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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 9, 2024

**Subject** Ascend Elementary (K-8) 2024-25 Measure G1 Application

**Ask of the Commission** Approve the Ascend Elementary (K-8) 2024-25 Measure G1 Application

**Discussion** Middle School Network is open to questions from the commission regarding the Ascend Elementary (K-8) 2024-25 Measure G1 Application.

**Fiscal Impact** The recommended amount is **\$86,780**. It's coming from resource 9332 - Measure G1.

**Attachment(s)** Grant application attached.





**2024-2025  
 Measure G1 Application**

***Due: March 14, 2024***

*Allocations are provisional subject to Board approval*

## School Information & Student Data

<b>School</b>	Ascend Academy	<b>School Address</b>	3709 E 12th Street Oakland, CA 94601
<b>Contact</b>	Shraddha Soparawala	<b>Contact Email</b>	ssoparawala@efcps.net
<b>Principal</b>	Shraddha Soparawala	<b>Principal Email</b>	ssoparawala@efcps.net
<b>School Phone</b>	510-879-3140	<b>Total Number of Students</b>	485
<b>Recommended Grant Amount<sup>1</sup></b>	<b>\$86,780</b>	<b>2022-23 CALPADS<sup>2</sup> Enrollment Figure (grades 6-8 Oakland residents only)</b>	158
		<b>2023-24 LCFF<sup>3</sup> Enrollment</b>	146

Student Demographics (%)				Measure G1 Team	
English Learners	52%	Asian/Pacific Islander	2%	<b>Name</b>	<b>Position</b>
LCFF	88%	Latinx	94%	Shraddha Soparawala	Co- Principal
SPED	2%	Black or African-American	2%	Lisa Shugart	Co- Prinicpal
		White	1%	Jenni Plascencia	Family Engagment Coordinator

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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	<1%		Edgar Romero	Dean of Culture
		Multiracial	1%			

<b>Chronic Absence (Include raw number and percent)</b>				
	2021-22	2022-23	2023-24	2024-25 Goal
	raw number (%)	raw number (%)	raw number (%)	raw number (%)
Student Population Overall	22.22%	26.21%	24.2%	4%
Asian/Pacific Islander	11.11%	15.38%		N/A*
Latinx	21.23%	25.65%	22.1%	4%
Black or African-American	61.54%	50%	86.7%	11%
White	0%	0%	0	N/A*
Indigenous or Native American	N/A	N/A	N/A	N/A*
English Learners	19.94%	22.09%	20.1%	4%
Students w/ IEPs	33.33%	37.5%	37.5%	4%
Free/ Reduced Lunch Students	21.32%	27.93%	22.1%	N/A*

## Metrics

(all data points are required)

<b>Electives (Include raw number and percent)</b>					
Metric	Area	2021-22	2022-23	2023-24	2024-25 Goal
		raw number (%)	raw number (%)	raw number (%)	raw number (%)
Number of students taking elective courses.	Art	168 - 100%	168 - 100%	168 - 100%	168 - 100%
	Language	9%	25 - 15%	25 - 15%	25 - 15%
	Music	168 - 100%	168 - 100%	168 - 100%	168 - 100%
Number of students participating in non-course	Art	~ 30 - 20%	~ 30 - 20%	~ 30 - 20%	~ 30 - 20%
	Language	~ 30 - 20%	~ 30 - 20%	~ 30 - 20%	~ 30 - 20%

experiences (e.g. after-school program)	Music	~ 30 - 20%	~ 30 - 20%	~ 30 - 20%	~ 30 - 20%
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<b>Positive &amp; Safe Culture (Include raw number and percent)</b>				
Metric	2021-22	2022-23	2023-24	2024-25 Goal
	(%) 54.4	(%) 56	(%) Results not yet it for 23-24	(%)70

<b>Average Daily Attendance Date of Figure:</b>	
Asian/Pacific Islander	Demographic information is not supplied with school climate survey results, as the survey is entirely anonymous.  We will have demographic info for students for the first time in the 24' school year.
Latinx	
Black or African-American	
White	
Indigenous or Native American	
English Learners	
Students w/ IEPs	
Free/ Reduced Lunch	

Metric	2021-22	2022-23	2023-24	2024-25 Goal
	raw number (%)	raw number (%)	raw number (%)	raw number (%)
<b>Suspended Students Date of Figure: 3/11/24</b>				
All students	3.13% (18 incidents)	1.4% (14 incidents)	2.8% 8 students ( 16 incidents)	1.0% 3 students
Asian/Pacific Islander	0% (0 ) incidents)	0% (0 ) incidents)	0	N/A*
Latinx	3.35% (18 incidents)	1.08% (12 incidents)	7 students (13 incidents)	3 students 1%
Black or African-American	0% (0 ) incidents)	10% (2 incidents)	1 student (3 incidents)	0%

White	0% (0 ) incidents)	0% (0 ) incidents)	0	N/A*
Indigenous or Native American	N/A	N/A	0	N/A*
English Learners	2.65% (10 incidents)	0.59% (2 incidents)	0	0.5%
Students w/ IEPs	4.92% (50)	3.57% (9 )	1 student (3 incidents)	2.4%
Free/ Reduced Lunch	2.6% (12 incidents)	1.64% (14 incidents)	7 students (15 incidents)	

Student Retention from 5th Grade to 6th Grade				
Metric	2021-22	2022-23	2023-24	2024-25 Goal
6th Grade Enrollment	88.89% (48/54)	82.69% (43/52)	90% (47/52)	90% (47/52)

## Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
Family leadership council	3/13/24

Staff Engagement Meeting(s)	
Staff Group	Date
Staff Advisory council	3/11/24
Grade level meetings	3/9/24

<u>Music (Rubric)</u>	2022-23	2023-24
<i>Access and Equitable Opportunity</i>	N/A	N/A
<i>Instructional Program</i>	N/A	N/A
<i>Staffing</i>	N/A	N/A
<i>Facilities</i>	N/A	N/A
<i>Equipment and Materials</i>	N/A	N/A
<i>Teacher Professional Learning</i>	N/A	N/A
<u>World Language (Rubric)</u>	2022-23	2023-24
<i>Content and Course Offerings</i>	N/A	N/A
<i>Communication</i>	N/A	N/A
<i>Real world learning and Global competence</i>	N/A	N/A
<u>Art (Visual Arts, Theater, and Dance)</u>	2022-23	2023-24
<i>Access and Equitable Opportunity</i>	N/A	N/A
<i>Instructional Program</i>	N/A	N/A
<i>Staffing</i>	N/A	N/A
<i>Facilities</i>	N/A	N/A
<i>Equipment and Materials</i>	N/A	N/A
<i>Teacher Professional Learning</i>	N/A	N/A

## Proposed Expenditures

### Guidelines

1. In the following sections, please discuss your team's plan to address the goals of G1:
  - a. Increase access to courses in arts, music, and world languages in grades 6-8.
  - b. Improve student retention during the transition from elementary to middle school.
  - c. Create a more positive and safe middle school learning environment.
2. Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.
3. Add additional lines as needed.
4. The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1

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

## Summary of 2023-24 Approved Expenditures

All Actual Expenditures		Budget Amount
<b>Safe &amp; Positive Culture</b>		
1	Resource .80 FTE of a position (the middle school portion) at ASCEND that focuses on school culture and student support services	\$92,724.72
<b>Budget Total</b>		<b>\$92,724.72</b>

## Summary of 2024-25 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
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
<b>Budget Total (must add up to Recommended Grant Amount)</b>		<b>\$86,780.00</b>

## 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)	\$86,780

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



# ASCEND ADVISORY

*We are an elected team of decision-makers and representatives for ASCEND.  
We work together to keep a pulse on our community, define challenges, design solutions  
and plan for a future that is anchored in our vision.*

## ASCEND ADVISORY BYLAWS

### ASCEND Vision Statement

The vision of ASCEND is to nurture a passion for learning and cultivate personal agency in order to discover who we are, what we need and how to advocate for it. Together, our community of students, families and staff explores, learns and grows through success and failure. Diverse learners thrive through an approach that develops the whole individual, which includes arts-integration, expeditionary learning, personalization, and a focus on social and emotional growth. Through a common vision guided by love, we empower each other to forge our own paths and to create a school that reflects the world we want.

### Inclusivity Aspiration

Staff, families and students will root in community building, reflective practices and a common language around diversity, equity and inclusivity so that members of our community from marginalized backgrounds and identities feel seen, celebrated and cared for.

### Expeditionary Learning Aspiration

Our learning community will deepen its knowledge around designing and facilitating expeditionary learning experiences so that students develop the academic and social emotional skills needed to forge their own paths and reflect the world they want to see.

3/11	<input type="checkbox"/> Nick Borelli <input type="checkbox"/> Diana Diaz	<input type="checkbox"/> Kara Escobedo <input type="checkbox"/> Diana Jauregui	<input type="checkbox"/> Gen Pugliese <input type="checkbox"/> Morgan Staples	<input type="checkbox"/> Genesis Rodriguez <input type="checkbox"/> Others Present:
<b>NORMS</b>	<ol style="list-style-type: none"> <li>1. Recognize identity and positionality</li> <li>2. Intent vs impact</li> <li>3. Equity of voice, amplifying certain voices as needed (including students)</li> <li>4. Transparency to broader community</li> <li>5. Listening with a curious mindset</li> </ol>			
<b>ROLES</b>	Facilitators: Sopar Timesmith: Nick Borelli		Visual/ Digital Note catcher: Jordan Culture Keeper: All of us	
<b>LEARNING TARGETS</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can exercise leadership by lifting up and supporting to address concerns from my grade band team</li> <li><input type="checkbox"/> I can learn about and vote on how G1 funding should be allocated for the upcoming school year</li> <li><input type="checkbox"/> I can share information upcoming budget cuts with my constituents so that they can make informed votes on class sizes</li> </ul>				



TIME	WHAT & HOW
<p>End @ 4:07  <b>Check in</b>  7min  Sopar</p>	<ol style="list-style-type: none"> <li>Grab Snacks + Drinks &lt;3</li> <li>Check in question: Pop open your text messages, share your most used emoji!</li> </ol> <p>SS: 🙏🏻 😊 🍪 🍷</p> <p>NB: 😞 🏀 😊</p> <p>MS: 👧 👧</p> <p>GP: 💜 👧 😊</p> <p>PH: 💕 🙋🏻 🍷 🗨️</p> <p>AB: 😞 😞</p>
<p>4:10  <b>Review</b>  <b>Agenda</b>  3min</p>	<p>Look over the AGENDA for today :)</p>
<p>End @ 4:20  <b>Principal</b>  <b>Updates</b>  5- 7min</p>	<p>Nora + Jacqui</p> <ul style="list-style-type: none"> <li>- Thank you notes</li> <li>- Current status</li> </ul> <p>If you have questions please check in with Sopar about the position. .</p>
<p>End @ 4:30  <b>Measure</b>  <b>G1 Vote</b>  10 min</p>	<p><b><u>Grant Update: (3min)</u></b></p> <p>We must document that what engagement we are having with the community over these funds.</p> <ul style="list-style-type: none"> <li>- 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. <ul style="list-style-type: none"> <li>- Bonus that teachers get at the end of the year.</li> </ul> </li> <li>- 65% - salaries for site staff</li> <li>- 35% - sites to spend on three categories <ul style="list-style-type: none"> <li>- Positive culture and safety, upper grade enrollment, enrichments, electives</li> </ul> </li> </ul> <p>Vote for using the funds to pay 0.8 Dean of Culture Role (5min)</p> <ul style="list-style-type: none"> <li>- This feels like a good use of our school money.</li> <li>- We must hold an official vote to determine if we would like to maintain this position.</li> <li>- Look back on when the changes were made about reporting.</li> <li>- A vote was called it was unanimously in-favor, motion passed</li> </ul>
<p>End @ 4:45  <b>Budget +</b>  <b>Class Size</b>  <b>Vote</b>  15 min</p>	<p><i>* Note on presenting to constituents: Share information not pref. *</i>  <i>It is important that we share our information/data and not OUR personal preference. We want our constituents to make choices based on others preferences.</i></p> <p><b><u>Current Budget Shortfall (1min)</u></b></p> <ul style="list-style-type: none"> <li>- ~ \$275,000</li> </ul> <p><b><u>Class Sizes Changes proposed in TK and 4-5th (10min)</u></b></p>

- TK: Other schools are opening up a second TK class. We are the only school (EFC and OUSD) that has a cap of 20 students. We don't need to move to two TK classes, but may consider in the future.
- Middle School: student enrollment is increasing. This would cut the budget shortfall by half.
- OUSD class sizes are larger than ours : Allendale is 27-30 in upper grades
- TK: 20 -> 24
- Kinder: 24
- 1st- 3rd: 26
- 4th- 5th: 26-> 27
- MS: 28

This will require a staff vote.

1 student ~ \$15K so 8 students ~ \$120K

	Change	23-24	22-23	21-22	20-21	19-20
Staffing*	↑ 21	65	62	57	47	44
Enrollment	↓ 13	481	492	496	510	495

\* Tutors, Teacher Aids, Family Coordinator, +Dean of Culture, PT Attendance Clerk, Math Coach, +Clinician, Cafeteria and Yard Supervision, Outdoor Ed, Additional Prep: Gardening, ELD Specialist, + ED specialist

**If not increasing class size possible cuts (4min)**

- Move to 1 AP generalist (move from 2 to 1)
- Reduce/ not backfill positions that are being vacated by choice
- Reduce/cut contracts with outside agencies
- Return to 3 preps instead of 4 for lower grades
- Cut supervisory positions that are currently filled

End @ 4:50  
Site  
Planning  
5min

EL Midyear Visit

- [EL Mid Year Review Overview](#)
- [Schedule/ Look fors](#)

We need 3-4 staff for two staff focus groups (non Advisory/ non ILT)

Teachers will be asked about their experience implementing EL inside the classroom this year. Lunch is provided.

Tues 3/19 MS LUNCH	Weds 3/20 8-8:30am
1. Leah	1.
2.	2.
3.	3.

End @ 5:00

Closing and Appreciations

*End @ 4:55*  
*Close out*

Process check!

Feedback/ Appreciations:

MS: I am impressed and excited we are ending on time, way to go! I appreciate the data presented with the budget discussion.

NB: Good job sticking to Agenda! Happy to hear the principal news. Curious about the timeline on the G1 grant. Context around the history of ASCEND class sizes would be good. Thanks everyone!

JD: Excellent job saving us a little time Sopar! Everyone had questions and that felt really good. It is really lovely to see everyone collaborating together.

GP: Appreciate us being efficient and staying on time.

PH: I appreciate the clarity and stakeholder ship on budget updates. Thank you, Jordan for scribing, Nick for timeliness, and Sopar for facilitating with openness and purpose.

## Family Leadership Council Agenda 3/15

### ASCEND Vision Statement

The vision of ASCEND is to nurture a passion for learning and cultivate personal agency in order to discover who we are, what we need and how to advocate for it. Together, our community of students, families and staff explores, learns and grows through success and failure. Diverse learners thrive through an approach that develops the whole individual, which includes arts-integration, expeditionary learning, personalization, and a focus on social and emotional growth. Through a common vision guided by love, we empower each other to forge our own paths and to create a school that reflects the world we want.

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### NORMS:

- Attend all meetings
- Respect Opinions
- Transmit information and maintain communication with families and staff
- Do 1 walkthrough a year
- Generate ideas and solutions

*Purpose of FLC is to lead, support and serve our school by: Building the capacity of each other. Making our vision and aspirations come to life, Modeling TEAM*

Check In	- Wow, Pow, Chow
Input on Curriculum	<p>Humanities 3-8 Alignment across the network</p> <ul style="list-style-type: none"> <li>● Lots of kids do not know the definitions of words or synonyms of words or they don't understand a question because of vocabulary. Vocabulary is a need.</li> <li>● Tests are heavy comprehension. A curriculum that teaches kids how to read. Kids need to know how to read and are focused on reading.</li> <li>● Education is like medicine we have to keep up on the times so our kids can access the future.</li> <li>● Schools have a big influx of newcomers. How are we setting them up with the basics.</li> <li>● Adults can be reluctant to change like we are charter so we could make our own decisions, but if there is a system that is working, why not make that change.</li> <li>● Reading and writing go hand in hand</li> </ul> <p>Homework:</p> <ul style="list-style-type: none"> <li>● HW is beneficial for the children, maybe annoying for parents, but it helps the teacher see how students are practicing.</li> <li>● Wonder about differentiating for HW based on the student and the family need</li> </ul>

**G1 Measure**

**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.
  - Bonus that teachers get at the end of the year.
- 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

**Vote for using the funds to pay 0.8 Dean of Culture Role (5min)**

**-Advisory Reps voted unanimously to approve on 3/11**

**- FLC Reps votes unanimously to approve 3/13**

**Budget Cuts**

**Current Budget Shortfall (1min)**

- ~ \$275,000

**Class Sizes Changes proposed in TK and 4-5th (10min)**

- **TK:** Other schools are opening up a second TK class. We are the only school (EFC and OUSD) that has a cap of 20 students. We don't need to move to two TK classes, but may consider in the future.
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**Notes:**

- My kids love their specials.
- Can we work on fundraising for specials? They are very important. Can we know what they earn?
- Recruitment came up
- Vero mentioned getting ASCEND back to where it was with culture and uniforms.
- 

Family Voice

**EL MID YEAR REVIEW Family Focal Group**

**Tuesday 3/19  
3:00-4:00**

**Mileni**

**Site Planning:**

<b>Shadow a Student</b>	<b>Empathy Interview/ Walkthrough</b>	<b>SCAI</b>
<b>What:</b> Follow a student from a different grade for the full day in order to share our experiences with adults about the perspective of our students	<b>What:</b> Do a walkthrough of our school & complete an empathy interview where we get your perspective/ point of view	<b>What:</b> Complete a survey on the school's culture & climate throughout the school year
<b>Who:</b> 2-3 family	<b>Who:</b> family	<b>Who:</b> Everyone
<b>When:</b> 3/26-3/28	<b>When:</b> 2/26-2/28	<b>When:</b> By 3/22

10 min

**Announcements**

- **Blood Drive and Support for Colleague ( hopefully 4/12)**
- **Principal Search Update**
- **Re-introduce/ make a groupchat per grade**

**Close**



## Family Leadership Council 3/13 Sign-In

Nombre de Padre	Nombre de Estudiante	Numero de Telefono
YAJAIRA CASTILLO	LESLY SOFIA JASSO	510 677 5177
Madelni Sanchez	Esteban Sanchez	570-220-3061
Perta Benitez	Sammy Alvarado Evelyn Benitez	(510) 606-0532
Veronica Orozco	Amaya Orozco	(510) 463-7944
Rogelio Orozco	Amaya Orozco	(510) 463-7262
Ivon Reyes	Ivonne Escalante Michelle Escalante	(510) 480-8140



# Welcome! / Bienvenido / يترحم

## Family Townhall / Reunión de Padres / اجتماع الأسرة

February 15, 2024

Who's here?

¿Quiénes  
están?

من يوجد هنا؟

In the chat, what grade level is your child in?

En el chat, ¿en qué grado está su hijo/a?

في الدردشة، ما هو مستوى الصف الدراسي لطفلك؟

Who's here ?

# Agenda / Agenda / جدول أعمال

- Welcome
  - Culture
  - Staffing Updates
  - Academics
  - Winter Sports
  - Panther Student Activities
  - College & Career
  - Measure G1
  - Looking Ahead
  - Questions & Answers
  - Closing
- Bienvenido
  - Cultura
  - Personal
  - Académica
  - Deportes de invierno
  - Actividades estudiantiles
  - Universidad y Carrera
  - Beca G1
  - Mirando hacia el futuro
  - Preguntas y respuestas
  - Cierre
- مرحباً
  - ثقافة
  - تحديثات التوظيف
  - الأكاديميين
  - الرياضات الشتوية
  - الأنشطة الطلابية النمر
  - الكلية والوظيفة
  - أتطلع قدما
  - أسئلة و أجوبة
  - إغلاق



# Culture at EA

(Thomas - Principal)

# EA Panther School-Wide Expectations

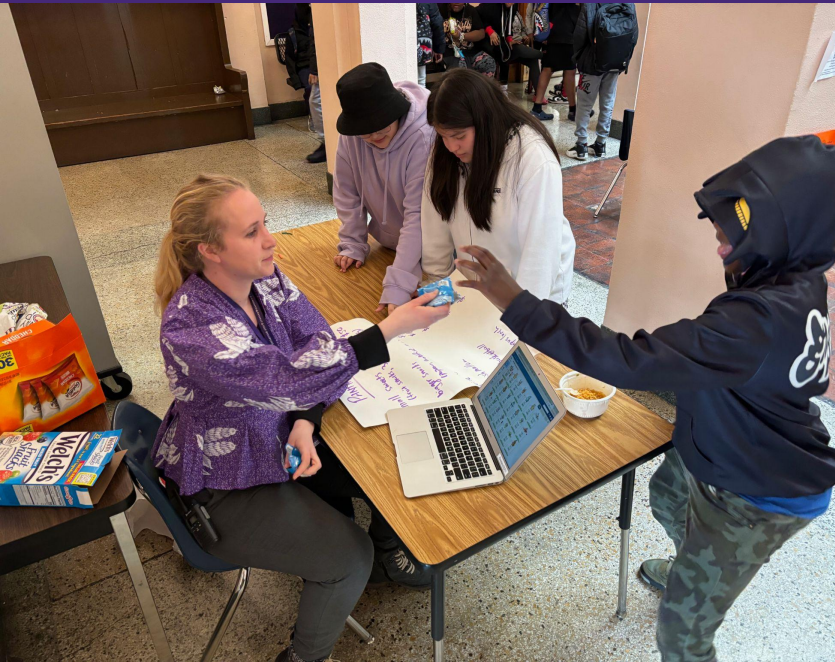
- Based in our Values of **Community, Respect, Discipline, Justice & Growth**
- Expectations for Different Spaces & Times

- Everywhere & All Times
- Classrooms & Learning Times
- Hallways and Stairs & Transition Times
- Atrium & Eating Times
- Restrooms & Personal Needs Times
- Gym & Recreation Times

ENVISION ACADEMY of ARTS & TECHNOLOGY		EA Panther School-Wide Expectations					
EA Values	Everywhere & All Times	Classrooms & Learning Times	Hallways and Stairs & Transition Times	Atrium and Commons & Eating Times	Bathrooms & Personal Needs Times	Gym & Recreation Times	
<b>Community</b>	<ul style="list-style-type: none"> <li>• Live, work, speak, and act peacefully and in harmony with others (i.e. Use words that don't include cursing when you speak to and about others in school and on school trips).</li> <li>• Use appropriate and professional language.</li> <li>• Contribute to a clean and orderly environment ready for the next scholar.</li> <li>• Be helpful and encourage others to participate and try their best.</li> </ul>	<ul style="list-style-type: none"> <li>• Wait your turn to speak during discussions.</li> <li>• Listen silently and identify when directions are given so you can follow them.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a safe walking pace when in hallways and on stairs.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep our school gossip-free and bully-free.</li> <li>• Appreciate the people serving food and taking care of your eating area.</li> </ul>	<ul style="list-style-type: none"> <li>• Let staff know if the bathroom is messy or if there is a problem in the restroom.</li> <li>• Share the space so that multiple groups can play.</li> <li>• Play fairly and exercise good sportsmanship.</li> </ul>	<ul style="list-style-type: none"> <li>• Include others who want to play or who are sitting out, or by themselves.</li> <li>• Share the space so that multiple groups can play.</li> <li>• Play fairly and exercise good sportsmanship.</li> </ul>	
<b>Respect</b>	<ul style="list-style-type: none"> <li>• Follow directions from staff members the first time you are asked to do something.</li> <li>• Ask permission to use other people's property and food (i.e. play-fighting, public displays of affection, and theft is unacceptable).</li> <li>• Engage in behaviors that support a professional learning environment (i.e. we do not play-fight, show public displays of affection, and steal things).</li> </ul>	<ul style="list-style-type: none"> <li>• Wait for others to finish speaking before you speak.</li> <li>• Raise your hand if you would like to speak and wait to be called on to begin.</li> <li>• Avoid distractions (i.e. text outside of class time, cell phones off and away).</li> <li>• Sit in your assigned seat.</li> </ul>	<ul style="list-style-type: none"> <li>• Move quickly and quietly.</li> <li>• Be considerate of other classes in session by keeping your volume to level 1 or 2 when transitioning from place to place.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk quietly without yelling or screaming.</li> <li>• Say "excuse me" when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep ourselves and the restrooms clean.</li> <li>• Respect other people's privacy.</li> <li>• Be polite to other students.</li> </ul>	<ul style="list-style-type: none"> <li>• Use space at appropriate times.</li> <li>• Listen for instructions from adults and follow them the first time you hear them.</li> <li>• Participate.</li> <li>• Listen out for and follow the signals to stop or pack up.</li> </ul>	
<b>Self-Discipline</b>	<ul style="list-style-type: none"> <li>• Stay seated during lessons unless invited by a teacher or staff member to do something else.</li> <li>• Reach a hand and ask for permission to get up to get something or to go somewhere.</li> <li>• Keep yourself and our school drugs, smoking, and alcohol-free.</li> </ul>	<ul style="list-style-type: none"> <li>• Remain focused on learning.</li> <li>• Use classroom materials appropriately.</li> <li>• Work the entire class period as directed.</li> <li>• Do and complete your classwork, projects, and tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Enter class calmly.</li> <li>• Enter class on time.</li> <li>• Set up your materials as soon as you enter class so you are ready to learn.</li> <li>• Take care of and be appropriate with items in the hallways and on the walls or bulletin boards.</li> </ul>	<ul style="list-style-type: none"> <li>• Get food and drinks only at the appropriate times.</li> <li>• Wait patiently in line.</li> <li>• Find a seat quickly and stay at it.</li> <li>• Sit to eat.</li> <li>• Clean up after yourself and ask others to do the same.</li> </ul>	<ul style="list-style-type: none"> <li>• Obtain permission to leave class for the restroom.</li> <li>• Always get a pass from your teacher before leaving class.</li> <li>• Stay in the restroom only for the time you need to use it.</li> <li>• Use the restroom pass or privilege only once a period.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow game rules and support others to do the same.</li> <li>• Walk to the gym in a straight and quiet time.</li> </ul>	
<b>Justice</b>	<ul style="list-style-type: none"> <li>• Stay in control of your behavior and accept consequences for your actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete your work to the best of your ability without copying other people's work.</li> </ul>	<ul style="list-style-type: none"> <li>• When something is not going well or seems like it is not right, write a note to an adult to share your concern or ask for help and hand it to them the next time you see them.</li> </ul>	<ul style="list-style-type: none"> <li>• Take responsibility for your actions, even when you have made a mistake or need to fix something.</li> </ul>	<ul style="list-style-type: none"> <li>• Wash your hands.</li> <li>• Return to class within 3-5 minutes.</li> <li>• Use the restroom pass or privilege only once a period.</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrate others for their achievements and accomplishments.</li> <li>• Clap for others.</li> </ul>	
<b>Growth</b>	<ul style="list-style-type: none"> <li>• Work to learn from mistakes.</li> <li>• Ask for feedback on your work and behavior and work to use that feedback to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions and expectations.</li> <li>• Ask staff if a question if something is unclear by raising your hand or writing a note.</li> </ul>	<ul style="list-style-type: none"> <li>• Only be in the hallways for the time you need to get from one place to another.</li> </ul>	<ul style="list-style-type: none"> <li>• Seek out positive interactions and moments of joy.</li> </ul>	<ul style="list-style-type: none"> <li>• Wait patiently for your turn.</li> <li>• Interact and be respectful.</li> </ul>	<ul style="list-style-type: none"> <li>• Before you leave, make sure the space is better than you found it.</li> </ul>	



# EA Panther Store



# Values Valores

قيم

**Share:** Your name, your child's name and which EA value your child lives at home. How do they live it?

**Comparta:** *Su nombre, el nombre de su hijo y en qué valor EA vive su hijo en casa. ¿Cómo lo viven?*

شارك: اسمك واسم طفلك وقيمة EA التي يعيشها طفلك في المنزل. كيف يعيشونها؟



# Q2 Academics

(Mr. Hoffman - Vice Principal)



# Spotlight on: High School Projects!

Featuring **Ms. Stefani** (Digital Media Art 1 and 2) and  
**Mr. Brenneman** (Chemistry and Physics)

# Design Your Own Video Game



Work Time:

**Movement:** In Seat

**Volume:** Level 2

**Participation:** Individual

**Time:** 30 Minutes

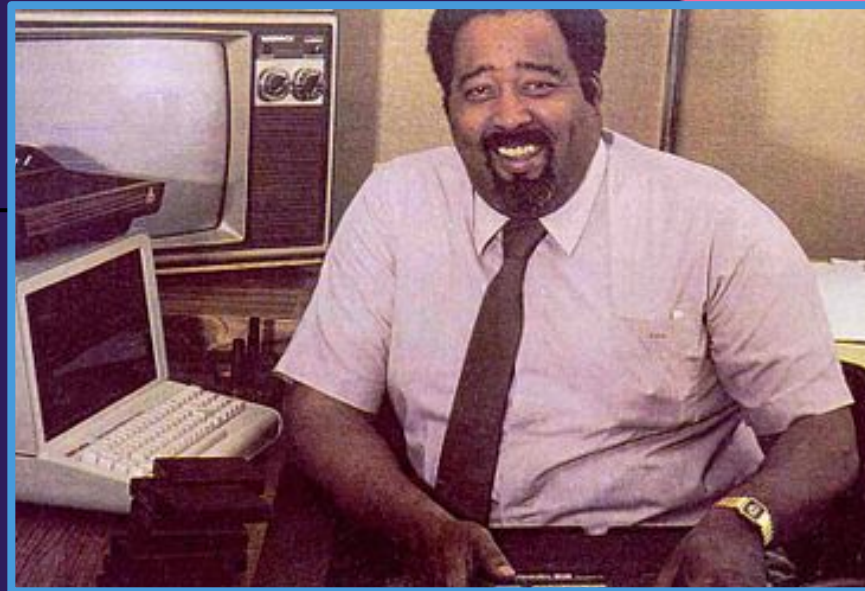




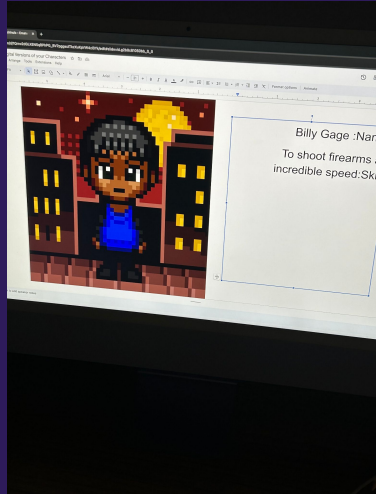
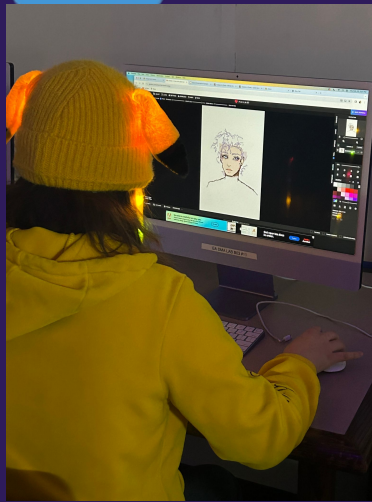
# Jerry Lawson

## Who Was Jerry Lawson?

Jerry Lawson pioneered home video gaming in the 1970s by helping create the Fairchild Channel F, the first home video game system with interchangeable games. A New York native, Lawson is one of the few African American engineers who worked in computing at the dawn of the video game era.



# Student Work



# Student Work

**Description:** This is Stalker. This creature is a natural hunter. It's difficult to research this one since anyone who comes into contact with this creature usually never comes out alive, that's if they come out at all. Most of our knowledge about Stalker comes from one person who was able to escape the woods Stalker resides in, and from this individual we've been able to learn how dangerous Stalker actually is. Stalker is described as being pitch black with large glowing white eyes and very tall. Stalker's form of hunting is pretty self-explanatory; once Stalker has set its sights on a creature, it will stalk that creature for as long as it wants until it's ready to attack. Stalker's ability to be completely silent in any circumstance is horrifyingly incredible. One researcher reported seeing Stalker in a full sprint run through a pile of leaves, the researcher was equipped with a military grade hand held sound amplifier and reported zero spikes of any kind on the recording. Of course we only know this because we found his equipment and notes scattered on the forest floor next to a puddle of blood. From what know we can infer that no animal is too big for Stalker; we once found a mangle of mutilated body parts and innards of what we now know was a bear, but the corpses had no hope of being identified visually. Stalker is the overlord of these woods, and at the time of writing this all requests to research them will be denied until a more sustainable way of research is found; we can't spare anymore equipment nor researchers if they don't come back.



## Skills:

- Moves fast
- Very quiet
- Blends in with the dark
- Knows its way around the woods
- Will hear the things you do



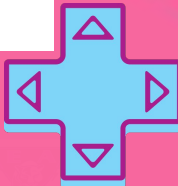
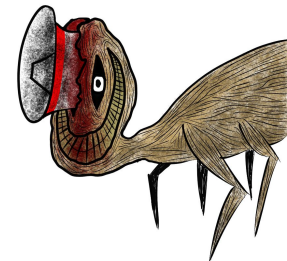
## Skills:

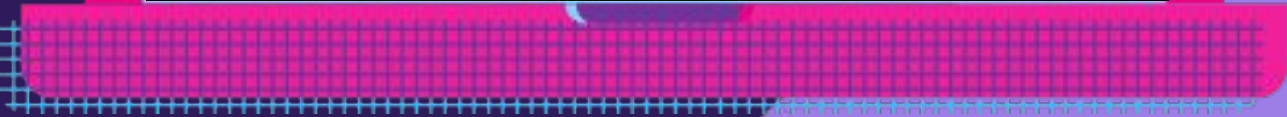
- Steals and relocates your bike pieces to random places
- Very inconvenient

**Description:** This is the Scrawlin. A some sort of animal... or is it an insect? Nobody definitively knows the origins of this wretched mangle of organisms for most don't make it out of the woods this thing calls home. The people who have come into contact with Scrawlin and made it out of the woods have described its face as "vaguely familiar". We tried to identify the face of the Scrawlin one time; we could never catch it, but with the megaphone protruding from the base of its cranium, it's fairly safe to say that the face is a bit too warped for an identification, so we gave up. We don't know much about the Scrawlin since there is only one in existence that we know of, but we do know one thing and that's: it's a huge ass. The only thing we know the Scrawlin does is it mimics the cries of animals (albeit in its own distorted way) to attract nearby predators to the position of the animal its mimicing. The Scrawlin is a literal freak of nature and us in the scientific community all hate this thing. A truly horrible creature.

## Skills:

- Alerts the main monster to your exact position.
- All around jerk.





# Physics and Bridge Building!

# Academic Announcements

- Our next round of **interim assessments** will be **February 26-March 1**
  - Please support your students to be well-rested, on time, and having had breakfast if possible!
  - High school's testing schedule is very compacted, so **all grades will have off campus lunch that week** unless there are behavior concerns with any individual student



# Academic Announcements

## Testing season approaches

- Please keep an eye out for information about:
  - ELPAC summative assessments
  - CAASPP (for grades 6-8 and 11)
  - Physical Fitness Test (for grades 7 and 9, March 6-7)
  - AP tests (for many 11th and 12th graders)
  - CAST (for grade 12)

# Panther Sports

(Coach Jon - Athletic Director)

# Panther Sports Update

- School League
- Spring/Summer Development
- Spring/Summer Tournaments
- End of Summer Tournament - bonding trip



# Panther Student Activities

(Ms. S - Dean of Students)

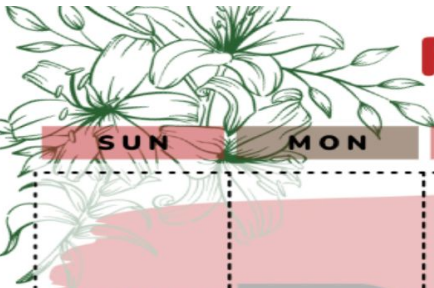
# Celebrating Black History Month



Continuing our work in  
Anti-Racist and  
Pro-Black Framework

# Celebrating Black History Month

**FEBRUARY 2024**




SUN	MON	TUE	WED	THU	FRI	SAT
			31 BSU Begins Decorating School	1 -Staff wears African Ashobi -Advisory BHM Facts Begin	2 BHM Door Decorating Begins	3
4	5	6	7	8	9	10
11	12 Comfort/Pajamas	13 BSU Meeting #BLACKOUT TUESDAY	14 Wear Red or Pink	15 Grade Level Color	16 Black Figure Friday	17 Black College Expo
18	19 Door Decorating Winners Announced	20	21	22 Family Gathering/Movie Night TBD	23 Advisories awarded prize for Door Decorating	24
25 Black Joy Parade	26	27 -BSU Meeting -Family Gathering/Movie Night TBD	28 Staff share Black History Month Black Business Project	29		

- BHM Advisory Facts
- Door decorating competition
- BH Community Meeting Feb 21 or 28th Assembly
- Feb 22 BHM Movie Night
- Feb 27 Black Family Gathering Meal Night

# Celebrating Black History Month

SNACKS SOLD BEFORE MOVIE

## AKEELAH and the BEE



THURSDAY, FEBRUARY 22  
START 4-6  
WHERE: ROOM 104 (MR. G'S ROOM)

BLACK HISTORY MONTH PRESENTS

## JUDAS AND THE BLACK MESSIAH



THURSDAY, FEBRUARY 22  
START AT 4:15 PM-6:30~  
WHERE: THE THEATER

Snacks Sold Before Movie




## February 15, 1851

**What happened:** Shadrach Minkins was born in Norfolk Virginia in 1814 to parents who were enslaved, so was himself enslaved from birth. He freed himself in 1850 and against dangerous conditions arrived in Boston, Massachusetts where he got a job as a waiter at a coffee house.

**More info** Later that year, Congress enacted the Fugitive Slave Act, which made it legal for federal agents to arrest and re-enslave people who had escaped to free states.

On **February 15, 1851** US Marshals disguised themselves as customers at the coffee house where Minkins worked and arrested him.

He was taken to a hearing at the Boston Federal Courthouse. Black abolitionists learned about Minkins and broke into the courthouse and rescued him. After the rescue, Minkins fled to Canada with other African Americans. The group created the first Black community in Montreal. Minkins died in 1875 a free man.



**Reflection Question**

1. What does this make you think/wonder?
2. How does this show up in or connect to our world today?

# More events..

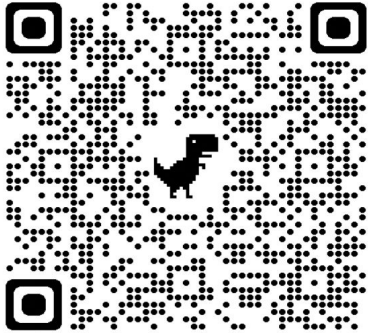
## Upcoming Events Feb 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5 Cupid Floats Sales	6	7	8 Cupid Floats Sales	9 NO SCHOOL	10
11 Spirit Week	12 - Last Day to Buy candy grams -PJ Day	13 -Wear All Black	14 -MG Activity Day -Wear Red/Pink	15 -Wear your grade color	16 -HS Dance; 6-8pm -Wear green/yellow/red	17 Spirit Week
18	19 NO SCHOOL	20	21	22	23	24
25	26	27	28	29		



# What's Happening..

## The Princess Project San Francisco



Do you need a FREE prom dress?  
If so, scan the QR code to sign up for a date and head to San Francisco



ENVISION ACADEMY | of ARTS & TECHNOLOGY

OSA  
Oakland School for the Arts

## STEAM Showcase

- Sign up by: **February 16th**
- Science Fair Event: **March 27th**
- Grades 6-12 eligible!
- Work with up to 4 people
- Projects in science, math, engineering, and art welcome!

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Contact Mr. Brennemman about signing up  
(email or in person @ 306B)



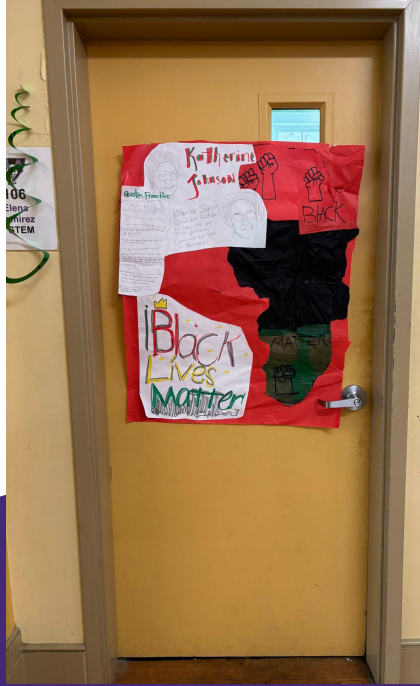
# Panthers In Action..



# BHM - Door Decoration.



# BHM - Door Decoration.



# BHM - Door Decoration.



# College & Career

(Kevin - College Counselor &  
Michael Viera - College & Career  
Advisor)

# College Acceptances

12th graders have already been accepted to the following universities:

- SF State
- CSU East Bay
- Sacramento State
- Chico State
- Fresno State
- Sonoma State
- Cal Poly Humboldt
- CSU Los Angeles
- CSU Northridge
- CSU Dominguez Hills
- UC Berkeley!!!



Many more still to come!

# WOW – World of

- “WOW” = World of Work
- 11th Grade Internships: March 4th to 8th
- So far, more than half have found internships in places such as the following:
  - Law office
  - Animal shelter
  - Public Health Department
  - Boxing gym
  - Community and youth organizations
  - More



# Measure G1

(Mr. K.)

# Measure G1 - Agenda

- What is it?
- What can we do with it?
- What the potential value?
- What are our ideas and suggestions?

# Measure G1 Grant

## Oakland Voters approved a Parcel Tax

- Support increased Arts, Music & World Languages in Middle Grades
- Increase a Safe Middle Grades Environment

About \$60K

# Measure G1 - Our Ideas & Suggestions



After school band	Volunteer in the community through the arts	better food
After school Choral	Train HS students to be mentors for the MGs in the arts	cultural dances
After school Theater	Digital Arts w/ Gamings from an artistic perspective	Family & student art & music
Mental Health - Counseling	Kidpower (safety)	
Opportunities to experience and become familiar with emotions	Breathe For Change (SEL & Trauma Informed)	

# Measure G1 - Our Ideas & Suggestions




# Looking Ahead

(Mr. K.)

# Feb to Apr



- Black History Month - February
- Interim Assessments #3 - Feb 26 to Mar 1
- Women's History Month - March
- WOW Internships (11th) - March 4-8
- PE Testing - March 6 & 7
- Pi (3.14) Day - March 13
- **No School (Teacher PD)** - March 14 & 15
- Panther Family Townhall - March 21
- Last Day Quarter 3 - March 21
- **No School (Envision PD)** - March 22
- First Day Quarter 4 - March 25
- **Spring Break (No School)** - Mar 29 - Apr 5



# Rebuilding the EA Family & School Connection

(Deja' Hayley - Family & Community  
Engagement Coordinator)



# Family Referral Program

(Deja')

## What is the family referral program?

For each student that you refer to EA that applies for the 2024-25 school year, you will receive a \$50 gift card to either Safeway or Target.

## How do I refer a family?

- Bring them onsite to apply in person.
- Email Deja' ([hdeja@envisionacademy.org](mailto:hdeja@envisionacademy.org))
- Call Deja' (510) 372-0076 ext 3053

## Key Takeaways:

- There is no limit on the amount of gift cards you can receive.
- All student(s) you refer must submit an application by deadline February 16!



# Q & A

(Mr. K.)



감사합니다  
 takk **obrigado** **ARIGATO** **danke** **TEŞEKKÜR EDERİM**  
 благодаря **MERCI** **MOLTE GRAZIE** **DANKU** **muchas gracias**  
 ありがとう  
 PALDIES **grazas** **MULTUMESC**  
 спаси́бо **THANK YOU** **MERCI** 多謝  
 merci **ARIGATO** **MERCI**  
 謝謝 **GRACIAS** **qujan**  
**DANK U** **mesí** **GRAZZI**  
**köszí** **DANKE**  
**TAK** **TACK** **TACK**  
 vielen dank **danke** 謝謝  
**THANKS** **TACK** **hvala** **TAK**  
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**danke schön** **благодаря**  
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**OBRIGADO** **grazie**  
**merci** **TACK** **danke**  
**ARIGATO**

