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 <u>percentage</u> *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

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:

   T**he 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		
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.		
Budget	**2017-18 Activities**	**Anticipated Outcome**
0	None	N/A

2. Art Program

Programmatic Narrative Based on Rubric		
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.		
Budget	**2017-18 Activities**	**Anticipated Outcome**
0	None	N/A

3. World Language Program

Programmatic Narrative Based on Rubric
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

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.

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.	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.	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%.

ASCEND A School Cultivating Excellence, Nurturing Diversity

Parent Leader Meeting #7: Thursday, 4.20.16

Compassion	Perseverance	Craftsmanship	Responsibility	Curiosity

Compasión	Perseverancia	Experto de alta calidad/ Cualidad	Responsabilidad	Curiosidad

Norms:

• Speak your truth • Be considerate of individual and group needs • Nurture yourself and others • Assume/ trust positive intent • Keep equity at the center	• Be engaged and present • Be open minded in the pursuit of progress • Be mindful of patterns of progress with equity in mind • Use our time together effectively *Take care of yourself*

Normas:

• Diga su verdad • Sea considerado/a de las necesidades individuales y de grupo • Tome cuidado de usted y de los demás • Asuma/ confíe en la intención positiva • Mantenga la igualdad como centro	• Ser comprometido/estar presente • Sea mente abierta en la búsqueda del progreso • Sea Consciente de patrones del progreso teniendo en mente la igualdad • Usemos el tiempo juntos efectivamente *Cuidese*

Goals:
- To collaboratively guide the school
- To build parent leadership
- To help parents support other parents
- To engage in a process where parents control topics and outcomes

Metas:
- Para orientar a la escuela en colaboración
- Para construir liderazgo de los padres
- Para ayudar a los padres a apoyar a otros padres
- Para participar en un proceso en el que los padres controlan los temas y los resultados

Meeting Roles: SEMESTER ONE		
Note-Taker	Takes notes on each part of the meeting, in a way that can be shared out with the community.	Graciela

Timekeeper	Works with the facilitator to keep time on parts of the agenda. Helps the group to get through topics.	Katrina
Process Checker	Observes participation patterns and collaboration patterns throughout the meeting and gives groups and individuals feedback at the end- with the intention to do better at the next meeting.	Jenni Pinto
Roundtable Facilitator	Facilitates the roundtable discussion by introducing topics to the group and sharing necessary details for discussion. Assigns next steps, or "keeper" of item as well.	Mailisha Chesney

Agenda

Thursday Meeting Protocol			
Time			
6:00-6:05pm	Welcome Intro Orientation to Evening		
6:15- 6:30pm	Latitude Presentation ● Lillian Hsu ● Aaron Townsend		Lazear Latitude Presentation 032417
6:30- 7:15pm	Site Planning Engagement ● Sharing and Feedback ● Measure G1		PL Meeting Presentation #7_4.20.16
7:15-7:30pm	Appreciation and Closure		

<u>Minutes</u>
Do Now Entry Task:

 Parent Leaders discuss and verify members of School Site Council and approve membership at 100%.

1. There's a federal audit coming up.

~The audit controls how much money is coming into our school. They want to make sure that we have decision-making bodies.

~Despite the fact that our school has always had a lot of opportunities to meet, to connect with one another, and plan together, we haven't had an official "School Site Council" so we're officially forming one now. It must have 5 staff members and 5 parents. We have that now.

2. Data

~Skye Survey: on all 7 domains we exceeded our projected outcomes. On this last survey we had many more parents participate and we scored higher than we ever ad! We got a 4.1 (the goal is 4.0)!

3. Title 1 Funding

~Reviewed how we're spending this government money. We want to spend a lot of money front-loading with the younger grades, due to language and school readiness issues. So lots of money is going toward TK, kindergarten aides, and more support for the younger grades in language arts.

4. Site Planning Items:

~Parental Involvement Policy (we have one! it's still the same!)
~TK Win (we'll be having one new TK class next year
~Tech (no more tech class, per se; now we'll have a teacher who will
  conduct year-long expedition; each class meets with the tech teacher
~Staffing Updates:
   *we hired a TK teacher!
   *we hired new teachers (all from our residency program!): for kinder,
    3rd, & 5th
   *The bad news is that Seneca will stop providing the UE Coach role (due to the I3 grant ending)
~Discussion on what is Measure G1 - celebrating work of getting access to charter schools
 Should we use Measure G1 middle school funds to fund the middle school portion of a new position at ASCEND that does
 the UE work - A Director of School Culture - PBIS, RJ, MTSS, COST, Crew. Are we ok with that over music, drama,
 world languages? Yes, that role is invaluable and important for making sure we have a strong student culture.
~Security Changes (we're stepping up the security, due to the current political climate and fear of INS, etc.)

5. We should think about what (if anything) we still want to cover & discuss at the remainder of the parent leader meetings.

Roles de reunión: Primer Semestre		
Encargado de Tomar Notas	Tomar notas en cada parte de la reunión, de manera que puede ser compartida con la comunidad..	Graciela Leon
Tomar Tiempo	Trabaja con el facilitador para mantener el tiempo en las partes de la agenda. Ayuda al grupo a conseguir a través de los temas.	Katrina Hampton
Regulador	Observa los patrones de participación y los patrones de colaboración a lo largo de la reunión y da a los grupos e individuos retroalimentación al final- con la intención de hacerlo mejor en la próxima reunión.	Jenni Pinto
Facilitador de la Mesaredonda	Facilita la discusión en la mesaredonda e introduce temas para el grupo y el intercambio de datos necesarios para la discusión. Asigna próximos pasos, o "mantiene" otros elementos a la vez.	Mailisha Chesney

Agenda

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.

Compassion	Perseverance	Craftsmanship	Responsibility	Curiosity

Declaración de la visión de ASCEND

La visión de ASCEND es de nutrir una

pasión por el aprendizaje y cultivar un agencia personal para poder descubrir quienes somos, que necesitamos y cómo abogar por ello. Juntos, nuestra comunidad de estudiantes, familiares y personal exploran, aprenden y crecen a través del éxito y el fracaso. Aprendices diversos prosperan a través de un enfoque que desarrolla a todo el individuo, el cual incluye integración al arte, aprendizaje expedicionario, personalización, y un enfoque en el crecimiento socio emocional. A Través de de una visión común guiada por el amor, nos apoyamos firmemente entre sí para forjar nuestros propios caminos y crear una escuela que refleje el mundo que queremos.

Compasión	Perseverancia	Experto de alta calidad/ Cualidad	Responsabilidad	Curiosidad

ASCEND A School Cultivating Excellence, Nurturing Diversity

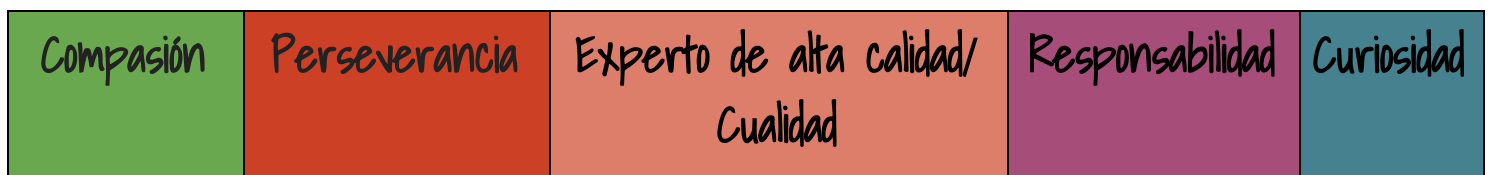## Advisory Agenda, April 13, 2017

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.

Compassion	Perseverance	Craftsmanship	Responsibility	Curiosity

Norms

- Speak your truth
- Be considerate of individual and group needs
- Nurture yourself and others
- Assume/ trust positive intent
- Keep equity at the center
- aBe engaged and present

- Be open minded in the pursuit of progress
- Be mindful of patterns of progress with equity in mind
- Use our time together effectively
- Take care of yourself

Outcomes:
- ❏ To collaboratively and collectively guide the school
- ❏ To offer feedback around existing items, processes or proposals
- ❏ To address needs of the school community with a problem-solving stance

Time	What	Why	Materials
3:45-4:30pm			

1. Doors
    a. To execute our multiage model
    b. 2 doors are built into the new budget
    c. Do we still want the doors? Our budget is very tight.
        i. The $35,000 would be relocated to other narrow areas in the budget.
        ii. Budget will be the same/less in coming years. It should be postponed to the summer after, if we decide to postpone.
        iii. Kate and Julie: It is an inconvenience, but that's a lot of money to spend on a door. Hallways and students needing to be taken from class to class. Opportunities for teachers to learn from each other, as well as students transitioning.
        iv. Morgan: Space facilitates culture. We never have room in the budget. If we don't do it now, then when?
    d. **Next Steps: YES TO DOORS**
2. Tech/ Eng/ PBL
    a. Create a 1.0 position where students are doing tech, science, and engineering. Experiments, labs, skills, and also application with technology.

b. Traditionally, tech has not had enough time to truly integrate with other teachers.
c. Can we restructure science in the middle school?
d. Should we do trimester cycles, twice a week? 24 sessions to do a unit/project. Not coming back to it for a year.
e. CS Edge?
f. Conferences and ongoing consultancy to educate teachers on how to integrate tech into the classroom. Grant opportunities?
g. **Next Steps: We like the project based, engineering, science type class. We are going to purchase the sixth grade curriculum. We can reach out to Lazear to see what they use for engineering. Brainstorm ways to integrate tech into the classroom.**

3. Engage NY
   a. Two years ago we focused a lot on close reading complex texts.
      i. Now that we have shifted our vision, we took a year to figure out multiage ELA.
      ii. Cut into the grade level ELA time. We see that in our benchmarks.
      iii. We are differentiating fine, but we aren't focusing on complex texts.
      iv. We need to build it back in.
   b. Research reported back by Meaghan and Nicole.
      i. Kids that are reading at a DRA level 38-40 being in multiage classrooms where they are using EngageNY units instead of guided reading.
      ii. Does this account for developmental differences? A fourth grade level 10 is not the same as a first grade level 10.
      iii. Are you going to reassess kids when they are done with their module?
      iv. Pilot with Trimester 3: Could we just try them? See how it goes?
   c. **Next Steps: Pilot with a few people for Trimester 3. Come back to Advisory and share how it went.**

4. **Discussion of new Director of School Culture Position**

   ❏ **I3 and Seneca will no longer lead this culture work - PBIS, RTI, Middle School Crew, RJ**
   ❏ **Having someone to oversee Staff Culture, Student Culture and the Interventions model is critical to all teammates**
   ❏ **Measure G1 is one possible source to resource the middle school portion of this position (.5FTE), but Measure G1 also could fund world languages or music, which we lost a few years back. Or even drama. Staff sees the value of this Director position as a prerequisite to an emotionally and physically safe school culture- particularly for middle school.**
   ❏ **Advisory and Parent Leaders will engage in this discussion as well.**

SCAI Data
- What are the data points that are strong?
- Where have we seen growth?
- What do we need to work on moving forward?
- What surprised you?

SCAI

What were some things that you were proud of?
- parent participation
- administration visible and in the lobbies
- 4 or above means that your culture is positively impacting your academic achievement

Proposed Dimensions to work on for next year

Community Relations

- Service learning and community service (outdoor education and service learning)
- Inviting community members to class
- Coordination of volunteers

Physical Appearance
- Presence of litter
- Maintenance of school property

Faculty Relationships
- Attendance at school events
- Coordination of teacher leadership

Additional Information:
Noting the low scores for "Relationship with custodial staff"

4:30-4:45pm	Closure, Appreciations, Reflections		

Measure G1 Commission Middle School Proposal Rubric

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

School Name: **Commissioner:**

	Area of Focus	Score	Notes
1.	Proposal keeps equity at the forefront		
2.	Includes all required components		
3.	Proposed use of funds is aligned to the intent of the measure		
4.	Supplementing existing program, not supplanting		
5.	Proposal accurately assesses strengths and growth areas in the domains		
6.	Clear alignment between self-assessments and proposed actions		
7.	Clear, measurable outcomes are articulated for each use of funds		
8.	Clear documentation of staff engagement in the planning process (agenda & notes from meetings)		
9.	Clear documentation of community engagement in the planning process (agenda & notes from community meetings)		
For the five lines below, only score the components that apply to a given proposal.			
10.	Plan for providing quality art programming is clearly articulated		
11.	Plan for providing quality music programming to students is clearly articulated.		
12.	Plan for providing quality world language programming is clearly articulated.		
13.	Plan for supporting 5th to 6th grade recruitment and retention of students is clearly articulated		
14.	Plan for promoting positive school culture and safety is clearly articulated		
	Final Score (sum total /number of scored line items)		

1= Far below the requirement,   2=Did not meet requirement,   3= Nearly met requirement,   4= Met requirement,   5= Exceeded requirement