



2019-20 Measure G1

Charter Grant Application

Due: April 17, 2019

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**	\$64,608.17
2018-19 LCFF Enrollment (6-8)	153	Actual 2018-19 (6-8) Enrollment (Oakland Resident)	140

**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 prior year 20 day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.*

Summary of Approved Expenditures from 2018-19 (link to [2018-19 approved proposal](#))

2018-19 Approved 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
Budget Total (must add up to Current Grant Amount)		\$22,702

Summary of Proposed Expenditures for 2019-20 (listed in order of priority)

2019-20 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Resource 50% of 1 FTE (1 FTE approx \$130,000) of the Director of School Culture and Systems Support position at ASCEND for the 2019-20 school year	\$64,608.17
4		
5		
Budget Total (must add up to Anticipated Grant Amount)		\$64,608.17

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
239	243	92%	10%	10%	52%	98%

Student Body Ethnic Composition

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
2%		1%	94%			1%	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
Peggy Dove	Assistant Principal

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.

<u>Music</u> (Rubric Score)	2017-18	2018-19	Art (<u>Visual Arts</u> , <u>Theater</u> , and	2017-187	2018-19
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	(last yr)	(this yr)	<u>Dance</u>	(last yr)	(this yr)
Access and Equitable Opportunity	Entry	Basic	Access and Equitable Opportunity	Quality	Quality
Instructional Program	Entry	Basic	Instructional Program	Quality	Quality
Staffing	Entry	Basic	Staffing	Quality	Quality
Facilities	Basic	Basic	Facilities	Quality	Quality
Equipment and Materials	Entry	Basic	Equipment and Materials	Quality	Quality
Teacher Professional Learning	Entry	Basic	Teacher Professional Learning	Quality	Quality
<u>World Language</u> (Rubric)	2017-18 (last yr)	2018-19 (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. The have added a theater/dance class which includes a strong music component - from singing to minor instrumentals (drumming, ORFF instruments).		
Content and Course Offerings	Emerging	Emerging			
Communication	Emerging	Emerging			
Real world learning and Global competence	Emerging	Emerging			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2017-18 (last yr)	2018-19 (this yr)	Safe and Positive School Culture (SPSA)	2017-18 (last yr)	2018-19 (this yr)
2017-18 Enrollment Data (20 day)	486	482	Suspension	5.4%	1.4%
ES Outreach Strategy Actions	This is a K-8 school, so N/A	This is a K-8 school, so N/A	Chronic Absence	6.3%	4.9%
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 along 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
<p>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</p>

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. Additionally, ASCEND has applied for 21st CCLC funding, and if secured, we will expand the after school music offerings. This year, ASCEND added a drama/dance elective that has integrated both instrumental music and singing. G1 did not support any music programming at ASCEND in the 2018-19 school year, and we are not requesting G1 resources for 2019-20.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or 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 2018-19 school year, and we are not requesting G1 resources for 2019-20.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
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 - increasing instructional minutes in ELA and Mathematics. ASCEND made a decision 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 2018-19 school year, and we are not requesting G1 resources for 2019-20. We are exploring language study options for the after school program.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or 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 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or 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 92%, incredibly high, and our student population is comprised of many high poverty immigrant families experiencing a high level of trauma, and teachers continue to report high levels of stress and anxiety.

ASCEND is in formal partnership with Seneca Family of Agencies 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 50% of the Director of School Culture and Systems Support position for the 2019-2020 school year. We feel this position is critical for aligning and facilitating student support systems for middle school youth at ASCEND. As a result of this position, ASCEND has the lowest chronic absenteeism data at EFC - at 4.9% - the lowest suspension rate at 1.4%. 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.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or 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. Maintain an office referral rate of <15%

Please submit your 2019-20 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure G1
Mid-Year Reflection 2018-19**
Due: April 4, 2019

School:	Ascend Academy	Principal	Morgan Alconcher
School Address	3709 East 12th St	Principal Email:	malconcher@efcps.net
School Phone	510-879-2140	Grant Amount	\$22,702
2017-18 LCFF Enrollment (6-8)	115		

- Grant allocation is based on 2017-18 CALPADS enrollment of grades 6-8 Oakland Students, multiplied by the LCFF percentage of the given school.

Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds

1. Music Program (PRELOADED)

Programmatic Narrative Based on Rubric		
NA		
Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: Music Program

Narrative: Progress Towards Anticipated Outcomes
Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.
N/A

2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric
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NA		
Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: Art Program

Narrative: Progress Towards Anticipated Outcomes Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.
N/A

3. World Language Program (PRELOADED)

Programmatic Narrative Based on Rubric		
NA		
Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: World Language Program

Narrative: Progress Towards Anticipated Outcomes Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.
N/A

2. 5th to 6th Grade Enrollment Retention (PRELOADED)

Programmatic Narrative Based on Data Analysis		
[Required: Please reflect on school enrollment data here]		
Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: 5th to 6th Grade Enrollment Retention

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

N/A

3. Safe and Positive School Culture (PRELOADED)

Programmatic Narrative Based on Data Analysis

[Required: Please reflect on school culture data here)

Budget	2018-19 Activities	Anticipated Outcome
\$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	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	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

Mid-Year Reflection: Safe and Positive School Culture

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

We have in place a Director of School Culture and Systems at ASCEND for the 2018-19 school year.

Her role is to:

- Collaborate 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
- Work 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
- Train staff and students in Restorative Justice practices; trained middle school student leaders in facilitating conflict mediation and oversaw that program
- Outreach to and managed 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 monitored effectiveness of interventions in MTSS system

With respect to progress on the anticipated outcomes:

1. On the most recent SCAI survey, elementary students' overall experience score was a 3.90 (down from 3.97), and the secondary students' score was a 3.84 (up from 3.75). Domains of strength for elementary school included Physical Appearance (4.01), Faculty Relationships (4.24), and Leadership and Decisions (4.24). Areas of weakness included Student Relationships (3.70) and Attitude and Culture (3.65). For secondary students, while we did not achieve our target score, there was significant growth in multiple areas including Student Relationships, Discipline, Learning and Assessment, Attitude and Culture, and Community Relations. We will analyze domain detail data to better understand specific areas of growth and need and disaggregate the data to determine if there are any patterns across subgroups, grades, and classes.
2. Our suspension rate is at 1.8%, the lowest it has been for years, and the chronic absenteeism rate is 4.5%, down from 7.1% last year at this time.
3. Referral rates are down slightly - 1.6%.

ASCEND

Advisory Agenda
4.15.2019

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.	Advisory Purpose WE are the chosen team of decision -makers and representatives of 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.
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Tactical Goals	Values Goals	Areas of Focus	
→ Keep a pulse on our community → Define challenges and Design Solutions → Plan for the future	→ Transparency → Equity of Voice → Inclusion	Budget Curriculum WINS and Beyond PD Calendar Schedule	CRT and the Brain BDDs School

Outcomes:

Roll Call: Please list who is here	Present: Morgan, Peggy, Sopar, Nick, Beth, Christina, Jayson, Raj, Victoria
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Time	Item	Notes
3:45pm	Welcome + Agenda Review Check-in/ Magnets	
3:50pm	Update on Budget, Spending etc.	<ul style="list-style-type: none"> • Accruals are happening- looking for remaining funds in the budget to spend towards next year • 125K deficit for next year • After going through accruals this morning, found 74K to put towards next year's deficit

Compassion	Perseverance	Craftsmanship	Responsibility	Curiosity
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		<ul style="list-style-type: none"> • Another 35K in question - will email HO to see if we can recoup this • A subset of this team should look at budget with MA to learn how she does it - aligning program out of the gate to money is the priority - what money and resources are attached to this priority?
3:55pm	<p><i>Measure G1</i></p> <p><i>Budget Justification and Narrative</i></p> <p>In the following sections, please review the self-assessment and discuss your team's plan to address the following:</p> <p>The Goals of the Measure</p> <ul style="list-style-type: none"> • 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 <p>1. You <u>MUST</u> describe the current programmatic narrative for <u>EACH</u> 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.</p> <p>Proposal: Resource% of 1 FTE (1 FTE = _____) of the Middle School Culture and Support Lead at ASCEND for the 2019-2020 school year</p>	<ul style="list-style-type: none"> • Measure G1 gets applied for every year - it's only for MS arts & culture - usually we're granted less than we ask for • MA is proposing that we continue to spend the money the same - \$22K towards MS culture - which has previously gone towards Sonya's position and discipline triage • Consensus approved by the team
4:10pm	<p>Diversity in staffing</p> <ul style="list-style-type: none"> • We're losing a number of staff who are people of color - and hiring a number of white women 	

- | | |
|--|---|
| | <ul style="list-style-type: none">• During advisory retreat - discuss how our program can be more culturally responsive and how our staff can be diversified - what conversations can we have to cultivate diversity/ address the current lack of diversity on staff/ build awareness• Equity audit?• What else can we do to balance it out? If we hire a white principal - how can we also show families we're committed to their asks around admin who speak Spanish? |
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Compassion

Perseverance

Craftsmanship

Responsibility

Curiosity

ASCEND Students & Families									
TK-K/1		1-3		4-5		6-8		Specials	
TK	Bernadette Zermeno	1	Jayson Welden	4 Math + Core	Michelle Olsen	6 SCI	Raj Kanani	ART	Brandy Gardner
TK A	Jaliene Garcia	2	Kate Snyder	5 Math + Core	TBD	6 HUM	Alessandra McKenna	Maker Pilot	Jenn Beach / Natasha
K	Victoria Albaracin	3	Ceanna Vangelder	4 ELA + Core	Jose Garcia	7/ 8 SCI	Jess Kunz	PERF	Christina Ayala
K/1 A	Paola Zamudio	1	Sam Montemayor	5 ELA + Core	Karyna Perez	7 HUM	Amy Neiman	PE	Clarke Tamariki
K	Tricia Villalba	2	Julie McMillan	4R	Dan Cardiff	8 HUM	Nick Borelli	PE	Angeles Santiago
K A	Anna Corona	3	Robin Souza			7/8 MATH	Shraddha Soparawala		
1 A	Paz Salazar								
		1R	Flora Caballo			6/7 MATH	Priya Alcantar		
		2R				6/7/8 MATH R	Laura Perez		
		2R	TBD						
Lori Kasle- TK-2 Dean of Instruction: Early Lit			Beth Cato: 3-5 DOI + Reading Intervention		Candace Pasquale - Instructional Coach Teach-To-One				
						Cafeteria Supervision			
						Yard Supervision			
Jenny Ortega- School Psych						TBD- Cafeteria Manager			
Roshni Patel- Occupational Therapist						TBD - Night Custodian			
Kate Elahi- Speech & Language Pathologist			Jose Luis Diaz- Student Support Assistant			Silvia Casillas- Custodian			
Jackie Kajos Kingsby- Clinical Intern			Patrick Williams- Education Specialist TK-3			Lisha Mumphrey- Head Custodian			
Erica Sanchez-Jimenez- Clinician			Razy Garcia- Education Specialist 4-5			Maria Fietes- Attendance Clerk / Family Coordination			
Melissa Spina- Clinician			Bennett Collier- Education Specialist 6-8			Diana Diaz- Office Manager/ Family Coordination			
Sonya Rene Benavides- Director of School Culture & Systems Support						Ana Buenrostro- Site Operations Manager			
Jeff Embleton- Instructional Guide/ Assistant Principal					Peggy Dove- Assistant Principal				
Morgan Alconcher- Principal & Minister of Magic									

Compassion

Perseverance

Craftsmanship

Responsibility

Curiosity

Time	Item	Notes
4:10pm	Internal Hiring Processes Internal Candidate Hiring Process 19.20 <ul style="list-style-type: none"> ➤ Intervention ➤ Expedition ➤ Resident Lead ➤ Tutor Evaluation ➤ MS Discipline Lead ➤ Math Lead 	Communication - to loop people in and allow people to throw their hat in the ring if they want. Morgan will explain in person - make a quick visual & sign up - 15 minutes - leadership design team will explain how we got here - people can sign up to interview for the roles
4:30	Advisory Retreat Date Use of time ?	
4:35pm	Closure	

ASCEND 18.19

PARENT LEADERS

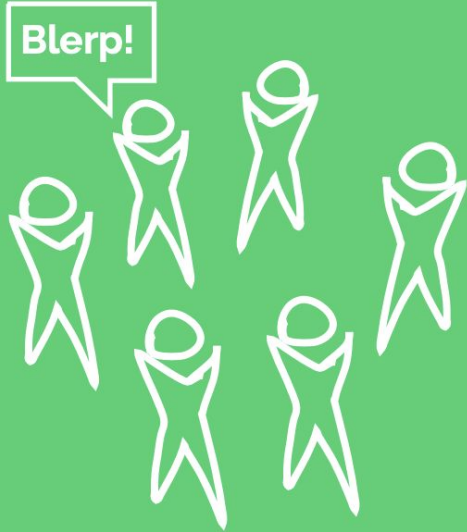


"Ours- not just mine"
"De Nosotros- no solo el mio"



Structure/ Purpose	<i>OCT</i>	<i>NOV</i>	<i>DEC</i>	<i>JAN</i>	<i>FEB</i>	<i>MARCH</i>	<i>APRIL</i>	<i>MAY</i>	<i>JUNE</i>
Pop-UP:	Strengths inventory: Fix it Cook Rentals Music	Parent + Teacher Dinner		Family Literacy Night Summer Program Engagement		Garden Party			
Inform	Partnership with Envision Learning Partners		WIN Data	ASCEND Budget Standing	WIN Data		WIN Data		
Engage	Share graduate profile Prototype #1	EXPO + expedition guides	WIN Data	Site Planning Decision- Making	Site Planning Decision- Making	Site Planning Decision- Making		POST Session Design + Support	EOY Celebration
Task #1	Fundraising/ Update Map Schedule meeting with teacher	Shadow a student Presentations	Physical Spaces Walkthroughs				Assessment Support		
Task #2	Shadow a Student Challenge Sign up for dates	Friday morning Families- shadow a Teacher							

1. SOUNDBALL



BOOST ENERGY + CREATE FOCUS

INSTRUCTIONS

of PEOPLE



- 1| Circle up.
- 2| Make a sound and throw an imaginary ball to someone.
- 3| Recipient catches the ball and repeats sound. Then they make a new sound and throw the ball to a different person.
- 4| To make it harder, add new categories and play with multiple balls at once!

SAFETY

UPDATE

ACTUALIZACION DE SEGURIDAD



What is a student led conference and
why do we do them?

Que es una conferencia guiada por los
estudiantes y porque las hacemos?

(+ Letter)

Videos

- [Kindergarten SLC](#)
- [Middle School SLC](#)
- [Overview of SLC](#)
- [LEAP Goal Setting in SLC](#)
- [Most Likely To Succeed: Who Owns the Learning?](#)
- [High Tech High Exhibitions](#)

↳ Parents

↳ Teachers

↳ School Leaders

= 18 STUDENTS

And chances to do better



Shadow a Student Challenge

october 15-26, 2018
#shadowastudent

IN A NUTSHELL

What?

The Shadow a Student Challenge is a fun, illuminating, and supportive journey where educators come together to empathize with their students and take new kinds of action at their school. Our free workbook supports you through all four steps: Prep, Shadow, Reflect and Act.

Why?

Educators and researchers have long known that shadowing can lead to powerful observations and insights to drive change. The Shadow a Student Challenge provides methods and a network to help educators achieve Deeper Learning for all students.

Who?

The challenge is open to all educators - at any school, anywhere in the world!

From Empathy to Practice

MAKING PREDICTIONS

- a) Divide up, into equal groups so that every group has one Parent Leader who will do a shadow day in it.
- b) Work as a group to make predictions about the context in which the shadower will shadow... *What do you think you will experience?*

What do you already know about this grade level at ASCEND?	Describe what you predict the student's day will be like.	What do you wonder about this grade level?
How do you think this student will spend their break times?	What subjects or classes do you expect to see this student succeed in? Why?	In what ways do you think this student will be challenged by their learning throughout the day?
What do you hope to learn about this student?	What do you hope to learn about this grade level?	What do you hope to learn about our school?

DRAWING CONCLUSIONS

What did we learn
that we can use
to plan for the
future?

What did you learn about this grade level at ASCEND?	How was your did your prediction match your experience?	What was the most memorable thing about your day? WHY?
As a student, how did you spend your break time?	How did your student perform in class? Why? Where were they most successful?	Where did you have a hard time? Where did your student have a hard time?
What is one thing you LOVED about our school?	What is one important suggestion you have for what we can do better?	How can parents help?

<i>PARENT</i>	<i>STUDENT</i>	<i>TEACHERS</i>	<i>DATE</i>
Veronica Orozco	Emerson Guavera 4th	Olson	Tuesday, 01/10
Brenda Lopez	Sonia Verma 6th	6th Team	Wednesday, 12/19
Katrina Hampton	Alejandro Mora 8th	8th Team	Tuesday, 12/19
Lilliana Rincon	Daniel Orea-Raygoza 2nd	Snyder	Wednesday, 12/12
Aurora Gonzalez	Elliot Chesney-Adams 5th	Perez-Quirarte	Tuesday, 12/18
Olivia Jaramillo	Zaylynn Hunter 3rd	Souza	Thursday, 01/11

Measure G1

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.

Proposal:

Resource% of 1 FTE (1 FTE = _____) of the Middle School Culture and Support Lead at ASCEND for the 2019-2020 school year

Q: *Has this role served us well? Do we think this is still important to fund? What does the data say? Do we want to use the funding in the same way? If not, how?*

Measure G1 Parent Notes

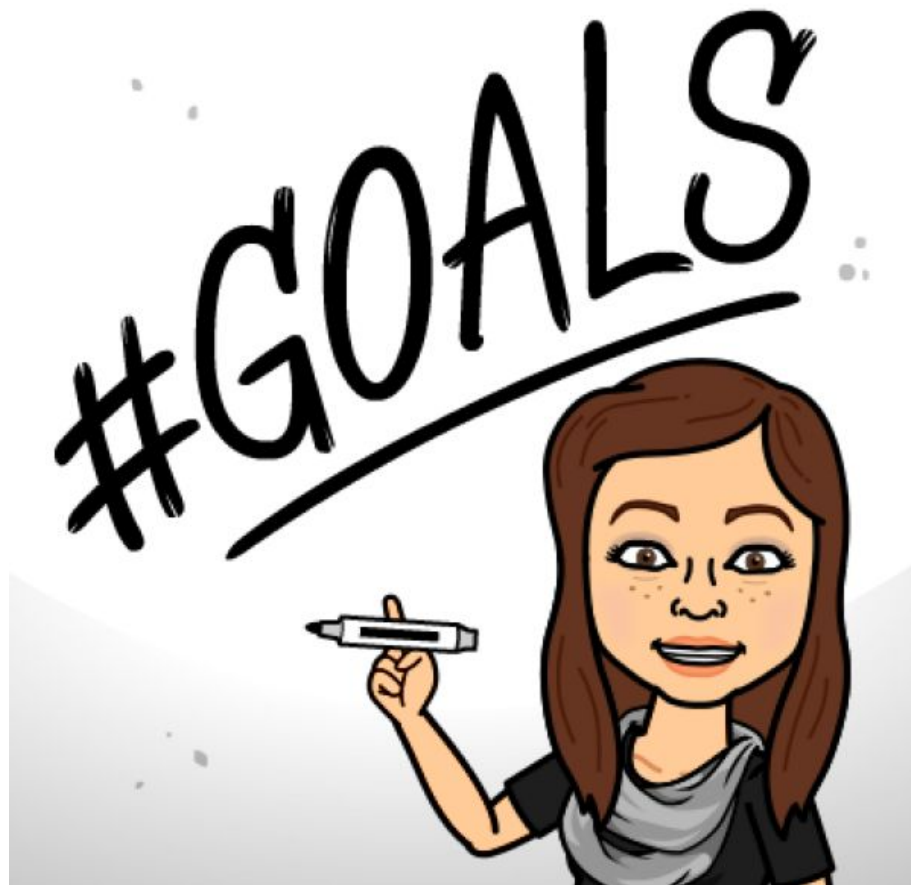
- SCAI Data shows that school culture is still strong, but middle school continues to need improvement
- Referral and suspension data is down, however- there are still issues in hallways and on the yard. Teachers report that being the worst part. Kids share that most conflicts happen on the yard.
- Proposal: Use money the same and keep position, but make yard a focus for next year.

VOTE:

Yes- 11

No- 0

ASCEND
FUNDRAISING
KIT





A SCHOOL CULTIVATING EXCELLENCE, NURTURING DIVERSITY

DATE:

4/11/19

ASCEND Meeting and Event Sign-In Sheet for STAFF

EVENT Title:

Parent leader meeting

Event Purpose:

Time In	Print Name	Signature	Time Out
6:00 am	Ingrid Cuyas		
6 pm	Brenda Lopez		
6 ¹² pm	Liliana Rincón		
6 pm	Raz Selano		
6:13	Katrina Hampton		
6:13	Christina Andrade		
6:07	Melisha Chesney		
6:15	Makeni Sanchez		
6:15	Gina Baker		
	Maribel Rodriguez		
	Irma		

(Liliana/Makeni AB?)

**ASCEND**

A SCHOOL CULTIVATING EXCELLENCE, NURTURING DIVERSITY

DATE: _____

4/12/2019

ASCEND Parent Leader Meeting Sign-In Sheet

EVENT Title: _____

Event Purpose: _____

Time	Print Name	Signature	Grade Levels of Students
8:45a	Gina Baker		3rd
8:45a	Nuria Fernandez		4 th
8:45	Lorena Gonzalez		8 th
8:50	Olivia Jimenez		2 nd
8:50	Irma Perez		8
8:30	Yessenia Hernandez		1 st & 6 th
8:30	Suana Padron		1 st - 5
	Veronica Orozco	Veronica Orozco	2 & 7
9:00	Liliana Rincon		1 st
	Aurora Gonzalez		2 nd & 8 th
9:15	Mailisha Chesney		2 nd & 5 th
9:00a	PAOLA Acosta		7 th