: 5th to 6th Grade Enrollment Retention**

#### **Narrative: Progress Towards Anticipated Outcomes**

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

Not applicable.

### **5. Safe and Positive School Culture (PRELOADED)**

#### **Programmatic Narrative Based on Data Analysis**

KIPP Bridge has elected to continue focusing the available funds from Measure G1 on improving school culture and creating a more positive and safe middle school learning environment. Feedback was again gathered during community engagement with families and in conversations with KIPP middle school teachers. This information, along with the data, revealed 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.

#### **Community Engagement:**

This year's community engagement involved staff, parents and students and was led by both the school leader, Salome Portugal and the Associate Director of Operations, Sarah Sanchez. Engagement included presenting at a regularly scheduled grade level chair meeting for staff, and at a special meeting called by the school for parents and students. Parents and students received invitations to this engagement meeting through numerous texts, phone calls and pick-up and drop-off conversations.

At the regularly scheduled staff meeting, KIPP teachers reviewed the G1 funding and available spending options, the G1 plan reflection from the current school year and the metrics associated with the hiring of the mental health counselor (parent surveys, chronic absence and suspensions). Staff continued to support the hiring of the MHC for the 19-20 school year given this information. Additionally, they requested data regarding the number of students the MHC supports in key areas (counseling, trauma informed care, immediate support services throughout the day, etc.) to better understand if this is having an impact on students that are facing suspensions and chronic absence. The school leader agreed to provide more transparency where possible -- without compromising student privacy and safety.

The parent and student engagement meeting also reviewed the G1 funding requirements and options, the reflection and the metrics. Both parents and students engaged in a discussion about how KIPP Bridge could continue to improve in these key areas, and suggested additional ways for the MHC to support -- prevention of bullying, respectful communication between teachers and students, and even supporting more student led outlets such as creative lunch clubs or afterschool clubs. While the MHC still felt like the right focus for the 19-20 school year, in future years the community would be interested in funding a music program and believe that it could also contribute to improving school climate and culture.

#### **Reflecting on the data:**

**School Culture Survey, Students & Teachers:** We began administering this improved survey in 16-17 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, including those offered through the MHC role.

The area of biggest opportunity for KIPP Bridge students was around safety and feeling safe at school (only 56% responding positive in 17-18). Fostering a safe and productive learning environment takes time, but the school is excited to see upward movement in both student and family responses. The recent 18-19 survey

results show an increase to 75%. Additionally, we saw growth in “students feeling like they have a role in the solution when problems arise at school”, as well as the “school environment having a positive impact on student academic success.”

Survey results for middle school teachers were lower than the school would like, but ALL saw upward movement from the previous school year, including building relationships with students from 40% to 56%, social emotional learning and restorative practices (which is directly supported by the MHC) from 25% to 51% and the perception of increased safety and reduction of disciplinary issues from 62% to 71%.

**Chronic Absenteeism and Suspensions:** Improving attendance and reducing chronic absenteeism continues to be a challenge for KIPP Bridge Academy. Our year to date numbers are tracking at nearly 30%, which is up significantly from our previous year. Many of our families face barriers (distance, transportation, difficult or changing living situations) that contribute to attendance issues. The MHC and the school administrators continue to build relationships and trust with families to find creative solutions that get students to school regularly and on time, ready to learn. The MHC leads the restorative attendance meetings with students and families and will continue building capacity in other administrators to support. This will continue to be a focus as we close out the year and create strong systems for next school year. Middle school suspensions are currently tracking similarly to the 17-18 school year, with a slight increase in the student count. We are continuing to focus on improvement in this key area through social and emotional learning, restorative practices, and individual counseling services to high needs students.

**The KIPP Bridge Program and the Mental Health Counselor:** KIPP Bridge is building 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 is happening through the collaborative actions of a school team dedicated to this purpose. 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 was a huge shift in the way they managed challenging behaviors. The Mental Health Counselor helped 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 is growing 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 hired a Mental Health Counselor in 18-19 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 supports school culture, and collaborates with the school's leadership team, teachers and staff to ensure that the restorative strategies are being implemented across the middle school.



The position teaches, models and reinforces constructive interactions between students and staff and provides clinical consultation within the school environment to enhance educational outcomes for middle school students.

Without the continuation of 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 community engagement and our data continue to indicate that there is a need to focus on improved outcomes for our middle school students. Committing measure G1 funds to this important work for a second year will allow for continued improvement in middle school safety and contribute to building a more positive school environment. We believe that providing this safe and welcoming space will lead to lower suspension rates, higher student attendance, and as a result, more positive student outcomes.

Budget	2019-20 Activities	Anticipated Outcome
<p>19-20 G1 Funding: \$65,170.47</p> <p>Mental Health Counselor (MHC) MHC Salary: \$70,173</p> <p>MHC Benefits: \$17,543</p> <p>MHC Total Salary and Benefits: \$87,716</p> <p>The MHC is funded (.75) with the G1 funds. The remaining funding for this role will be covered with funds raised at the school and other philanthropy.</p>	<p><b>Mental Health Counselor</b> supports the following work in support of a strong middle school culture.</p> <p><b><u>Social Emotional Growth Learning:</u></b> 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 a process of growing and learning for all children. Like our academic approach, we infuse the bulk of our social emotional support into the general education curriculum through community circles and teaching children how to respond to situations that arise in class. <b><i>Examples of this in practice at the school, where the Mental Health Counselor is 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. Closing community circles where there is time to show appreciation of teammates through shoutouts and to talk about what they are excited to learn about the next day.</p>	<p>Our desired outcomes are based around two goals that support building a positive middle school culture: 1) students spending more time in school and 2) a school environment that is safe and productive so that all students can learn.</p> <p>Final numbers for state reported metrics below will be available at the close of the school year and will better inform growth in these areas. The school has provided goals based on what is currently available YTD.</p> <p><b>Suspensions</b> (-) YOY suspensions for middle school students. Decrease of 2% or greater in 19-20.</p> <p><b>Attendance</b> (-) YOY chronic absences for middle school students. Decrease of 5% or greater in 19-20.</p> <p><b>Surveys</b> (+) YOY school culture survey results in 19-20. - Feelings of safety at school - Teacher relationships with students - Implementation of social and emotional learning and restorative practices</p>

### **Restorative Practices**

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

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

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

**Restorative attendance conferences** where families are invited to discuss attendance concerns. The goals of these restorative conferences are to better understand why a student may not be attending school regularly and for the student, family and administrator to produce a plan of action to ensure that the student's attendance is in accordance with school and state requirements.

### **Mental Health Supports**

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

### **CARE Teams**

(CT) is an academic support structure that brings together all support service providers at a school site. The CT provides the opportunity for early identification, assessment, referral, support, and service coordination Surveys (+) YOY school culture survey results in 19-20. - Feelings of safety

at school - Teacher relationships with students - Implementation of social and emotional learning and restorative practices for students experiencing academic, attendance, behavioral, social, emotional, or health problems that impact their academic and learning success. The CT focuses on referred students and coordinates respective programs and services to promote their academic success. In addition, the CT provides a forum for identification and addressing of school-wide issues. The MHC facilitates the CT and lead coordination with external providers who engage with the CT.

**Student Support**

The MHC runs individual and small group sessions with students who have mental health concerns and builds social-emotional skills with targeted groups of students. The MHC also liaises with the Special Education Team to ensure students who need IEPs are identified and are offered appropriate support. Developing these skills, especially in students with intense needs, is essential to having a healthy school culture that supports effective use of SEL and RP. Teachers modeling healthy responses, the KIPP Bridge staff consistently models healthy interactions and reactions, especially in times when they may be frustrated or tired. Teachers receive support in these strategies through both the school culture team, of which the Mental Health Counselor is a member, and through regional professional development. MHC-led trainings include, but are not limited to: Trauma Informed Care, Non-violent Communication, Mindfulness, Classroom-based SEL Strategies, Psychology of Restorative Practices and Suicide Prevention. In addition the MHC supports teachers in having restorative conversations or building plans to infuse SEL competencies into their lessons. The Mental Health Counselors' support in developing and implementing these supports is an essential piece in improving the SEL and restorative practices program at the middle school level. The data indicates that this work needs a particular focus for these grade levels. This work will further be supported through classroom Second Step Curriculum, and The Complete Restorative Practices Implementation Guidebook. Zappa, R. (2016) The Complete Restorative Practices Whole-School Implementation Guidebook Schoolwide Gains in SEL A meta-analysis of 213

	<p>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. 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. <i>Child Development</i>, 82(1): 405–432.</p>	
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***Mid-Year Reflection: Safe and Positive School Culture***

**Narrative: Progress Towards Anticipated Outcomes**

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

***Please submit your 2019-20 Measure G1 Mid-year Self Reflection Form to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).***