



2020-21 Measure G1

Grant Application

Due: April 10, 2020

School	Ascend Academy	Contact	Lindzey Tassano
School Address	3709 E 12th Street Oakland, CA 94601	Contact Email	ltassano@efcps.net
Principal	Lindzey Tassano	Principal Email	ltassano@efcps.net
School Phone	510-879-3140	Recommended Grant Amount*	\$71,195.00
2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)	163	2019-20 LCFF Enrollment	145

**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 2019-20 (2019-20 Approved Proposal)

2019-20 Approved Expenditures from Budget Justification and Narrative Section		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
2		
3		
4		
5		
Budget Total (must add up to Current Grant Amount)		\$64,608.17

Summary of Proposed Expenditures for 2020-21 (listed in order of priority)

2020-21 Proposed Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	Resource .50 FTE of a position (the middle school portion) at ASCEND that focuses on school culture and student support services - PBIS, MTSS, trauma-informed practice, RJ	\$71,195.00
2		
3		
4		
5		
Budget Total (must add up to Current Grant Amount)		\$71,195.00

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
50%	50%	92%	11%	1%	58%	97%

Student Body Ethnic Composition

African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
1%	0%	1%	95%	0%	0%	1%	1%

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

Name	Role
Lindzey Tassano	Principal
Edgar Romero	Manager Student Culture
Jeff Embleton	Assistant Principal, Middle School
Shraddha Sopar	MS Math/Sci lead
Amy Neiman	MS Humanities lead

School Vision (insert here): The mission 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.

<i><u>Music (Rubric)</u></i>	2018-19 (last yr)	2019-20 (this yr)	<i><u>Art (Visual Arts, Theater, and Dance)</u></i>	2018-19 (last yr)	2019-20 (this yr)
<i>Access and Equitable Opportunity</i>	Basic	Basic	<i>Access and Equitable Opportunity</i>	Quality	Quality
<i>Instructional Program</i>	Basic	Basic	<i>Instructional Program</i>	Quality	Quality
<i>Staffing</i>	Basic	Basic	<i>Staffing</i>	Quality	Quality
<i>Facilities</i>	Basic	Basic	<i>Facilities</i>	Quality	Quality
<i>Equipment and Materials</i>	Basic	Basic	<i>Equipment and Materials</i>	Quality	Quality
<i>Teacher Professional Learning</i>	Basic	Basic	<i>Teacher Professional Learning</i>	Quality	Quality
<i><u>World Language (Rubric)</u></i>	2018-19 (last yr)	2019-20 (this yr)			
<i>Content and Course Offerings</i>	Emerging	Emerging			
<i>Communication</i>	Emerging	Emerging			

Real world learning and Global competence	Emerging	Emerging
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Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2018-19 (last yr)	2019-20 (this yr)	Safe and Positive School Culture (SPSA)	2018-19 (last yr)	2019-20 (this yr)
Enrollment Data (20 day)	482	495	Suspension	1.4%	1.40%
ES Outreach Strategy Actions	This is a K-8 school, so N/A	This is a K-8 school, so N/A	Chronic Absence	4.9%	5.60%
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) or Culture/Climate survey		3.67 (SCAI)

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

****The agenda and meeting notes must reference overview of Measure G1 and show dialogue and input from stakeholders.**

Community Engagement Meeting(s)	
Community Group	Date
Family Leadership Council Meeting	

Staff Engagement Meeting(s)	
Staff Group	Date
Middle School Staff Meeting	April 6, 2020

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 Measure G1

- 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 2019-20 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 the amount listed in "Recommended Grant Amount" above.

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 over three years has partnered with the Rogers Family Foundation as 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 arts and technology, ASCEND has not been able to provide music during the school day program. ASCEND partners with Oakland Leaf to provide music after school. ASCEND now has a drama/dance elective that has integrated both instrumental music and singing. G1 did not support any music programming at ASCEND in the 2019-20 school year, and we are not requesting G1 resources for 2020-21.

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
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 18 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 to deepen learning and integrate content. MOCHA provides resident 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 2019-20 school year, and we are not requesting G1 resources for 2020-21.

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
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 too many students underperforming. 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. Additionally, because ASCEND serves a significant Spanish-speaking population, we have committed to ensuring ALL of our students graduate from ASCEND proficient in English, so they are bilingual citizens in the two most important languages in the United States. 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 2019-20 school year, and we are not requesting G1 resources for 2020-21. We are exploring language study options for the after school program.

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
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 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students/families to be served and achievement for specific student groups.
0	None	N/A

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
<p>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.</p> <p>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.</p> <p>Specifically, the position:</p> <ul style="list-style-type: none"> -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 <p>ASCEND is requesting Measure G1 dollars to continue to fund 50% of a position that focuses on MTSS coordination and implementation, PBIS, Restorative Justice and the implementation of the Advisory program 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 5.6% - 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.</p>		
Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above). Outcomes should reference data from CHKS or Climate/Culture survey, i.e., Student survey data will show an increase in satisfaction with their school experience prior year.

\$71,195.00	Resource .50 FTE of a position (the middle school portion) that focuses on school culture and student support services - PBIS, MTSS, trauma-informed practice, RJ	<ul style="list-style-type: none"> -Middle school student experience/ engagement/ safety at school ≥ 4.0 on SCAI survey -Greater alignment in service delivery and support of services to struggling students as evidenced by a suspension rate to $< 3\%$ and a chronic absenteeism rate $< 10\%$. -Maintain an office referral rate of $< 15\%$ -SBAC proficiency rates at middle school $\geq 50\%$ in ELA and $\geq 40\%$ in Math
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Please submit your 2020-21 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).

ASCEND

A SCHOOL CULTIVATING EXCELLENCE NURTURING DIVERSITY

Compassion

Perseverance

Craftsmanship

Responsibility

Curiosity

OUR VISION: The mission 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.

April 6, 2020
Goals & Attendees

Today's Goals

- ☐ Provide an Overview of Site Planning for 20-21
- ☐ Gather Feedback on Measure G1 Funding & Priorities for Next Year

Attendees: Lindzey Tassano (Principal), Edgar Romero (Manager of student culture and family engagement), Jeff Embleton (Assistant Principal), Diana Diaz (Parent), Maria Fletes (Parent), Gina Baker (Parent), Katina Henderson (Parent), Graciela Harro (Parent)

Agenda

Time	Process	What	Notes/Minutes
15 min	Frame	Site Planning Overview	Purpose of Site Planning Purpose of meeting will focus on site planning and getting family feedback on priorities for 20-21, including Measure G1 investments Guiding Question: What is supporting/ accelerating student growth the fastest? Site Planning Timeline Still adapting due to school closures Change at Site Level Overview of financial situation going into next school year--We shouldn't need to make staffing cuts, but don't have much to spare What Does Ascend Invest In? Measure G1 Funds Currently funds .5 of a position that leads MTSS, PBIS, Advisory Measure G1 Funds

			<p>Clarifying what G1 funds and what it won't fund</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>Review of rubrics and our performance on rubrics - should we consider music or world languages?</p> <p>What did it fund this year and do we want to continue with this investment?</p> <p>Data shows that middle school is strong, and we worry about discontinuing this position that holds culture and student support.</p>
20 min	Brainstorm: 2-3 Strategies to Support Improvement	<p>Looking at our Key Progress Indicator Targets & Goals for:</p> <ul style="list-style-type: none"> -Attendance/Chronic Absence -Referrals/Suspensions -School Culture <p>What will best support these areas?</p>	<p>Attendance/Chronic Absence Rate</p> <ul style="list-style-type: none"> • Overall, attendance better in Upper School than Lower School (has been an going trend) • Teacher outreach and parent-to-parent outreach • Stress importance of hand-washing to kids (especially in younger grades) <p>Referral/Suspension Rate</p> <ul style="list-style-type: none"> • Suspension rate = 2.5% (last year to date = 3.9%) • Continue with RJ practices and SEL groups (preventive measures) • Expand restorative/community give-back work (more older students helping younger students) <p>School Culture</p> <ul style="list-style-type: none"> • SCAI data shows continued improvement in most areas; strong scores from families under Special Education (scores of 4.24-4.55) • What is currently happening seems to be working • Peer mediators and opportunities for student leadership as possible areas to improve/grow • Continue current PBIS, RJ, & MTSS investment with G1 funds

Next Steps

- Lindzey to work with Hae Sin to complete G1 application

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OUR VISION: The mission 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.

April 6, 2020
Goals & Attendees

Today's Goals

- ☐ Provide an Overview of Site Planning for 20-21
- ☐ Gather Feedback on Measure G1 Funding & Priorities for Next Year

Attendees: Lindzey Tassano (Principal), Shraddha Sopar (MS Math/Sci Lead), Jess Kunz (MS Science teacher), Edgar Romero (Manager of student culture and family engagement), Jeff Embleton (Assistant Principal), Amy Neiman (MS Humanities teacher)

Agenda

Time	Process	What	Notes/Minutes
15 min	Frame	Site Planning Overview	Purpose of Site Planning Purpose of meeting will focus on site planning and getting staff feedback on priorities for 20-21, including Measure G1 investments Guiding Question: What is supporting/ accelerating student growth the fastest? Site Planning Timeline Still adapting due to school closures Change at Site Level Overview of financial situation going into next school year--May need to make small cuts but no major position eliminations What Does Ascend Invest In? Measure G1 Funds Currently funds coordination of MTSS, PBIS and Advisory management for middle school

20 min	Brainstorm: 2-3 possible pathways to present & build on	Looking at our vision, what are 2-3 options that would be the highest leverage for your grade/ content area to prioritize?	<p>5th-8th Math -Math intervention</p> <p>5th-8th Science -More PBIS units (align with PBL) -Teacher Residency w/Summit</p> <p>5th-8th ELA -Writing</p> <p>5th-8th Culture -Important to continue supporting a positive incentive structure, but room to grow around structures for reflection, and peer mediation. -Considerations for an honor council, expanded student government, and student RJ ambassadors. -Need to continue funding this role as it is critical for maintaining a positive middle school culture, and middle school gains have been powerful in the last few years. -No one has bandwidth to hold this work if we don't leverage G1 for this position. -Conclusion: Continue to fund .5 MTSS/PBIS position with G1 funds for middle school</p>
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Next Steps

- Lindzey will work with Hae Sin to complete G1 application, due 4.10.20



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure G1
Mid-Year Reflection 2019-20**
Due: February 3, 2020

School:	Ascend Academy	Principal	Lindzey Tassano
School Address	3709 East 12th Street		ltassano@efcps.net
School Phone	510-879-3140	Grant Amount	\$64,608.17
2018-19 LCFF Enrollment (6-8)	153		

- Grant allocation is based on 2018-19 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		
<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 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.</p>		
Budget	2019-20 Activities	Anticipated Outcome
\$0	N/A	N/A

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.

Measure G1 funds did not resource any music programming at ASCEND.

2. Art Program (PRELOADED)

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	2019-20 Activities	Anticipated Outcome
\$0	N/A	N/A

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.

Measure G1 funds did not resource any arts programming at ASCEND.

3. World Language Program (PRELOADED)

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	2019-20 Activities	Anticipated Outcome
\$0	N/A	N/A

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.

Measure G1 funds did not resource any world languages programming at ASCEND.

4. 5th to 6th Grade Enrollment Retention (PRELOADED)

Programmatic Narrative Based on Data Analysis

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

Budget	2019-20 Activities	Anticipated Outcome
\$0	N/A	N/A

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.

Measure G1 funds did not resource any enrollment retention programming at ASCEND.

5. Safe and Positive School Culture (PRELOADED)

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	2019-20 Activities	Anticipated Outcome
\$64,608.17	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	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%

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.

ASCEND did resource and staff a 1 FTE Director of School Culture and Systems Support position for the school year. The middle school position focused on PBIS, MTSS, trauma-informed practices, Restorative Justice, and anti-bullying programming has been staffed, and that individual has been leading the work described in our application throughout the fall and winter. Chronic absenteeism has increased this fall to 6.4%. At this time last year, chronic absenteeism was only 5.5%. We have observed chronic absenteeism on the rise across all of our schools this year. ASCEND continues to implement an attendance team strategy that has kept its chronic absenteeism rate remain below 6% for the past two years, so we are researching why we are seeing an increase in absenteeism this year. The suspension rate at ASCEND remains very low - .4%. The office referral rate is at 10%, a significant decrease from last year.

An ongoing challenge across EFC schools is an increasing number of students living in or having lived in extreme trauma - homeless students, newcomers - and increasing number of students struggling to get to school regularly and find as successful rhythm when they come. We continue to partner with Alameda County Behavioral Health to bring in mental health supports for children and families.

