



**Measure G1
Grant Application
2018-19- Charters
Due: March 15, 2018**

School	Ascend Academy	Contact *	Hae-Sin Thomas
School Address	3809 East 12th Street, Oakland CA 94601	Contact Email	hthomas@efcps.net
Principal	Morgan Alconcher	Principal Email	malconcher@efcps.net
School Phone	510-879-3140	Recommended Grant Amount**	\$22,702
Actual 2017-18 Enrollment (6-8) (20 day count)	155	Actual 2017-18 LCFF Enrollment (6-8) (20 day count)	115

**Measure G1 Communications will be sent to individual listed as the Contact for the organization. Please include principal's information as well, if they are not the same.*

***Note: This is by no means a guarantee of funds. The recommended grant amount is still an estimate based on projected tax revenue, and 20 day LCFF enrollment of Oakland residents. All recommended grant amounts are subject to Measure G1 Commission and School Board approval.*

Summary of Approved Expenditures from 2017-18 ([link to 2017-18 full approved proposal](#))

2017-18 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	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.	\$28,394
2		
3		
4		
5		
Budget Total (must add up to Current Grant Amount)		\$28,394

Summary of Proposed Expenditures for 2018-19 (listed in order of priority)

2018-19 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Resource 19% of 1 FTE (1 FTE = \$121,621) of the Director of School Culture and Systems Support position at ASCEND for the 2018-19 school year	\$22,702
2		

3		
4		
5		
	Budget Total (must add up to Anticipated Grant Amount)	\$22,702

School Demographics

Male	Female	% LCFF	% SPED- ALL	% SPED Mild-Moderate	% English Learners	% Oakland Residents
77	79	89.7%	10%	N/A	53%	97%

Student Body Ethnic Composition

African -American	American Indian /Alaskan Native	Asian	Hispanic /Latino	Filipino	Pacific /Islander	Caucasian	Multiracial
2%		1%	94%			1%	

Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.

Name	Role
Morgan Alconcher	Principal
Jeff Embleton	Assistant Principal
Sonya Benavides	Director of School Culture
Nick Borelli	Teacher
Christina Ayala	Teacher

School Vision (insert here):

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. SSC, 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)	2016-17 (last yr)	2017-18 (this yr)	Art (Visual Arts, Theater, and Dance)	2016-17 (last yr)	2017-18 (this yr)
Access and Equitable Opportunity	N/A	Entry	Access and Equitable Opportunity	Quality	Quality
Instructional Program	N/A	Entry	Instructional Program	Quality	Quality
Staffing	N/A	Entry	Staffing	Quality	Quality
Facilities	N/A	Basic	Facilities	Quality	Quality
Equipment and Materials	N/A	Entry	Equipment and Materials	Quality	Quality
Teacher Professional Learning	N/A	Entry	Teacher Professional Learning	Quality	Quality
World Language (Rubric)	2016-17 (last yr)	2017-18 (this yr)	As an arts-integration Expeditionary Learning program, the primary means by which ASCEND has exposed our students to the arts has been through a program that integrates arts into the larger core program. We do have visual arts teachers through MOCHA who partner with teachers to bring visual arts into the expeditions. There is no formal music program as the school decided to move towards technology and STEM integration three years ago; however the teachers do integrate music into the expeditions whenever possible. ASCEND does not provide world languages programming.		
Content and Course Offerings	N/A	Emerging			
Communication	N/A	Emerging			
Real world learning and Global competence	N/A	Emerging			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2016-17 (last yr)	2017-18 (this yr)	Safe and Positive School Culture (SPSA)	2016-17 (last yr)	2017-18 (this yr)
--	------------------------------	------------------------------	--	------------------------------	------------------------------

2017-18 Enrollment Data (20 day)	459	486	Suspension	4.2%	5.4%
ES Outreach Strategy Actions	This is a K-8 school, so N/A	This is a K-8 school, so N/A	Chronic Absence	4.8%	6.3%
Programs to support ES students transition to MS	This is a K-8 school, so N/A	This is a K-8 school, so N/A	CHKS data (district only)		

REQUIRED: Please provide all meeting agendas, minutes, flyers, and sign-in sheets of the staff and community engagement meetings with this application. The application will NOT be considered without this documentation of engagements.

Community Engagement Meeting(s)	
Community Group	Date
Family Leadership Council	March 8, 2018

Staff Engagement Meeting(s)	
Staff Group	Date
ASCEND Staff Advisory	March 5, 2018

Budget Justification and Narrative

In the following sections, please review the self-assessment and discuss your team's 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

1. 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. Please highlight what G1 specifically supported in the 2017-18 school year.
2. Please explain how you plan to use the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
3. Add additional lines if you would like to add additional budget items.
4. 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 formal music instruction program. ASCEND as an arts-integration Expeditionary Learning Outward Bound school integrates the arts into the core instructional program and specifically into learning expeditions. They partner with MOCHA to bring artists in to partner with classroom teachers and to provide professional development to classroom teachers. In its early years, there were formal music teachers at ASCEND for formal music instruction. ASCEND in the past three years has partnered with the Rogers Family Foundation to become an NGLC (Next Generation Learning Challenge) grantee and has moved towards integrating STEM and shifted its resources in that direction. With the need to increase instructional minutes in math and ELA as well as provide art and technology, ASCEND has not been able to provide music in the school day program. ASCEND partners with Oakland Leaf to provide music after school. G1 did not support any music programming at ASCEND in the 2017-18 school year, and we are not requesting G1 resources for 2018-19.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
0	None	N/A

2. Art Program

Programmatic Narrative Based on Rubric

ASCEND is an arts-integration Expeditionary Learning school that has partnered with MOCHA for over 15 years to bring visual artists to ASCEND to partner with core teachers. 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. MOCHA provides residents artists 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. G1 did not support any visual arts programming at ASCEND in the 2017-18 school year, and we are not requesting G1 resources for 2018-19.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
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 Core. Therefore, ASCEND has made a commitment to dedicate more time in their schedule to rigorous academic coursework - increasing instructional minutes in ELA and Mathematics. 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. G1 did not support any world languages programming at ASCEND in the 2017-18 school year, and we are not requesting G1 resources for 2018-19.</p>		
Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
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	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
0	None	N/A

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

ASCEND serves a fairly high poverty community and some of ASCEND's students have had significant trauma in their lives. ASCEND's unduplicated count is at 90%, incredibly high, and our student population is comprised of many Hispanic immigrants who have had an incredibly challenging year this past year under the federal government's new immigration policies. We have seen a decline in attendance with risks of raids, an increase in counseling referrals, an increase in chronic absenteeism, an increase in suspensions, and an increase in aggressive behaviors. ASCEND in fact had to close the school for two days because of threats to the school. There has been a high level of trauma this year, and teachers have reported an increase in stress and anxiety.

ASCEND is in formal partnership with Seneca Family of Agencies and La Clinica de la Raza to provide therapy and support to struggling students. As part of that partnership, Seneca secured a federal Invest in Innovation grant to provide an Unconditional Education coach for three years. The grant was in its third and final year in 2016-17, and it is clear that this partnership with Seneca was pivotal in managing the kinds of 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. When this grant was concluded, ASCEND was granted authorization by the Measure G1 Commission and the OUSD Board of Directors to leverage G1 dollars to help resource a new position - the Director of School Culture and Systems Support, who took responsibility for managing the advisory/crew system for middle school and facilitating the PBIS, RJ, and MTSS systems at ASCEND that facilitate social emotional support for our most struggling middle school youth. Specifically, the position:

- Collaborated with the 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 coordinated with external agencies providing services on site - scheduling, communications with staff and families, monitoring effectiveness and implementation
- Worked with site administration to design the PBIS systems at the school, codified those systems,

- trained teachers in the systems, and collected data and communicate effectiveness of the systems
- Trained staff and students in Restorative Justice practices; trained middle school student leaders in facilitating conflict mediation and oversaw that program
- Outreached to and managed relationships with external agencies
- Conducted case management of students and families with extreme needs - where coordination of multiple services/agencies is required
- Collected data and monitored effectiveness of interventions in MTSS system

ASCEND is requesting Measure G1 dollars to continue to fund 15-25% of the Director of School Culture and Systems Support position for the 2018-2019 school year. We feel this position is critical for aligning and facilitating student support systems for middle school youth at ASCEND, particularly critical in this era of fear and uncertainty for our immigrant communities. We believe that the full position specific to supporting middle school youth is equivalent to a .5 FTE, and we seek to continue to resource that position at a 1.0FTE for the entire K-8 school, resourcing the .5 FTE for middle school using G1 dollars. ASCEND is currently in the middle of site planning and budgeting for the 18-19 school year. Should there be additional dollars, we will utilize G1 dollars to fund up to .5 FTE of the Director position.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$22,702	Resource 19% of 1 FTE (1 FTE = \$121,621) of the Director of School Culture and Systems Support position at ASCEND for the 2018-19 school year	<ol style="list-style-type: none"> 1. Increase in student experience/ engagement/ safety at school to 4.0 on SCAI survey 2. Suspension rate of <3% and a chronic absenteeism rate <5%. 3. Decrease in referral rates by 5% of middle school youth
Up to \$60,811 in G1 resources	Should there be up to \$60,811 in G1 resources, ASCEND will fund up to .5 FTE of the Director of School Culture and Systems Support position	<ol style="list-style-type: none"> 4. Increase in student experience/ engagement/ safety at school to 4.0 on SCAI survey 5. Suspension rate of <3% and a chronic absenteeism rate <5%. 6. Decrease in referral rates by 5% of middle school youth

Please submit your 2018-19 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).



Family Leadership Council Meeting

3.8.18 Minutes

- Morgan greets the family leaders and reviews the agenda.
- Larissa presents that EFC has been engaged in strategic planning and will approve a 3 year strategic plan this spring for 2018-21.
- Larissa shares that EFC is articulating its North Star for the long term - in the short term, EFC strives to have the average EFC student outperform the average California student in ELA and Mathematics on the SBAC.
- She shares that to reach the North Star, EFC will define the instructional vision - what will children experience across EFC with respect to the instructional program. What will be the strategic drivers of this instructional vision and how do we leverage the network to achieve that vision?
- Currently we outperform similar OUSD schools. We have defined the North Star to clarify where we are going next and in what timeline. What resonated for stakeholders in our engagement sessions was facilitating rigorous academic outcomes and student agency.
- Larissa reviews the components of the current instructional vision.
- She asks families to pair share about how they feel about the components of the instructional vision
- Parents share that they are excited to see mastery as the priority and that engagement is there because they want their kids to enjoy learning but not in the absence of high performance
- Larissa shares the instructional priorities/wins for the next three years
- Larissa asks parents how families might lean into these wins
- Parents share that they can be strong supporters if they are trained to work with their kids at home. One parent offers training to help parents work with their kids during the summer. Another shares more regular progress reports would help them push their kids.
- Morgan reviews that Measure G1 was passed by the Oakland taxpayers to fund staff compensation and middle school enrichment and culture. She reviews the specifics of what G1 will and will not fund.
- She distributes the G1 rubrics and shares how the leadership team scored the school. She shares that G1 resourced a portion of Ms. Benavides's salary and reviews the school culture data.
- Parents discuss in small groups how ASCEND should spend G1 dollars. Parents message that music is definitely missed at ASCEND but that the work Ms. Benavides does ensures physical and emotional safety at the school. They are impressed that there are so many more resources for struggling kids and families. They indicate that continuing with her work

is important and that if ASCEND finds additional resources, a music integration teacher would be greatly valued.

- Morgan transitions to sharing the updates on the construction project next door and shares the next steps from her meeting with the Unity Council leadership around mitigating noise, dust, and traffic issues.

ASCEND PARENT LEADERS



We Lead by Example

Meeting #4: March.8.2018

AGENDA for TONIGHT

- ☐ EFC Strategic Planning Update
- ☐ Measure G1 Funding/Application discussion
- ☐ Update on Construction
- ☐ Update on ICE Raids
- ☐ SBAC Interim and Prep
- ☐ Intercession



What We've Done: Drafted the Following

North Star: ()

Instructional Vision: ()

Strategic Drivers: ()

Value of Network: (To implement Strategic Drivers, here's how HO and Site will work together...)

Strategic Plan



Value of
Network

EFC's 2018-2021 Strategic Plan

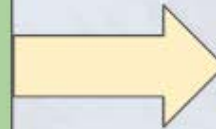
Strategic Drivers

*(To support
Instructional Vision,
EFC will focus on...)*



Instructional Vision:

*(To reach North Star,
this will be true for
ALL students...)*



North Star

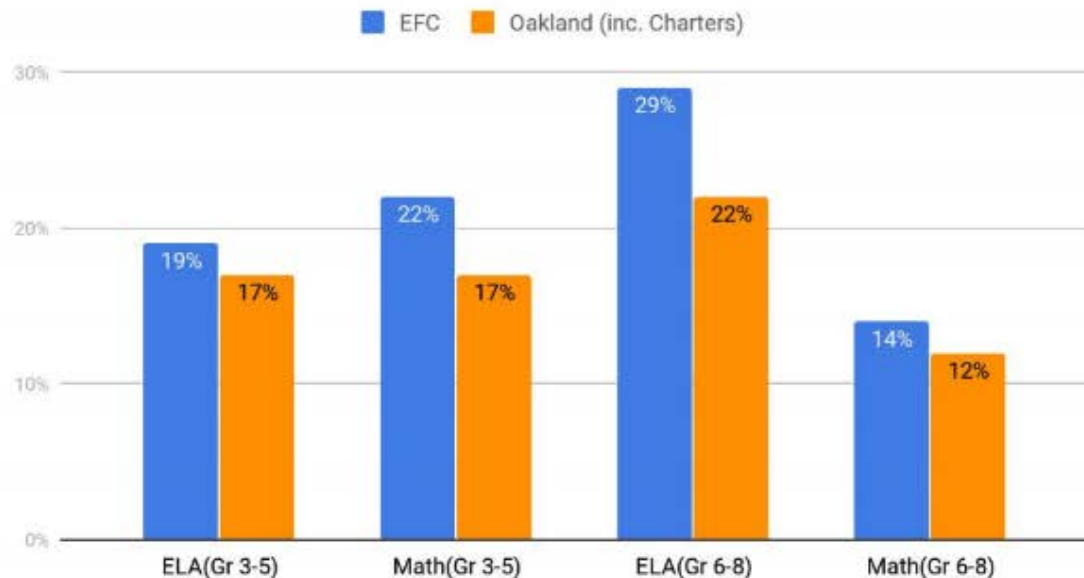
*(Grounded in
Student Outcomes.
By 2021...)*

Where We Are



EFC Outperforms comparable schools in Oakland in both ELA and Math

Schools serving at least 80% FRL and 35% EL





RIGOROUS ACADEMIC OUTCOMES

STUDENT AGENCY

Draft of North Star



Rigor & Relevance

VISION

- All EFC students outperform the students in the highest performing California districts.
- Graduates will have the personal agency, essential competencies, and integrated identity necessary to be prepared for a meaningful and productive life.

SPRING 2021

- All EFC students outperform the average California student in ELA and Mathematics.
- EFC students make accelerated academic and social growth, demonstrating increased interest and ownership over their learning and in their world.

CURRENT STATE

- EFC students outperform similar schools in Oakland.

Instructional Vision: Program Principles



- *What core beliefs or principles will help us make decisions and drive the design of our academic model?*
- *Who are we as a network?*
- *Who aren't we?*



Strategic Plan



EFC's 2018-2021 Strategic Plan

Drivers:

Instructional Coherence,
Instructional Leadership,
Data-Driven Instruction



Instructional
Vision:
Mastery, Agency,
Acceleration



North Star:
Outperform state

WINS!



Proposed Instructional Wins

Early Literacy (TK-2): (an essential predictor of long-term student outcomes)

Elementary Math: (ensure readiness for middle school math standards)

3-8 ELA: (essential work to set our student up for success in high school and beyond)

ASCEND Next Steps...

- ★ Site planning
- ★ Choosing school priorities
- ★ Budgetings choices and shifts
- ★ Next month to finalize plans with parents and get feedback

MEASURE G1 FUNDS

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

<i>Music (Rubric Score)</i>	2016-17 (last yr)	2017-18 (this yr)	<i>Art (Visual Arts, Theater, and Dance)</i>	2016-17 (last yr)	2017-18 (this yr)
<i>Access and Equitable Opportunity</i>	N/A	Entry	<i>Access and Equitable Opportunity</i>	Quality	Quality
<i>Instructional Program</i>	N/A	Entry	<i>Instructional Program</i>	Quality	Quality
<i>Staffing</i>	N/A	Entry	<i>Staffing</i>	Quality	Quality
<i>Facilities</i>	N/A	Basic	<i>Facilities</i>	Quality	Quality
<i>Equipment and Materials</i>	N/A	Entry	<i>Equipment and Materials</i>	Quality	Quality
<i>Teacher Professional Learning</i>	N/A	Entry	<i>Teacher Professional Learning</i>	Quality	Quality
<i>World Language (Rubric)</i>	2016-17 (last yr)	2017-18 (this yr)	As an arts-integration Expeditionary Learning program, the primary means by which ASCEND has exposed our students to the arts has been through a program that integrates arts into the larger core program. We do have visual arts teachers through MOCHA who partner with teachers to bring visual arts into the expeditions. There is no formal music program as the school decided to move towards technology and STEM integration three years ago; however the teachers do integrate music into the expeditions whenever possible. ASCEND does not provide world languages programming.		
<i>Content and Course Offerings</i>	N/A	Emerging			
<i>Communication</i>	N/A	Emerging			
<i>Real world learning and Global competence</i>	N/A	Emerging			

MEASURE G1 FUNDS

<i>Safe and Positive School Culture</i>			
<i>Culture data - Suspension</i>	2.6%		
<i>Culture data - Chronic Absence</i>	3.9%		
<i>Survey data - families, students, teachers</i>	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.		

MEASURE G1 FUNDS

CURRENTLY FUNDING - the Director of School Culture and Systems Support,

- 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
\$29,000	Resource a .25FTE allocation (1 FTE = \$116,463) of a Director of School Culture and Systems Support position at ASCEND for the 2017-18 school year.	Increase in student experience/ engagement/ safety at school from 3.6 to 4.0 on SCAI survey Suspension rate of <3% and a chronic absenteeism rate <5%.

MEASURE G1 FUNDS

DISCUSSION:

1. How has the current investment been experienced?
1. Should ASCEND consider investing in music or world languages instead of the Director of School Culture and Systems - in light of our low scores on the rubric?

Fruitvale Transit Village II-A Casa Arabella

- ☐ Testing for contaminants like Lead in the soil and other harsh chemicals
- ☐ Documentation of these assessments and education around safe levels

Two main concerns:

DUST	<ul style="list-style-type: none"><input type="checkbox"/> Dust monitors at construction site AND at ASCEND<input type="checkbox"/> Quick communication between site managers around alarming levels<input type="checkbox"/> System to getting data daily, weekly and reading the data<input type="checkbox"/> General protocols for safety
NOISE	<ul style="list-style-type: none"><input type="checkbox"/> Noise monitors on-site and across street<input type="checkbox"/> Noise blankets for outside of ASCEND fence<input type="checkbox"/> Additional noise wall buffering

What can you do?

ICE Raids Update

- ☐ Sanctuary school
- ☐ Lockdown procedures
- ☐ Increased secured campus
- ☐ Keeping kids safe in emergency
- ☐ Red cards

**ALAMEDA COUNTY IMMIGRATION LEGAL
& EDUCATION PARTNERSHIP (ACILEP)**



SI HA VISTO A **INMIGRACION (ICE)**, **SOSPECHA ACTIVIDAD POR ICE** EN ESTE MOMENTO, O SI **USTED O ALGUIEN EN SU COMUNIDAD ACABA DE SER DETENIDO POR ICE**

LLAME (510) 241-4011

PARA RESPUESTA INMEDIATA Y AYUDA LEGAL

ALAMEDA COUNTY IMMIGRATION LEGAL & EDUCATION PARTNERSHIP (ACILEP) IS A PARTNERSHIP OF CENTRO LEGAL DE LA RAZA, ALAMEDA COUNTY PUBLIC DEFENDER'S OFFICE, BLACK ALLIANCE FOR JUST IMMIGRATION, CALIFORNIA IMMIGRANT YOUTH JUSTICE ALLIANCE, CAUSA JUSTA/JUST CAUSE, THE INTERFAITH MOVEMENT FOR HUMAN INTEGRITY, MUJERES UNIDAS Y ACTIVAS, OAKLAND COMMUNITY ORGANIZATIONS, STREET LEVEL HEALTH, AND VIETNAMESE AMERICAN COMMUNITY CENTER OF THE EAST BAY.

Intercessio
n!



A SCHOOL CULTIVATING EXCELLENCE, NURTURING DIVERSITY

DATE: 03/04/18

FAMILY RESOURCE CENTER (FRC) Daily Sign-in Sheet
Parent Leader Meeting

[illegible]



DATE: 3/8/18

Parent Leader Meeting.

[illegible]

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.

Staff Hows of Focus

Compassion	Perseverance	Craftsmanship	Responsibility	Curiosity
To be open minded and flexible in my thinking	To have a mindset that celebrates success and recognizes failure as an opportunity for growth	To collaborate with staff, parents and students to ensure the best outcomes for our community	To commit to ongoing reflection, learning and growth	To dedicate time to explore and push our own practices

The Work

Agenda/Notes

Time	What	Notes
4:00pm	Follow up on Friday Meeting on EFC Strat Plan	<p>Staff reps report out on what Noah and Larissa shared:</p> <ul style="list-style-type: none"> EFC is moving towards greater curricular coherence 3-8 ELA, K-5 Math, and TK-2 Early Literacy are the instructional priorities for the EFC strategic plan Schools will opt into the Home Office-supported wins OR schools will submit comprehensive plans with respect to how they will implement the instructional priorities of EFC School instructional leaders will be engaged with organizational instructional leaders to articulate the specifics of the 3 instructional wins for 2018-19 <p>Next step: drafting some slides to share with staff tomorrow.</p>
4:10	Measure G1 Discussion	<p>-Review of G1 priorities as approved by the voters</p> <p>-Review of rubrics provided by OUSD on music, arts, and world languages programming - clear weaknesses in music and world languages...</p> <p>-Review of 17-18 ASCEND Measure G1 proposal - what was the value of this investment?</p> <p>-Discussion of whether to continue requesting Measure G1 dollars for the Director of School Culture and Systems Support - can we push Oakland LEAF to integrate more music opportunities after school? Can we add music to intersession?</p> <p>-MTSS continues to be a priority in light of the challenges in front</p>

		<p>of our community</p> <ul style="list-style-type: none"> - 11/11 vote to continue with the current proposal for G1 funding for the Director of School Culture and Systems Support position
4:15	Budget Revenue (overview) - look at funding flows & shifts	<ul style="list-style-type: none"> -NGLC Launch soft dollars end - review of expenses associated with those dollars -Impact of new teacher salary schedule, STRS/PERS contributions increases, health benefits increases -Special education encroachment increases
4:25	Next steps on today	
4:35	SPED Engagement	<ul style="list-style-type: none"> -Review of SPED minutes -Review of current staffing allocations -Discussion of increase in minutes and temporary staffing this year -Fiscal impact of increased minutes