



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-22 Measure G1

Grant Application

Due: March 26, 2021

School	KIPP Bridge	Contact	Sarah Sanchez
School Address	1700 Market Street Oakland, CA 94607	Contact Email	sarah.sanchez@kippnorcal.org
Principal	Dr. Andre Haughton	Principal Email	andre.haughton@kipppbridge.org
School Phone	510-543-0078	Recommended Grant Amount*	\$75,507.00
2020-21 CALPADS Enrollment Data (6-8 Oakland Residents Only)	184	2020-21 LCFF Enrollment	153

*Allocation of funds will be based on the prior year 20 day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.

Summary of Approved Expenditures from 2020-21

2020-21 Approved Expenditures from Budget Justification and Narrative Section		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
Budget Total (must add up to Current Grant Amount)		\$75,355.00

Summary of Proposed Expenditures for 2021-22 (listed in order of priority)

2020-21 Approved 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.	\$75,507.00
2		
3		
4		
5		
6		
7		
Budget Total (must add up to Current Grant Amount)		\$75,507.00

School Demographics		Student Body Ethnic Composition	
Male	51.00%	Asian/Pacific Islander	1%
Female	49.00%	Latinx	22%
% LCFF	85.00%	Black or African-American	57%

Measure G1 Lead Team (can be a pre-existing team such as ILT)	
Name	School Role
Dr. Andre Haughton	School Leader
Lauren Garner	Director of School Operations

% SPED RSP	2%	White	11%
% SPED Mild-Moderate	17%	Indigenous or Native American	0%
% English Learners	24.00%	Multiracial	5%
% Oakland Residents	83%		

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)
Charlie Mintz	Advocacy and Community Engagement Lead

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>Music (Rubric)</u>	2019-20 (last yr)	2020-21 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2019-20 (last yr)	2020-21 (this yr)
Access and Equitable Opportunity	Not currently offered*	Not currently offered*	Access and Equitable Opportunity	Not currently offered*	Basic
Instructional Program	Not currently offered*	Not currently offered*	Instructional Program	Not currently offered*	Basic
Staffing	Not currently offered*	Not currently offered*	Staffing	Not currently offered*	Basic
Facilities	Not currently offered*	Not currently offered*	Facilities	Not currently offered*	NA
Equipment and Materials	Not currently offered*	Not currently offered*	Equipment and Materials	Not currently offered*	Basic
Teacher Professional Learning	Not currently offered*	Not currently offered*	Teacher Professional Learning	Not currently offered*	Basic
<u>World Language (Rubric)</u>	2019-20 (last yr)	2020-21 (this yr)			
Content and Course Offerings	Not currently offered*	Not currently offered*			
Communication	Not currently offered*	Not currently offered*			
Real world learning and Global competence	Not currently offered*	Not currently offered*			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2019-20 (last yr)	2020-21 (this yr)	Safe and Positive School Culture (SPSA)	2019-20 (last yr)	2020-21 (this yr)
Enrollment Data (20 day)	Not applicable as a K-8 school	Not applicable as a K-8 school	Suspension	12.70%	0%
ES Outreach Strategy Actions	Not applicable as a K-8 school	Not applicable as a K-8 school	Chronic Absence	YTD: 16%	8%
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	51%	60%

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 at a KIPP Family Association Meeting Parents, families, advocacy and community engagement lead and operational leader present.	2/22/21

Staff Engagement Meeting(s)	
Staff Group	Date
Staff Meeting Teachers, school leader and operational leader present.	3/23/21

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.

5. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

1. Music Program

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. Additionally, a financial literacy elective course will be added in the 21-22 school year due to parent and community demand. 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 2021-22 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.
NA	NA	NA

2. Art Program

Programmatic Narrative Based on Rubric		
KIPP Bridge will not offer a scheduled middle school art program in the 21-22 school year, although other electives such as technology, leadership and physical education are available to students. Additionally, a financial literacy elective course will be added in the 21-22 school year due to parent and community demand. We believe that an art program could be valuable to students and may choose to re-introduce an art course 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 2021-22 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.
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 at this time, although other electives such as technology, leadership and physical education are available to students. Additionally, a financial literacy elective course will be added in the 21-22 school year due to parent and community demand. 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 2021-22 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.
NA	NA	NA

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
Not applicable as a TK-8 school.		
Budget	Description of 2021-22 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.
NA	NA	NA

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
<p>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, especially given the COVID-19 crisis facing our school community.</p> <p>Community Engagement: This year's community engagement involved staff and families.</p> <p>Family engagement was led by the Associate Director of Operations, Sarah Sanchez, the Assistant Principal Cameron Stephenson, and the Director of School Operations, Lauren Garner. Engagement included presenting at a regularly scheduled KFA (KIPP Family Association) with high family attendance and engagement. Parents and students received invitations to this engagement meeting through numerous texts, and phone calls. Translations were made available in Spanish and Arabic.</p> <p>The parent engagement meeting 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 a mental health counselor (MHC) on staff for the students. Parents supported investing G1 funding on a MHC for the 21-22 school year; in future years the community would be interested in further investment in other G1 initiatives such as music. The school is exploring an afterschool music program to be launched in the fall, or when it is safest to do so, given COVID-19 health and safety restrictions.</p> <p>Staff engagement was led by the School Leader, Dr. Andre Haughton. At a regularly scheduled staff meeting, KIPP teachers reviewed the G1 funding, the available spending options, the G1 plan reflection and the metrics associated with the role of the MHC (parent surveys and attendance). Staff continued to support the hiring of the MHC for the 21-22 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.</p> <p>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 the 21-22 school year. Given that there was also feedback on alternative uses by the staff, the school will use the 21-22 school year to further explore options for hiring a strong lead for a performance arts (music or dance) teacher that could ultimately support student safety and culture, albeit in a different way.</p> <p>Reflecting on the data: School Culture Survey, Student Pulse Survey: Given the COVID-19 crisis, KIPP opted to gather more targeted data from students and families to understand their experiences with distance learning, and to be more responsive to needs. The larger School Culture Survey was still used to comprehensively assess school culture and measure progress on our restorative practice and SEL initiatives. School Culture Teams use these survey results to inform school practices and identify professional development needs and supports for teachers, including those offered through the MHC role. In the School Culture Survey, 79% of families responded positively that there was strong relationship building happening at the school, up 4% from the previous year.</p> <p>The Student Pulse Survey has been administered throughout the year to meet the needs of students in the moment -- including adjusting critical SEL curriculum and providing additional support and intervention services for families. Given students are only on campus in a limited capacity, our survey questions were adjusted to better capture the experience in distance learning. Instead of "feelings of safety at school" we most recently surveyed feelings of "emotional safety" during distance learning. Questions under emotional safety included understanding who to go to at the school if a student was made to feel unsafe by their peers or a staff member, and willingness to engage with teachers when there are concerns about safety or bullying. 60% of the collected surveys indicated a feeling of emotional safety (46% of 6-8 graders responded to the survey).</p> <p>Chronic Absenteeism: Improving attendance and reducing chronic absenteeism continues to be a priority for KIPP Bridge Academy. Having prioritized efforts to improve student attendance in the 19-20 school year, the school saw a nearly 14% drop in chronic absenteeism from 18-19 to 19-20 (prior to the COVID shutdown in March 2020). As the school prepared to welcome students back in the 20-21 school year via distance learning, the school developed other attendance tracking tools to better understand a students full experience. These included tools to measure period attendance (which classes were being attended more or less frequently) and a student spotlight tool that combined period attendance, grading and google assignment completion which could be used to support students more holistically. While chronic absence has been and will remain helpful to review, the state's definition for "daily attendance" puts the schools current 8% in a different light. We consider our period attendance tool as being most helpful to understand</p>		
Budget	Description of 2021-22 Proposed Expenditures	Anticipated Student Outcome (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.

<p>Mental Health Counselor Salary \$ 68,442 Benefits: \$ 17,111 Total Salary and Benefits \$ 85,553 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.</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>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>Suspensions (-) YOY suspensions for middle school students. Decrease of 2% or greater in 21-22 from 19-20 data.</p> <p>Attendance (-) YOY chronic absences for middle school students. Decrease of 2% or greater in 21-22 from 19-20 data.</p> <p>Surveys (+) YOY school culture survey results in 21-22. Perceptions of safety at school Teacher relationships with students Implementation of social and emotional learning and restorative practices</p>

21-22 Carryover Justification Form

Anticipated Carryover Amount	\$
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Carryover Justification and Narrative

In the following section, please explain how you plan to use the Measure G1 carryover funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes. All budget items should total up to the total carry-over grant amount.

Summary of Proposed Use of Carryover for 2021-22

Proposed Carryover Expenditures from Budget Justification and Narrative Section (add more lines if needed)	Budget
Budget Total (must add up to Anticipated Grant Amount)	\$

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

Please submit your 2021-22 Measure G1 proposal to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).



KIPP Bridge Academy G1 Meeting Minutes, KFA Meeting

Date: 2/22/21

Agenda

No.	DESCRIPTION ITEM
	Welcome, introductions
	EBCLC
	Elections
	Review of G1 and last year's process
	Data review: Outcomes from current school year
	Planning for next year's G1 Funds
	G1 Discussion

Meeting begins at 4:30

G1 Topic Notes

Sarah Sanchez started by sharing information about her role as Associate Director of Operations - she is here to support schools with the process of using our funding and supporting us with the compliance side of this.

G1 funding is specifically for middle schools in Oakland. Funding must be used for:

- Safe school environment
- Investing in programs like art, music, or world language
- Investing in student retention

Today she is going to review how our funding is supporting our school now, how we want to engage the funding next year, and confirm our plan for submitting a concrete plan

Last year, we decided that providing a safe school environment was the best way to use this funding for this school year. This was approved by Oakland and we used it to hire a Mental Health Counselor for our Middle School campus.

Sarah reviewed data from this year to judge how we're doing. This data was reviewed using Culture surveys and looking at attendance data. Overall it feels like we're doing well and that this money is being used.

The floor was then opened for asking questions:

1. How many mental health counselors do we currently have?
 - a. Two for SpEd and one for Gen. Ed
 - b. The Gen Ed. MHC is where this money goes
2. If we didn't use the money for an MHC would we be able to have this position?
 - a. We're not that we would. Our budget is really tight and we already have to fight for every position we have. We would want to - but we don't know that we'd be able to.
3. What are some things the MHC currently helps with
 - a. Grieving support
 - b. Mental Health breaks and reducing burn-out
 - c. SEL lessons for all students
 - d. Supporting teachers/staff with supporting other students through crisis and times of need

Parents thoughts/sharing

1. Parent spoke about how her student felt really lucky to be able to work with an MHC this year when she was experiencing low motivation or disengagement from school
2. Other ideas:
 - a. Bringing Curiosity Hour back to allow for students to have more enrichment experiences in the school day
3. Many parents spoke up about how they want all of the other experiences this money could fund - but our major need is still MHC and there was agreement that this is how G1 should continue to be used



KIPP Bridge Upper Staff Meeting

Presenter: Dr. Haughton

Date: 3/23/21

Agenda

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

Dr. Haughton started the meeting at 8:30 with a brief welcome and icebreaker and updates about our school day. Then he jumped in to discuss the G1 measure with our staff.

We have been awarded a grant - we are able to use this grant in a few specific ways. The focus of the grant is to support middle schools with improving the middle school experience. There are a few ways the funding can be used - providing a safe school environment, expanding art or music programs, world language programs.

For our allotment, the past two years we've used the funds for school safety and a safe environment. We've used the money to hire an MHC.

75K is great chunk of money to support this MHC role in our school. The results we've seen that can be attributed to this role are:

























- School culture survey increased positive responses
- Increased ADA
- Increased percentage reporting they feel like they belong at KBUS


































Summary: The options for next year - we could use the money for an MHC or we could divert the funds towards other items.

Team thoughts about this use for the grant money:

- Some team members expressed wanting to keep the money toward the MHC because "We don't know what issues students and families have been able to hold down during virtual learning."
- Some expressed interest in creating a music program over money going to the MHC.
- Others expressed wanting the money to go toward other enrichment programs because kids are coming from a year of no activities at home due to the pandemic.

- Some brought up ideas about trying to find additional money to do the MHC but also find ways to expand in small ways to provide more music and art because our students need support like that especially after the pandemic.

JP	John Petersen (he/him)		
JP	Jonathan Perry		
km	khadigah munassar		
LC	Lana Chisley		
LM	Laura's Mom		
LG	Lauren Garner		
M	Mike		
MB	Muna Bon		
Nm	Naja munassar		
Pf	Phelps family		
S	Samah		
uB	u Brandon		

- | | | | |
|----|--------------------------------|--|---|
| SS | Sarah Sanchez (me) |  |  |
| CM | Charles Mintz (Host) |   |  |
| SO | Shannon Olson (Co-host) |  |  |
| RL | Rosa Loya |  |  |
| m | mariaroquillo (Interpreter) |   |  |
| Sm | Sheikha munassar (Interpreter) |   |  |
| AB | Abenezer Bekele |  |  |
| AD | Abigail Degefaw |  |  |
| AS | Amirah Salaam |  |  |
| CG | Chaletha Goree |  |  |
| CC | Cortney Collins |  |  |
| FP | Feliciano Pablo |  |  |
| GM | Gamalah Munassar |  |  |
| i | iPhone |  |  |
| JB | Jamila Bowling |  |  |

si necesita traducción, haga clic en
"interpretación" en el zoom
español = español
alemán = árabe

إذا كنت بحاجة إلى ترجمة ، فانقر على "ترجمة فورية"
عند التكبير
الأسبانية = الأسبانية
ألماني = عربي

Welcome! Bienvenidos!

Please type your name and student's name(s) in the chat

Escriba su nombre y el nombre de los estudiantes en el chat

يرجى كتابة اسمك واسم (أسماء) الطالب في الدردشة

KIPP•Public Schools
NORTHERN CALIFORNIA

Bienvenida a
la asociación
familiar KIPP

مرحبا بكم في جمعية
KIPP عائلة



Welcome to ***KIPP FAMILY ASSOCIATION***

February 22nd, 2021



si necesita traducción, haga clic en
"interpretación" en el zoom
español = español
alemán = árabe

إذا كنت بحاجة إلى ترجمة ، فانقر على "ترجمة فورية"
عند التكبير
الألمانية = الأسبانية
ألماني = عربي

Norms / Expectativas

If you can, keep your video on & stay on mute

Si puede, mantenga el video encendido y permanezca en silencio

إذا استطعت ، حافظ على تشغيل الفيديو الخاص بك وابق على كتم الصوت



Please participate whenever possible

Participa siempre que puedas

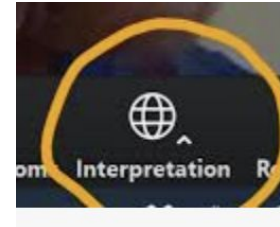
الرجاء المشاركة كلما أمكن ذلك



Focus on solutions

Centrarse en soluciones

ركز على الحلول



Si necesita interprete, haga clic en "Interpretation"

"Korean" إذا كنت بحاجة إلى ترجمة فورية ، انقر فوق هذا الزر

What is KFA?

KFA is a meeting place for KIPP Bridge Academy families who would like to bring their voice and energy into the schools.

KFA is led and run by parents in partnership with the school. We plan events and fundraisers that support our school and scholars.

Our mission is to make every child's potential a reality by engaging and empowering families to advocate for all children.

¿Qué es KFA?

KFA es un lugar de encuentro para las familias de KIPP Bridge Academy que desean llevar su voz y energía a las escuelas.

KFA está dirigido y administrado por padres en asociación con la escuela. Planificamos eventos y eventos para recaudar fondos que apoyan a nuestra escuela y a los estudiantes.

Nuestra misión es hacer realidad el potencial de cada niño al involucrar y empoderar a las familias para que defiendan a todos los niños.

KFA ما هو

KFA هو مكان اجتماع لعائلات الذين KIPP Bridge Academy يرغبون في التعبير عن آرائهم وطاقاتهم في المدارس.

يقودها ويديرها أولياء الأمور KFA بالشراكة مع المدرسة. نحن نخطط للأحداث وجمع التبرعات التي تدعم مدرستنا وعلماءنا.

مهمتنا هي جعل إمكانات كل طفل حقيقة واقعة من خلال إشراك الأسر وتمكينها من الدفاع عن جميع الأطفال



Chair: Mrs. Lana Chisley (7th and recent alum parent)

Presidenta: Lana Chisley (séptimo y reciente madre de alum)

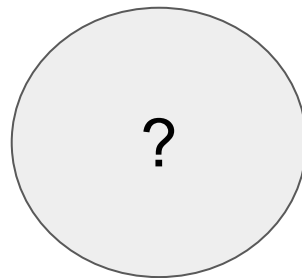
الرئيس: لانا تشيزلي (الوالد السابع والأخير)



Communications Chair: Mrs. Jamila Bowling 1st & 7th grade parent

Coordinadora de comunicaciones: Sra. Jamila Bowling madre de 1er y 7mo grado

كرسي الاتصالات: السيدة جميلة بولينج ولي الأمر في الصفين الأول والسابع



Interested in leadership opportunities with KFA? Email: KFAoakland@gmail.com

¿Está interesado en oportunidades de liderazgo con KFA? Envía un mensaje a KFAoakland@gmail.com

KFA? هل أنت مهتم بفرص القيادة مع KFAoakland@gmail.com

AGENDA

February 22nd, 2021

Community Question	Pregunta comunitaria	سؤال المجتمع
Ice-breaker	Rompehielos	كاسر الجليد
Black History Month	Mes de la historia Negra	شهر تاريخي اسود
School updates	Actualizaciones escolares	تحديثات المدرسة
East Bay Community Law Center	Centro de Derecho Comunitario de East Bay	مركز قانون مجتمع الخليج الشرقي
Elections	Elecciones	انتخابات
G1 Finances	Finanzas G1	المالية G1
Resources	Recursos	موارد
Survey and raffle	Encuesta y sorteo	المسح والسحب



si necesita traducción, haga clic en "interpretación" en el zoom
español = español
alemán = árabe

إذا كنت بحاجة إلى ترجمة ، فانقر على "ترجمة فورية" عند التكبير
الأسبانية = الأسبانية
ألماني = عربي

Ice Breaker Question

Please type your answer in the chat, or come off mute to share
Escribe tu respuesta en el chat o deja el silencio para compartir.
يرجى كتابة إجابتك في الدردشة ، أو اتركها لتتقاسم

What's bringing you joy now?

¿Qué le trae alegría ahora?

ما الذي يجلب لك السعادة الآن؟



HISTORY MONTH



East Bay Community Law Center

Centro de Derecho Comunitario de East Bay

مركز قانون مجتمع الخليج الشرقي



Welcome to EBCCLC

East Bay Community Law Center Centro de Derecho Comunitario de East Bay

مركز قانون مجتمع الخليج الشرقي

EBCLC's Strategy for Holistic Recovery

Our Plan to Restore Economic Security in the Aftermath of COVID-19



Justice through education
and advocacy.

(510) 548-4040
www.ebclc.org

La estrategia de EBCLC para la recuperación integral. Nuestro plan para restaurar la seguridad económica tras el covid-19

للتعافي EBCLC استراتيجية
الشامل. خطتنا لاستعادة الأمن
الاقتصادي في أعقاب كوفيد
19-

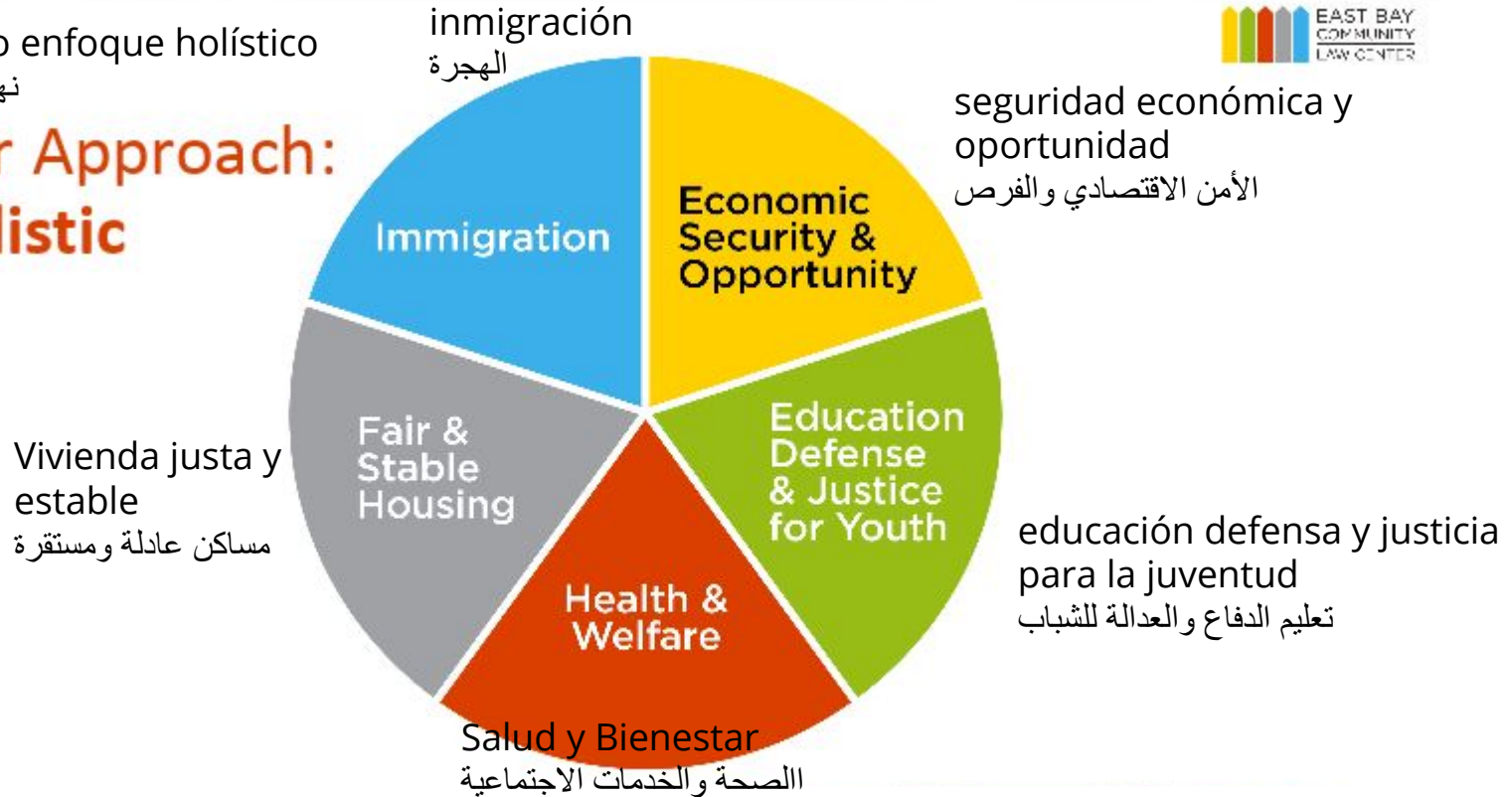
East Bay Community Law Center

Centro de Derecho Comunitario de East Bay

مركز قانون مجتمع الخليج الشرقي

Nuestro enfoque holístico
نهجنا الشامل

Our Approach: Holistic



East Bay Community Law Center Centro de Derecho Comunitario de East Bay

مركز قانون مجتمع الخليج الشرقي

EBCLC's Holistic Recovery
Strategy

EBCLC's Holistic Recovery Strategy

La estrategia de recuperación
integral de EBCLC
استراتيجية الاسترداد الشاملة لـ



Remote Services
& Local
Advocacy

servicios remotos y
promoción local
الخدمات عن بعد والدعوة
المحلية



Housing
Stabilization

estabilización
de vivienda
استقرار السكن



Access to
Public Benefits

acceso a
beneficios
públicos
الوصول إلى المنافع
العامة



Removin
g
Barriers

eliminando
barreras
إزالة الحواجز



Financial
Protection

protección
financiera
الحماية المالية



Post- Crisis
Policy Priorities

prioridades
políticas
posteriores a
la crisis
أولويات سياسة ما بعد
الأزمة

East Bay Community Law Center

Centro de Derecho Comunitario de East Bay

مركز قانون مجتمع الخليج الشرقي



Questions??

Preguntas

أسئلة

www.ebclc.org

(510) 548-4040

School Updates

Noticias

تحديثات المدرسة

Charter renewal

- Met with Director Thompson
- More meetings coming

Recruitment

- 295
- OUSD may limit choice

Volunteering

- Help beautify Marston Campbell Park

Fundraising

- Amazon Smile Launched!



Renovación de la carta

- No reunimos con el director Thompson
- Se acercan más reuniones

Reclutamiento

- 295
- OUSD puede limitar la elección

Trabajar como voluntario

- Ayuda a embellecer el parque Marston Campbell

Recaudación de fondos

- ¡Lanzamiento de Amazon Smile!



تجديد الميثاق

اجتمع مع المخرج طومسون
المزيد من الاجتماعات قادمة

تجنيد

295

قد تحد من الاختيار

التطوع



ساعد في تجميل مارستون كامبل بارك

جمع التبرعات

!!إطلاق ابتسامة أمازون



Elections

<p>Co-chair of KFA Co-presidenta de KFA الرئيس المشارك KFA</p>	<p>Supports Chair of KFA. Attends 1x / month planning meetings</p> 	
<p>Co-chair of Communication Copresidente de Comunicación الرئيس المشارك للاتصالات</p>	<p>Supports Chair of Communication in creating and sending KFA newsletter</p> 	
<p>Treasurer Tesorera أمين صندوق</p>	<p>Oversees KFA finance</p> 	
<p>Chair of Fundraising Presidenta de recaudación de fondos كرسي لجمع التبرعات</p>	<p>Leads planning for fundraising activities</p> 	
<p>Chair of Volunteering Presidenta de voluntario كرسي التطوع</p>	<p>Leads planning for volunteering</p> 	<p>Victoria Morales</p>



Washington DC Trip 2022

Questions:

- When? How long?
 - Spring Break or May 2022 for 5 days
- Who should we take?
 - 5th-7th graders or 7th graders
- How much does it cost?
 - \$1800 to \$2300 per person
- What's the name of the company?
 - EF Tours
- When can we find out more?
 - [RSVP and Information](#)



mile

Deliver to Charlie
Oakland 94611

All ▾

orting: Meals on Wh... ▾ Customer Service Prime Video Charlie's Amazon.com Prime ▾ Buy Again Best Sellers Browsing History ▾



Your Account ▸ Change Your Charity ▸ [Search Results](#)

Choose from almost a million charities, schools, and other nonprofits. We will reach out to the organization you select to ensure it is ready to accept donations from Amazon.

KIPP Bay Area

Search

Showing 1-2 of 2 Results

Sorted by: Relevance

KIPP Bay Area Public Schools

Oakland CA

Select

[About](#) ▾

Secondary/High School

Incorporation Year 2006

Kbare

Oakland CA

Select

[About](#) ▾

Nonmonetary Support N.E.C.

← Previous

1

Next →

KIPP Bridge Academy Measure G1

Measure G1

- Local Oakland ballot measure passed in 2016 for education funding
- Oakland middle schools are eligible for funding
- Focus to improve middle school student experience by...
 - Providing a safe school environment for middle school students
 - Investing in programs such as art, music or world language
 - Investing in student retention from elementary to middle school
- Medida de votación local de Oakland aprobada en 2016 para financiamiento educativo
- Las escuelas intermedias de Oakland son elegibles para recibir fondos
- Enfoque para mejorar la experiencia de los estudiantes de secundaria al ...
 - Proporcionar un entorno escolar seguro para los estudiantes de secundaria
 - Invertir en programas como arte, música o idiomas del mundo
 - Invertir en la retención de estudiantes desde la escuela primaria hasta la secundaria

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

Se trata de financiación restringida, lo que significa que tiene que cumplir con requisitos y resultados muy específicos para el gasto.

تم تمرير إجراء اقتراع محلي في أوكلاند في عام 2016 لتمويل التعليم المدارس المتوسطة في أوكلاند مؤهلة للحصول على التمويل التركيز على تحسين تجربة طلاب المدارس ... المتوسطة من خلال توفير بيئة مدرسية آمنة لطلاب المرحلة الإعدادية الاستثمار في برامج مثل الفن أو الموسيقى أو لغة العالم الاستثمار في الاحتفاظ بالطلاب من المرحلة الابتدائية إلى المرحلة المتوسطة هذا تمويل مقيد ، مما يعني أنه يجب أن يفي بمتطلبات ونتائج محددة للغاية للإنفاق.

Measure G1

Next Steps

1. Revisit our current school year G1 plan and outcomes (so far!)
2. Engage with families and staff regarding funds for next school year
3. Submit a 2021-22 plan to the Measure G1 Commission

Próximos pasos

1. Revise nuestro plan y resultados del año escolar actual G1 (¡hasta ahora!)
2. Interactuar con las familias y el personal con respecto a los fondos para el próximo año escolar
3. Presentar un plan 2021-22 a la Comisión de la Medida G1

الخطوات التالية

قم بإعادة النظر في خطة العام الدراسي والنتائج (حتى الآن!) G1 الحالي الانخراط مع العائلات والموظفين بشأن الأموال للعام الدراسي المقبل قم بتقديم خطة 2021-22 إلى لجنة التدبير G1

Reflection: Measure G1

Reflexión: medida G1

G1 انعكاس: قياس

Last 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.

El último año escolar, KIPP Bridge

1. comprometido con KFA y el personal para evaluar las necesidades de la escuela y determinar cómo gastar los fondos potenciales;
2. determinó que brindar un ambiente escolar seguro para los estudiantes de la escuela intermedia era la prioridad;
3. elaboró un plan para contratar a un consejero de salud mental para apoyar las necesidades de los estudiantes;
4. tenía el plan aprobado por la Comisión de la Medida G1 de Oakland y financió una gran parte del rol de consejero de salud mental.

KIPP:BAY AREA
PUBLIC SCHOOLS

العام الدراسي الماضي ، جسر كيب

1. التواصل مع الاتحاد الكويتي لكرة القدم والموظفين لتقييم احتياجات المدرسة وتحديد كيفية إنفاق الأموال المحتملة ؛
2. قرر أن توفير بيئة مدرسية آمنة لطلاب المدارس المتوسطة هو الأولوية ؛
3. وضع خطة لتعيين مستشار للصحة العقلية لدعم احتياجات الطلاب ؛
4. تمت الموافقة على الخطة من قبل لجنة قياس ومولت جزءًا كبيرًا من دور G1 أوكلاند. مستشار الصحة العقلية.

Measure G1 & Safe School Environment

Medida G1 Y ambiente escolar seguro

بيئة مدرسية آمنة & G1 قياس

Mental Health Counselor:

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

Metrics to Review:

School culture survey: "strong staff and student relationships"

- 74% positive, up 2% from last year (during distance learning!)

Class attendance & daily attendance (1 or more classes)

- 87% class / 96% daily

Belonging at KBUS: "I belong at KBUS" on internal Culture survey

- 65% Agree or Strongly Agree (Goal for 20-21 SY is 85%)

Consejero de salud mental:

- Aprendizaje socioemocional y prácticas restaurativas
- Apoyos de salud mental
- Atención informada sobre el trauma

Métricas para revisar:

- Encuesta de cultura escolar: "relaciones sólidas entre el personal y los estudiantes"
- 74% positivo, 2% más que el año pasado (¡durante el aprendizaje a distancia!)
- Asistencia a clase y asistencia diaria (1 o más clases)
- 87% clase / 96% diario
- Pertenencia a KBUS: "Pertenezco a KBUS" en la encuesta de cultura interna
- 65% de acuerdo o muy de acuerdo (la meta para 20-21 SY es 85%)

مستشار الصحة العقلية:

- التعلم العاطفي الاجتماعي والممارسات التصالحية
- يدعم الصحة العقلية
- العناية الواعية بالصدمات

المقاييس المطلوب مراجعتها:

- استطلاع ثقافة المدرسة: "علاقات قوية بين الموظفين والطلاب"
- إيجابي ، بزيادة 2٪ عن العام الماضي (أثناء 74٪ التعلم عن بعد!)
- حضور الفصل والحضور اليومي (فصل واحد أو أكثر)
- فئة / 96٪ يوميًا 87٪
- في "KBUS أنتمي إلى": KBUS الانتماء إلى استطلاع الثقافة الداخلي
- SY هدف 20-21) موافقون أو موافقون بشدة 65٪ (هو 85٪)

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!

Próximo año escolar

- La financiación G1 está disponible para la escuela secundaria KIPP Bridge Academy
- La financiación está restringida a necesidades específicas
 - Proporcionar un entorno escolar seguro para los estudiantes de secundaria
 - Invertir en programas como arte, música o idiomas del mundo
 - Invertir en la retención de estudiantes desde la escuela primaria hasta la secundaria

¡Vamos a discutir!

العام الدراسي القادم

G1 Funding متاح للمدرسة المتوسطة KIPP Bridge Academy
يقتصر التمويل على احتياجات محددة
توفير بيئة مدرسية آمنة لطلاب المرحلة الإعدادية
الاستثمار في برامج مثل الفن أو الموسيقى أو لغة العالم
الاستثمار في الاحتفاظ بالطلاب من المرحلة الابتدائية إلى
المرحلة المتوسطة
إدعونا - نناقش

Measure G1

Medida G1

G1 قياس

Is a safe school environment still a focus for our middle school scholars?

What role has the Mental Health Counselor played during the COVID crisis?

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

¿Sigue siendo un entorno escolar seguro un enfoque para nuestros estudiantes de secundaria?

¿Qué papel ha jugado el consejero de salud mental durante la crisis de COVID?

¿Cuáles son algunas formas adicionales en las que el consejero de salud mental puede apoyarlo a usted y a su estudiante en la escuela secundaria KIPP?

هل لا تزال البيئة المدرسية الآمنة محور تركيز طلاب المدارس المتوسطة لدينا؟

ما الدور الذي لعبه مستشار الصحة العقلية خلال أزمة فيروس كورونا؟

ما هي بعض الطرق الإضافية التي يمكن أن يدعمها مستشار الصحة العقلية أنت وعلمك في مدرسة KIPP Middle School؟

Questions & Discussion:
Preguntas y discusión:
أسئلة ومناقشة:

Resources

Recursos

مصادر

- Need tech support?
1-855-915-KIPP
(1-855-915-5477).
 - Monday-Friday 7:30 am to 4:30 pm, English & Spanish
- Need any other support?
510-519-6916
- Looking for financial assistance, job training, other resources?
 - OnwardCA.org
- The school is here to help you. If you or your family is experiencing any difficulties, let a teacher know and we will do our best to help you.

- ¿Necesitas soporte técnico?
1-855-915-KIPP (1-855-915-5477).
 - Lunes a viernes de 7:30 a.m. a 4:30 p.m., inglés y español
- ¿Necesitas algún otro apoyo?
510-519-6916
- ¿Busca asistencia financiera, capacitación laboral u otros recursos?
- OnwardCA.org
- La escuela está aquí para ayudarte. Si usted o su familia tienen alguna dificultad, avísele a un maestro y haremos todo lo posible para ayudarlo.

- KIPP-هل تحتاج إلى دعم فني؟ 1-855-915-5477 (1-855-915-5477).
 - من الاثنين إلى الجمعة من الساعة 7:30 صباحًا حتى 4:30 مساءً ، باللغتين الإنجليزية والإسبانية
 - هل تحتاج إلى أي دعم آخر؟ 6916-519-510
 - هل تبحث عن مساعدة مالية أو تدريب وظيفي أو موارد أخرى؟
 - OnwardCA.org
 - المدرسة هنا لمساعدتك. إذا واجهت أنت أو عائلتك أي صعوبات ، فأخبر المعلم وستبذل قصارى جهدنا لمساعدتك.

Academic Success

Educational Websites for Kids

KIDS READ

CELLS ALIVE

KHAN ACADEMY

MISSION US

STORYLINE ONLINE

BBC HISTORY FOR KIDS

COOL MATH

THE MATH SCHOOL BUS

STARFALL

E-LEARNING FOR KIDS

MAKE ME GENIUS

PBS KIDS

Before you go / antes que salir!

Please [fill out the form](#) linked in the chat.

Por favor complete el formulario compartido en el chat para ser elegido para el sorteo

إيرجى ملء النموذج المرتبط في الدردشة لتكون مؤهلاً للسحب



Closing Questions

Feel free to give constructive feedback or Brainstorm/Ideas?.



Send your Questions or Concerns

Interested in leadership opportunities or volunteering with KFA?

Email us: kfaoakland@gmail.com



Gift Card Raffle Rifa de tarjetas de regalo السحب على بطاقة الهدايا

