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**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Board Cover Memorandum

To Measure G1 Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission

From Middle School Network

Meeting Date March 10, 2026

Subject KIPP Bridge Charter Academy 2026-2027 Measure G1 Application

Ask of the Commission Approve the KIPP Bridge Charter Academy 2026-2027 Measure G1 Application

Discussion Middle School Network is open to questions from the commission regarding the KIPP Bridge Charter Academy 2026-2027 Measure G1 Application.

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

Attachment(s) Grant application attached.





2025-2026 Measure G1 Application

Due: March 1, 2025

School Information & Student Data

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

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

Chronic Absence

¹ Allocation of funds will be based on the prior year 20-day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.

² The California Longitudinal Pupil Achievement Data System (CALPADS) collects various about students, including school enrollment. Each fall, around early October, all schools in California submit enrollment figures into the CALPADS system which becomes the official count for that school for that year.

³ Under the Local Control Funding Formula, the following categories of students receive additional funding: English learners, students in foster care, students eligible for the free- and reduced-lunch program.

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

Metrics
(all data points are required)

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

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

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

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

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

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

Community and Staff Engagement

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

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

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

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

Proposed Expenditures

Guidelines

1. In the following sections, please discuss your team’s plan to address the goals of G1:
 - a. Increase access to courses in arts, music, and world languages in grades 6-8.
 - b. Improve student retention during the transition from elementary to middle school.
 - c. Create a more positive and safe middle school learning environment.
2. Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.
3. Add additional lines as needed.
4. The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1
5. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

Summary of 2024-25 Approved Expenditures

All Actual Expenditures		Budget Amount
Positive & Safe Culture		
1	Mental Health Counselor \$90,563 (Salary + Benefits) The remaining salary balance will be funded with local philanthropy	\$81,318

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

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

Proposed Expenditures By Focus Area

Proposed Expenditures for Electives (Art, Language, and Music only)			
Description of Proposed Expenditures	Number of students taking a course in art, language, or music (based on the specific investment).	Number of students participating in a non-course experience in art, language or music (based on the specific investment) + frequency and amount of time spent in each activity.	Budget Amount
KIPP Bridge does not currently offer a scheduled middle school world language, art or music course in the regular school day, although other electives such as ethnic studies, history of dance and physical education are available to students. We believe that music, art and world language elective programs could be valuable to students and may choose to implement classes into our schedule at a later time. However, the biggest need identified through data (student, teacher and families) as well as through community conversations is creating a positive and safe middle school environment.	NA	NA	NA

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
Mental Health Counselor - The mental health counselor supports the following work to create a strong middle school culture: <ul style="list-style-type: none"> COST (Coordination of Services Team): Is a collaborative support 	Our desired outcomes are based around two goals that support building a positive middle school	Mental Health Counselor \$81,336

<p>structure that brings together all support service providers at a school site. The MHC participates in COST and the coordination with external providers. COST provides the opportunity for early identification, assessment, referral, support, and service coordination for students experiencing academic, attendance, behavioral, social, emotional, or health problems that impact their academic and learning success. COST provides a forum for identification and addressing of school-wide issues.</p> <ul style="list-style-type: none"> ● Student Support: The MHC runs individual and small group sessions with students who have mental health concerns and builds social-emotional skills with targeted groups of students. The MHC also liaises with the Special Education Team to ensure students who need IEPs are identified and are offered appropriate support. Developing these skills, especially in students with intense needs, is essential to having a healthy school culture that supports effective use of SEL and restorative practices. ● Teacher Training: MHC-led trainings include, but are not limited to Trauma Informed Care, Non-violent Communication, Mindfulness, Classroom-based SEL Strategies, Psychology of Restorative Practices and Suicide Prevention. In addition the MHC supports teachers in having restorative conversations or building plans to infuse SEL competencies into their lessons. The Mental Health Counselors' support in developing and implementing these supports is an essential piece in improving the SEL and restorative practices program at the middle school level. <p>Summary of findings/needs:</p> <ul style="list-style-type: none"> ● While we've made modest progress in some areas, the data reveals that our chronic absence (37%) and suspension rates for key student groups (14.7% for students with IEPs, 7.1% for Black/African-American students) remain areas of concern. Discontinuing the MHC position now would disrupt the relationship-building and systems implementation that takes multiple years to fully establish. ● With 93% LCFF students, 59% Black/African-American students, and 26% students with IEPs, our demographic profile presents unique challenges that require specialized, relationship-based interventions. The MHC has developed critical knowledge of our specific student population that would be lost with position turnover. ● Many of our attendance and behavioral challenges were exacerbated by the pandemic, creating deeper issues that require more time to address. The MHC plays a key role in our multi-year recovery strategy. ● The decision to continue funding the MHC received unanimous support during community engagement meetings.. Staff members specifically noted observable improvements in students' emotional regulation and anger management, with one teacher observing "kids that used to have a hard time managing their anger and I have seen a 	<p>culture:</p> <ol style="list-style-type: none"> 1) students spending more time in school and; 2) a school environment that is safe and productive so that all students can learn. <p>Suspensions (-) YOY suspensions for middle school students.</p> <p>Attendance (-) YOY chronic absence for middle school students</p> <p>Surveys (+) YOY school culture survey results regarding school safety. Increase to 75%</p>	<p>\$93,732 (Salary + Benefits) The remaining salary balance will be funded with local philanthropy</p>
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<p>difference." Parents were equally supportive, with one mother sharing tangible progress: "It has been helping my child express herself better. She is less aggressive with her words and more calm now." Several families explicitly prioritized mental health services over other potential investments. This clear stakeholder consensus validates the decision to maintain this position for the school community.</p>		
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Proposed Expenditures for Retention of 6th Graders	
Description of Proposed Expenditures	Budget Amount
<p>Not applicable - KIPP Bridge is a TK-8 school.</p>	<p>NA</p>

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

KIPP Bridge Academy Measure G1

KIPP:Public Schools

NORTHERN CALIFORNIA

Measure G1

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

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

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

Measure G1

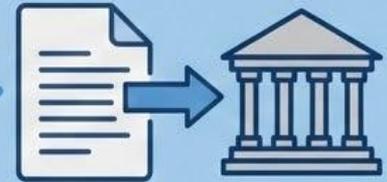
Today we will...



Revisit our current school year G1 plan and outcomes (so far!)



Engage with families and staff regarding funds for next school year



Submit a 2026-27 plan to the Measure G1 Commission

Current Year: Safe School Environment

Mental Health Counselor:



Social Emotional Learning & Restorative Practices



Mental Health Supports



Trauma Informed Care



Metrics to Review:

Student Connectedness/Belonging Results:



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

Average Daily Attendance

92% (Goal)

90.3% (Current Average)



MHC Tier Support with 3 Different Groups



Peer Interactions



Depression, Grief



Positive Self-Image

Family Discussion: Measure G1



Where else could funds be spent to support our students?



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



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



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

Questions & Discussion:

Thank you!
¡Gracias!

KIPP:Public Schools

NORTHERN CALIFORNIA

Staffing Discussion: Measure G1

- G1 Funding is again available for KIPP Bridge Academy Middle School
- Funding is restricted to specific needs
 - Option 1: Continue to use \$\$\$ for an MHC
 - Option 2: Use the \$\$\$ to expand art or music programs
 - Option 3: Investing in student retention from elementary to middle school

Archive

KIPP:Public Schools

NORTHERN CALIFORNIA

Measure G1

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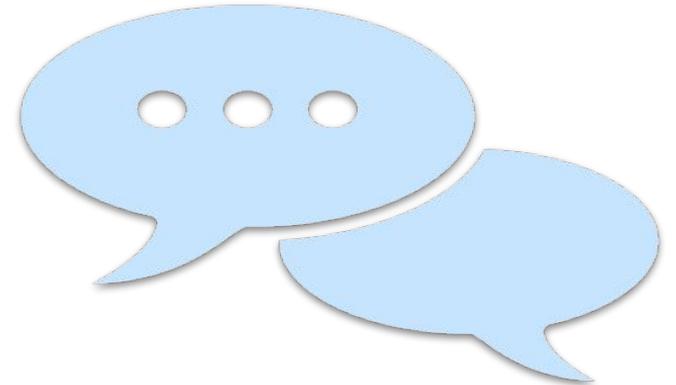
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Measure G1

Today we will...

1. Revisit our current school year G1 plan and outcomes (so far!)
2. Engage with families and staff regarding funds for next school year
3. Submit a 2026-27 plan to the Measure G1 Commission



Current Year: Safe School Environment

Mental Health Counselor:

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

Metrics to Review:

Student Connectedness/Belonging Results:

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

Average Daily Attendance: Goal of 92%

- Our campus average is 90.3%

MHC Tier Support with 3 Different Groups

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

Family Discussion: Measure G1

Where else could funds be spent to support our students?

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

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

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

Questions & Discussion:



Measure G1 Funding – Speaking Notes

Opening

Thank you for taking the time to meet with us. We are grateful for the support from Measure G1 and the opportunity to share how these funds are supporting our students. Next year there will be a site visit, so we want to clearly highlight the impact of this funding and how it directly supports a **safe and healthy school environment**.

At KIPP Bridge, our focus continues to be creating a space where students feel safe, supported, and ready to learn.

Attendance (16 staff):

Julian Purkiss, Nathaniel Clark, Gio Zampa, A.J. Kovalik, Aracely Aldana, Ronnie Hayes, Emilio Licon, Jose Tapia, Shay Write, Penelope Drumming, Curtavia Gill, Julia Leslie, Jamila Bowling, Tera Neff, Crystal Thomas and Rosie Allen

Current Impact of Mental Health Supports

Our data shows that these supports are making a difference.

- In our most recent **Pulse Survey**, about **80% of students reported having strong relationships within the school**.
- Over **90% of students report feeling a sense of belonging and connection**.

A large part of that success is due to the work of our **Mental Health Clinicians (MHCs)**.

Their work goes far beyond one-on-one sessions. They help:

- Build relationships with students
- Support students who may not otherwise have trusted adults
- Create a safe school environment where students want to come to school

We are fortunate to currently have **three mental health clinicians on campus**, which provides more support than many other middle schools with larger populations, which often have only one or two.

What Our Mental Health Team Does

Our clinicians provide **multiple tiers of support**, including:



- Individual counseling
- Small group sessions
- Peer relationship support
- Grief processing
- Positive self-image development
- Social-emotional skill building

These services are critical for students who are navigating trauma, conflict, and challenges both inside and outside of school.

Our school community is located in an area that is **heavily impacted by violence and stressors outside of school**. Because of that reality, mental health support is not an extra, it is essential.

Students need:

- Social-emotional learning
- Trauma-informed support
- Tools for managing conflict
- Healthy peer interactions
- Safe adults they can trust

Without these supports, it becomes much harder for students to fully engage academically.

Staff Voice From Our Conversation

During our discussion, several staff members spoke about why mental health support is so important for our students and our community.

One staff member shared:

"Our students are growing up in a community that is heavily impacted by violence and stress. Mental health support isn't extra for them—it's necessary for them to succeed."

Another educator reflected on how much students carry with them into the classroom:

"Students are dealing with so much outside of school. Before they can fully engage in academics, they need the tools to process what they're experiencing and learn how to navigate relationships."

A staff member also emphasized the importance of expanding support:

"I love our students, but many of them are still learning how to work through conflict and manage emotions. Having strong mental health services helps give them those tools."



There was also discussion about the need for continued investment in this work:

"Given the needs of our students, continuing to invest in mental health support is one of the most important things we can do."

Another team member added:

"Many of our students may be facing challenges at home or in their communities. Without this support, some of them might fall through the cracks."

Purpose of Meeting

Discuss whether KIPP Bridge Upper should apply for additional **Measure G funds** and whether these funds should be used to **extend the Mental Health Counselor (MHC) role to full-time** or support other program areas.

Staff Reflections

Across our staff conversation, there was strong agreement that **prioritizing mental health has been impactful and should continue.**

Teachers and staff shared that students often come to school carrying a lot — challenges at home, community stress, and emotional struggles.

Our mental health team helps students:

- Process those experiences
- Learn to regulate emotions
- Build respectful relationships
- Stay engaged in school

Several staff members shared that many students may otherwise fall through the cracks without these supports.

Closing

We are grateful for the opportunity Measure G1 provides. Our goal is to continue investing these funds in ways that **directly improve student well-being, school culture, and long-term success.**

Thank you for supporting the work happening at KIPP Bridge.

Timestamp	Email Address	Your Name	Your Student's name	What grade is your student in?	How can a Mental Health Counselor support you and your scholar at Bridge?	Should we continue to use the funds to create a Mental Health Counselor role at Bridge? Why or why not?
2/26/2026 10:21:47	melanie.blueford@gmail.	melanie blueford	marcus blueford	6th	I believe Marcus needs help w/ anger management and feelings control.	Yes, this a great resource to have available when needed as mental health is real & you never know what someone is going through until unfortunately sometimes when it's too late.
2/26/2026 12:29:58	erikkakane@gmail.com	Erikka	Eva Gray	7th	Its great for self care for the children	Yes because these kids need a outlet
2/26/2026 12:51:46	jeonnathomas3@gmail.c	Jeonna	Lauren Nero	5th	Who is communicating better?	Yes
2/26/2026 16:08:42	alisharoe@gmail.com	Alisha Roe	Jeremiah Roe-Burrows	6th	Great incentive for our children to have the opportunity for mental health check in	Yes