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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 April 8, 2025

Subject Ascend Academy 2025-2026 Measure G1 Application

Ask of the Commission Approve the Ascend Academy 2025-2026 Measure G1 Application

Discussion Middle School Network is open to questions from the commission regarding the Ascend Academy 2025-2026 Measure G1 Application.

Fiscal Impact The recommended amount is **\$76,156.00**. Resource 9332 - Measure G1.

Attachment(s) Grant application attached.



2025-2026 Measure G1 Application

Due: March 1, 2025

School Information & Student Data

School	Ascend Academy	School Address	3709 E 12th Street Oakland, CA 94601
Contact	Jacqueline Parker	Contact Email	jparker@efcps.net
Principal	Jacqueline Parker	Principal Email	jparker@efcps.net
School Phone	510-879-3140	Total Number of Students	481
Recommended Grant Amount¹	\$76,156	2024-25 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only)	161
		2024-25 LCFF³ Enrollment	147

Student Demographics (%)				Measure G1 Team	
English Learners	60.5%	Asian/Pacific Islander	2.5%	Name	Position
LCFF	94%	Latinx	92.7%	Jacqueline Parker	Principal
SPED	10.8%	Black or African-American	2.9%	Lisa Shugart	Assistant Principal
		White	0.4%	Jenni Plascencia	Family Engagement Coordinator

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.

		Indigenous or Native American	0%		Edgar Romero	Dean of Culture
		Multiracial				

Chronic Absence (Include raw number and percent)				
	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Student Population Overall	30.99%	23.67%	15.13%	17%
Asian/Pacific Islander	23.08%	26.67%	16.67%	14%
Latinx	30.15%	21.77%	14.22%	12%
Black or African-American	70%	86.67%	33.33%	30%
White	0%	0%	0%	0%
Indigenous or Native American	N/A	N/A	N/A	N/A
English Learners	26.19%	19.46%	12.29%	10%
Students w/ IEPs	48.33%	35.09%	19.64%	17%
Free/ Reduced Lunch Students	33.1%	22.7%	14.38%	12%

Metrics

(all data points are required)

Electives (Include raw number and percent)					
Metric	Area	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Number of students taking elective courses.	Art	168 - 100%	168 - 100%	168 - 100%	168 - 100%
	Language	25- 15%	25 - 15%	25 - 15%	25 - 15%
	Music	168 - 100%	168 - 100%	168 - 100%	168 - 100%
Number of students participating in non-course experiences (e.g. after-school program)	Art	~ 30 - 20%	~ 30 - 20%	~ 30 - 20%	~ 30 - 20%
	Language	~ 30 - 20%	~ 30 - 20%	~ 30 - 20%	~ 30 - 20%
	Music	~ 30 - 20%	~ 30 - 20%	~ 30 - 20%	~ 30 - 20%

Positive & Safe Culture (Include raw number and percent)				
Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Average Daily Attendance Date of Figure:				
Asian/Pacific Islander	92.03%	92.71%	94.90%	97.90%
Latinx	91.61%	93.39%	94.39%	96.39%
Black or African-American	83.62%	84.47%	90.18%	92.18%
White	92.21%	92.70%	94.66%	96.66%
Indigenous or Native American	N/A	N/A	N/A	N/A
English Learners	92.24%	93.62%	94.45%	96.45%
Students w/ IEPs	88.99%	90.40%	92.78%	94.78%
Free/ Reduced Lunch	91.09%	93.22%	94.32%	96.32%

Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Suspended Students Date of Figure: 2/22/25				
Asian/Pacific Islander	0%	0%	0%	0%
Latinx	1.29%	1.48%	0.86%	0.76%
Black or African-American	20%	6.67%	4%	2%
White	0%	0%	0%	0%
Indigenous or Native American	0%	0%	0%	0%
English Learners	0.89%	0.89%	0.66%	0.76%
Students w/ IEPs	6.67%	6.9%	3.57%	2%
Free/ Reduced Lunch	1.88%	1.65%	0.88%	0.78%

Student Retention from 5th Grade to 6th Grade				
Metric	2022-23	2023-24	2024-25	2025-26 Goal
6th Grade Enrollment	82.69% (43/52)	86.54% (45/52)	82.35% (42/51)	98.14% (53/54)

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
Family Leadership Council	3/26/2025

Staff Engagement Meeting(s)	
Staff Group	Date
Staff Advisory council	4/7/2025
Grade level meetings	3/29/2025

<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
<u>World Language (Rubric)</u>	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
<u>Art (Visual Arts, Theater, and Dance)</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

Proposed Expenditures

Guidelines

- In the following sections, please discuss your team's plan to address the goals of 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.
- Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.
- Add additional lines as needed.
- The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1
- 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	Resource .80 FTE of a position (the middle school portion) at ASCEND that focuses on school culture and student support services - PBIS, MTSS, trauma-informed practice, RJ. This is a continued expenditure funded by Measure G-1.	\$86,780
Budget Total		\$86,780

Summary of 2025-26 Proposed Expenditures

All Proposed Expenditures (from sections below)	Budget Amount
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1	Resource .80 FTE of a position (the middle school portion) at ASCEND that focuses on school culture and student support services - PBIS, MTSS, trauma-informed practice, RJ. This is a continued expenditure funded by Measure G-1.	\$76,156
Budget Total (must add up to Recommended Grant Amount)		\$76,156

Proposed Expenditures By Focus Area

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
Resource .80 FTE of a position (the middle school portion) at ASCEND that focuses on school culture and student support services - PBIS, MTSS, trauma-informed practice, RJ. This is a continued expenditure funded by Measure G-1.	Chronic Absenteeism, positive, safe school culture (demonstrated through SCAI survey and referral data)	\$76,156

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

ADVISORY AGENDA 24-25

Date 3.24.25	ELECTED MEMBERS PRESENT: FABIOLA HERNANDEZ MARTINEZ, ANNA RIMLINGER, DIANA JAUREGUI, DIANA DIAZ, JENNI PLASCENCIA, GENESIS RODRIGUEZ, LEAH JAFFE NON-ELECTED MEMBERS PRESENT: JORDAN DIXON, LISA SHUGART, JACQUI PARKER ELECTED MEMBERS NOT PRESENT:	
EXPECTATIONS	<ul style="list-style-type: none"> ● Recognize identity and positionality ● Intent vs impact ● Equity of voice, amplifying certain voices as needed (including students) ● Transparency to the broader community ● Listening with a curious mindset 	
ROLES	Facilitators: Diana Jauregui Timekeeper: Fabi	Notetaker: Anna
LEARNING TARGETS <ul style="list-style-type: none"> <input type="checkbox"/> I can exercise leadership and collaborate with others in moving our aspirations and collective work forward by joining a working committee. <input type="checkbox"/> We can provide clarity on advisory by-laws. <input type="checkbox"/> We can share and honor feedback from constituents to make informed school decisions. 		
TIME	WHAT & HOW	
5 min 3:45 - 3:50	Check in What is a dessert place you recommend? OR favorite local recommendation! Susie Cakes Crumbl Cookies Shang Dong (chinese food) Chef Smelly's Belmo Cafe Ladyfingers Bakery iScream and Curbside creamery Lanas La Michoacanas Bad Walter's	
2 min 3:50 - 3:52	Preview Agenda→ Site planning, EXPO, Hiring, Closing the Loop on a few things!	
30 min	Site Planning: <ul style="list-style-type: none"> ● <i>Timeline for the rest of site planning (are these dates/plans</i> 	

3: 52 -
4:22

accurate?)

PD Agenda

- April 7:
 - PD Day–Staff Site Planning Launch - looking at data anchored in vision
 - Site Plan #3 - advisory meeting to get into specifics, workshop ideas that come up in the morning PD, looking at Padlets proposals and EL core practices
 - 4/7-4/8: EL Site Planning Launch and Walkthroughs (Shayla)
 - Who will join the Walkthroughs?
 - Fabi and Anna R
- April 21, 2025 Site Plan #4
- May 5, 2025 Site Plan #5
- May 7, 2025 Staff PD
- May 19, 2025, Advisory Retreat Release Day
- May 28-29 EL Implementation Review
- June 6: Last day of school, Site planning share out (?)
- June 10-11 EOY Review/Work Plan

Budget Update as of March 18, 2025

Budget Engagement 2025-2026

Enrollment Projections: Process




- TK-8th based on:
 - Incoming Cohort (as of 1/31/25)
 - *minus* Students NOT Returning/ Unsure (ITR Report)
 - *plus* Accepted (as of 3/13/25 Enrollment Tracker)
 - *plus* (Wait List + Projected Applications) * 2024-25 Conversion Rate (as of 3/13/25 Enrollment Tracker)
 - *adjusted* for Class Size Cohort Cap (per class size vote)
- ASCEND Example (Kinder)
 - Incoming Cohort (from TK): 22
 - *minus* Students NOT Returning/ Unsure: -2
 - *plus* Accepted: +12
 - *plus* Wait List + Projected Applications * 2024-25 Conversion Rate: 30 * 35% = +10
 - = **42**

Site Planning Budget Updates

CATEGORY	BUDGET IMPACT	Next Steps
Seneca	-\$81,100 FY26: \$241K Gen Ed expenses FY25: \$119 K Gen Ed expenses	Site reviews and confirms Seneca Gen Ed expenses
LCFF (Enrollment)	\$45,707 <i>Overall projected enrollment increased by 4 TK reduced by 2</i>	Site, w/ HO support, focuses on extending offers and converting 'offers out' to 'acceptances', esp. in TK
Rent	-\$86,726 <i>OUSD increased rate by 45%</i>	Site adjusts site plan expenses according to EFC legal counsel analyzing if options exist to push back
TOTAL	-\$122,119	

- Enrollment is great!
- Seneca had a big increase in expenses from this current year to projected cost for next year. The math isn't matching, is it increasing 81K or 122K (difference between 241K and 119K)?
 - Seneca is looking to find more info about it
 - Jacqui confirmed she was told 81K by Seneca
 - Additional context: from FY24 to FY25, we reduced Seneca staffing from 4.0 to 3.6 FTE and one clinician was on leave for half the year
- OUSD just informed home office of rent increase of 45% from this year to next year
 - Is there anything we can do about this???
 - Can we ask for updates from home office and bring this to FLC to advocate for our school with OUSD?
 - Staff and families could submit comments to OUSD board
 - Other charters also rent from OUSD - can we partner with them to organize together?
 - FIA involvement?
- Additional deficit is \$122K
- Total deficit is \$364k + \$122K = \$486K (not including changes we have talked about to staffing like CEP subs etc)
- Per Jacqui, we needed to have made cuts last year to prepare for this deficit
 - We did make some cuts (Leslie's role and reducing admin positions, and increasing class sizes)
 - The deficit has accumulated more and more
- We won't be openly discussing position cuts due to HR implications and respect for the people currently holding roles
 - This a departure from how we have discussed this in the past

	<ul style="list-style-type: none"> - In the past, we have made decisions about roles that need to be changed - Jacqui does not feel comfortable with this process - There are systems in place through union support - It is a different conversation if people are willingly leaving (e.g. Lourdes) - For programming like Destiny Arts we can think creatively - Prioritizing from our Work Plan and our Community Schools to narrow our scope for site planning. <ul style="list-style-type: none"> - Work Plan 24-25 <ul style="list-style-type: none"> - Scroll to this section on pg 2 <div> <div> <p>Next (Now) steps:</p> <ul style="list-style-type: none"> • Leader <ul style="list-style-type: none"> ○ Now: <ul style="list-style-type: none"> ■ PD to debrief this MOY review ■ Connect this MOY to Site Planning </div> <div> <p>Next (Now) steps:</p> <ul style="list-style-type: none"> • Leader <ul style="list-style-type: none"> ○ Now: <ul style="list-style-type: none"> ■ </div> </div> <ul style="list-style-type: none"> - Community Schools <p>Proposal for site planning committee to plan the 4/7 site planning PD</p> <ul style="list-style-type: none"> - Stipend? No → this favors people who have more flexible schedules - No committee, PD will be planned by admin/lead team
<p>3min</p> <p>4:22 - 4:32</p>	<p>EXPO Date</p> <div> <p>ASCEND TK-8 SCHOOL</p> <p>EXPOSITION OF LEARNING/ EXPOSICIÓN DE APRENDIZAJE</p> <p>Come see what our students have learned! Venga a ver lo que aprendieron los estudiantes!</p>  <p>Artwork by ASCEND Kindergarten</p> <p>SATURDAY, APRIL 19, 2025 11-2PM/ SÁBADO EL 19 DE ABRIL 11-2PM</p> <p>3709 E 12TH ST., OAKLAND, CA 94601</p> </div> <ul style="list-style-type: none"> - <p>What is needed to support staff given date back to set, how can we use the feedback from Fall Expo to support success for the Spring?</p> <p>EXPO Plan</p>

	<table><tr><th>Glows 🌟</th><th>Grows 🌱</th></tr><tr><td>I loved seeing an interdisciplinary expo with math, science, art, and humes!! HUGE</td><td>Not enough buddy shifts (should have done at least on more)</td></tr><tr><td>Beautiful art and well-prepped docents and presenters!</td><td>Clearer expectations for media and photos</td></tr><tr><td>Students stepped up and presented their learning in an authentic way</td><td>Short take-off to expo, I feel like we needed more time prep as a whole</td></tr><tr><td>Best expo tour guide I've had yet - Jose P (8th)</td><td>Tech issues! Ran out of poster ink and some folks prin of all black posters :(</td></tr><tr><td>3rd grade was amazing!</td><td>Clarity around non-presenter day-of jobs; sometimes volunteers are taking on roles (yay!) but doesn't feel li use of support</td></tr><tr><td>Seeing math <u>in expo</u> across grade levels was great!!!!</td><td>Food sales in the middle meant that families had to ch between selling food and seeing their child present</td></tr><tr><td></td><td>Translation Support for expo planned and cemented a time</td></tr></table> <ul style="list-style-type: none">• More protected buddy job time (this is already in place)• Buddy Job buddies were not consistent• Expo presenters should have clear visuals for what their buddy jobs need to look like• What future processes can we take to encourage students and classes to put up their own work? → maybe discuss in site planning for next year• Feedback from parents: have grades who are fundraising not be the grades who are presenting<ul style="list-style-type: none">○ Staff could be assigned as floaters to help with food so parents can go see kids present	Glows 🌟	Grows 🌱	I loved seeing an interdisciplinary expo with math, science, art, and humes!! HUGE	Not enough buddy shifts (should have done at least on more)	Beautiful art and well-prepped docents and presenters!	Clearer expectations for media and photos	Students stepped up and presented their learning in an authentic way	Short take-off to expo, I feel like we needed more time prep as a whole	Best expo tour guide I've had yet - Jose P (8th)	Tech issues! Ran out of poster ink and some folks prin of all black posters :(3rd grade was amazing!	Clarity around non-presenter day-of jobs; sometimes volunteers are taking on roles (yay!) but doesn't feel li use of support	Seeing math <u>in expo</u> across grade levels was great!!!!	Food sales in the middle meant that families had to ch between selling food and seeing their child present		Translation Support for expo planned and cemented a time
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2 min 4:32-4:34	<p>Volunteer & Visitor Guidelines Volunteer Sign Ups FLC has voted to move forward with releasing guidelines.</p> <p>Staff feedback?</p> <ul style="list-style-type: none">- 3rd-5th grade: this would make the office's job easier, boundaries are good and would help our school run more smoothly- Who will be monitoring double parking?<ul style="list-style-type: none">- Don Chuy closing the doors on time (8:45am) - if parents are still double parked or not following guidelines, directly checking in with them- Lisa closes door to back lot between 8:40-8:45am but hasn't begun talking with parents about this yet- Asking parents to come closer to dismissal time (after 3:05) instead of an hour before unless there is an early dismissal for an appt or emergency- For next year: assigned parking? Staff should have priority for parking and we can have a few spaces for visitors. We need to have more flow <p>Date for when roll out will begin?</p>																

<p>6 min</p> <p>4:34 - 4:40</p>	<p>Hiring</p> <p>AP Interview Process:</p> <ul style="list-style-type: none"> - Need a hiring committee for this <ul style="list-style-type: none"> - Representation from upper grades, lower grades, S3, and classified/ESS staff (same as advisory) - Date will be for mid-April - Diana J and Leah are interested! - Other teams will reach out to constituents to identify a person for hiring committee by 4/11 (no collab on 4/11 so reach out in person or by email) - What roles need to be a part of the committee? - There will be multiple candidates - There will also be a family panel and potentially student panel - reach out to Shraddha about student government - It's important to be intentional with hiring and have student input - AP will be coaching teachers <ul style="list-style-type: none"> - Role plays of coaching sessions would be helpful during interviews - this is included in HO interviews - Notes from HO interviews are not provided to staff or families <p>Teacher pool:</p> <ul style="list-style-type: none"> - Aiming for Thursday 3/27 - The same people will be involved (Diana J, Michael, Jess, Jaime, Jordan) - HO requested CEFC union member for ELA Director panel interview this Thursday (previously Victoria, covered by Brandy) <p>Non-teacher updates:</p>
<p>2 min</p> <p>4:40-4:42</p>	<p>Family Survey</p> <p>Any follow up needed regarding this?</p> <ul style="list-style-type: none"> ● Parents will complete a survey in person with staff support from Jenni, Jacqui, and possibly a parent volunteer. <ul style="list-style-type: none"> ○ With FLC and Beth we co-created a survey with questions pertaining to what we've been working towards this year to supplement the SCAI survey ○ 3 categories: home-school partnerships, academics, sense of belonging ● SCAI student survey complete ● We have a lot of answers for the survey created by FLC and Beth, paused on this survey to focus on SCAI survey due to push from HO - aiming for 80+ surveys completed ● This data will be presented at site planning 4/7
<p>10 min</p>	<p>Measure G1 Application</p> <ul style="list-style-type: none"> ● Review ● One of the requirements is to review it with a group of staff members <p>G1 Application</p> <ul style="list-style-type: none"> - G1 Grant covers a dean position - HO is allocating it into the budget already assuming it will go through - Creating goals for chronic absences to reduce for next year

4:42 - 4:52	<ul style="list-style-type: none"> - G1 is related to community schools to fund culture dean position - Proposal is lower than what we received this year (\$86K last year → \$76K this year) 				
5 min I have nothing new to share.	Feedback on the Collaboration Proposal Next steps? Please enter feedback given from grade bands and any questions that came up. I will try to answer what I can before the meeting. We will have limited time to review this today at the meeting.				
4:57 - 4:59	TK-2	3-5	6-8	S3	Support Staff
	Feedback: N/A	Feedback: Folks in all grades like more our existing colab system then the proposal Prep time is used as needed and we don't know what's needed until the day is over Worried about a lot of possible meetings in the afternoon Friday prep sustains teachers and we want them to be sustained (original reason why Friday prep came to existence)	Feedback: Most middle school teachers are open to the proposal but would like to see a more thorough prototype. Concerns: *The proposal doesn't account for teachers that teach two (or more) grade levels. *Can we ensure that teachers are receiving at least one continuous prep aside from 3-4 pm? *Accountability from all teachers to stay until 4pm *	Feedback: Jaime - instinct is still to change the Collab structure, but concerns about the prep time we have after school How can we ensure that we still have unstructured prep time throughout the school day Having a longer day for intervention is more important Morgan - yes, but what will spaces look like? Aleya - in agreement with the proposal	Feedback: Cafeteria: Yes: 1:30 dismissal days are not enough to finish cleaning and recovery from lunch. Office: No: The slight time change can be hard for families will come late for students anyway. Uses those 2 hours on Friday as catching up and holding meetings. If there is students in the building, it is almost impossible to hold those meetings and work time. Custodial: No: Use those two hours to do things such as repairs waxing that takes time to do/ recover when

				Kristin - loves it!	<p>there is no kids in space.</p> <p>Food Bank: Timing/dates cannot change, staff who works with students will not be able to support, large gap in time. Open to co-creating a plan for next year.</p> <p>Specials: It would seem more fair to prioritize teacher needs since it applies to them the lost</p> <p>Others: The change will take long to adjust to on families end. They know there are two minimum days it will take long to adjust to changing the time on all days.</p>
	<p>Questions: How is this proposal being moved through a decision process? Is this an advisory only vote? Is this a site-wide vote? Is this a union vote</p>	<p>Questions: If it doesn't say flex does that mean the time is flexible or not?</p>	<p>Questions: Will 3-4 count as prep time/ what's times count as prep time? -</p>	<p>Questions:</p>	<p>Questions:</p>

	<p>(how does the CBA play a role in this)? -Laurel</p> <p>-15 min twice a week for Flex collab is a lot less time than our current collab block and new approach to collab this year has provided us.</p> <p>- A lot of classroom teachers have taken advantage of the block of time internalization provides to schedule additional internalization blocks as needed because coverage isn't needed for their students. Will the new proposal allow for the opportunity to happen?</p> <p>- A lot of prep time is used for meetings, with the new proposal would there be no meetings during the day?</p>				
	<p>Answers:</p>	<p>Answers: Jordan- All the times are flexible. We must hold a COST meeting once per week. There are no other required</p>	<p>Answers: Jordan- 3-4 could be prep time, time to meet with coaches instead of during the</p>	<p>Answers:</p>	<p>Answers:</p>

		meetings except PD Wednesday.	day, or collaborate. Some teams might decide to home grade band or grade level meetings after school. COST would still happen at least once per week, but not everyone is required to go.		
<p>Additional Input: Kathy (TK-2nd) Literacy Coach 1) Families First I think we have to take the burden that two minimum days for students places on families very seriously. Not just for our current families, but for all the families who may be choosing another option for their students- one that more closely aligns with the bell schedules of other Oakland schools (where siblings may be enrolled). In order to maintain all the staff and services that are so impactful for our students, we need to reverse the current year over year decline in enrollment. I think the bell schedule should be considered as a way we can make the school more attractive to families looking to enroll their students.</p> <p>2) Culture of Collaboration Spreading collaboration throughout the week would make it easier for people in a wider variety of roles to meet to respond to student and teacher needs in a timely manner. As a coach who supports 12 people at ASCEND, it's very challenging to adequately support educators with collaboration and problem solving in a little over an hour every other week. As the proposal highlights, it can also be overwhelming for staff to walk out of Friday collaboration with a long list of "to dos" and have to choose between delaying supports for students in order to have enough time to implement next steps and starting next steps on Monday without adequate time to prepare. Our work is SO HARD. Collaboration is one of the few "resources" within our control as a school community that we can leverage to make the work more sustainable. Any shifts we can make that will facilitate more frequent, timely, and organic collaboration are welcome from my perspective.</p> <p>Specials team: When collab was first developed, there was a genuine collab time that everyone was bought in on; over time, this feeling has dissipated; we used to be able to go to different locations depending on what team was meeting; now it feels forced to all be in space together</p> <p>Will bring back to lead team to think about next steps with this proposal</p>					

<div>1 min</div> <div>4:59 - 5:00</div>	<div>Announcements</div> <div><div>- Collab Schedule:</div><div><div>- 3/21 SLC</div><div>- 3/28 Cesar Chavez-no school</div><div>- 4/2 Spring break-no school</div><div>- 4/11 Expo buddies</div><div>- 4/18 Expo Buddies</div><div>- 4/25 Collab?</div><div>- 5/2 Collab</div></div></div> <div><div>**Jordan will continue to hold COST meetings during buddy job days - each student discussion is ~20 minutes and teams can send one representative to discuss student progress</div><div><div>- PD look ahead:</div><div><div>- 3/26 Girls Leadership</div><div>- 4/9 Win/Content</div><div>- 4/16 Expo buddy</div><div>- 4/23 Win/Content</div><div>- 4/30 SBAC Prep</div></div></div><div><div>● **Next meeting: concerns about dress code - should we continue with the same policy and clothing for next year or change it?</div><div>● Each order of clothes is \$10K</div><div>● We could speak to an EFC school without a dress code</div><div>● Legal team at HO has enforced that we use language about “dress code” and not “uniform” - emotions have come up from one of our families that led to this language change</div><div>● We’re not all holding kids accountable in the same way</div><div>● We need to be realistic</div><div>● Also inconsistent with cell phone policy</div><div>● Families who show up to meetings tend to be pro-uniform/dress code, but other families are not as represented</div><div>● Parents are upset about holding students accountable for not wearing dress code</div><div>● Legally not allowed to hold students accountable for not wearing “uniform” - had to shift to “dress code”</div></div></div>
<div>1 min</div>	<div>Next Facilitator Sign Up:</div> <div><div>April 7, 2025: Lisa</div><div>April 21, 2025: Leah</div></div>

5:00 - 5:01	May 5, 2025: Fabi	
	May 19, 2025: Genesis	
Next Steps	What	
	Add dress code policy to agenda for next Advisory meeting	



Family Leadership Council 24-25

March 26th, 2025



Check in



What is a restaurant recommendation you have?

Cual es un restaurante que recomienda?

AGENDA



5:00 : Welcome/ *Bienvenida*

5:15 : Check-In

5:25 : Norms/ *Normas*

5:26:Review last FLC/ *Repaso de ultimo FLC*

5:50: Site Planning Pt.4 : Final Data Review

Planificación de sitio pt.4: Repaso Final de Data

25-26 G1 Application/25-26 G1 Aplicacion

7:00: Closing & Announcements/ *Cerrar y Anuncios*

Our FLC Norms

Nuestras Normas de Padre Líderes

- **Support each other/** *Apoyarnos entre nosotros*
 - **Intentional relationship building/** *crear relaciones intencionalmente*
 - **Constructive feedback/** *critica constructiva*
 - **Co-create solution/** *co-crear soluciones*
 - **Respect differences/** *respetar diferencias*
 - **Intent vs. Impact/** *intencion vs. impacto*
 - **Consistent translation/** *traduccion consistente*
 - **One mic, one voice/** *un microfono, una voz*
 - **Communication (absence/tardy)/** *comunicacion (tarde o ausente)*
-

ASCEND Data

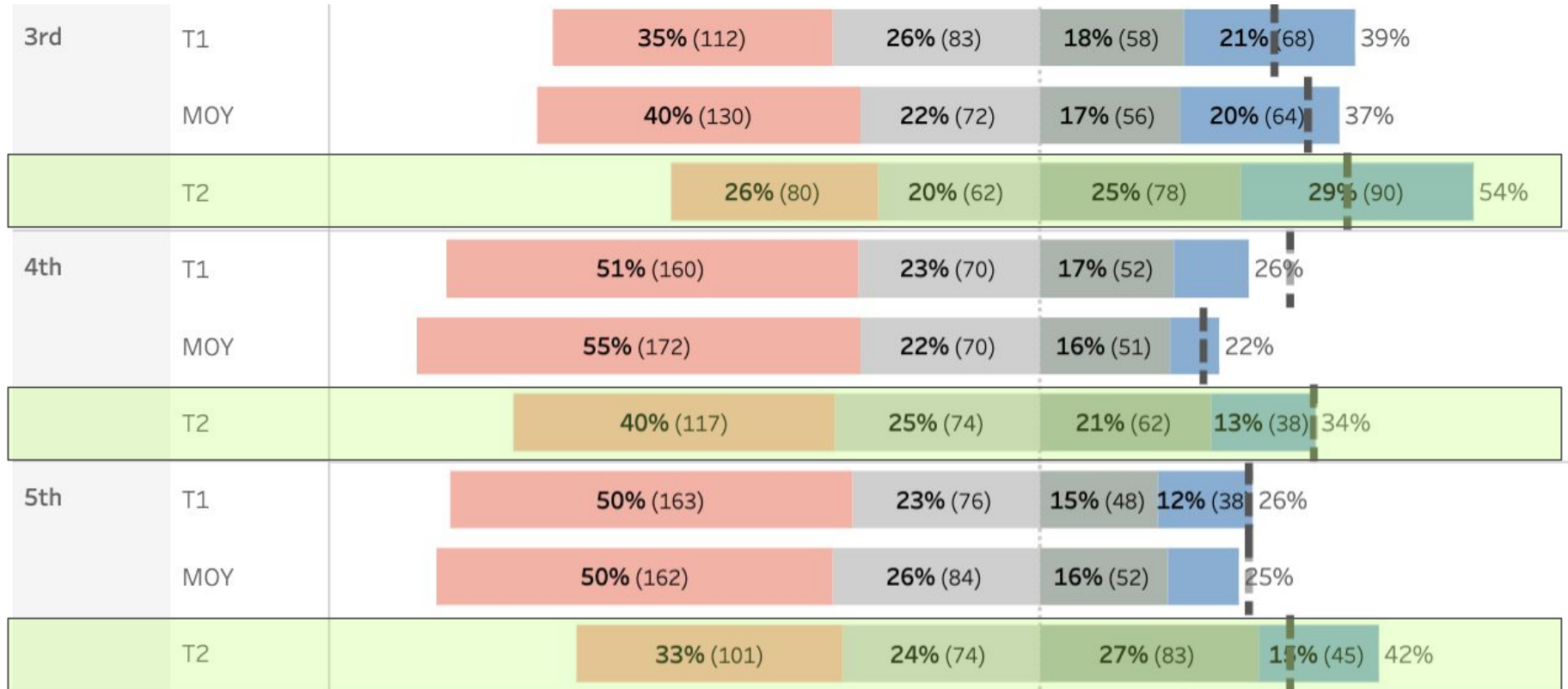
- Math Update
 - Budget
 - Culture
 - Family

ASCEND MADE SIGNIFICANT GROWTH IN STUDENTS MEETING PROFICIENCY AND STUDENTS MOVING OUT OF THE RED!

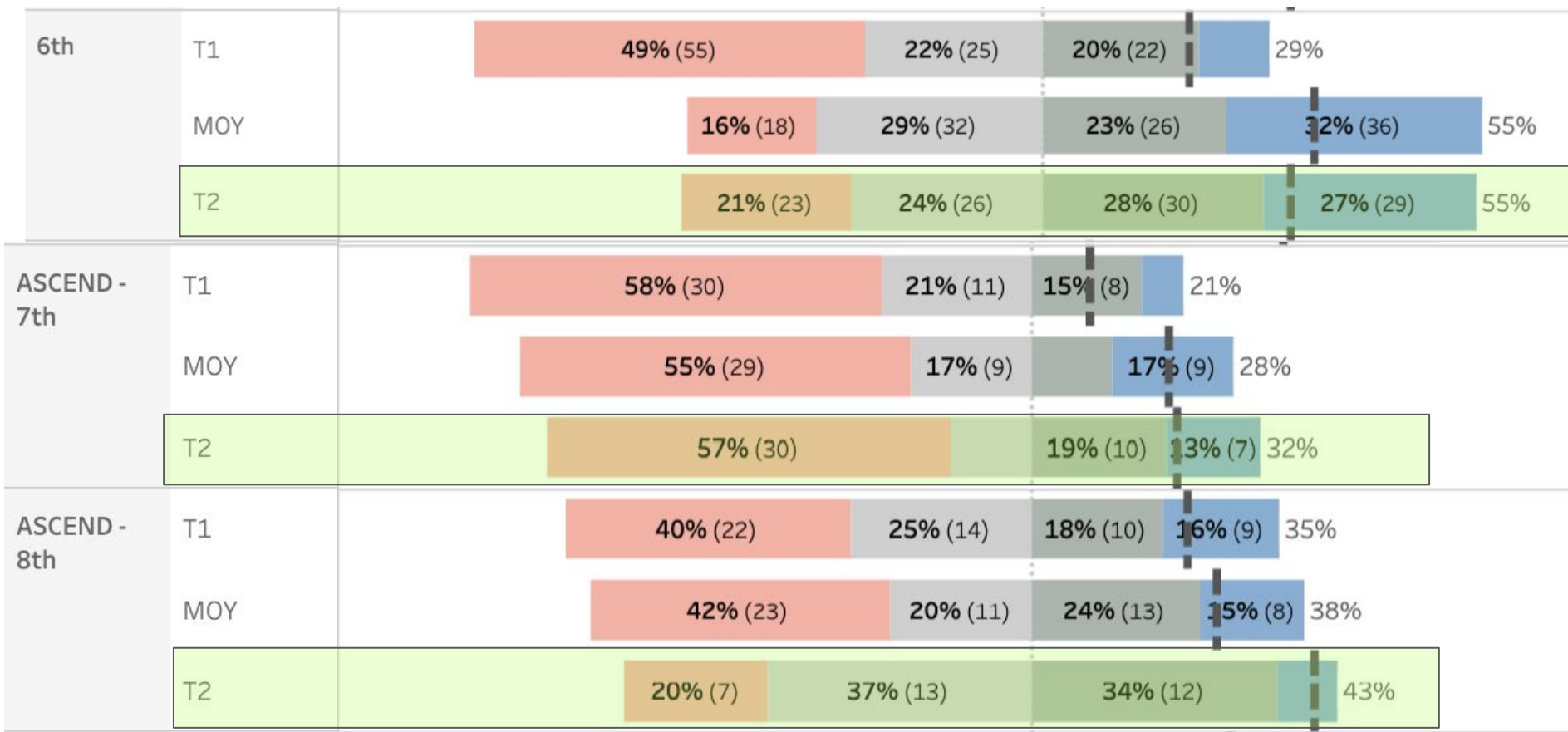


***¡ASCEND LOGRÓ UN CRECIMIENTO SIGNIFICATIVO EN
ESTUDIANTES QUE ALCANZARON EL NIVEL DE COMPETENCIA Y EN
ESTUDIANTES QUE SALIERON DEL ROJO!***

Grade Level View + Vista de Nivel de Grado



Grade Level View + Vista de Nivel de Grado

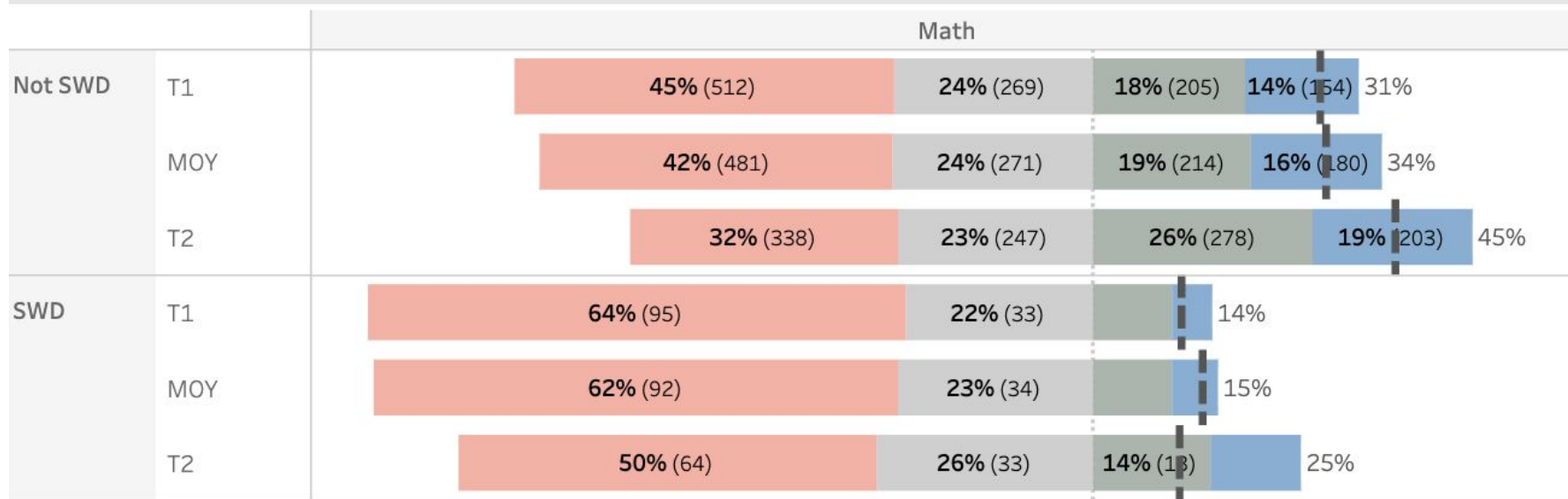


Focal Group: Students with Disabilities

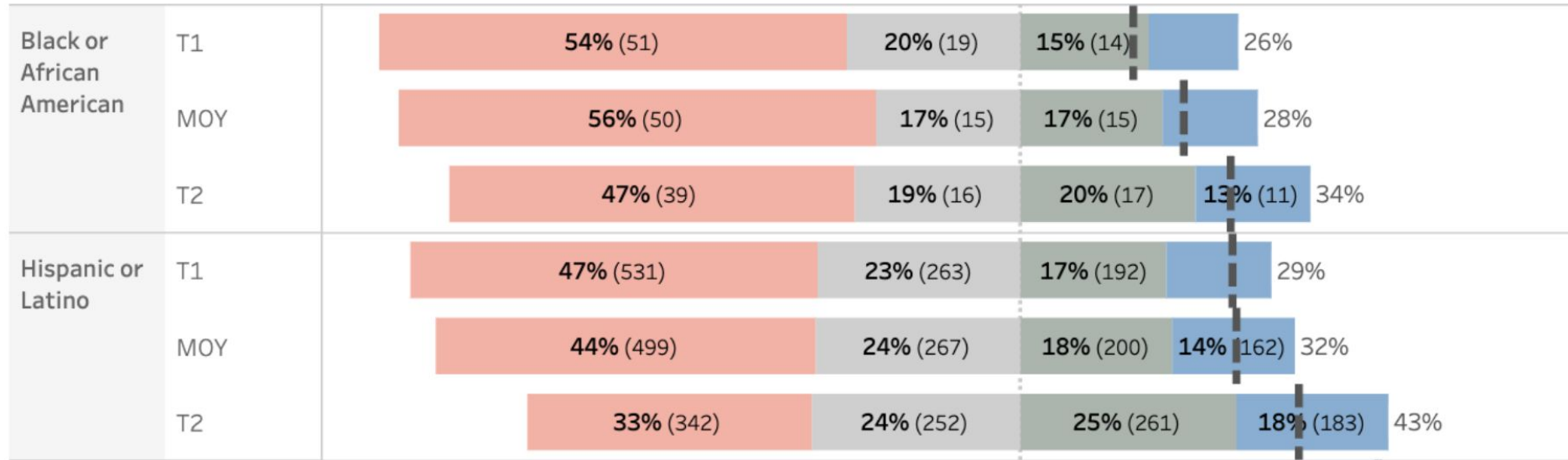
Grupo Focal: Estudiantes con Discapacidad

Breakdown by SWD

--- Last Year



View by Ethnicity/ Ver por etnia



Budget

G1 Grant Guidelines

Beca G1

Grant Update:

Engagement with the community over these funds.

- Measure G1 - Oakland city parcel tax. In year six of 12-year life. It is important that we use these funds well if we are going to ask taxpayers to fund this again when it expires.
- 65% of the funds goes to - salaries for site staff
- 35% of the funds goes to - sites to spend on three categories: Positive culture and safety, upper grade enrollment, enrichments, electives

25-26 Measure G1 Application

Actualización de Beca:

Compromiso con la comunidad sobre estos fondos.

- Medida G1: Impuesto sobre parcelas de la ciudad de Oakland. En el sexto año de 12 años de vida. Es importante que utilicemos bien estos fondos si vamos a pedir a los contribuyentes que los financien nuevamente cuando expire.
- El 65% de los fondos se destina a salarios del personal del sitio.
- El 35% de los fondos se destina a sitios para gastar en tres categorías: cultura positiva y seguridad, inscripción a grados superiores, enriquecimientos y materias optativas.

25-26 Measure G1 Application

Sustainability: Increasing Site Revenue

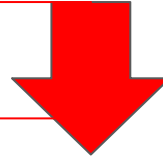
- Enrollment increases
 - 1 student = ~\$14,000
 - Attendance
 - 0.1% = ~\$7,000
 - Additional sources
 - Fundraising and additional grants
 - Policy Changes
 - Long-term advocacy effort to tie state revenue to enrollment rather than ADA
-

Staffing and Enrollment Over Time

Staffing



Enrollment



Turn & Talk:



What have you noticed at your site the last 5 years?

Since 2019-20 school year, ASCEND staffing increased by 19 FTE while enrollment decreased by 2 students

	FTE							Enrollment					
School	2024/25	2023/24	2022/23	2021/22	2020/21	2019/20		2024/25	2023/24	2022/23	2021/22	2020/21	2019/20
ASCEND	63	66	61	57	47	44		493	481	492	496	510	495
EFC	385	383	381	356	313	299		2690	2671	2642	2632	2737	2741

2025-26 Initial Site Planning Budget

	2025-26
Projected Revenue	\$10,593,355
Projected Expense	\$10,958,317
FY26 Operating Surplus / Deficit	-\$364,962

This is the current gap that must be managed, based on best current available information.

Note that enrollment, site planning decisions, and state budget updates will change these numbers. Projections are updated monthly.

Recall: Budget deficit based on:

- *Increase in expenses (slide 13)*
 - *Reduction in non-reoccurring (e.g. one-time) revenue (slide 12)*
 - *Flat enrollment (slide 10)*
-



Site Planning Budget Updates

CATEGORY	BUDGET IMPACT	Next Steps
Seneca	<p>-\$81,100</p> <p><u>FY26: \$241K Gen Ed expenses</u> <u>FY25: \$119 K Gen Ed expenses</u></p>	Site reviews and confirms Seneca Gen Ed expenses
LCFF (Enrollment)	<p>\$45,707</p> <p><i>Overall projected enrollment increased by 4 TK reduced by 2</i></p>	Site, w/ HO support, focuses on extending offers and converting 'offers out' to 'acceptances', esp. in TK
Rent	<p>-\$86,726</p> <p><i>OUSD increased rate by 45%</i></p>	Site adjusts site plan expenses accordingly. EFC legal counsel analyzing if options exist to push back
TOTAL	-\$122,119	

Culture:

Dean's List: Decrease in identity-based discrimination as compared to last year's data, especially for our most marginalized students; African American, Indigenous, LGBTQIA students as measured by Trimesterly Behavior Data



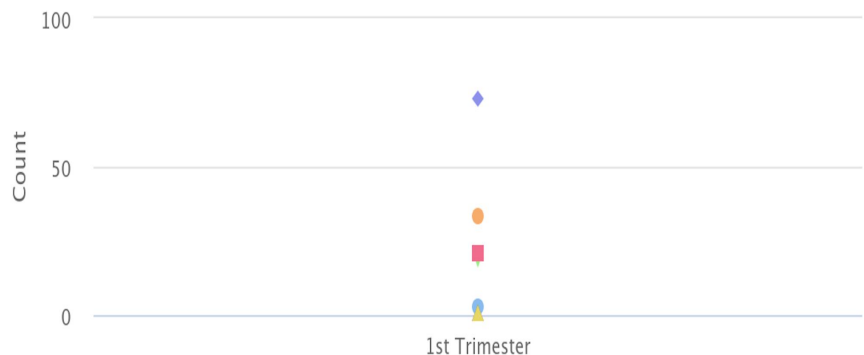
ES Tk-5 Referral Data

Tri 1: 8/12-11/7/2024

Tri 2: 11/8/24-2/28/25

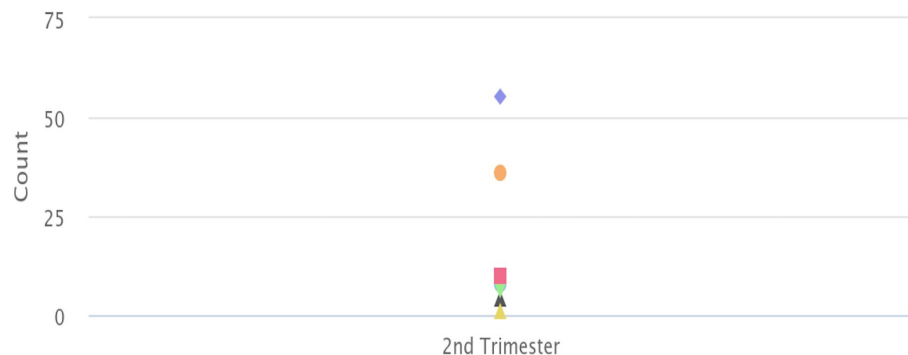
There has been an increase in Bullying incidents from 1st Tri to 2nd Tri. Increase in discrimination incidents & Inappropriate behaviors. There has been a decrease from Eloping incidents, In physical aggression and target in appropriate language/ slurs.

Incident Count by Trimester Term and Referral Category



● Bullying 3
▲ Discrimination 1
✱ Eloping 19
● Inappropriate Behavior 33
◆ Physical Aggression 73
■ Targeted inappropriate language/slur directed at a person 21
★ Threatening 1

Incident Count by Trimester Term and Referral Category



● Bullying 8
▲ Discrimination 4
✱ Eloping 0
● Inappropriate Behavior 36
◆ Physical Aggression 55
■ Targeted inappropriate language/slur directed at a person 10
★ Threatening 1

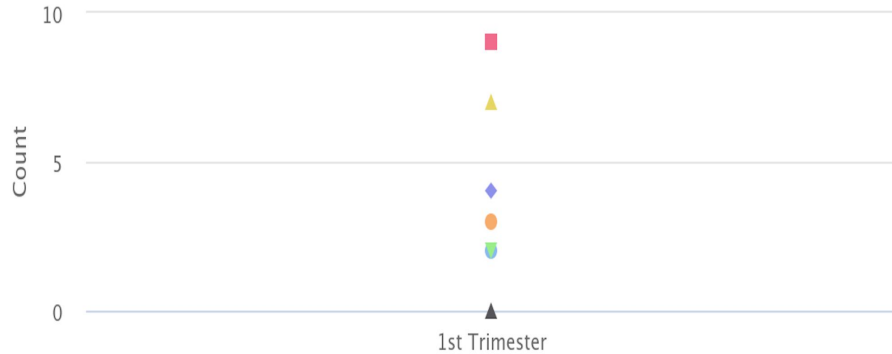
MS 6th-8th Referral Data

Tri 1: 8/12-11/7/2024

There has been a decrease in Discrimination, eloping, Targeted in appropriate language/slurs & threats. There has been an increase in In appropriate behavior.

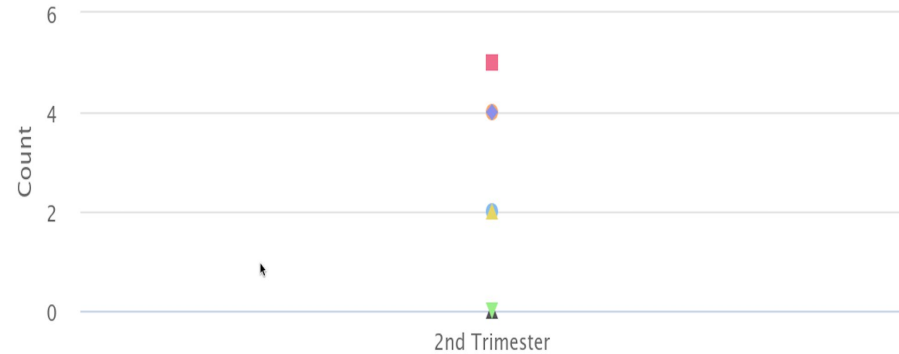
Tri 2: 11/8/24-2/28/25

Incident Count by Trimester Term and Referral Category



- Bullying 2
- Discrimination 0
- Eloping 2
- Inappropriate Behavior 3
- Physical Aggression 4
- Targeted inappropriate language/slur directed at a person 9
- Threatening 7

Incident Count by Trimester Term and Referral Category



- Bullying 2
- Discrimination 0
- Eloping 0
- Inappropriate Behavior 4
- Physical Aggression 4
- Targeted inappropriate language/slur directed at a person 5
- Threatening 2

Family

ELD Walk

Glows	Grows	
- students have time for individual work time and teacher 1:1		
- ambience created in classroom (music)		
- pacience & care when speaking to students		
- bilingual setting		
-even when 2 teachers are in space, they're checking in on students doing group work		
- teachers do a good job of asking clarifying questions to students		
- costant checking in when doing small groups		
- all students felt a sense of belonging to participate		
-students not only were doing an art project but knew exactly who they were drawing and what they focused on		
-students felt comfortable speaking their language with their classmates		

Other

- Uniforms

Upcoming Dates

Fechas Aproximadas

- **3/28-4/7: Spring Break/ *Receso de Primavera***
 - **4/11: Coffee with the Principal/ *Cafe con la Directora***
 - **4/18: Food Bank/ *Banco de Comida***
 - **4/19: EXPO**
 - **4/30: Next FLC**
-



Family Leadership Council 24-25

March 12th, 2025



Check in



What was your favorite class/subject growing up?

Cuál fue su favorita clase/materia cuando iba creciendo?

AGENDA



5:00 : Welcome/ *Bienvenida*

5:15 : Check-In

5:25 : Norms/ *Normas*

5:26: Share your Story/ *Comparte tu Historia: ET!*

5:50: Site Planning Pt.3 : Reviewing Data

Planificación de sitio pt.3: Repasando Data

7:00: Closing & Announcements/ *Cerrar y Anuncios*

Our FLC Norms

Nuestras Normas de Padre Líderes

- **Support each other/** *Apoyarnos entre nosotros*
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 - **One mic, one voice/** *un microfono, una voz*
 - **Communication (absence/tardy)/** *comunicacion (tarde o ausente)*
-



I was born in San Leandro, Edward Hazzard III. My mother and father spent many years together before my birth, but only 13 months afterwards, they decided to part ways, leaving my mother to raise me pretty much alone. When I was 4 years old, my mom lost her job and we moved to Oakland to live with my great-grand mother and my extended family. I don't have many memories of this home except that it was always filled with people, some were family, or friends of family, but I remember always feeling like I was in the way. At age 4, I was the youngest person in the house, my mother being the next oldest. My mom eventually found a job before I turned 5 years old and began school. I went to Lakeview Elementary, just across the street from the Grand Lake Theater. It didn't take long for me to fall in love with school...I was a bit of a nerd. I participated in the math olympics and was a member of the Gifted and Talented Education program. I was a good student and was recruited by the prestigious Head-Royce School to attend their Summer Enrichment Program, which led to the school offering me a sponsorship to attend high school there, full-time, during the school year.



The transition to a private high school was a challenge as I was learning about the influence that wealth can have on racial inequality. While I attended Head-Royce, I was one of the 6 (out of 90) black students in my grade and it was my first school setting that I felt like a minority or an outsider. It took me a lot of time to adapt and find comfort in this environment so I, being an introvert, turned to music. I never left for school without my headphones and walkman/discman (I know, I'm aging myself here, lol). Music became my happy place. Listening to music, making mixtapes and CDs, even writing poetry was all helping me to evolve and develop my passion. Another interest that was introduced to me was live theatre. I took part in every form of drama class and almost every play/musical in high school. Mostly working backstage on sound, lights or construction. Over the course of these years, I developed another passion, theatre arts. Which is what I eventually majored in when I attended UC Santa Cruz.

E.T. story part 2



At UCSC I was able to further my skills in theatre arts, but specifically as a carpenter and sound designer. Outside of theatre, I followed my music passion by becoming a DJ on our college radio station for the final two years of school. While working in theatre would ultimately pay the bills, being a DJ, at that time was just a dream. By the time college was complete, I had a decision to make: pursue theatre further as a sound designer/engineer or as a set builder/fabricator. After applying to various regional theaters across the country, I accepted as an intern at Berkeley Repertory Theatre scene shop. The decision was made and I would be a carpenter and welder for this company for nearly 10 years. Unfortunately, five years into it, I began to have struggles with my mental health and became very uncomfortable and depressed at work. I lost my passion for the theatre industry. I didn't want to be involved anymore, I wanted to do music, really I wanted to be a DJ. I felt I had made a poor choice so long ago...I should have gone with the sound design/engineer path. Before I completely cut ties with Berkeley Rep, I took classes at Laney on Musicianship and found an Academy in San Francisco that would provide me with lessons on becoming a professional DJ. And, before leaving Berkeley Rep, I applied and was hired by a local entertainment production company as a DJ, a dream job of sorts, and one I would not take for granted. ...I spent 5 good years with that company and even went off on my own, booking weddings and corporate events independently and being quite successful, until 2020. When everything closed, and no events were taking place. It was devastating. I, again, found myself struggling with my mental health, including having thoughts of suicide. But, with therapy then and now, I certainly have a firmer grasp on my mental health. There are good days and there are bad days and, of course, it took a while for folks to return to hosting parties and getting married. During the hiatus from DJing I took up jobs as a journeyman carpenter and as a substitute teacher. I just want everyone to know that sometimes, it's ok, to not be ok and it's better to express those feelings than letting them fester. I look to my wife, Iliana and my daughter Daphne for their love, support and strength. I didn't mention them before now because they are the best parts of my life and if I started to write about them, we'd need another hour!

School Wide Data

Data Escolar
(EFC FLC)

How are EFC Black / African American students doing?

¿Cómo les va a los estudiantes afroamericanos de EFC?

2024-2025 KPI Progress: <u>February</u> (updated as of 2025-02-25)							
	EFC	Achieve	ASCEND	Cox	Latitude	Lazear	LWL
UP is good	Math: Average Distance from Met	↑	↑	↑	↓	↑	↑
	ELA: Average Distance from Met	↑	↑	↑	↑	↑	↑
	On Track to 2nd-Grade Reading Proficiency - MOY	↑	↑	↑		↑	↑
DOWN is good	Chronic Absence Rate	↓	↓	↓	↑	↑	↓
	Suspension Rate	↓	○	↓	↓	↓	○

How are Latinx students doing at EFC?

¿Cómo les va a los estudiantes Latinx en EFC?

2024-2025 KPI Progress: February

(updated as of 2025-02-25)

	EFC	Achieve	ASCEND	Cox	Latitude	Lazear	LWL
UP is good	Math: Average Distance from Met						
	ELA: Average Distance from Met						
	On Track to 2nd-Grade Reading Proficiency - MOY						
DOWN is good	Chronic Absence Rate						
	Suspension Rate						

How are English Learners doing at EFC?

¿Cómo les va a los estudiantes aprendices de inglés en EFC?

2024-2025 KPI Progress: <u>February</u> (updated as of 2025-02-25)								
	EFC	Achieve	ASCEND	Cox	Latitude	Lazear	LWL	
UP is good	Math: Average Distance from Met							
	ELA: Average Distance from Met							
	On Track to 2nd-Grade Reading Proficiency - MOY							
DOWN is good	Chronic Absence Rate							
	Suspension Rate							

¿Cómo les va a los estudiantes con discapacidades en EFC?

(updated as of 2025-02-25)

		EFC	Achieve	ASCEND	Cox	Latitude	Lazear	LWL
UP is good	Math: Average Distance from Met	↑	↑	↓	↓	↓	↑	↓
	ELA: Average Distance from Met	↑	↑	↑	↓	↓	↑	↑
	On Track to 2nd-Grade Reading Proficiency - MOY	↑	↑	↑	↑		↑	↑
DOWN is good	Chronic Absence Rate	↓	↑	↓	↓	↓	↓	↓
	Suspension Rate	↓	○	↓	↓	↓	↓	○

ASCEND Data

- Expeditionary Learning
 - Math
 - 3-8 Humanities
 - Early Literacy Data
 - S3
 - Enrollment
 - Attendance
 - ELOP
-



Expeditionary Learning: Character Goal

What's our ASCEND Student Goal for 24-25?

Students, especially our most marginalized, feel a greater sense of belonging. They participate in crew, practice and reflect on HOWLS, develop communication and conflict resolution skills, and build their understanding of their own and others' identities.

What have staff been working on?

Staff Community:

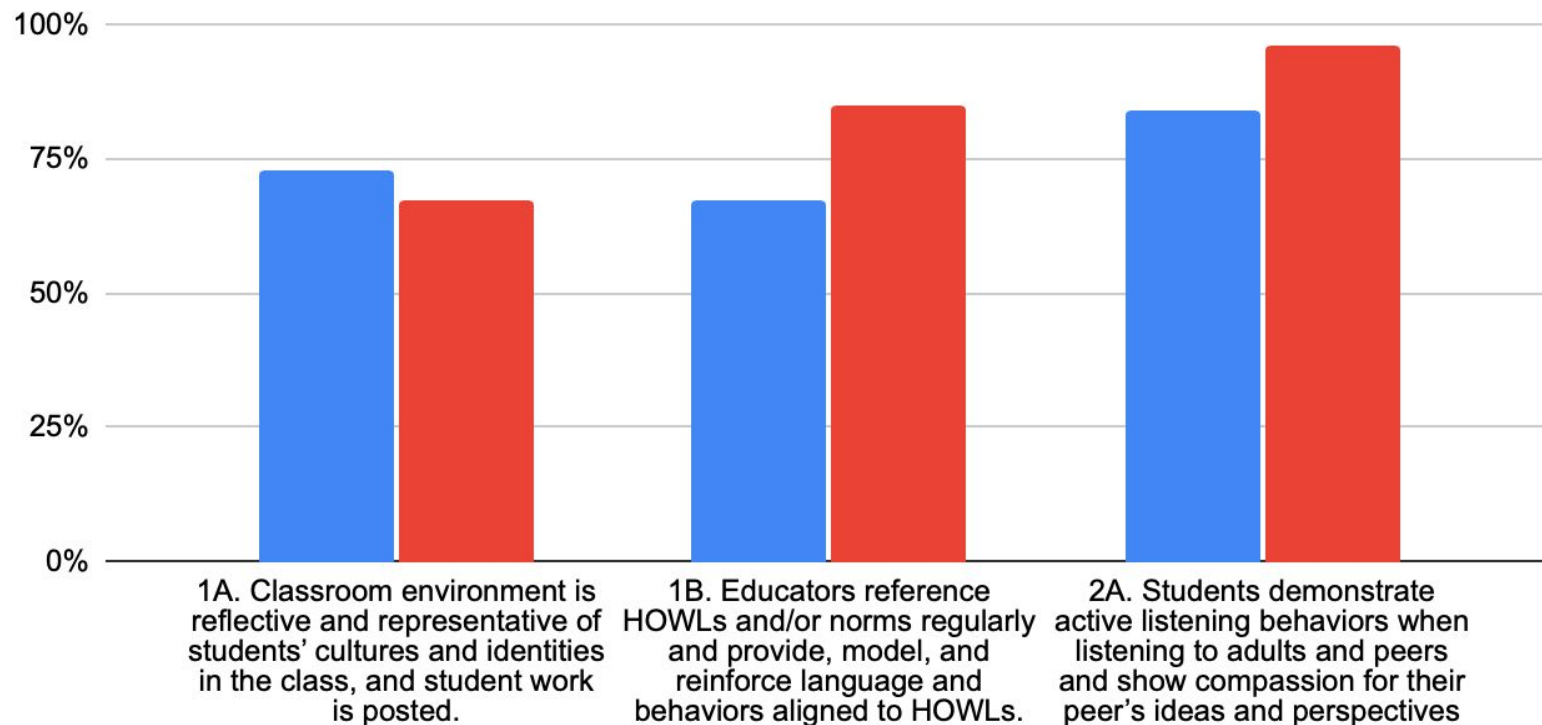
1. I can **contribute** to an inclusive and collaborative school community by **embodying** HOWLS (*being crew*) and facilitating/participating in crew meetings (*doing crew*).
2. I can **engage** in critical reflection on the ways power and privilege affect my life and the lives of our students and families by being reflective, introspective, and vulnerable. (CP 34 B4, CP 34 C)

Creating an inclusive environment for students:

3. I can intentionally **build a culture of inclusion in all spaces** in which students feel that they belong and are respected.

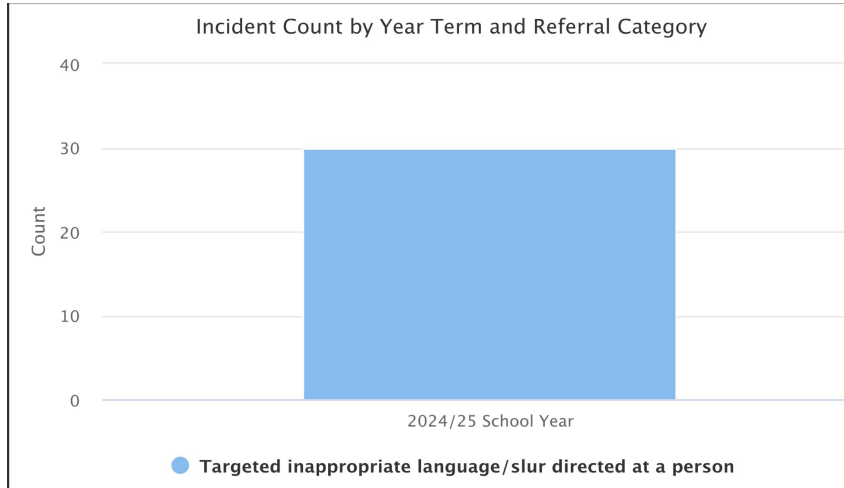
Classrooms during walkthroughs with at least some evidence of the indicators below

■ November 2024 ■ March 2025

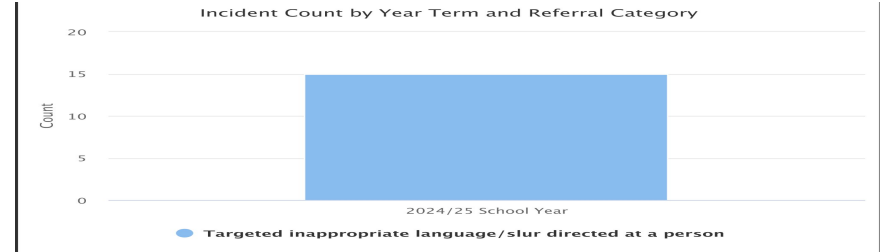


Identity-Based Harm

During Trimester 1 there was a total of 30 targeted inappropriate language/slurs directed at a person.



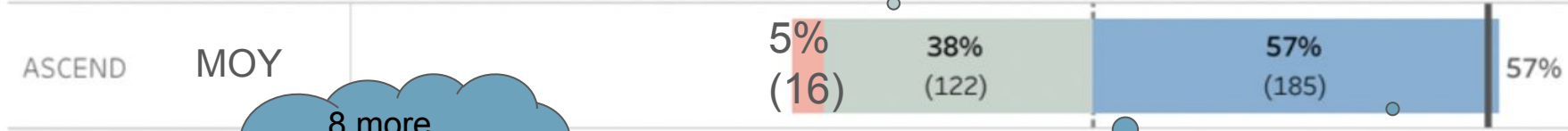
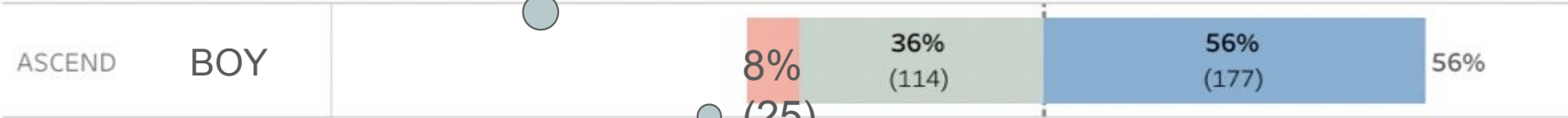
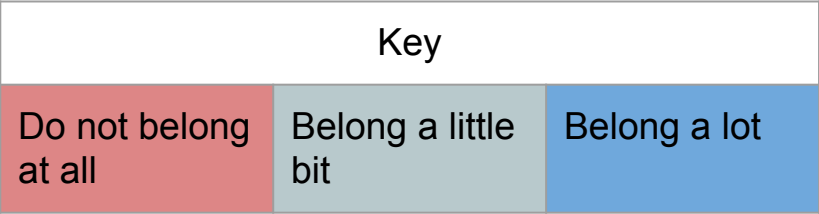
In Trimester 2 there was a total of 15 targeted inappropriate language/slurs directed at a person.



Targeted inappropriate language/slurs directed at a person have decreased by half since the beginning of the school year!

Overall, how much do you feel like you belong at school?

8 more students in belong a little bit than BOY



8 more students in belong a lot than BOY

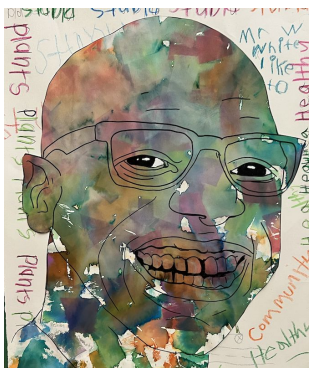
Expeditionary Learning: Mastery of Knowledge and Skills

What's our annual student impact goal?

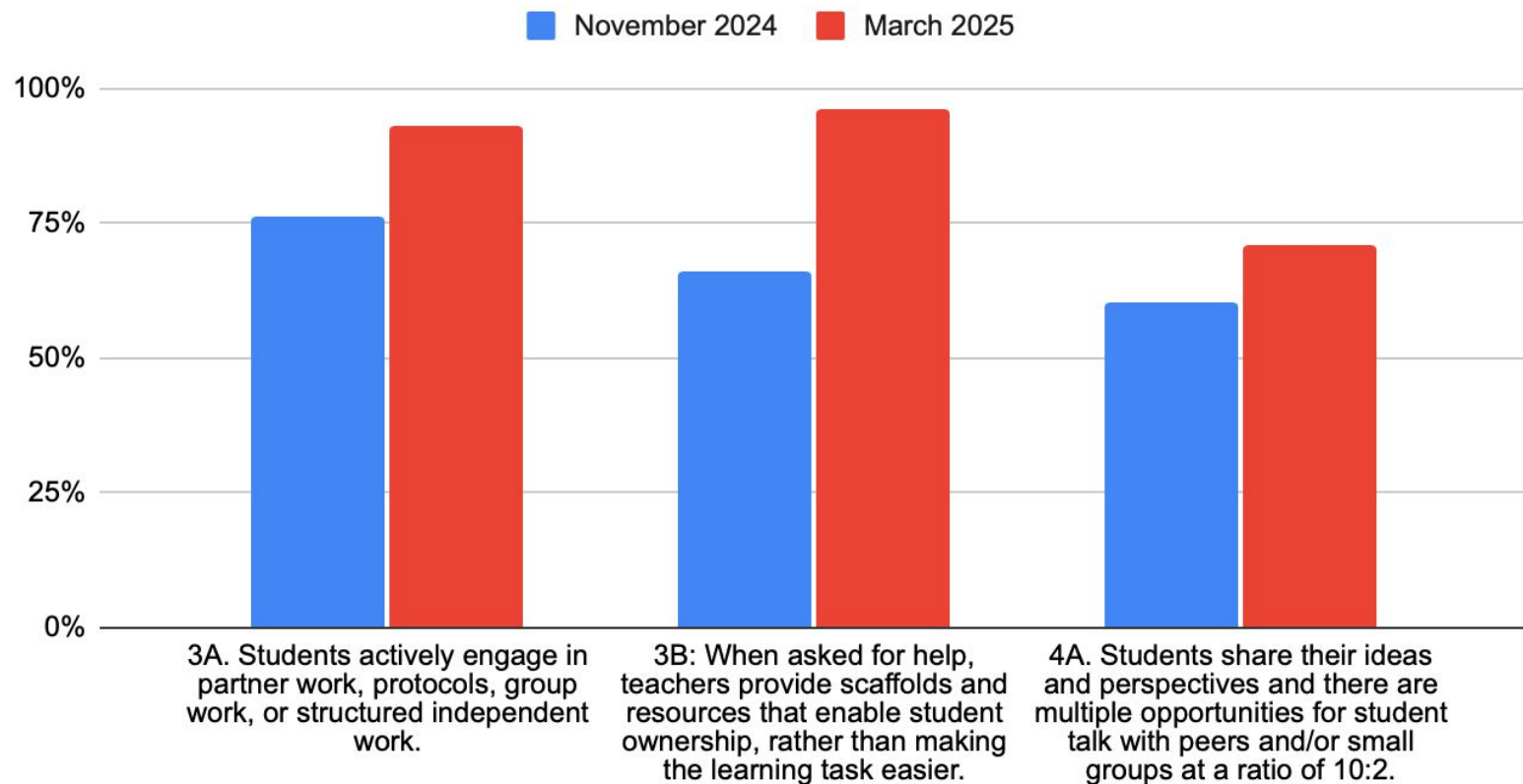
Students actively engage in thinking and discussion protocols and reflect and self-assess their growth so that they are able to lead their own learning.

What have staff been working on?

MKS 1. Active Student Engagement: I can plan and facilitate class structures and protocols for active student participation and discourse so that the cognitive lift is increasingly on students



Classrooms during walkthroughs with at least some evidence of the indicators below



Expeditionary Learning: High Quality Work Goal



What's our ASCEND Student Goal for 24-25?

Students improve the craftsmanship and presentation of their products through cycles of critique and revision at least once a year in each content area.

What have staff been working on?

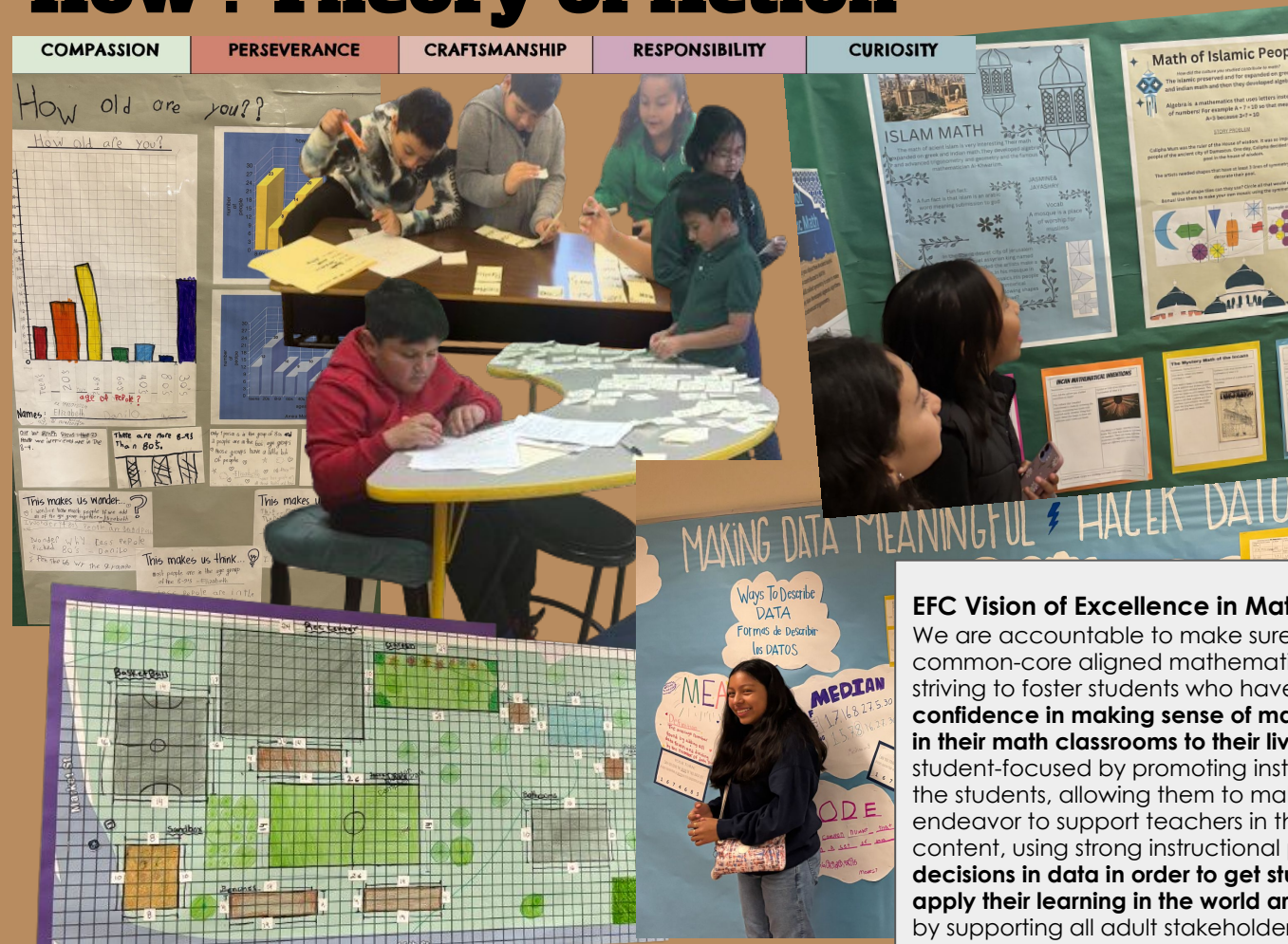
Producing High-Quality Work: I can support students to produce a Final Product for Expo that shows complexity, authenticity, and craftsmanship through Cycles of Revision and Critique.

This year every grade level 3-8th has created not only a humanities and art product for expo, but also a math product!

Math

EL Work PLAN
What's our annual student impact goal?

Students actively engage in thinking and discussion protocols and reflect and self-assess their growth so that they are able to lead their own learning.



Cross Site/ School Wide Data

WIN Math GOAL

35% students proficient on
Interim 2
and
50% of students moving to a
higher band.



Last year Interim 3 Results:

ASCEND:

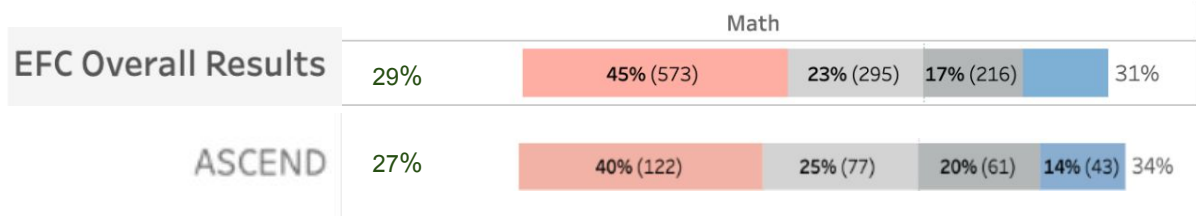
Last year Interim 2 Results: 24%

Last year Interim 1 Results: 27%

Notable gains!



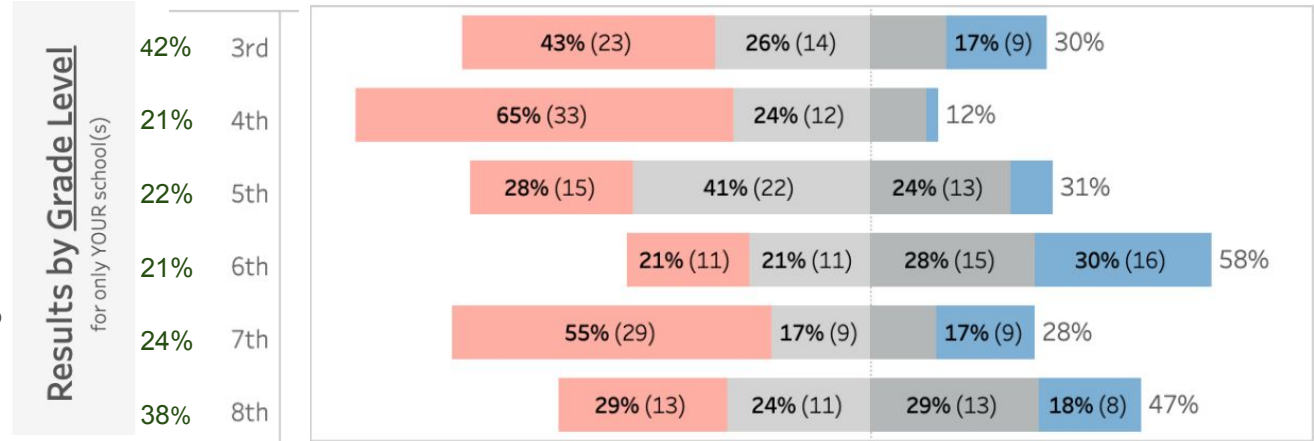
Results by Grade Level



WIN Math GOAL

35% students proficient on
Interim 2
and
50% of students moving to a
higher band.

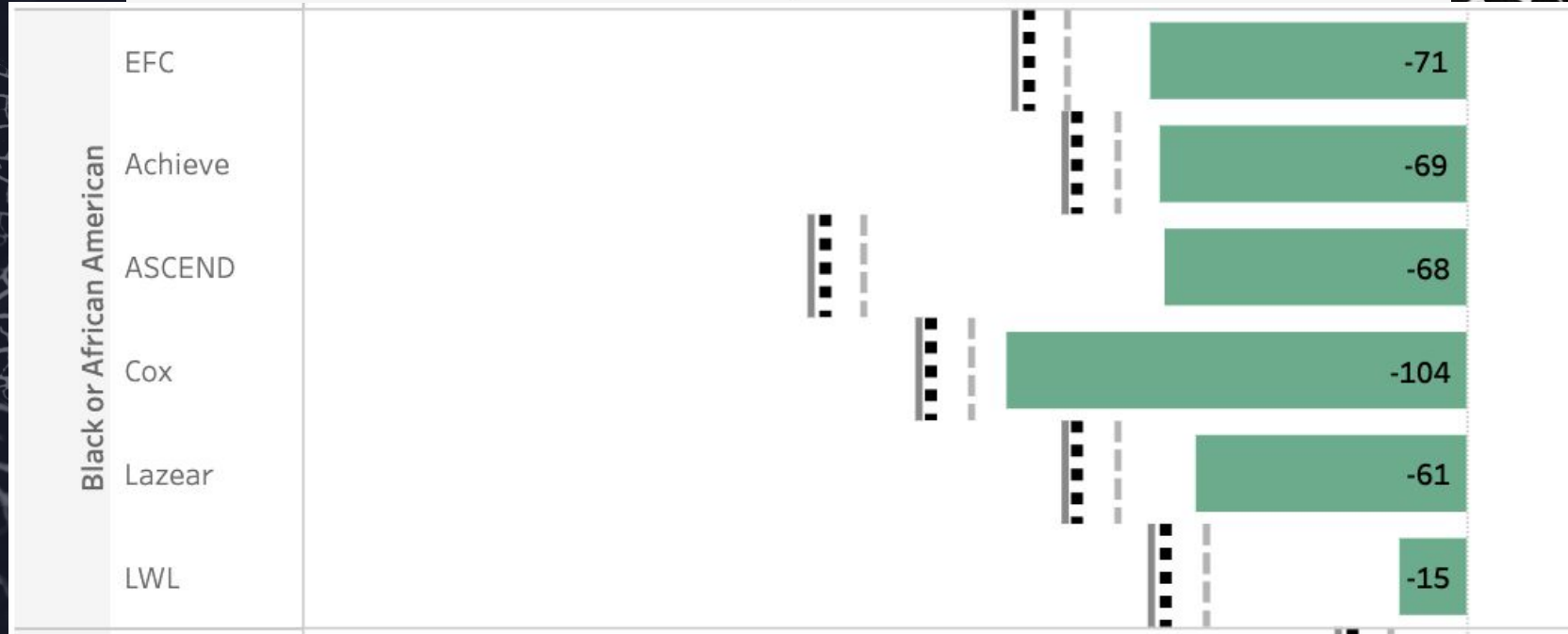
See trees
through the
forest





Comparative: Disaggregated Data Our Black Students

The 2025 EOY goal (---) is the site-specific target based on the average 2024 SBAC results for each group
The **thick dots** show the goal for that test period



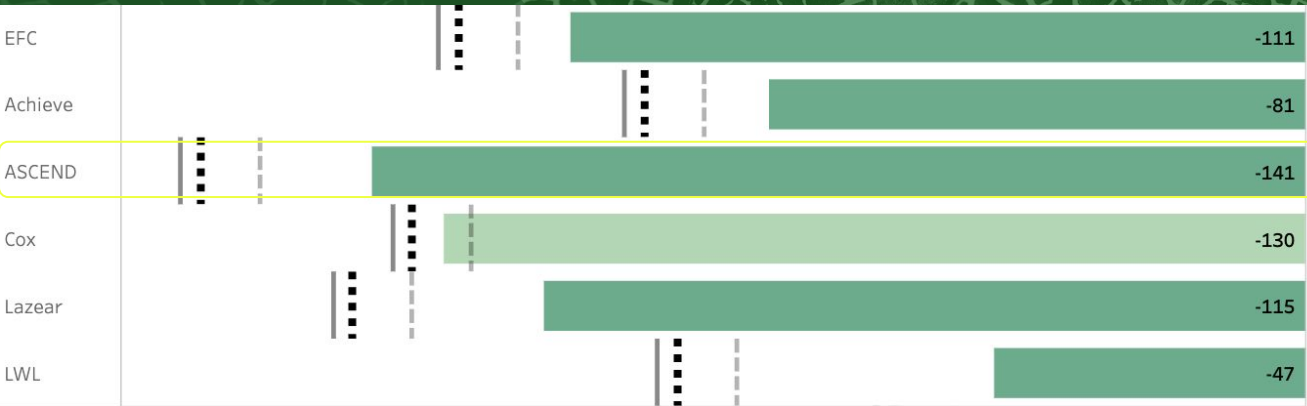
Comparative: Disaggregated Data

Our Students with IEPs



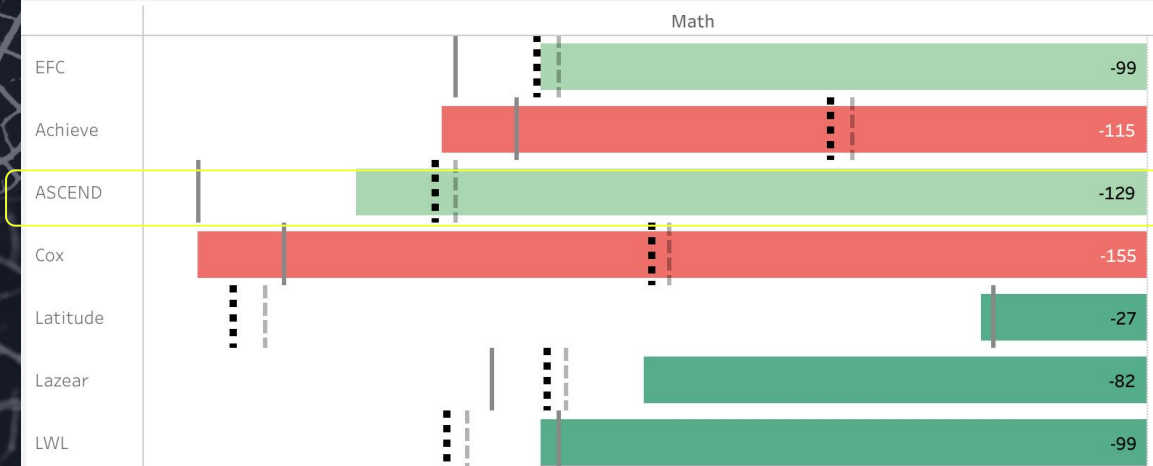
Interim 1

Interim 1



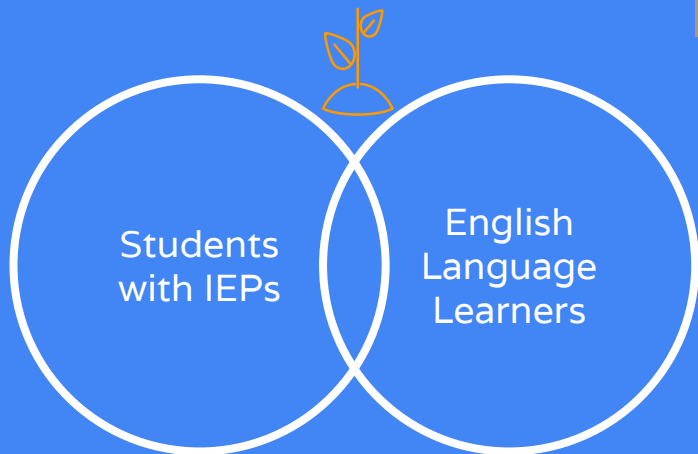
The 2025 EOY goal (---) is the site-specific target based on the average 2024 SBAC results for each group
The thick dots show the goal for that test period

Interim 2



GROWS

Persistent Disproportionality with English Language Learners and Students with Disabilities



Interim 1 Proficiency

Interim 1 Proficiency	
WS	27%
EL	15%
IEP	5%

Whole School

Math

44% (573)

24% (305)

18% (228)

15% (188) 32%

EL

51% (95)

29% (54)

20%

IEP

69% (25)

22% (8)

8%

3-8th Humanities

What does the data tell us about literacy at ASCEND?

¿Qué nos dicen los datos sobre la alfabetización en ASCEND?



Fastbridge 3-8 → aReading “On-Track”

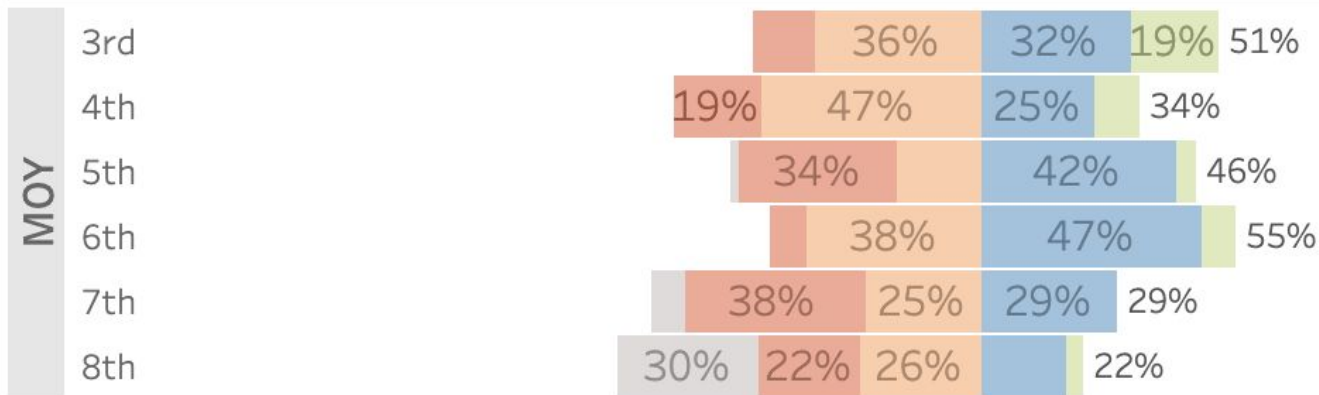
aReading 3-8 On-Track

Missing Test Off Track - score maintained or declined
Off Track - score grew Proficient in MOY On-Track

aReading measures overall comprehension and is a moving target - one which we certainly want to grow on.

aReading mide la comprensión general y es un objetivo en movimiento, uno en el que sin duda queremos crecer.

Grade

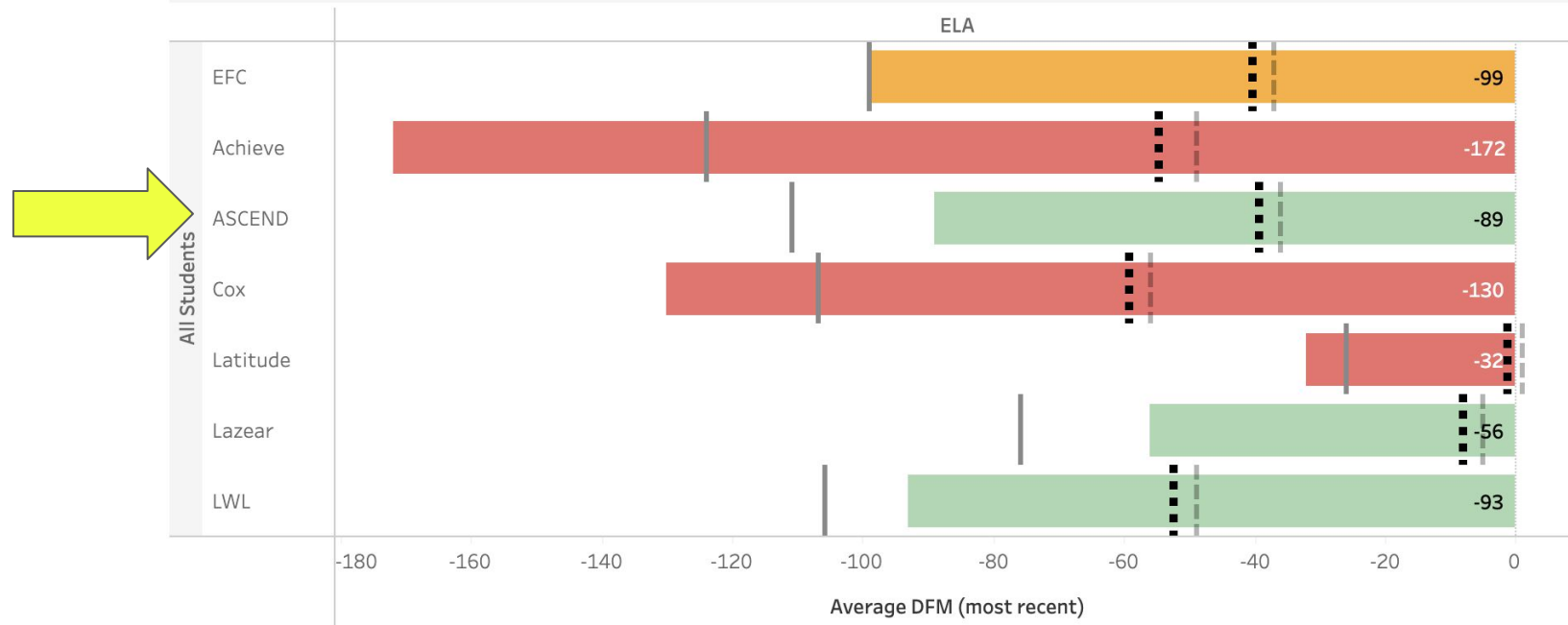


Winter Interim DFM by School

Non-Cohort Matched DFM: All Students

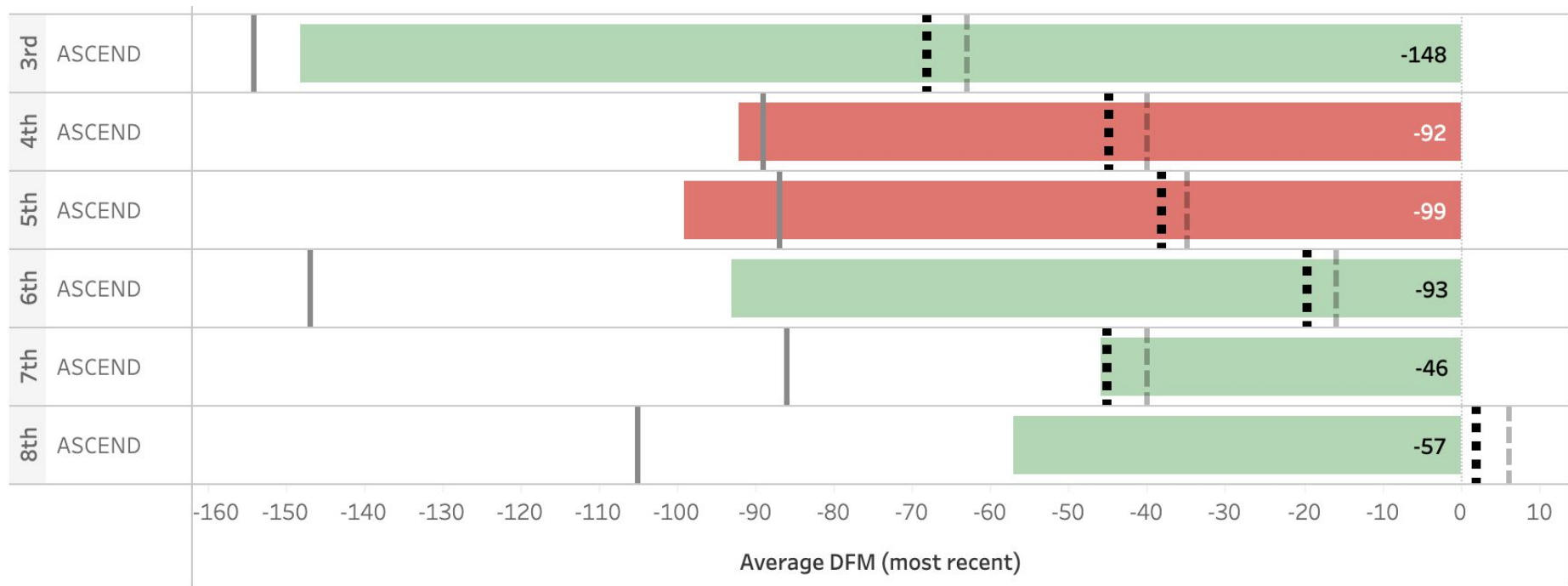
The 2025 EOY goal (---) is the site-specific target based on the average 2024 SBAC results for each group

The **thick dots** show the goal for that test period



DFM = Distance From Met → When you average ALL SCORES, how far are from meeting the state-wide benchmark.

Change in DFM from Last Year (not cohort matched)



Winter Interim Proficiency by School

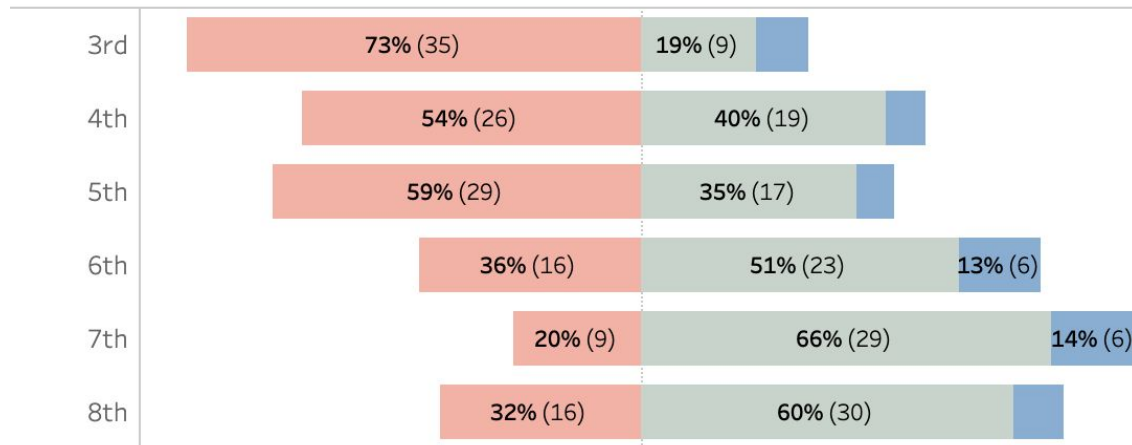


BOY vs. Winter Interim Proficiency by Grade

Beginning of Year



Winter Interim



24-25 EFC Early Literacy Goals

Goal 1: Acceleration	Goal 2: Word Recognition	Goal 3: Language Comprehension
70% of students in Strategic/Intensive pass BAR/SIPPS Mastery Tests on time per the small-group pacing guides	70% of students in TK-2 are proficient on EOY Fastbridge with <10% disproportionality across subgroups	65% of students in K-2 demonstrate mastery (score \geq 80%) on curriculum-embedded assessments
El 70% de los estudiantes en el programa Estratégico/Intensivo aprueban las pruebas de dominio BAR/SIPPS a tiempo según las guías de ritmo para grupos pequeños.	El 70% de los estudiantes en TK-2 son competentes en EOY Fastbridge con una desproporcionalidad de <10% entre los subgrupos.	El 65% de los estudiantes de K-2 demuestran dominio (puntaje \geq 80%) en evaluaciones integradas en el currículo.

Acceleration: Mastery Test Progress by Site

	EFC	ASCEND
Kinder	52%	58%
1st	29%	44%
2nd	62%	79%
Overall	48%	64%

Number = % of students in intensive and strategic at BOY who are on-track*

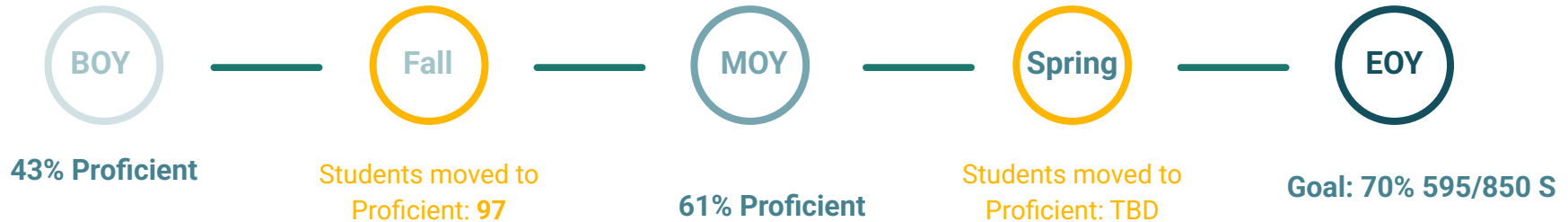
*passed an appropriate number of mastery tests based on their placement test starting point

Goal: 70% of students in Strategic/Intensive pass SIPPS Mastery Tests on time per the small-group pacing guides

64% of students “not on track” are only one test or a few missed items away from “on track”

Word Recognition: Fastbridge Progress To Goal

MOY Data	EFC	ASCEND
Overall	61% (+20)	54% (+13)
Verified Data Proficiency (K-2 only)	58% (+15)	49% (+8)



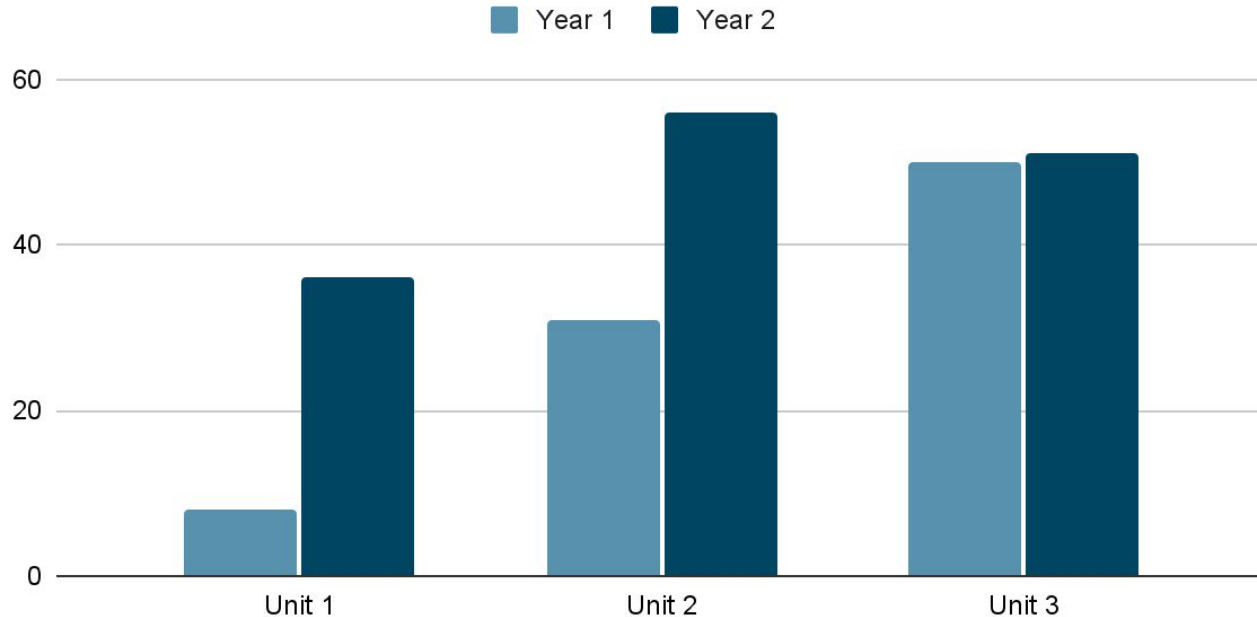
MOY Goal: 58% of students proficient

EOY Goal: 70% of students proficient

Students moved to Proficient:

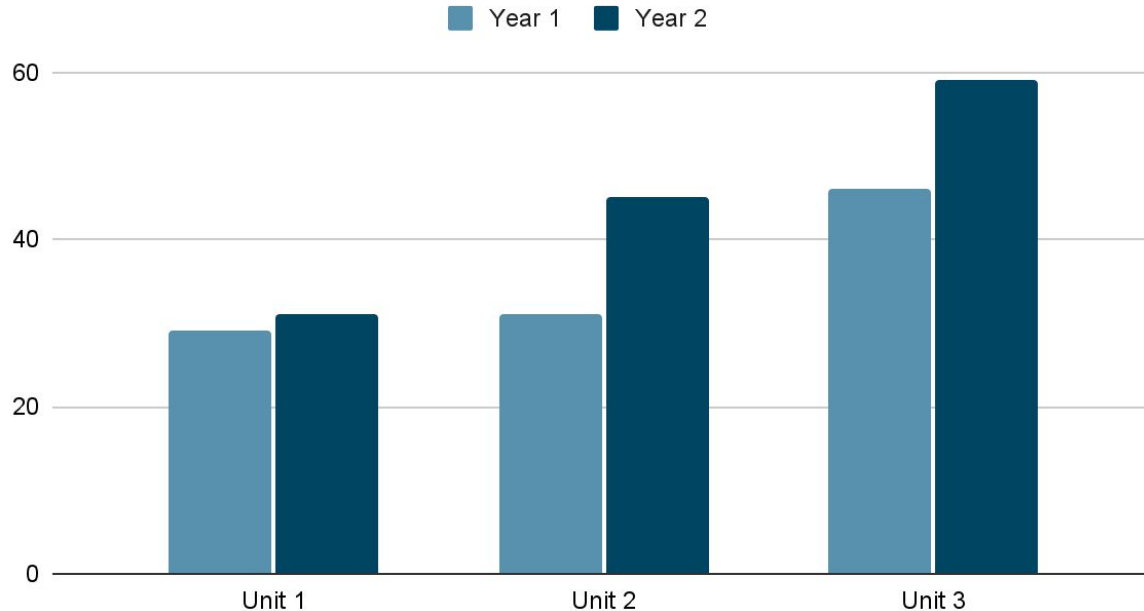
All EFC Two-Year Assessment Comparison

Kindergarten Fishtank Unit Assessment Comparison (Percent of Students at Mastery)



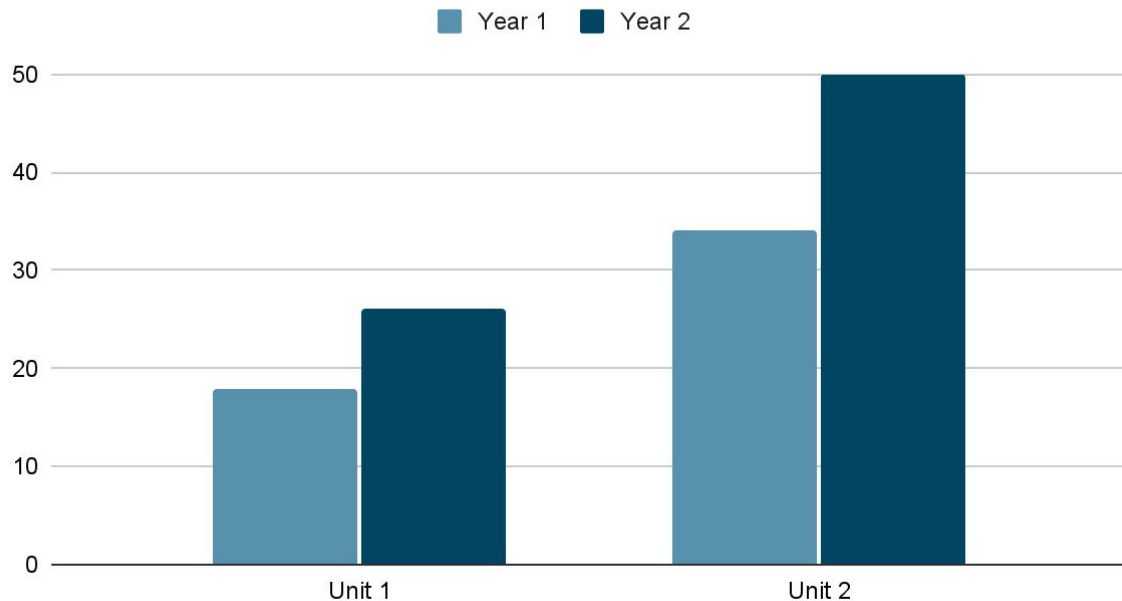
All EFC Two-Year Assessment Comparison

First Grade Fishtank Unit Assessment Comparison (Percent of Students at Mastery)

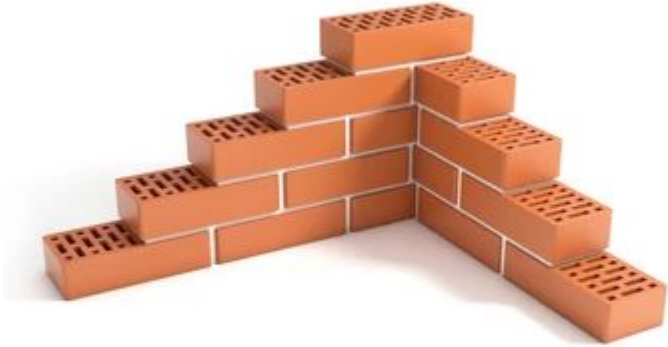


All EFC Two-Year Assessment Comparison

Second Grade Fishtank Unit Assessment Comparison (Percent of Students at Mastery)

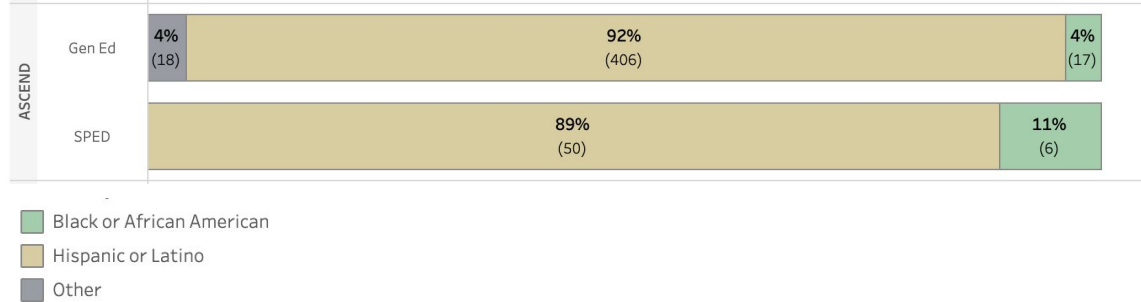


K-2 Fishtank ELA Assessment Data



Most Recent Fishtank Content Assessment Data (Goal: 65% at Mastery)	
	% Students at Mastery
K Unit 5	48%
1st Unit 3	48%
2nd Unit 3	67%

S3 (Student Support Services)



ASCEND has roughly 497 students, 56 students have IEPs
11% of ASCENDers have IEPs

Our service providers Education Specialist, Paras, Clinicians, Speech Therapist, Occupational Therapist, and School Psychologist provide over 900,000 service minutes each year.

Enrollment ~ *Inscripción*

Goal ~ Meta

520 Students

Current ~ Actual

497 Students

Enrollment Needed:
Inscripción necesaria:

91 Total

Tk, K, 6th, kids not returning

240 Applications

97 offers went out 3/10

Average Daily Attendance

Goal: 95%

Last year: 93%

This year: 94.3%

Chronic Absenteeism

Goal: 17.7%

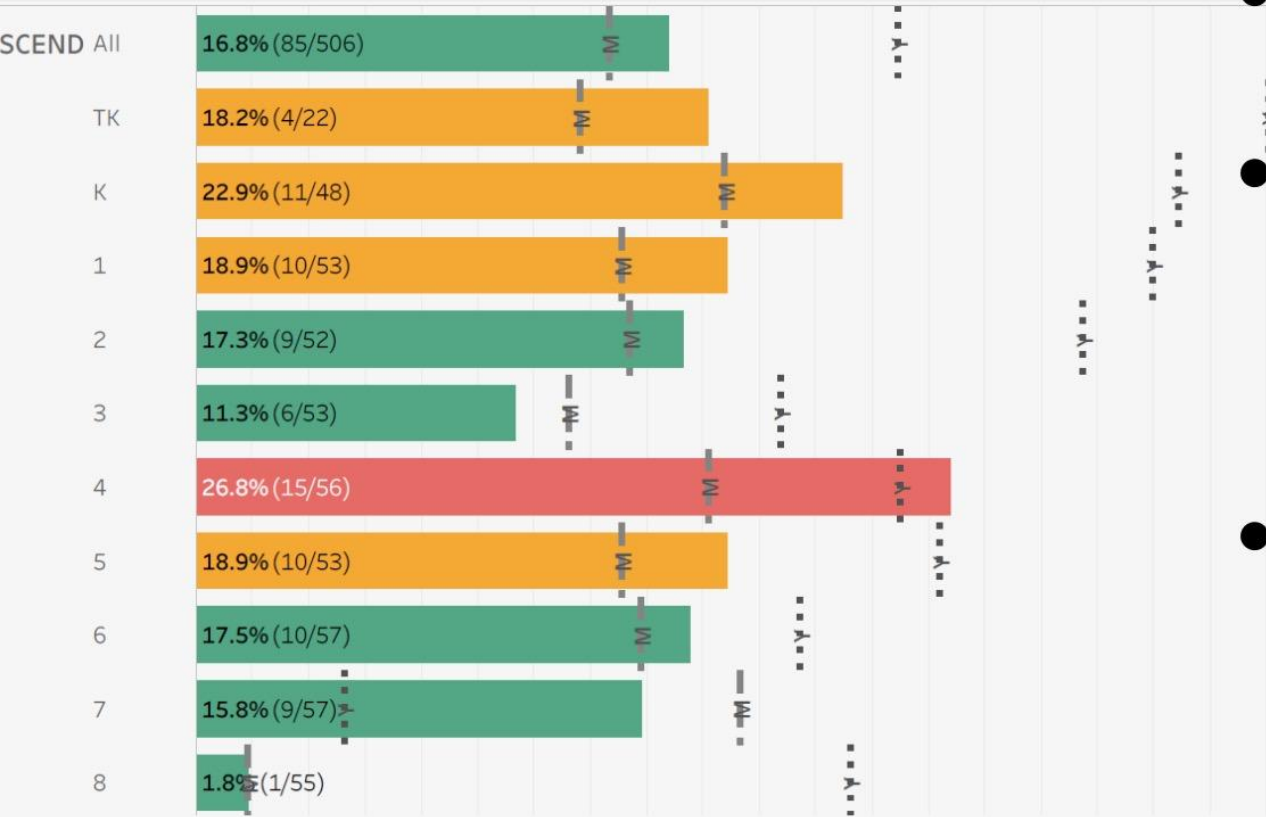
Last year: 23.7%

This year: 15.8%

Grade-Level Chronic Absence: ASCEND



Chronic Absence: February 2024-25 compared to January 2024-25



- **4th** most chronically absent (~¼)
- 2nd-3rd, 6th-8th beating goal (all grades green in October)
- All but 4th improved over last year and/or beating goal

ELOP

Last Year SY 23-24

Fall:

- 4th-5th Gr Football: approximately 10 students
- MS Soccer(Boys and Girls): Approximately 40 students(Correct me if I got this number wrong)
- **Total: Approx. 50 students**

Winter:

- 4th/5th Gr Basketball: Approximately 10 students
- Sylvan 1st gr: Approximately 20 students
- Volleyball Club: Approximately 15 students
- 6th Gr. Math Club: Approx 10 students
- **Total: Approx. 55 students**

Spring:

- MS Soccer(Boys and Girls): Approximately 40 students(Correct me if I got this number wrong)
 - 4th/5th Grade Soccer: Approximately 20 students
 - 3D Arts Club: Approximately 10 students
 - Sylvan: 1st-6th Gr: Approximately 60 students
 - 6th Gr. Math Club: Approx 10 students
 - **Total: Approx. 140 students**
-

This Year SY 24-25

Fall:

- MS Football: 15 students
- MS Math Club: 15 students
- Basketball Club: 5 students
- MS Girls Volleyball: 15 students
- 4/5 Football: 14 students
- MS Art Club: 13 students
- Gaming Club: 15 students
- 4th-8th gr Cheerleading: 20 students
- MS Pokemon Club: 12 students
- 4th-8th gr Volleyball Club: 10 students
- MS Soccer Club: 13 students
- **Total: 147 students**
- Growth in engagement since last year: Approx. 97 students

Winter:

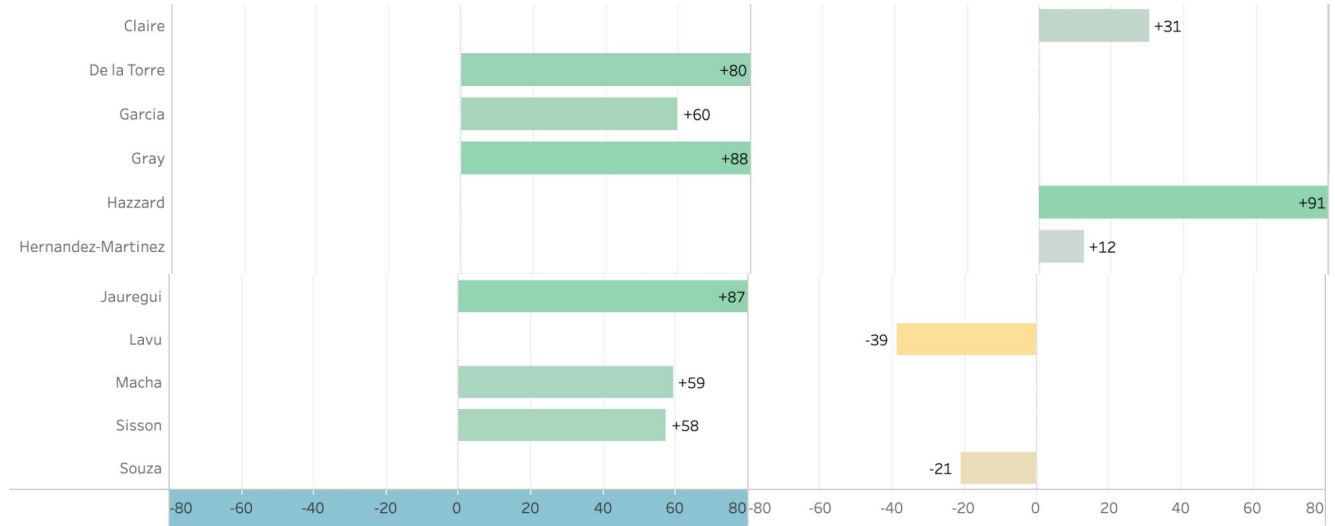
- 4/5 Basketball: 15 students
- MS Math Club: 16 students
- MS Basketball Club: 5 students
- 1st-3rd Lego Club: 15 students
- 1st-3rd Art Club: 15 students
- MS Art Club: 23 students
- 4th-8th gr Cheerleading: 20 students
- MS Pokemon Club: 13 students
- 2nd/3rd Gr Soccer Club: 15 students
- MS Boys Varsity Soccer: 18 students
- MS Girls Varsity Soccer: 20 students
- MS Boys JV Soccer: 17 students
- 1st-3rd gr Garden Club: 11 students
- **Total: 204**
- Growth in engagement since last year: Approx. 149 students

Upcoming Spring:

Adding:

- 4th/5th gr Art Club
 - 3rd-5th gr Cooking Club
 - 1st/2nd gr Science Club
 - 1st-2nd gr Cooking Club
 - 4/5 Girls and boys soccer team
 - MS Boys and Girls Futsal
-

S3 (Student Support Services)



The scores above show how students with IEPs average growth from the BOY ELA and Math Interim (3rd - 8th grade). The classrooms in the green made progress from the beginning of the year to the middle of the year. We only had two classes not make growth on the math interim.

Upcoming Dates

Fechas Aproximadas

- **3/13: E.B.S. Know Your Rights/ E.B.S. Conozca sus Derechos 5:30-7pm**
 - **3/14: Coffee with the Principal/ Cafe con la directora 9-10am**
 - **3/17-3/21: SLCs**
 - **3/26: Next FLC**
 - **3/28-4/7: Spring Break/ Receso de Primavera**
-



Family Leadership Council 24-25

February 19th, 2025



Check in



What's one of your nicknames and how did you get it?

Cual es uno de sus apodos y cómo lo obtuvieron?

AGENDA



5:00 : Welcome/ *Bienvenida*

5:15 : Check-In

5:25 : Norms/ *Normas*

5:26: Share your Story/ *Comparte tu Historia: Perla!*

5:45 : Grade Share Back/ *Compartir por Grados*

5:50: Parent Leader & Volunteers Guidelines/ *Guias para Padres Lideres & Voluntarios*

6:10: Site Planning Pt.2 : Collecting Family Data

Planificación de sitio pt.2: Colectar Data Familiar

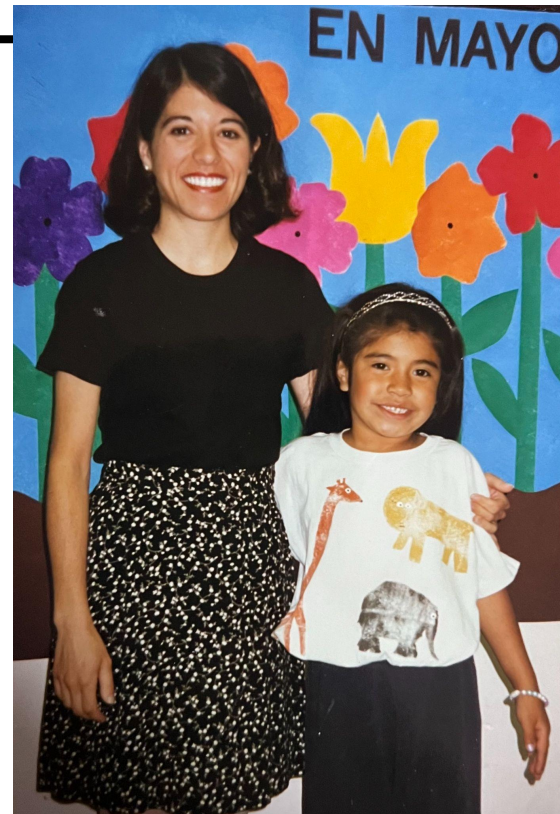
6:40: Community Members Visit/ *Visita de Miembros de la Comunidad*

7:00: Closing & Announcements/ *Cerrar y Anuncios*

Our FLC Norms

Nuestras Normas de Padre Líderes

- **Support each other/** *Apoyarnos entre nosotros*
 - **Intentional relationship building/** *crear relaciones intencionalmente*
 - **Constructive feedback/** *critica constructiva*
 - **Co-create solution/** *co-crear soluciones*
 - **Respect differences/** *respetar diferencias*
 - **Intent vs. Impact/** *intencion vs. impacto*
 - **Consistent translation/** *traduccion consistente*
 - **One mic, one voice/** *un microfono, una voz*
 - **Communication (absence/tardy)/** *comunicacion (tarde o ausente)*
-



My name is Perla. When I was a year old, my mother made a courageous decision.

She decided to come to the United States, not by herself but with my 5 year old brother and myself. She has shared her heartbreaking story with me so many times, yet every time she narrates the story, I end up crying and looking up at her in such awe. She had to walk the desert, cross the river and manage to climb over a wall just looking for a brighter future for my brother and I. As a child, I never knew the difference between being born in Mexico or in the U.S. My stepdad Guadalupe helped my mom come to the U.S. Growing up I also didn't know he was my stepdad. When we got to the US we lived in a city named Santa Maria here in California. I do remember my stepdad being tough on my brother and myself. My dad was a Jehovah Witness member and he always took us to church. At church everyone saw him as some kind of God, he was a marriage counselor and he would sometimes lead the congregation. I used to love singing in the choir, or at least that's what I remember.

My love for my step dad slowly started to become fear, anger and curiosity. At home my dad was such an angry man. I don't remember a day in which he wouldn't verbally or emotionally abuse my mom, my brother or me. He used to drink a lot. But he knew how to make face around church people, our neighbors and our family. When my sister was born, I saw how differently he treated her. She was everything to him. When I turned 5 he used to make my brother and I read the bible for what seemed to be a long time. If we didn't read something correctly he would either hit us or pull us by our ear. Both my parents didn't speak English. My brother is 5 years older than me so when he came back from school he would speak to me in English. Slowly I started learning English. When I started Kinder I understood a lot of what the teacher was saying. With time, I became fluent in English. My brother and I had to translate at a very young age for our parents. Things seemed ok, until my dad decided to relocate us to San Francisco to be closer to his older children. School was my happy place. My teachers were all so nice and great. My 1st grade teacher Ms.Poulakidas, made me love school even more. I always wanted to be like her. She was so gentle and she is one of the best things that happened during my childhood.

Growing up, I can't count the many times my parents moved from city to city. During these times my focus and my way to cope with family problems was school. I was such a great student. I even received a diploma signed by former president Bill Clinton in which it acknowledged I was one of the best students in the US. All the moves made my mom lose all my "precious certificates" and medals. That was the only thing I had.

With time, I decided to no longer keep doing my best in school because I felt nothing I did was being acknowledged by my parents. During that time I realized the man I thought was my dad was not my dad. I understood the lack of love from him, the lack of attention. I also learned that I wasn't a US citizen and that in order for me to attend college I needed a "Social Security". I lost the opportunity to graduate on stage twice due to the continuous moving. I was only 13.

That's when I lost myself. I wanted to prove a point to what I felt were "unconcerned" parents.

I started cutting classes, I started hanging out with the wrong crowd and by the time I was 16 I decided I no longer wanted to endure the mental and verbally abusive household I lived in.

I decided to drop out, no one cared. Not my teachers, not my counselors, not my mom, NO ONE! I started working at the age of 16, I took care of myself. But I always promised myself that I would one day go back to school.

I have 4 children, Sammy, Evelyn, Cesar and Sebastian. I always knew I wanted to be a present mother, not only at home but at school. I try my best to be at every function at school. I may not have a lot of education under my belt, nor know all of the fancy words used nowadays but I have a lot of heart and I always put all my effort in doing what I say I'll do. I want my children to always feel motivated by me, knowing I have their back. Knowing that every accomplishment no matter the size is a big thing. They will always feel loved. That has been my biggest accomplishment and is still ongoing. One day, hopefully not too far out, I will also be able to say I finished school. Thank you!

Mi nombre es Perla. Cuando tenía un año, mi madre tomó una decisión valiente.

Ella decidió venir a Estados Unidos, no sola sino con mi hermano de 5 años y conmigo. Ella ha compartido conmigo su desgarradora historia muchas veces, pero cada vez que la cuenta, termino llorando y mirándola con asombro. Tuvo que caminar por el desierto, cruzar el río y lograr escalar un muro sólo para buscar un futuro mejor para mi hermano y para mí. Cuando era niña, nunca supe la diferencia entre nacer en México o Estados Unidos. Mi padrastro Guadalupe ayudó a mi mamá para venir a los Estados Unidos. Al crecer, yo tampoco sabía que él era mi padrastro. Cuando llegamos a los Estados Unidos, vivíamos en una ciudad llamada Santa María aquí en California. Recuerdo que mi padrastro fue duro con mi hermano y conmigo. Mi papá era testigo de Jehová y siempre nos llevaba a la iglesia. En la iglesia todos lo veían como una especie de Dios, era consejero matrimonial y a veces dirigía la congregación. Me encantaba cantar en el coro, o al menos eso es lo que recuerdo.

Mi amor por mi padrastro poco a poco comenzó a convertirse en miedo, coraje y curiosidad. En casa mi papá era un hombre muy enojon. No recuerdo un día en el que no abusara verbal o emocionalmente de mi madre, mi hermano o de mí. El tomaba mucho. Pero sabía cómo aparentar ante la gente de la iglesia, nuestros vecinos y nuestra familia. Cuando nació mi hermana, vi lo diferente que la trataba. Ella lo era todo para él. Cuando cumplí 5 años, él solía hacer que mi hermano y yo leyéramos la Biblia durante lo que pareció ser un largo tiempo. Si no leíamos algo correctamente nos pegaba o nos jalaba de la oreja. Mis padres no hablaban inglés. Mi hermano es 5 años mayor que yo así que cuando regresaba de la escuela me hablaba en inglés. Poco a poco comencé a aprender inglés. Cuando comencé Kinder entendí mucho de lo que decía la maestra. Con el tiempo adquirí fluidez en inglés. Mi hermano y yo tuvimos que traducir desde muy pequeños para nuestros padres. Las cosas parecían estar bien, hasta que mi padre decidió que nos mudaremos a San Francisco para estar más cerca de sus hijos mayores. La escuela era mi lugar feliz. Todos mis profesores fueron muy amables y geniales. Mi maestra de primer grado, la Sra. Poulakidas, hizo que amara aún más la escuela. Siempre quise ser como ella. Ella fue muy gentil y es una de las mejores cosas que me pasaron durante mi infancia.

Al crecer, no puedo contar las muchas veces que mis padres se mudaron de ciudad en ciudad. Durante estos tiempos mi enfoque y mi forma de afrontar los problemas familiares era la escuela. Fui un gran estudiante. Incluso recibí un diploma firmado por el ex presidente Bill Clinton en el que reconocía que era una de las mejores estudiantes de Estados Unidos. Todas las mudanzas hicieron que mi mamá perdiera todos mis “preciados certificados” y medallas. Eso era lo único que tenía.

Con el tiempo, decidí no seguir dando lo mejor de mí en la escuela porque sentía que mis padres no reconocían nada de lo que hacía. Durante ese tiempo me di cuenta de que el hombre que pensaba que era mi papá no era mi papá. Entendí la falta de amor de él, el porqué de la falta de atención. También aprendí que no era ciudadana estadounidense y que para poder asistir a la universidad necesitaba un “Seguro Social”. Perdí la oportunidad de graduarme en el escenario dos veces debido a las continuas mudanzas. Yo sólo tenía 13 años.

Fue entonces cuando me perdí. Quería demostrar algo a los que consideraba padres “indiferentes”.

Comencé a faltar a clases, comencé a salir con la gente equivocada y cuando tenía 16 años decidí que ya no quería soportar el hogar de abuso mental y verbal en el que vivía.

Decidí dejar la escuela, a nadie le importaba. Ni mis maestros, ni mis consejeros, ni mi mamá, ¡NADIE! Empecé a trabajar a los 16 años, me mantuve yo sola. Pero siempre me prometí que algún día volvería a la escuela.

Tengo 4 hijos, Sammy, Evelyn, César y Sebastián. Siempre supe que quería ser madre presente, no sólo en casa sino en la escuela. Hago lo mejor que puedo para estar en cada función de la escuela. Puede que no tenga mucha educación ni sepa todas las palabras que se usan hoy en día, pero tengo mucho corazón y siempre pongo todo mi esfuerzo en hacer lo que digo que haré. Quiero que mis hijos siempre se sientan motivados por mí, sabiendo que los respaldo. Saber que cada logro, sin importar el tamaño, es algo grande. Siempre se sentirán amados. Ese ha sido mi mayor logro y aún continúa. Un día, espero que no muy lejano, también podré decir que terminé la escuela. ¡Gracias!

Grade Updates

Actualizaciones por Grado

Tk- March 11 field trip to Tilden

8th: 13-14k fundraised

6th: February 24- SFMOMA

2nd: Gathering before or after spring break for both students and parents (need: 2nd grade contacts)

Boys group: field trip feb.27 Black Panther Exhibit

Stu. Gov: \$900-\$1k fundraised



School Updates

Actualizaciones de la Escuela

- **New official ASCEND Logo/ Nuevo logo oficial de ASCEND**
 - **New hallway system for students/ Nuevo sistema para estudiantes en los pasillos**
 - **New parent leader and volunteer guidelines/nuevas guías para padres líderes y voluntarios**
 - **Post-session planning has started! Next EXPO's funds would be used towards it/ Planificación de Post-sesión a comenzado! Fondos del siguiente EXPO serían usados para eso.**
-

Parent Leader & Volunteer Guidelines

Guia para Padres Líderes y Voluntarios

What is Site Planning?

Que es la Planificación de Sitio?

Site Planning is an interactive process we engage in each year in order to set priorities for the following year. We ground our decisions in data - both qualitative and quantitative, and engage stakeholders across the community in order to collectively define where we're going.

La planificación del sitio es un proceso interactivo en el que nos involucramos cada año para establecer prioridades para el año siguiente. Basamos nuestras decisiones en datos, tanto cualitativos como cuantitativos, e involucramos a las partes interesadas de la comunidad para definir colectivamente hacia dónde nos dirigimos.

How do we do Site Planning?

Cómo hacemos la Planificación de Sitio?

Analyze..

- Staff culture
- Student culture
- Family partnership
- Instruction: Teaching & Learning
- Budgets

Through:

- Empathy Interviews
- Walkthroughs
- Academic & Culture Data
- Surveys

Analizamos..

- Cultura del Personal
- Cultura de estudiantes
- Asociación familiar
- Instrucción: Enseñando y aprendiendo
- Presupuestos

A través:

- Entrevistas de empatía
- Caminatas
- Data académica y cultural
- Encuestas

How do we want to collect family data?

What	Sense of Belonging/ Inclusivity	Home-School Partnerships	Academic Partnership
How	<u>Empathy Interviews/ Walkthroughs</u>		
Who			
When			

Other Data Points/Otros Puntos de Data:

- Event Attendance/ Asistencia de Eventos
 - SCAI Survey/ Encuesta SCAI
-

Community Members

Miembros de la Comunidad

Upcoming Dates

Fechas Aproximadas

- 2/20: Learning Night/ Noche de Aprendizaje 4:30-6:30pm
 - 2/21 & 3/7 & 3/21: Food Bank/ Banco de Comida 1-2pm
 - 2/25 & 3/25: EFC FLC 5:30-7pm
 - 2/ 27: Movie Night/ Noche de Película 4-6pm
 - 3/1: School Yard Rap Musical Honoring Black History Month.
 - 3/3 & 3/4: No school/ No hay escuela
 - 3/12: Additional FLC/ Otro FLC
 - 3/13: E.B.S. Know Your Rights/ E.B.S. Conozca sus Derechos 5:30-7pm
 - 3/14: Coffee with the Principal/ Cafe con la directora 9-10am
 - 3/17-3/21: SLCs
 - 3/26: Next FLC
 - 3/28-4/7: Spring Break/ Receso de Primavera
-



Family Leadership Council 24-25

January 29th, 2025



Check in



What is one of your New Year's Resolutions?

Cual es una de sus resoluciones de Año Nuevo?

AGENDA



5:00 : Welcome/ *Bienvenida*

5:15 : Check-In

5:25: Tell your story!/ *Cuenta su historia!*

5:45 : Norms/ *Normas*

5:50 : Grade Share Back/ *Compartir por Grados*

6:00 : EFC FLC Shareback

6:10 : ICE Preparedness Update/ *Preparación Ice Actualizacion*

6:20 : Site Planning Intro/ *Introducción planificación de sitio*

6:50: Open Agenda/ *Agenda Abierta*

7:00: Closing & Announcements/ *Cerrar y Anuncios*

Our FLC Norms

Nuestras Normas de Padre Lideres

- **Support each other/** *Apoyarnos entre nosotros*
 - **Intentional relationship building/** *crear relaciones intencionalmente*
 - **Constructive feedback/** *critica constructiva*
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 - **One mic, one voice/** *un microfono, una voz*
 - **Communication (absence/tardy)/** *comunicacion (tarde o ausente)*
-

Mi Historia/My Story

Fatima Amaya



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I remember a specific moment in which I was able to realize just how much my mom would sacrifice for us to have food. She brought home us KFC and she had bought a 1 personalized meal box for me and my sibling to share and when I asked her if she wanted some she said she had eaten on her way home already so we ate it and because me and my sibling won't fully eat the chicken legs clean we always leave some meat, when we were done we threw the box in the trash. I woke up the next day at 2 am in the morning because I was hearing some shuffling in the kitchen and I go to see and I seen my mom had pulled out the box of KFC and she was eating the little bit of meat that was left on the chicken I felt deep sadness in my heart to see her do that and I knew then just how much she was sacrificing for us, I knew she wasn't eating to ensure we ate first. Ever since then I made a promise to help my mom as much as I can to ensure this isn't the way we live.

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Grade Updates

Actualizaciones por Grado

- Fundraiser for Kinder: February 14 school dance. Details need to be finalized
 - K: meeting on Friday 2pm in kinder class to talk about dance needs and promotion ceremony
 - 7: Dia de los niños May 2nd (TBD)
 - ? combine spring festival + day of the kid
 -
-

EFC FLC

ICE Preparedness Update

Preparación ICE Actualización

Red Card Distribution ~ Distribución de la Tarjetas Rojas

Information Shared with Families and Staff ~ Compartir
Informacion con las Familias y Personal

Share Information with the Office Staff and Develop a
Response Plan ~ Compartir la Información con el Equipo de la
Oficina y Desarrollar un Plan de Respuesta

Refine the Systems with Entering the Building ~ Fortalecer los
Sistemas con Entrar el Edificio

Site Planning Introduction

Introducción Planificación de Sitio

- **What is site planning?** / *Que es la planificación de sitio?*
 - **How do we do site planning?** / *Cómo hacemos la planificación de sitio?*
 - **When is site planning done?** / *Cuando hacemos la planificación de sitio?*
-

What is Site Planning?

Que es la Planificación de Sitio?

Site Planning is an interactive process we engage in each year in order to set priorities for the following year. We ground our decisions in data - both qualitative and quantitative, and engage stakeholders across the community in order to collectively define where we're going.

La planificación del sitio es un proceso interactivo en el que nos involucramos cada año para establecer prioridades para el año siguiente. Basamos nuestras decisiones en datos, tanto cualitativos como cuantitativos, e involucramos a las partes interesadas de la comunidad para definir colectivamente hacia dónde nos dirigimos.

How do we do Site Planning?

Cómo hacemos la Planificación de Sitio?

Analyze..

- Staff culture
- Student culture
- Family partnership
- Instruction: Teaching & Learning
- Budgets

Through:

- Empathy Interviews
- Walkthroughs
- Academic & Culture Data
- Surveys

Analizamos..

- *Cultura del Personal*
- *Cultura de estudiantes*
- *Asociación familiar*
- *Instrucción: Enseñando y aprendiendo*
- *Presupuestos*

A través:

- Entrevistas de empatía
- Caminatas
- Data académica y cultural
- Encuestas

When do we do Site Planning?

Cuando hacemos la Planificación de Sitio?

January/ Enero	February/ Febrero	March/ Marzo	April/ Abril	May/ Mayo
<ul style="list-style-type: none"> - Intro to site planning 	<ul style="list-style-type: none"> - Review results from last years site planning - Look at Data - Sign Ups - Outreach 	<ul style="list-style-type: none"> - Co-create proposals 	<ul style="list-style-type: none"> - Align proposals with staff 	<ul style="list-style-type: none"> - Present Site Planning Decisions
<ul style="list-style-type: none"> - <i>Introducción planificación de sitio</i> 	<ul style="list-style-type: none"> - Repasar resultados del año pasado - <i>Mirar data</i> - <i>Apuntarse</i> - <i>Comunicacion</i> 	<ul style="list-style-type: none"> - <i>Co-crear propuestas</i> 	<ul style="list-style-type: none"> - <i>Alinear propuestas con personal</i> 	<ul style="list-style-type: none"> - <i>Presentar Decisiones de planificación de sitio</i>

Site Planning Ideas

- Middle school orientation
- Vape detectors in bathroom
- Phone systems
- Teacher reminders (parent square, whatsapp)
-

Announcements

Anuncios

- **1/30: ELPAC Info Session/ *Sesion informativa ELPAC***
 - **2/1: Community Clean up/ *Limpieza de comunidad*: POSTPONED**
 - **2/ 3: No School/ *No hay escuela***
 - **2/7 & 21: Food Bank/ *Banco de Comida***
 - **2/14: Coffee with the Principal/ *Cafe con la directora***
 - **2/20: Family Learning Night/ *Noche de aprendizaje para familias***
 - **2/17: No school/ *No hay escuela***
 - **2/19: Next FLC**
-



Family Leadership Council 24-25

December 18th, 2024



Check in



What was one of your favorite memories from 2024?

Cual fue una de sus memorias favoritas del 2024?

AGENDA



3:00 : Welcome/ *Bienvenida*

3:15 : Check-In

3:25 : Norms/ *Normas*

3:30 : Grade Share Back/ *Compartir por Grados*

3:45 : [EXPO Debrief/ Resumen de EXPO](#)

4:20 : [Mid-Year FLC Survey/ Encuesta de Medio año FLC](#)

4:40 : Announcements/ *Anuncios*

5:00 : Closing/ *Cerrar*

Mi Historia/My Story

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Our FLC Norms

Nuestras Normas de Padre Lideres

- **Support each other/** *Apoyarnos entre nosotros*
 - **Intentional relationship building/** *crear relaciones intencionalmente*
 - **Constructive feedback/** *critica constructiva*
 - **Co-create solution/** *co-crear soluciones*
 - **Respect differences/** *respetar diferencias*
 - **Intent vs. Impact/** *intencion vs. impacto*
 - **Consistent translation/** *traduccion consistente*
 - **One mic, one voice/** *un microfono, una voz*
 - **Communication (absence/tardy)/** *comunicacion (tarde o ausente)*
-

Grade Share Back

Compartir Por Grados

- 8th: Ventas de EXPO sacaron \$7,700
 - 1st: Recaudo fondos de EXPO, los niños vendieron sus creaciones
 - 4th: Maestros necesitan comunicación para involucrar a sus padres. ¿de que manera se pueden envolver los padres en los salones/eventos
 - 3rd: celebracion de invierno
-

EXPO Debrief
Resumen de EXPO

Mid-Year Survey

Encuesta del Medio-Año

Please take the next few minutes to fill out the survey in order for us to improve our FLC after break! It is completely anonymous, including your name is optional.

Por favor tome los siguientes minutos para llenar la encuesta para poder mejorar nuestro FLC después del receso! Es completamente anonimo, es opcional incluir su nombre.

Announcements

Anuncios

- **12/20: Winter Exchange/ *Evento de Donaciones***
 - **12/23-1/1: Winter Break/ *Vacaciones de Invierno***
 - **1/10: Coffee with the Principal/ *Cafe con la directora***
 - **1/17: Food Bank/ *Banco de Comida***
 - **1/20: MLK No School/ *No Escuela MLK***
 - **1/28: EFC FLC**
 - **1/29: Next FLC**
-



Family Leadership Council 24-25

November 13th, 2024



Check in



What is your favorite holiday tradition?

Cual es su tradición de los dias festivos favorita?

AGENDA



5:00 : Welcome/ *Bienvenida*

5:10 : Check-In

5:20 : Norms/ *Normas*

5:25: Storytelling/ *Contemos nuestra historia*

5:45 : Grade Share Back/ *Compartir por Grados*

5:55 : Forest & Tree

6:30 : Charter Renewal Debrief

Inclusivity/ *Inclusividad*

6:55 : Announcements/ *Anuncios*

7:00 : Closing/ *Cerrar*

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Storytelling / *Contemos Nuestra Historia*

- **Why do we story tell? / *Por que contamos historias?***
 - Shared vulnerability
 - Create connections
 - Everyone has different experiences, that can help others be heard and important
 - Thoughts of living life like it is your last day
 - Getting to know why a person is the way they are
 - Stories make us who we are
 - Stories make us realize how much we have in common
-

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Mi Historia/My Story

Jovita Rodriguez
“Vicky”



Yo soy nacida en México, León Guanajuato, y para los 5 años mi mamá se vino a los estados unidos con mi papa, y yo me queda en Mexico con mis abuelos y mi hermanito. Alpasar de tiempo como yo no tenía a mis padres muchos de mis compañeros me hacían bullying y decían que yo era huérfana. Y crecí con eso hasta los 13 años porque eso fue cuando ya mis papas decidieron traerme para los estados unidos. Tuve que cruzar por la linea de inmigracion de Mexicali pero ya de estar adentro me sali y regrese para tras a mexico. Fue muy difícil querer ir con mis padres porque yo no fui creada por ellos y no los conocía, yo a mi abuela le llamaba mamá porque ella me creó, entonces yo no me quería ir para los estados unidos porque no conocía a mis padres, y me regrese con mis abuelos. Y ala 6 meses tuve que regresar para tras.



En ese momento yo no sabía las razones por cual me estaban forzando regresar con mis padres pero por fin me reencontré con mis padres aquí en Oakland en 2005. Yo sentí una falta de pertenecer aquí, porque fue muy diferente del rancho que yo venía. Yo llegué aquí en Oakland 1 semana antes del empiezo de escuela entonce empeze la escuela de Fremont High School. Yo recuerdo mi primer día siendo muy difícil porque yo no le entendía a mis maestros, pero conocí a una amiga que tenia tiempo aquí y ella me fue ayudando. Después de 2 meses y medio de estando aquí mis papas me celebraron mis 14 años y fue una fiesta bien grande. A la semana de mis 14 anos me entere que mi mama tenia cancer en la matriz, Y allí fue que realice las razón por cual ella pidió mandar por mi. Ella quería asegurarse que tuviera la oportunidad de estar con ella y con mi hermanita, que ella tuvo otra hija aqui y tenia 5 anos en ese tiempo. Recuerdo que mi mama me dijo el día antes de su operación que la ivan opera de cáncer pero que si le llegaba a pasar algo en la sugería que cuidara de mi hermana y mi hermo. Yo me acuerdo sintiéndome mal cuando ella me dijo esto, porque yo no queria estar aqui inicialmente y la primera vez que me mandaron a pedir yo no me vine entonces me sentí muy mal porque si yo hubiera sabido alamejor me hubiera venido la primera vez.



Gracias a dios le fue bien la operación pero desafortunadamente le quitaron la matriz a mi mama y eso creo muchos problemas con mi papa, porque el todavia queria tener mas hijos, pero pues mi mama ya no podía. Entonces eso cambió mucho la relación entre ellos dos, y eran muchas discusiones. Yo prefería estar en la casa de la familia de mi papá en vez de estar en casa oyendo los discutir. Y de ver tantas peleas yo empecé a juntarme con gente de mal influencia, que andaban en pandillas y llegaba tarde a casa. Como mi mamá después de que los doctores dijeron que podía trabajar de nuevo ella se la pasaba trabajando mucho de las 5a-7p de la noche entonces se me hacía fácil estar juntando tarde con mis amigas y amigos.



Para los 19 años yo me junte con un pandillero y nos movimos a Atlanta y me empecé y tuve a Jenny mi primera baby. Moverme para Atlanta fue otro gran cambio en mi vida, porque yo pense que seperandome de todas las peleas de mis padres el llendome de chaos de mi casa pensé que iba hacer diferente y mejor pero no fue haci. Lamentablemente yo no entendía la gravedad del tipo de pandilla en la que se asociaba mi pareja en ese tiempo. El era parte de la Mara Salvatrucha y cuando yo me realize de la gravedad de su pandilla yo quise mejor regresarme para atrás con mis padres pero él no me dejaba y fue allí cuando los amenazados empezaron. Y me decía que si me iba el me iba acuchillar en el estómago y no iba a poder tener a mi hija, y a veces ponía el cuchillo en mi garganta y me amenazaba de esa manera entonces yo por miedo me quedaba allí. Y con el yo viví 4 años de amargura. Pero yo decidí mentirle y decirle que iba ir a visitar a mis padres porque ellos quería conocer a mi hija entonces se las iba a llevar a ellos y el si me dejo entonces cuando llegue de regreso con mis padres decidí no volver con el. Yo tuve un mes aquí y el acuerdo con mi ex era que yo regresara al mes pero yo ya había decidido no regresar y cuando le dije eso a mi ex el estuvo bien con eso pero de rato me di cuenta que era porque el ya tenia a otra mujer, pero la mujer también no le aguanto mucho su carácter y lo dejó y él empezó a llamarme y decirme que regresara con él y como yo le decía que no él empezó a mandarme a sus compañeros pandilleros para que me amenazaron entonces yo decidí no dejarme y le dije que si seguía amenazando yo le iba reportar a la policía, y fue cuando el me dejo en paz.

A los tres años de ser madre soltera me junte con el que es ahora el papa de mis dos ninos, y el me ayudo celebrar los 5 años a mi hija Jenny y el fue una paternidad para ella, ya que su papá no fue presente y casi no le hablaba ni me ayuda con child support. Después de estar juntos por un uno yo me embaraze de José y al los varios mese me volvi a embarazar y tuve a Justin. Gracias a dios mi pareja ahora es muy presente con todos mis hojos y el esta alli para apoyarme con ellos.

Yo reflexiono en mi vida y lo que yo viví, y eso me hace querer ser una mejor mamá para mis hijos y estar allí siempre para ellos. Porque como decía mi mama “Tus hijos están hasta donde tus hijos quieren” y esto quiere decir, que como padres vamos estar en la vida de nuestros hijos hasta cuando ellos quieran porque obviamente ellos crecen y se convierten en adultos y allí es cuando ellos deciden cuánto tiempo pasan con sus padres. Aunque yo reconozco el trabajo y esfuerzo de mis padres yo aun sufri mucho y cargue mucho resentimientos sin mis padres y eso me afectó mucho y ese dolor es el que me a llevado a querer ser una mejor madre para mis hijos. La razón por cual yo estoy muy presente aquí en Ascend porque yo quiero que mis hijos se sientan apoyados por mí y voy creando mi nueva Familia aquí en ASCEND, que también siento que es mi familia y estoy aquí para apoyarlos igual.





I was born in Mexico, León Guanajuato, and when I was 5 years old my mother came to the United States with my dad, and I stayed in Mexico with my grandparents and my little brother. As time passed, since I didn't have my parents, many of my classmates bullied me and said that I was an orphan. And I grew up with that until I was 13 because that was when my parents decided to bring me to the United States. I had to cross the Mexicali immigration line but once I was inside I left and returned back to Mexico. It was very difficult to want to go with my parents because I was not created by them and I did not know them, I called my grandmother mom because she created me, so I did not want to go to the United States because I did not know my parents, and I returned to my grandparents. And after 6 months I had to go back.



At that time I didn't know the reasons why they were forcing me to return to my parents, but I finally reunited with my parents here in Oakland in 2005. I felt a lack of belonging here, because it was very different from the ranch I came from. I arrived here in Oakland 1 week before school started so I started school at Fremont High School. I remember my first day being very difficult because I didn't understand my teachers, but I met a friend who had been here for a while and she helped me. After 2 and a half months of being here, my parents celebrated my 14th birthday and it was a big party. A week after I was 14, I found out that my mother had cancer in her womb, and that's when I realized the reason why she asked to send for me. She wanted to make sure I had the opportunity to be with her and my little sister, who had another daughter here and was 5 years old at the time. I remember that my mother told me the day before her operation that Ivan was having surgery for cancer but that if something happened to her, she would suggest that I take care of my sister and my brother. I remember feeling bad when she told me this, because I didn't want to be here initially and the first time they asked me I didn't come so I felt very bad because if I had known I would have come the first time.



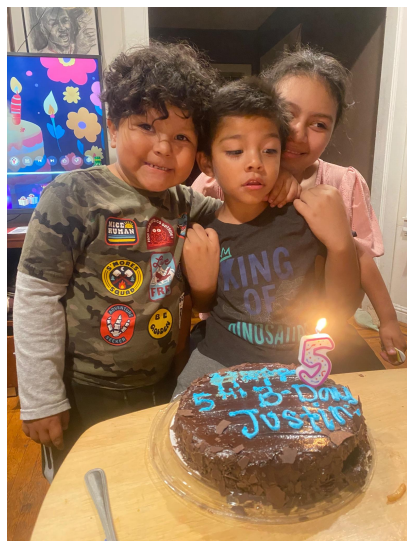
Thank God the operation went well but unfortunately they removed my mom's womb and that created a lot of problems with my dad, because he still wanted to have more children, but my mom couldn't anymore. So that changed the relationship between the two of them a lot, and there were a lot of arguments. I preferred to be at my dad's family's house instead of being at home listening to them argue. And from seeing so many fights, I began to hang out with people of bad influence, who were in gangs and came home late. Like my mother, after the doctors said she could work again, she spent a lot of time working from 5 a.m. to 7 p.m. so it was easy for me to hang out late with my friends.



When I was 19, I got together with a gang member and we moved to Atlanta and I started and had Jenny, my first baby. Moving to Atlanta was another big change in my life, because I thought that separating myself from all my parents' fights and leaving my house with chaos I thought I would do differently and better but it didn't. Unfortunately, I did not understand the seriousness of the type of gang my partner was associated with at that time. He was part of the Mara Salvatrucha and when I realized the seriousness of his gang I wanted to go back to my parents but he wouldn't let me and that's when the threats started. And he told me that if I left he was going to stab me in the stomach and I wouldn't be able to have my daughter, and sometimes he put the knife to my throat and threatened me that way, so I stayed there out of fear. And with him I lived 4 years of bitterness. But I decided to lie to him and tell him that I was going to visit my parents because they wanted to meet my daughter so I was going to take them to them and he left me so when I got back to my parents I decided not to go back to him. I was here for a month and the agreement with my ex was that I would return within a month but I had already decided not to return and when I told my ex that he was fine with that but after a while I realized that it was because he already had someone. another woman, but the woman also couldn't stand his character very much and left him and he started calling me and telling me to come back to him and as I told him no he started sending me to his fellow gang members to threaten me so I decided not to. leave me and I told him that if he continued threatening I was going to report him to the police, and that's when he left me alone.

Three years after being a single mother, I got together with the man who is now the father of my two children, and he helped me celebrate my daughter Jenny's 5th birthday and he was a father to her, since her father was not present and I hardly spoke to him nor did he help me with child support. After being together for a year I got pregnant with José and several months later I got pregnant again and had Justin. Thank God my partner is now very present with all my children and he is there to support me with them.

I reflect on my life and what I experienced, and that makes me want to be a better mother for my children and always be there for them. Because as my mother used to say "Your children are as far as your children want" and this means that as parents we are going to be in our children's lives as long as they want because obviously they grow up and become adults and that is when they decide. how much time they spend with their parents. Although I recognize the work and effort of my parents, I still suffered a lot and carried a lot of resentment without my parents and that affected me a lot and that pain is what led me to want to be a better mother for my children. The reason why I am very present here at Ascend is because I want my children to feel supported by me and I am creating my new Family here at ASCEND, which I also feel is my family and I am here to support them just the same.



Grade Share Back

Compartir Por Grados

- 8tvo: EXPO & graduacion, han recaudado fondos (renta de parqueadero dia de los muertos)
 - 1st: Conferencias, paseo al zologico
 - 7th: rifa termina el 22 de noviembre, los niños compiten por los premios por vender boletos, pedir donaciones
 -
-



Charter Renewal Debrief/ *Renovacion Charter*

(2 minutes each question, 10 minute share out?)

1. **GLOWS!! Did we show up powerfully and influence the vote?**

2. What did you hear (Comments/Statements/Issues) throughout the Public Hearing?

a. ¿Qué escuchó (comentarios/declaraciones/problemas) durante la audiencia pública?

3 . After attending the Public Hearing, what impact did it have on you, and did we show up powerfully?

Después de asistir a la Audiencia Pública, ¿qué impacto tuvo en usted? ¿Aparecimos con fuerza?

4. What did we learn and/or hear from the board members?

: ¿Qué aprendimos y/o escuchamos de los miembros de la junta?

5. Final thoughts; if you were to go through it again, what do you think can be done differently.

Inclusivity at ASCEND

Inclusividad en ASCEND

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Brainstorm Ideas for how FLC can support ASCENDs Inclusivity goals

*Compartir ideas sobre cómo FLC puede apoyar las metas de
inclusividad de ASCEND*

Announcements

Anuncios

- **11/15, 12/6 & 20: Food Bank/Banco de Comida**
 - **11/18-22: SLC Minimum Week/ Conferencias, Semana dias minimos**
 - **11/19: Picture Retake Day/ Dia de fotos para retomar**
 - **11/22 9am: Community Potluck/Convivio de Comunidad**
 - **11/25-12/3: Fall break/ Receso de Otoño**
 - **12/5: EFC FLC**
 - **12/14: EXPO**
 - **12/18: Next FLC / Siguierte Junta**
-



Family Leadership Council 24-25

October 30th, 2024



AGENDA

Welcome/ *Bienvenida*

Check-In

Norms/ *Normas*

Storytelling/ *Contemos nuestra historia*

Grade Share Back/ *Compartir por Grados*

EFC FLC

Charter Renewal Debrief

Inclusivity/ *Inclusividad*

Other Topics/ *Otros Temas*

Announcements/ *Anuncios*

Closing/ *Cerrar*



Check in



What is your favorite holiday tradition?

Cual es su tradición de los dias festivos favorita?

Norms/ *Normas*

- **What is a Norm? / *Que es una Norma?***
 - Common understanding, set of rules, how we show up in space
 - Seguimiento
 - Bases to follow/ bases a seguir
-
- **Why do we have Norms?/ *Porque tenemos Normas?***
 - Respetar opinions and others time
 - We want to support each other, and have a mutual understanding
-

Our FLC Norms/Nuestras Normas de Padre Lideres

- Support each other/ Apoyarnos entre nosotros
 - Intentional relationship building/ crear relaciones intencionalmente
 - Constructive feedback/ critica constructiva
 - Co-create solution/ co-crear soluciones
 - Respect differences/ respetar diferencias
 - Intent vs. Impact/ intencion vs. impacto
 - Consistent translation/ traduccion consistente
 - One mic, one voice/ un microfono, una voz
 - Communication (absence/tardy)/ comunicacion (tarde o ausente)
-

Storytelling / *Contemos Nuestra Historia*

- **Why do we story tell? / *Por que contamos historias?***
 - Shared vulnerability
 - Create connections
 - Everyone has different experiences, that can help others be heard and important
 - Thoughts of living life like it is your last day
 - Getting to know why a person is the way they are
 - Stories make us who we are
 - Stories make us realize how much we have in common
-



My mother was born in Guatemala City. She was the oldest among her four siblings. At eighteen, after high school graduation, she decided to fly to California with one of her best friends to visit the USA. My grandmother did not get in her way and wished her well, so she decided to board a plane for the first time. During her stay in Los Angeles, California, she decided that this was where she would remain for a while. She eventually met my dad, and they both married and had three children.

My mother had multiple restaurant jobs; eventually, cleaning homes became her full-time job. As a young child, I witnessed my mother attempting to grow as a person. She would enroll in ESL classes and fully dedicate herself to the classes, and eventually, her full-time job, motherhood, and housewife hectic schedules would get in her way. She also always had multiple jobs besides her primary job. My mother was very creative and had the skill set to become an entrepreneur. She was an excellent cook as well.

On the weekends, my mother baked delicious empanadas and would sell them in soccer fields from her little Nissan trunk. She also created beautiful flower bouquets and sold them to her many customers. My mother created different avenues to make an additional income to support her family and maintained her full-time job. I grew up witnessing my mother working every day of the week and, unfortunately, confronted many racist experiences. She was mistreated by the people she cleaned their homes. On different occasions, she was spoken to by her employees in a very derogatory way. Her work was always up for scrutiny. At times, I would accompany my mom and assist her with cleaning her multiple houses throughout the day, and the hard work that went into her daily work was evident. At times, she and my father would also collect cardboard boxes in the middle of the night to exchange them for money. This was a way for them to make additional money to help us survive daily.

My mother's work ethic, resiliency, and, most importantly, her desire to create an opportunity for her children to have a better future drives me today. I show up for our children with a lens, knowing that their homes might be in turmoil and that we do not always know the ins and outs of their daily lives. As a child, I witnessed my mother working so hard for her children, and I worked hard to provide my children with a life with not so much turmoil. My beautiful mother died when I was two weeks away from turning ten years old. She is greatly missed.



My father was born in Amatitlan, Guatemala. His father raised him after his mother decided to leave her children for their father to raise them. Throughout the years, I have learned that my paternal grandfather was very abusive towards my paternal grandmother, and this is why she decided to leave her children with my grandfather.

My father migrated to the USA after traveling from Guatemala to the USA a few times to purchase cars and drive them back to Guatemala to sell them. At some point, which is unclear, my parents met.

I believe at the beginning, my parents were in love, and eventually, my dad's substance abuse and internal unsolved conflicts with his childhood turned him into an abusive husband and father. My father had a great way of socializing and connecting with people. I recall him being kind, giving, and loving, but when he was under the influence, my father was extremely physically and emotionally abusive. My mother was a strong woman and would not tolerate the disrespect and abuse, and many times, she found herself in a physical altercation with my father. My childhood memories are filled with lots of good memories, but they are also filled with memories of having the police daily in my home because my father had taken things too far with my mother.

I was very meek and afraid to confront my father when he was in an unreasonable state of mind. I had a tough time witnessing his change in personality since he was always so caring towards me. I do recall the impact this created on me and my siblings growing up. Going to school and keeping our daily experiences to ourselves was very challenging. My mother always wanted to keep us safe, ensuring we did not overshare in public spaces. I was a quiet student and struggled with connecting with my peers and teachers. I recall being misjudged by my teachers and often discounted from even having a future as a scholar. Not only was I timid, but I was also a multilingual student who struggled to reach my full academic potential.

Today, I step into my daily interactions with people and students, knowing that there is so much more to oneself, and believing in each other is what can make or break us. I attempt to make our learning environment a safe place where our students feel seen and comfortable. It is not about them not reaching their full potential but about us as educators figuring out how to better our craft to set them up for success.

Share your story/ Comparte su historia

What is a story from my family, my history, or my own past that has shaped who I am today? Think especially about a beloved ancestor or elder in your life who has influenced your life.

¿Cuál es una historia de mi familia, mi historia o mi propio pasado que ha dado forma a quién soy hoy? Piense especialmente en un querido antepasado o anciano en su vida que haya influido en su vida.

Think about a story from your family or history with a bit more of a troubled legacy. How do you tell this story? What impact has this story had on your life? What can you learn by thinking and reflecting about this story?

Piense en una historia de su familia o en una historia con un legado un poco más problemático. ¿Cómo se cuenta esta historia? ¿Qué impacto ha tenido esta historia en tu vida? ¿Qué puedes aprender al pensar y reflexionar sobre esta historia?

How do these stories and legacies affect the way you show up? How did your family's stories pave the path for you to be here today? How do stories make me who I am? How do my stories affect the way I show up at ASCEND?

¿Cómo afectan estas historias y legados la forma en que te presentas? ¿Cómo las historias de tu familia allanaron el camino para que estés aquí hoy? ¿Cómo las historias me hacen quien soy? ¿Cómo afectan mis historias la forma en que me presento en ASCEND?



EFC FLC Share Back

- How are we doing as a school on state tests(sbac)?
 - 32% proficiency at ASCEND, we are higher than OUSD and State wide
 - Create posters with 3 categories: what do you know, what have you learned, what would you
 - Create posters with topic in the middle: make connections to the topic using 5 senses
-

Grade Share Back / *Compartir por Grados*

Tk/k: Potluck for fall tomorrow 10/31; we want to get to know more parents and be more connected and in community

3: Next steps for next year (outdoor equity grant will not continue next year) *what is our plan as parents and as a school?

*community clean ups: create a drone video of the school and advocate for what we need

7: raffle to fundraise for 8th grade expenses

8: parking for dia de los muertos \$20 at ascend

Enrollment: will be at dia de los muertos handing out flyers

Charter Renewal Debrief/ *Renovacion Charter*

(2 minutes each question, 10 minute share out?)

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2. What did you hear (Comments/Statements/Issues) throughout the Public Hearing?
 - a. ¿Qué escuchó (comentarios/declaraciones/problemas) durante la audiencia pública?
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4. What did we learn and/or hear from the board members?

: ¿Qué aprendimos y/o escuchamos de los miembros de la junta?

5. Final thoughts; if you were to go through it again, what do you think can be done differently.
-

Inclusivity at ASCEND

Inclusividad en ASCEND

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Brainstorm Ideas for how FLC can support ASCENDs Inclusivity goals

*Compartir ideas sobre cómo FLC puede apoyar las metas de
inclusividad de ASCEND*

Other Topics

Otros Temas

- Outdoor Equity Grant

Announcements

Anuncios

- **10/31 9:30am: Costume Parade/Desfile de disfraz**
 - **10/31 11:50am: MS Costume Contest/ Competencia de Disfraz MS**
 - **11/1: Food Bank/Banco De Comida**
 - **11/7: H.S. Info Night/Noche de Información de H.S.**
 - **11/8: Coffee with the Principal/ Cafe con la directora**
 - **11/8 3-5:30pm: Harvest Festival/ Festival de Cosecha**
 - **11/11: NO SCHOOL/No hay clases**
 - **11/13: Next FLC / Siguiente Junta**
-



Family Leadership Council 24-25

September 25th, 2024



AGENDA

Welcome/ *Bienvenida*

Check-In

Norms/ *Normas*

Inclusivity/ *Inclusividad*

Charter Renewal Next Steps/ *Siguientes pasos renovacion charter*

Work Time/ *Work Time*

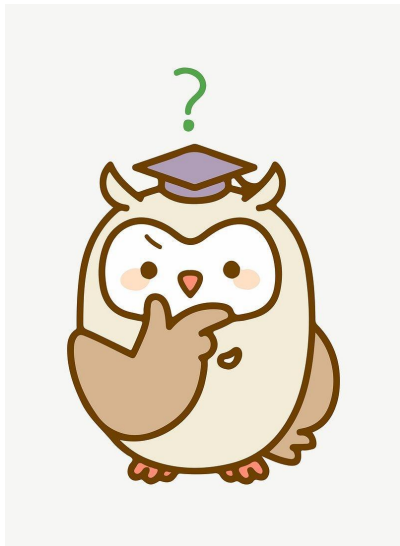
Grade Share Back/ *Compartir por Grados*

Announcements/ *Anuncios*

Closing/ *Cerrar*



Check in



What is your corner store order?

Cual es su orden de tienda de la esquina?

Norms/ *Normas*

- **What is a Norm?** / *Que es una Norma?*
 - **Why do we have Norms?** / *Porque tenemos Normas?*
-

Include Protocol/ *Protocolo Incluir*

1) Invite to inclusion: what are the minimum requirements needed to value & respect all social identities (race, class, gender, etc.) by treating everyone in a fair and just manner? Give everyone time to answer this question individually and make a short list of norms.

Invitar a la inclusión: Pregunte al equipo, ¿cuáles son los requisitos mínimos necesarios para valorar y respetar todas las identidades sociales (raza, clase, género, etc.) tratando a todos de manera justa y equitativa? Dé tiempo a todos para responder esta pregunta individualmente y hacer una breve lista de normas.

2) Break the group into small groups or pairs & give time to discuss their individual responses. Groups should narrow the responses to 1 norm that can foster inclusion.

2) Divida el grupo en grupos pequeños o parejas y dé tiempo para discutir sus respuestas individuales. Los grupos deben limitar las respuestas a una norma que pueda fomentar la inclusión.

3) Condense the number of norms, each group shares 1 proposed norm. Raise the final norms from each group with a group discussion.

Condensar el número de normas, cada grupo comparte 1 norma propuesta. Plantear las normas finales de cada grupo con una discusión grupal.

Include Protocol/ *Protocolo Incluir*

4)Lead a group discussion on the proposed norms. Give everyone a chance to discuss their thoughts on each proposed norm. Ensure all voices are heard, seen, and respected from diverse backgrounds, years of experience, and years in the organization.

Liderar una discusión grupal sobre las normas propuestas. Ofrezca a todos la oportunidad de discutir sus opiniones sobre cada norma propuesta. Asegúrese de que todas las voces de diversos orígenes, años de experiencia y años en la organización sean escuchadas, vistas y respetadas.

5)Understand the importance of each proposed norm. For each proposed norm: ask, could we achieve inclusion if we abandoned this norm? If the answer is no, keep the norm. If the answer is yes, discard the norm.

Comprender la importancia de cada norma propuesta. Para cada norma propuesta: pregunte: ¿podríamos lograr la inclusión si abandonamos esta norma? Si la respuesta es no, mantenga la norma. Si la respuesta es sí, descarta la norma.

6) Decide on the final norms by conducting a final majority vote to narrow down to 3-5 norms. If the list is longer than 5, revisit each norm and ask, if we abandoned this norm, could we achieve inclusion. If yes, discard that norm.

Decidir las normas finales mediante una votación final por mayoría para reducirlas a 3-5 normas. Si la lista tiene más de cinco, revise cada norma y pregunte si abandonaríamos esta norma, ¿podríamos lograr la inclusión? En caso afirmativo, descarte esa norma.

Include Protocol/ *Protocolo Incluir*

7) Post norms on agendas, in shared documents, & in performance reviews. Use them in group and 1:1 settings. Determine the accountability process for violating norms. Quarterly, discuss where the group excels & can grow. Assess the group's fidelity to norms & adjust as needed.

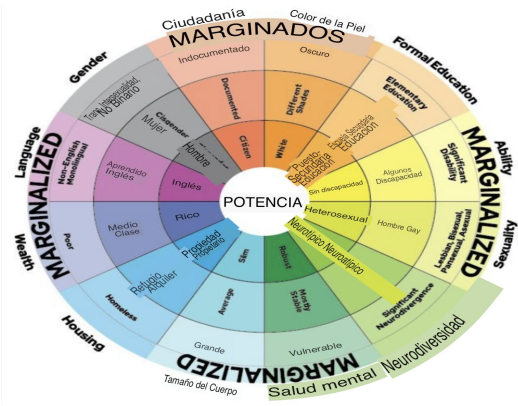
Publique normas en agendas, documentos compartidos y evaluaciones de desempeño. Úsalos en configuración grupal y 1:1. Determinar el proceso de rendición de cuentas por violar las normas. Trimestralmente, analice dónde el grupo sobresale y puede crecer. Evaluar la fidelidad del grupo a las normas y ajustar según sea necesario.

Inclusivity at ASCEND

Inclusividad en ASCEND

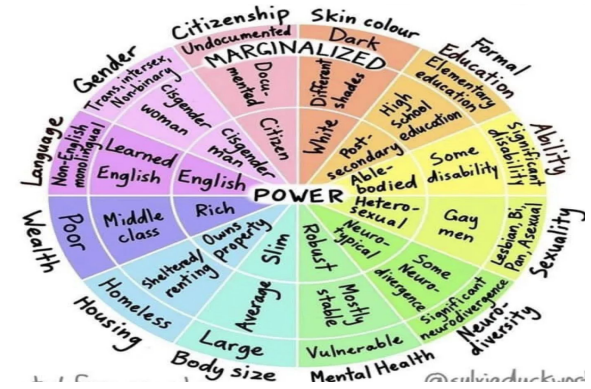
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Power Wheel

Rueda de Poder



What does Marginalized Mean: *Que significa marginado:*

What does power mean?

Que significa pod

Journaling Time

Tiempo De Diario

In your journal reflect on the following prompts..

En tu diario, reflexiona sobre las siguientes indicaciones..

- **Orientate yourself within this wheel of power and privilege**
Orientese dentro de esta rueda de poder y privilegio

- **How do you feel about where you fall within this power wheel or what comes up for you?**
Cómo se siente sobre donde cae entre esta rueda de poder o que surge para usted?

Board Meeting Feedback

Comentarios de Audiencia

Brainstorm Ideas for how FLC can support ASCENDs Inclusivity goals

*Compartir ideas sobre cómo FLC puede apoyar las metas de
inclusividad de ASCEND*

Next Steps for Decision Hearing

Siguientes pasos para Audiencia de Decisión

Invite Board Members to Visit <i>Invitar a miembros de la mesa a visitarnos</i>	Recruit Families to Join us <i>Reclutar a que Familias se unan</i>	Families for Public Comment <i>Familias para Comentario Publico</i>
<ul style="list-style-type: none">- Email writing- <u>Template for Emails</u>- <i>Escribirles correos electrónicos</i>	<ul style="list-style-type: none">- Who are your lead parents? <i>Quienes son sus líderes de salon?</i>- Which parents do we want to intentionally invite?- <i>Que padres queremos intencionalmente invitar?</i>	<ul style="list-style-type: none">- Sign up/ Identify who are parents who can make public comment?- <i>Apuntese y/o identifique, quienes son padres que pudieran hacer comentario público?</i>

Work Time

Tiempo de Trabajo



Grade Shareback/ *Compartir por Grados*

What are updates/ideas you have from your grade?

What things have come up?

What support do you need?

Que actualizaciones y/o ideas de su grado tiene?

Que cosas han surgido?

Que apoyo necesita?

Announcements

Anuncios

- 9/26: Encanto Movie Night! 4pm
- 9/27: Loteria! 9am
- 10/3: EFC FLC 5:30pm
- 10/4 & 18: Food Bank / Banco de Comida
- 10/7-10/11: Book Fair
- **10/10: ASCEND Decision Hearing 6pm**
- 10/11: Coffee with the Principal/ Cafe con la directora
- 10/14: NO SCHOOL/ NO HAY CLASES
- 10/15-17: 3rd Camping
- 10/22-24: 8th Camping
- 10/30: FLC 5-7pm

Coming up in the next meeting...

Por venir en la siguiente junta...

- Story Telling/Contando nuestras Historia
- Follow up on Brainstorm ideas for how our FLC will support address Board meeting feedback.



Family Leadership Council 24-25

September 4th, 2024



AGENDA



Welcome/ *Bienvenida*

Check-In

What is a parent leader?/ *Que es un padre líder?*

Charter Renewal/ *Renovacion Charter*

Work time/ *Tiempo de Trabajo*

Announcements/ *Anuncios*

Closing/ *Cerrar*

Check in



What is your favorite thing about ASCEND?

Que es su cosa favorita de ASCEND?

What is a Parent Leader?

Que es un Padre Líder?



Family Leadership Council / <i>Consejo de Liderazgo Familiar</i>	Class Leaders <i>Lideres de salon</i>	EFC Family Leadership / <i>EFC Liderazgo Familiar</i>	Other Participation/ <i>Otra Participación</i>	FRC Family Resource Center
1-2 Parents to represent each grade-level who come to FLC to focus on school-wide issues and programming and facilitate engagement for parents across ASCEND. <i>*Always open for parents to join</i>	Parents chosen for each class who collaborate with teachers and parents of their child's grade on grade-level initiatives and engagement.	2 parents from our leadership Council that represent Ascend within the EFC Family Leadership Council.	<ul style="list-style-type: none">• Volunteering• Planning for class or school events• Attending class or school events• Sharing feedback with teachers/school• Support groups• Food Bank	<ul style="list-style-type: none">• Office Hours• Workshops• Events• 1-1 family supports

Other things parent leaders have done...

Otras cosas que han hecho padres lideres..



Grade Events
Eventos de Grado

Fundraising
Recaudacion de Fondos

School Events
Eventos Escolares

Site Planning
Planificación De Sitio

Share resources
Comparten Recursos

Charter Renewal

9/9: OUSD Office Visit	9/11: ASCEND Hearing	10/10: ASCEND Decision
Staff, Families, & Students will be interviewed by the office and submit the recommendation to board members	A group of staff, families, & students will present in front of the board. All other families need to show up and show support (200+)	ASCEND returns to the board where they will give the final decision of the approval
School selects who gets interviewed and supports in preparing them for interview	Teachers & Parent Leaders do outreach to recruit as many families as possible	Families will show up to continue showing support

Renovacion Charter

9/9: Visita de oficina OUSD	9/11: Audiencia ASCEND	10/9: Decision para ASCEND
Personal, familias, y estudiantes serán entrevistados por la oficina y ellos darán la recomendación a la mesa directiva	Un grupo de personal, familias, y estudiantes presentarán en frente de la mesa directiva y las demás familias tendrán que venir a apoyar (200+)	ASCEND regresa frente la mesa directiva y recibe la respuesta para la renovación
Escuela elije quien sera entrevistados y apoya con la práctica y preparacion	Maestros y padres líderes reclutan a las familias	Familias llegan y continúan apoyando

**What questions do you have about charter
renewal?**

Qué preguntas tiene sobre la renovación charter?

-

Work Time!

Tiempo de trabajo!

**Join/create a classroom
whatsapp group chat**

*Unirse o crear un grupo de
whatsapp de salon*

**Contact families to
confirm assistance for**
a. **Town hall this Friday**
b. **Charter Renewal
Hearing 9/11**
c.

*Contactar Familias para
confirmar asistencia para*
a. *Junta este Viernes*
b. *Audiencia el 9/11*

**Back to School Night
Planning**

*Planear la Noche de
Regreso a Escuela*

Announcements

Anuncios

9/6: Charter Renewal Townhall

9/9: **OUSD Office Visit/** *Visita de Oficina OUSD*

9/10-9/12: 7th Camping

9/11: **ASCEND Hearing/** *Audiencia ASCEND*

9/12: **District 5 Candidate Forum/** *Foro de candidatos de distrito 5*

9/13: **Coffee with the Principal/** *Cafe con la Directora*

9/19: **Back to School Night/** *Noche de Regreso a clases*

9/23-9/26: Point Reyes

9/25: **Next FLC/** *Siguiente FLC*