

Board Office Use: Legislative File Info.	
File ID Number	24-0819
Introduction Date	4/9/2024
Enactment Number	
Enactment Date	



**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 April 9, 2024

Subject KIPP Bridge Charter Academy 2024-25 Measure G1 Application

Ask of the Commission Approve the KIPP Bridge Charter Academy 2024-25 Measure G1 Application

Discussion Middle School Network is open to questions from the commission regarding the KIPP Bridge Charter Academy 2024-25 Measure G1 Application.

Fiscal Impact The recommended amount is **\$81,318**. It's coming from resource 9332 - Measure G1.

Attachment(s) Grant application attached.





2024-2025 Measure G1 Application

Due: March 14, 2024

Allocations are provisional subject to Board approval

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@kippbridge.org
School Phone	510-543-0078	Total Number of Students	465
Recommended Grant Amount ¹	\$81,318	2022-23 CALPADS ² Enrollment Figure (grades 6-8 Oakland residents only)	156
		2023-24 LCFF ³ Enrollment	137

Student Demographics (%)				Measure G1 Team	
English Learners	25%	Asian/Pacific Islander	2%	Name	Position
SED (LCFF)	92%	Latinx	25%	Rosie Allen	School Leader
SPED	21%	Black or African-American	53%	Daisy Padilla	Director of Operations
		White	11%	D'Voya Tatum	KIPP Employee and Parent
		Indigenous or Native American	2%	Roshad Lewis	Associate Director of Finance and Former KIPP Bridge Student

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.

		Multiracial	6%		Charles Mintz	Advocacy and Community Engagement Lead
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Chronic Absence (Include row number and percent)				
	2021-22 raw number (%)	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 Goal raw number (%)
Student Population Overall	56.5%	48.1%	38.0%	28% 10% decrease in chronic absence
Asian/Pacific Islander	NA - too few students	NA - too few students	NA - too few students	NA - too few students
Latinx	49.7%	44.2%	TBD	10% decrease in chronic absence
Black or African-American	61.9%	49.5%	41.0%	31% 10% decrease in chronic absence
White	61.6%	51.0%	TBD	10% decrease in chronic absence
Indigenous or Native American	NA - too few students	26.7%	TBD	10% decrease in chronic absence
English Learners	51.6%	37.9%	32.0%	22% 10% decrease in chronic absence
Students w/ IEPs	73.6%	52.5%	45.0%	35% 10% decrease in chronic absence
Free/ Reduced Lunch Students	58.9%	49.8%	37.0%	27% 10% decrease in chronic absence

Metrics

(all data points are required)

Electives (Include row number and percent)					
Metric	Area	2021-22 raw number (%)	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 Goal raw number (%)
Number of students taking elective courses	Art	0	110	0	120
	Language	0	0	0	0

	Music	0	0	0	0
	Ethnic Studies	0	0	179	180
	Physical Education	182	182	179	180
	Financial Literacy	182	182	0	0
Number of students participating in non-course experiences (e.g. after-school program)	Art	66	0	0	50
	Language	0	0	0	
	Music	66	58	0	50

Positive & Safe Culture (Include raw number and percent)				
Metric	2021-22 (%)	2022-23 (%)	2023-24 (%)	2024-25 Goal (%)
Average Daily Attendance Date of Figure: as of 3/8/2024 for 23-24				
Asian/Pacific Islander	NA	NA - too few students	NA - too few students	93%
Latinx	NA	89.0%	92.7%	Maintain
Black or African-American	NA	89.1%	89.8%	93%
White	NA	NA - too few students	NA - too few students	93%
Indigenous or Native American	NA	NA - too few students	NA - too few students	93%
English Learners	NA	89.6%	92.1%	93%
Students w/ IEPs	NA	86.8%	87.7%	93%
Free/ Reduced Lunch	NA	88.9%	90.7%	93%

Metric	2021-22 (%)	2022-23 (%)	2023-24 (%)	2024-25 Goal (%)
School Connectedness Survey Date of Figure: as of 3/8/2024 for 23-24				
Asian/Pacific Islander	100% (small sample)	50% (small sample)	33% (small sample)	75%
Latinx	72%	74%	78%	Maintain
Black or African-American	67%	71%	60%	75%

White	62%	70%	74%	75%
Indigenous or Native American	NA - too few students	91% (small sample)	96% (small sample)	Maintain
English Learners	69%	80%	80%	Maintain
Students w/ IEPs	78%	69%	56%	75%
Free/ Reduced Lunch	58%	72%	TBD	75%

Metric	2021-22 raw number (%)	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 Goal raw number (%)
Suspended Students Date of Figure: as of 3/11/2024 for 23-24 SY; 22-23 CA Dashboard				
Asian/Pacific Islander	NA - too few students	NA - too few students	NA - too few students	Maintain less than 3% suspension rate
Latinx	5.8%	0.8%	0%	Maintain less than 3% suspension rate
Black or African-American	12.5%	4%	1.8%	Maintain less than 3% suspension rate
White	10.7%	0%	0%	Maintain less than 3% suspension rate
Indigenous or Native American	NA - too few students	6.7%	TBD	Less than 3% suspension rate
English Learners	7.5%	0.7%	0%	Maintain less than 3% suspension rate
Students w/ IEPs	16.3%	9.4%	1.9%	Maintain less than 3% suspension rate
Free/ Reduced Lunch	9.4%	3.2%	TBD	Less than 3% suspension rate

Student Retention from 5th Grade to 6th Grade				
Metric	2021-22	2022-23	2023-24	2024-25 Goal
6th Grade Enrollment	73%	70%	93%	Maintain

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
KIPP Bridge Family Association (KFA)	1/25/2024

Staff Engagement Meeting(s)	
Staff Group	Date
KIPP Teacher Staff Meeting	2/13/2024

<u>Music (Rubric)</u>	2022-23	2023-24
<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
<u>World Language (Rubric)</u>	2022-23	2023-24
<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
<u>Art (Visual Arts, Theater, and Dance)</u>	2022-23	2023-24
<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 2023-24 Approved Expenditures

All Actual Expenditures		Budget Amount
Safe & Positive Culture		
1	Mental Health Counselor	\$97,012.00
2	Mental Health Counseling Supplies Materials for restorative conversations, circle time, weighted pillows, focus "fidget" toys, positive behavior incentives, etc.	\$2,221.91
Budget Total		\$99,233.91

Summary of 2024-25 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Mental Health Counselor \$90,563 (Salary + Benefits) The remaining salary balance will be funded with local philanthropy	\$81,318
Budget Total (must add up to Recommended Grant Amount)		\$81,318

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 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, especially given proposition 28 funds. 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
<p>Mental Health Counselor - The mental health counselor supports the following work to create a strong middle school culture:</p> <ul style="list-style-type: none"> COST (Coordination of Services Team): Is a collaborative support 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. Student Support: The MHC runs individual and small group sessions with students who have mental health concerns and builds 	<p>Our desired outcomes are based around two goals that support building a positive middle school culture:</p> <p>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.</p>	<p>Mental Health Counselor</p> <p>\$81,318</p> <p>\$90,563 (Salary + Benefits) The remaining salary balance will be funded with local philanthropy</p>

<p>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.</p> <ul style="list-style-type: none"> 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>Attendance (-) YOY chronic absence for middle school students</p> <p>Surveys (+) YOY school culture survey results regarding school safety. Increase to 75%</p>	
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Proposed Expenditures for Retention of 6th Graders	
Description of Proposed Expenditures	Budget Amount
Not applicable - KIPP Bridge is a TK-8 school.	NA

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



KIPP:BRIDGE
ACADEMY

Quorum met:

Michael Burks

Kamani Henderson

Daisy Padilla

Rosie Allen

Tiffany Barber

Jinhe Weber

Adriana Watts

Ebony Stubbs

Janelle Hargrave

Kenneth Barber

Jamila Bowling

Ruby Solis

Minutes ratified unanimously

Community builder: name and favorite book

Attendance Presentation:

- Attendance matters
- Being present correlates directly to sense of belonging
- Attendance data
 - Asks parents: What do I notice, what do I wonder?
- Parents are partners in making sure students come to class every day
- Feedback:
 - Ethan: Wear a mask, keep everyone healthy

California dashboard

- Shares Bridge's CA school dashboard data

Shares ML reclassification data

Tiffany Barber promotes ELPAC coffee workshop next week

Measure G Presentation

Ms. A shares that focus is to

- provide a safe school environment
- provide enrichment
- student retention

Last two years focus has been on having a second mental health counselor

In 2023 KIPP

- Engaged with KFA and staff
- Determined that safe school environment was priority
- School drafted a plan to maintain mental health counselor

This counselor allows Bridge to provide counselor for students who don't have it in their IEP

- Grief and trauma group
- Social Emotional Learning Group
- Body positivity
- Anger

Feedback

- 87% of students say there is a staff member on campus who wants them to do their best
- 91.6% attendance with goal of 92%

Adrian Watts asks for continued mental health support

Marketta Lee says that mental health counselors are important for student mental health

Adrian asks what else money could be used for

- Rosie shares it could also be used for art and music
- Adrian says that programming could help too

KIPP Bridge Academy Measure G1

KIPP:Public Schools

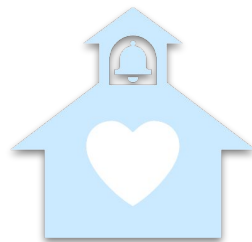
NORTHERN CALIFORNIA

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.

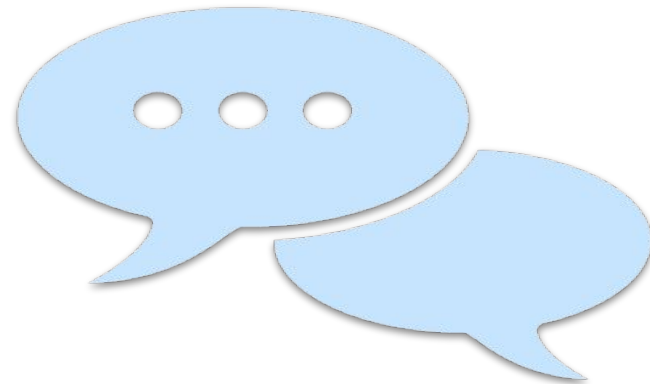
It also means that we must take attendance and log notes for the meeting.



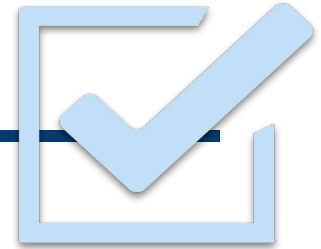
Measure G1

Today we will...

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 2023-24 plan to the Measure G1 Commission



Reflection: Measure G1



In 2023, KIPP...

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

Safe School Environment: Measure G1

Mental Health Counselor:

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

Metrics to Review:

Student Connectedness/Belonging Results:

- 87% of students say there is staff member on our campus who wants them to do their best. Highest in the Region!

Average Daily Attendance: Goal of 92%

- Our campus average is 91.6%

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:

Thank you!
¡Gracias!

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Staffing Discussion: Measure G1

- G1 Funding is available for KIPP Bridge Academy Middle School
- Funding is restricted to specific needs
 - Option 1: Use \$\$\$ for an MHC and then roll the MHC money into other budget lines
 - Option 2: Use the \$\$\$ to expand art or music programs
 - Additional Ideas?
 - Providing a safe school environment for middle school students
 - Investing in student retention from elementary to middle school



Measure G1 Notes:

2/13

- Introduction: How the funds were used last year
- Music is important & adds to the mental health (Silver)
- Kids want to do more hands on things (White)
- High need for MCH & kids needs another outlet (Authi)
- A lot of students need help and are not getting it (G)
- Torn between both (Shay)
- Scholars would suffer if just one MCH was on campus (Keller)
- Pushing folks out that are dedicated to our community. Keep second MCH (Waiters)
- Growth in family acceptance of mental health needs over time in the community so it is starting to make an impact (Juarez)

Attendance:

Mr. G

Ms. Authi

Mr. Kovalik

Ms. Loza

Ms. Shay

Ms. Waiters

Teacher Bri

Ms. Allen

Ms. Stephenson

Mx. GOlden

Mr. Handie

Ms. Keller

Mr. J

Mr. Clark

Ms. White