



**Measure G1
Charter Pilot Grant
Application 2017-18
SUMMER REVISE
Draft Due August 4, 2017**

Please note: This application serves as a proposal for **IF** funds are allocated in 2017-18. This is not a guarantee of funds being distributed in 2017-18. Allocation decisions for 2017-18 will be made by the Measure G1 Commission on August 14, 2017.

School:	ASCEND K-8	Principal	Morgan Alconcher
School Address	3709 East 12th Street	Principal Email:	MAlconcher@efcps.net
School Phone	(510) 879-3140	Principal Phone:	(510) 384-4847
2017-18 Enrollment (6-8)	154	Anticipated Grant Amount*	\$58,000 (full allocation) \$29,000 (half allocation)

*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 6-8 actual enrollment in fall (exact date TBD) and final tax revenue generated in spring 2018. The actual allocation percentage for 2017-18 will be determined at the Measure G1 Commission Meeting, August 14, 2017.

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Other	% English Learners	% Oakland Residents
79	73	89% (undup.count)	7%	1%	56%	95%

Student Body Ethnic Composition

African-American	American Indian/ Alaskan Native	Asian	Hispanic/ Latino	Filipino	Pacific Islander	Caucasian	Multiracial
3%	0%	1%	94%	0%		1%	

Measure G1 Lead Team (can be a pre-existing team such as Instructional Leadership Team)

Name	Role
Hae-Sin Thomas	Chief Executive Officer
Morgan Alconcher	Principal
Jeff Embleton	Asst. Principal - Middle School
Sonya Benavides	Unconditional Education Coach - Seneca
Miranda Spang	Dean of Students
Jennifer Nguyen	Chief of Leadership Development

School Vision:

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.

Middle School Measure G1 Self- Assessment:

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. School Governance Body, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

Music (Rubric Score) - ASCEND has no formal music program.		Art (Visual Arts, Theater, and Dance)	
Access and Equitable Opportunity	N/A	Access and Equitable Opportunity	Quality
Instructional Program	N/A	Instructional Program	Quality
Staffing	N/A	Staffing	Quality
Facilities	N/A	Facilities	Quality
Equipment and Materials	N/A	Equipment and Materials	Quality
Teacher Professional Learning	N/A	Teacher Professional Learning	Quality
World Language (Rubric) - ASCEND has no formal world language program			
Content and Course Offerings	N/A		
Communication	N/A		
Real world learning and Global competence	N/A		

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (Culture Data/Site Plan Data/Enrollment)		Safe and Positive School Culture	
2016-17 Enrollment Data (projection vs. actual)	462 vs 462	Culture data - Suspension	2.6%

Elementary School (ES) Outreach Strategy Actions	This is a K-8 school, so this is not applicable	Culture data - Chronic Absence	3.9%
Programs to support ES students transition to MS	This is a K-8 school, so this is not applicable	Survey data - families, students, teachers	ASCEND administers the SCAI survey. On a scale of 0-5, middle school students scored ASCEND 3.6, and their parents scored ASCEND a 3.9.

Please make sure to provide meeting agenda and minutes of the engagement meetings with this application.

Community Engagement Meeting(s)	
Community Group	Date
ASCEND Family Leadership Council	April 20, 2017

Staff Engagement Meeting(s)	
Staff Group	Date
Staff Advisory Team	April 13, 2017

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Identify the team (i.e. ILT function, community; school governance body, PTA) to engage in self-assessments and generate a design plan for electives, 5th - 6th grade retention, and school culture . This Team will create the Implementation Plan to address the following:

The Goals of the Measure

- 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

At ASCEND, the Middle School Instructional Leadership Team has taken the lead on self-assessing their programming related to electives, school culture and 6th grade transition. They have generated the following plan for implementation during the 2017-18 school year.

2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis.

3. Please explain how you plan on using the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
4. Add additional lines if you would like to add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2017-18.

1. Music Program

Programmatic Narrative Based on Rubric		
<p>ASCEND does not have a music program. ASCEND as an arts-integration Expeditionary Learning Outward Bound school has traditionally had a music integration program where a music teacher worked closely with grade level teachers to integrate music into the expeditions. However, in the past 3-4 years, as the state transitioned to Common Core, ASCEND has been deeply focused on a revisioning of their program in alignment with the transition to Common Core. They have focused investment on that transition, building teacher capacity around the Common Core and embracing personalization as a way to accelerate outcomes. ASCEND continues to focus deeply on Common Core transition as the school's outcomes have not been as strong on the SBAC as they were on the CST. Now, the focus is on deepening the Expeditionary Learning Outward Bound work, which has been de-emphasized over the years. We believe this focus will accelerate outcomes.</p>		
Budget	2017-18 Activities	Anticipated Outcome
0	None	N/A

2. Art Program

Programmatic Narrative Based on Rubric		
<p>ASCEND offers a rich visual arts program where students receive art instruction over 9 years at ASCEND and arts is integrated into the Expeditions teachers leverage to deepen learning and integrate content. ASCEND has partnered with MOCHA for over 16 years to bring residents arts into ASCEND to provide arts instruction and partner with teachers around expeditions. ASCEND is recognized as one of the strongest visual arts integration programs in the Bay Area. ASCEND does not see a need to expand visual arts at this time.</p>		
Budget	2017-18 Activities	Anticipated Outcome
0	None	N/A

3. World Language Program

Programmatic Narrative Based on Rubric		
<p>At ASCEND, there is no formal world languages program. While ASCEND has made great strides and is accelerating outcomes, it continues to have many students underperforming in its transition to the Common</p>		

Core. Therefore, ASCEND has made a commitment to dedicate more time in their schedule to rigorous academic coursework. Last year, ASCEND decided to invest in Teach To One (TTO), a personalized learning math program nationally recognized for acceleration in middle school. TTO has facilitated ASCEND growing math outcomes 2 times expected growth. However, the program requires a minimum of 90 minutes of math daily. Because ELA outcomes are still underperforming, ASCEND has also committed significant time towards humanities. As an arts integrated Expeditionary Learning school, students have to receive rich coursework in science, art, social sciences, language arts and physical education. While ASCEND would love to provide a world languages program to our students, there is insufficient time in the master schedule to provide an adequate world languages program, provide quality and thorough programming in the content-rich Expeditionary Learning model, and accelerate outcomes in ELA and mathematics.

Budget	2017-18 Activities	Anticipated Outcome
0	None	N/A

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

ASCEND is a K-8 school, so enrollment retention is assumed.

Budget	2017-18 Activity	Anticipated Outcome
0	None	N/A

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

Overall, ASCEND does not have some of the cultural challenges of much larger middle school programs with incredibly low suspension rates and chronic absenteeism. That said, ASCEND serves a fairly high poverty community and some of ASCEND’s students have had significant trauma in their lives. This past year, ASCEND had an unusually high number of 5150s at the middle school level, saw an increase in middle school students in juvenile hall, and generally observed an increase in high risk teen behavior outside of the school. ASCEND has partnered with Seneca Family of Agencies and La Clinica de la Raza to provide therapy and support to their struggling students. As part of that partnership, Seneca secured a federal Invest in Innovation grant to provide an Unconditional Education coach for the past three years. The grant is in its third and final year, and it is clear that this partnership with Seneca has been pivotal in managing the crises named above, facilitating a low suspension and chronic absenteeism rate, and facilitating a powerful support system at ASCEND for all students. The partnership led to coordination of the overall cultural plan for ASCEND, the Multi-Tiered System of Support, Positive Behavioral Interventions Systems (PBIS), Restorative Justice, and family support to ensure strong systems and procedures are developed at tiers 1, 2 and 3. This enabled the design and implementation of an advisory/crew structure, enabling greater personal safety for students and a stronger sense of community and belonging. Now that this grant has concluded and Seneca will NOT be providing that support as the formal I3 partnership is over. ASCEND is seeking to leverage G1 dollars to resource a new position - the Director of School Culture and Systems Support, who will take

responsibility for managing the advisory/crew system for middle school, facilitating the PBIS, RJ, and MTSS systems at ASCEND that facilitate social emotional support for our most struggling middle school youth.

Specifically, the position will:

- Collaborate with EFC MTSS lead and site admin in designing and facilitating implementation of academic, social-emotional, behavioral, health, and family interventions at tiers 2 and 3
- Lead the implementation of the COST process (Coordination of Services Team) and coordinate with external agencies providing services on site - scheduling, communications with staff and families, monitoring effectiveness and implementation
- Work with site administration to design the PBIS systems at the school, codify those systems, train teachers in the systems, and collect data and communicate effectiveness of the systems
- Train staff and students in Restorative Justice practices; train middle school student leaders in facilitating conflict mediation and oversee that program
- Outreach to and manage relationships with external agencies
- Conduct case management of students and families with extreme needs - where coordination of multiple services/agencies is required
- Collect data and monitor effectiveness of interventions in MTSS system

Budget	2017-18 Activity	Anticipated Outcome
\$58,000	Resource a .5FTE allocation (1FTE = \$116,463) of a Director of School Culture and Systems Support position at ASCEND for the 2017-18 school year.	<ol style="list-style-type: none"> 1. Increase in student experience/ engagement/ safety at school from 3.6 to 4.0 on SCAI survey 2. Suspension rate of <3% and a chronic absenteeism rate <5%.
\$29,000 (if the Measure G1 Commission approves a 50% allocation)	Resource a .25FTE allocation (1FTE = \$116,463) of a Director of School Culture and Systems Support position at ASCEND for the 2017-18 school year.	<ol style="list-style-type: none"> 3. Increase in student experience/ engagement/ safety at school from 3.6 to 4.0 on SCAI survey 4. Suspension rate of <3% and a chronic absenteeism rate <5%.