



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-22 Measure G1

Grant Application

Due: March 26, 2021

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*	\$71,338.00
2020-21 CALPADS Enrollment Data (6-8 Oakland Residents Only)	163	2020-21 LCFF Enrollment	145

*Allocation 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 2020-21

2020-21 Approved Expenditures from Budget Justification and Narrative Section		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
Budget Total (must add up to Current Grant Amount)		\$71,195.00

Summary of Proposed Expenditures for 2021-22 (listed in order of priority)

2020-21 Approved Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	Resource .60 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	\$71,338.00
Budget Total (must add up to Current Grant Amount)		\$71,338.00

School Demographics		Student Body Ethnic Composition	
Male	50%	Asian/Pacific Islander	1%
Female	50%	Latinx	94%
% LCFF	92.00%	Black or African-American	3%
% SPED RSP	10%	White	1%
% SPED Mild-Moderate	1%	Indigenous or Native American	1%
% English Learners	60%	Multiracial	1%
% Oakland Residents	98%		

Measure G1 Lead Team (can be a pre-existing team such as ILT)	
Name	School Role
Lindzey Tassano	Principal
Lisa Shugart	Assistant Principal
Edgar Romero	Manager of Student and Family Culture
Shraddha Soparawala	Middle School Lead/ Math & Science Teacher
Nicola Borrelli	Middle School Lead / Humanities Teacher

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 (Rubric)</u>	2019-20 (last yr)	2020-21 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2019-20 (last yr)	2020-21 (this yr)
<i>Access and Equitable Opportunity</i>	Basic	Quality	<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	Quality	<i>Facilities</i>	Quality	Quality
<i>Equipment and Materials</i>	Basic	Quality	<i>Equipment and Materials</i>	Quality	Quality
<i>Teacher Professional Learning</i>	Basic	Quality	<i>Teacher Professional Learning</i>	Quality	Quality
<u>World Language (Rubric)</u>	2019-20 (last yr)	2020-21 (this yr)			
<i>Content and Course Offerings</i>	Emerging	Emerging			
<i>Communication</i>	Emerging	Emerging			
<i>Real world learning and Global competence</i>	Emerging	Emerging			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2019-20 (last yr)	2020-21 (this yr)	Safe and Positive School Culture (SPSA)	2019-20 (last yr)	2020-21 (this yr)
<i>Enrollment Data (20 day)</i>	495		<i>Suspension</i>	1.40%	
<i>ES Outreach Strategy Actions</i>	This is a K-8 school, so N/A		<i>Chronic Absence</i>	5.60%	
<i>Programs to support ES students transition to MS</i>	This is a K-8 school, so N/A		<i>CHKS data (District) or Culture/Climate survey</i>	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
Parent Leaders (ELAC & Site Council)	2/9/21

Staff Engagement Meeting(s)	
Staff Group	Date
Middle School Team: Analysis & Planning	1/4/21
ILT	2/1/21

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.

5. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

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 2020-21 school year, and we are not requesting G1 resources for 2021-22.

Budget	Description of 2021-22 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.
N/A	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 2020-21 school year, and we are not requesting G1 resources for 2021-22.

Budget	Description of 2021-22 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.
N/A	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 2020-21 school year, and we are not requesting G1 resources for 2021-22. We have begun working to offer language study options for the after school program.

Budget	Description of 2021-22 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.

N/A	None	N/A
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4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

We are a TK-8th Grade school and do not struggle with enrollment between 5th and 6th grade (over 90% of students continue on at Ascend from elementary to middle school. Therefore, we are not requesting any funds to designate to 5th to 6th grade enrollment retention for 2021-22.

Budget	Description of 2021-22 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.
N/A	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 was 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.

Since the start of this position, we have seen greater alignment among staff in pursuit of the 'whole-human' elements of our vision. We have continued to partner with Seneca Agency of families, and our Manager of School Culture (etc.) has led the team to not only hone and maintain systems for inclusivity, RJ, tiered supports and more, he has also led the initiation of a series of family engagement opportunities that we see as directly tied to the safe, positive culture we strive to maintain in our middle school.

In addition to PBIS, RJ, and MTSS, in 2020-21 we began parent support groups and workshops, specifically to provide parents of middle school students and newcomers. These groups have focused on forging positive connection between parents, grounded in our school goals, as well as equipped parents with the skills and know-how to navigate critical moments in their parenting journeys. We are thrilled to expand and fine tune this work in 2021-22 as well, directly in service of our middle school culture.

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
- Collected data on school culture through the eyes of our parents and led middle-school culture specific parent workshops and support groups

ASCEND is requesting Measure G1 dollars to continue to fund 60% of a position that focuses on MTSS coordination and implementation, PBIS, Restorative Justice and the implementation of the Advisory program for the 2021-22 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 0% for 2020-21, despite the challenges brought by a global pandemic. 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 .6 FTE for middle school using G1 dollars.

Budget	Description of 2021-22 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.
\$71,338.00	Resource ~.60 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 >=50% in ELA and >=40% in Math - Continue to see accelerated growth for all students in reading and math via MAP and Fastbridge assessment monitoring.

21-22 Carryover Justification Form

Anticipated Carryover Amount	\$0.00
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Carryover Justification and Narrative

In the following section, please explain how you plan to use the Measure G1 carryover funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes. All budget items should total up to the total carry-over grant amount.

Summary of Proposed Use of Carryover for 2021-22

Proposed Carryover Expenditures from Budget Justification and Narrative Section (add more lines if needed)	Budget
N/A	0
Budget Total (must add up to Anticipated Grant Amount)	

Narrative: Please provide the reasoning as to why the full Measure G1 allocation was not spent.

The entirety of Measure G1 is spent on the position outlined above.

Please submit your 2021-22 Measure G1 proposal to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).

Advisory Meetings: 2020-2021

Aspirational Agreements

We hold an inexplicable, spiritual awareness of the sacred nature of our shared purpose.

1. *When making decisions, we seek the input and perspectives of our students and families*
2. *Share the work equitably so it is sustainable*
3. *Communicate with care, honesty and transparency -- Give feedback and follow through on feedback received*
4. *Hold each other up and nurture relational trust*
5. *Follow through and take personal and collective responsibility:*
 - *For impact*
 - *For the work itself*
 - *For disrupting oppressive systems and dynamics*
 - *For being willing to be disturbed (inner work and ego)*
6. *Always center our why, and the voices/perspectives not in the room*

Advisory Bylaws are linked [HERE](#).

[ASCEND Advisory Bylaws](#)

2.22.21 Advisory Meeting

Item	Process	Notes/Next Steps
2:30-2:50 Build Community	- <u>Game: Pancakes vs. Waffles</u>	Hugs win!
2:50-3:00 Purpose Setting	- Meeting and group purpose - Share agenda - Review norms	<u>Roles</u> Community Builder NEXT TIME - Edgar Facilitator- Lindzey Notetaker- Lisa Time keeper- Lani Process Checker- Emma
3:00-3:15 Rapid Fire Updates (Share Information)	- Intersession planning timeline - La Clinica Partnership - Friday 2/26 PD - Monday 3/1 AS Work Day - Other?	Intersession planning timeline <ul style="list-style-type: none"> ● Sorting began today ● Goal is to have everyone with groups tomorrow ● A few students missing, we will be emailing teachers to inform them of who is missing ● Materials for intersession requested in form by 3/1



ASCEND TK-8

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La Clinica Partnership

- Offering vaccines out of Ascend starting Wed.
- Temporary
- A large portion of our community has not had access even if eligible, this increases access
- Currently vaccinations, not testing
- Testing is currently at La Clinica
- Not sure about testing bc we want to make sure families have access to food pick up, materials, and supports
- In art and performing arts rooms
- Appointment only
- Reaching out to people eligible by phone
- Only external access for public
- Only 4 La Clinica have access to the bathrooms in that hall
- Using their own security and custodial staff
- Using the farther side of the parking lot
- Those in that hallway, use office bathrooms
- Doors to main entrance will be closed
- There is not a set end date, as long as it works
- If there were a form of hybrid, probably end this.
- Right now, 65 or older and health care, 94601 or 94621 zip codes
- Vaccine info session on Wed in Eng and Spanish, that will then be shared with families

Friday 2/26 PD

- Content in AM 10-12
- Intersession planning with student co-design

Monday 3/1 AS Work Day

- Morning meeting
- No structure
- Report cards and work time, possible work time on intersession
- Finish ordering of intersession materials
- Remind students on Thursday about Friday and Monday

		Other?
<p>3:15-4:00 Site Planning Overview (Share Information & Make Decisions)</p>	<ul style="list-style-type: none"> - Review site-planning process - Hiring Status (Current open positions) <ul style="list-style-type: none"> - 4th Math (Joe to MS) - Ed Specialist - Clinician (x2) - Possible: PA, 3rd, 7 HUM - Budget overview - Potential budget proposals <ul style="list-style-type: none"> - 4th Clinician (Seneca) - MS Rdg Intvn (.5) - Addtl 1st Grade Tutor - ELD - Math Interv./Coach - Family Supp Coord. - 7/8 SS Teacher - Identify key sources of data and areas of input - Share the load: Divide into Committees 	<p>Hiring Status</p> <ul style="list-style-type: none"> • Current open positions--see list <ul style="list-style-type: none"> ◦ Maybe Julianna, Jackie's sub as future clinician ◦ • Hiring committee <ul style="list-style-type: none"> ◦ Leslie <p>Budget</p> <ul style="list-style-type: none"> • Received ESR funds in December • Have to use by 22-23 • Ways to tag fund • Typical budget is staying the same • ~800-900k with learning loss mitigation and ESR • Hold this in mind for site planning • 2 things solidified: <ul style="list-style-type: none"> ◦ 4th clinician (1 year position) ◦ .4 MS reading intervention→ Leticia! • Potential roles (heard mentioned, no decisions) <ul style="list-style-type: none"> ◦ Addtl 1st Grade Tutor ◦ Math Interv./Coach ◦ Family Supp Coord. ◦ 7/8 SS Teacher ◦ School sub • How would make the role(s) sustainable over years? • Budgets not projected to shift, but that can happen • If we add a position, then did not have funds later, advisory would help guide which position might get cut • Residency program again at Ascend 21-22 • If the role exists in EFC, we can vote. • If we make up a role, then we need union approval. <p>Site Planning: (advisory focus over charter renewal)</p> <ul style="list-style-type: none"> • Hold a lens of healing, academically, emotionally, socially, and physically--whole human healing • Advisory: Curriculum, culture, WINS • Use survey data SCAI and Insite, student,



ASCEND TK-8

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		<p>staff and family</p> <ul style="list-style-type: none">● Centering in priorities● What do you want people to feel or experience <p>Charter Renewal: (happening side by side with site planning)</p> <ul style="list-style-type: none">● We don't anticipate that it will be a huge mountain to climb● It will be time consuming● We will not be rewriting our charter● We want to communicate that we are stable, making progress to vision, and serving our community●
4:00-4:40 Work Time (Make Decisions)	Groups/Committees for Work Time <ul style="list-style-type: none">- What data will we use to review/gain understanding?- WHO should give input?- HOW should they give input?	<p>JamBoard</p> <p>Design process for how staff would get student input, eg. Shadow Student and student empathy interviews: Sopar, Lani, Patrick</p> <p>Parents and Family voices: Edgar, Leslie, Lindzey</p> <p>Agenda: Lindzey, Lisa, Beth, Lani</p> <p>Bring in 3 weeks, come with proposal for process and design</p>
4:40-5:00 Close	<ul style="list-style-type: none">- Review work group next steps- Other next steps- Close	<p>Design process for how staff would get student input, eg. Shadow Student and student empathy interviews: Sopar, Lani, Patrick</p> <p>Parents and Family voices: Edgar, Leslie, Lindzey</p> <p>Agenda: Lindzey, Lisa, Beth, Lani</p> <p>Bring in 3 weeks, come with proposal for process and design</p>
Action Steps	-	



2.1.21 Advisory Meeting

Item	Process	Notes/Next Steps
3:45-3:55 Purpose Setting: Share	<ul style="list-style-type: none"> - Community builder - Meeting and group purpose - Share agenda - Review norms 	<u>Roles</u> Community Builder - Edgar NEXT TIME: Facilitator- Lindzey Notetaker- Lani Time keeper- Lisa Process Checker- Edgar Edgar: Passion! Laura: Don't Compare Yourself! Leticia: Perseverance Bennett: Service Patrick: Perspective Emma: Care Katie: Truthfulness Jackie: Hopefulness Sopar: Dissent! Lani: love of learning Ana: Compassion, love and family! Leslie: dependability Lindzey: civic engagement Lisa: Make change where you can! Repair and Restore <3
3:55-4:15 Quick updates & Decisions: Share Information	<ul style="list-style-type: none"> - Action Learning Groups - Intersession planning time - Materials pickup - Advisory Retreat: 2/22, Site-Planning Design - Others? 	Advisory Retreat is not happening today, as planned. Were going to do site planning, but are waiting on some documentation and guidance from Home Office. New retreat date: 2/22. <ul style="list-style-type: none"> - Reflect on where we have been and where we want to go. Updates: <ul style="list-style-type: none"> - Action Learning Groups: reach out to Lindzey or Beth if you want a consultation. <ul style="list-style-type: none"> - Groups should be self-designing and needs may be different by group. - 2/12 we will have the next ALG - Intersession Planning time will be infused into PD times to make sure there are more touch points between now and March 1st. <ul style="list-style-type: none"> - First one is this Friday (1-1:30), so content PD won't start until after 1:40.

		<ul style="list-style-type: none"> - Groups will need to collaborate to pick a zoom link and plan (for efficiency) - Reach out if you need support or want thought partnerships as you are planning for intersession. - Materials Pick Up: Friday, March 19th (contactless) <ul style="list-style-type: none"> - Think about what you'd like to send home for EOY (for your class or grade) - Intersession materials will be distributed at the time... groups have funds starting at \$800/group... if more is needed, reach out - Fundraising is also an option. <p>Notes from conversation:</p> <ul style="list-style-type: none"> - (Partick) Maybe natural differences for the needs per group. - (Lindzey) Seems fair to have a system for divvying up funds with a \$ amount. - (Sopar) If one needs more, perhaps they could check in with other groups who may need less. <ul style="list-style-type: none"> - Maybe there could be \$ on the side for those that need a guest teacher, etc. - After fundraising efforts. - (Lindzey) \$ not spent can go to intersession next year. <ul style="list-style-type: none"> - Option 1: Each group gets \$800 - Option 2: Divided by the number of adults per group. (~\$500 to \$1500) - final vote and this will be communicated by Lindzey.
4:15-4:35	<ul style="list-style-type: none"> - Revisit Bylaws - WHY: Reread first section together - Jigsaw - Mark it up! - Group discussion - Decisions 	<p>Jigsaw</p> <p>Article 1: Lisa, Katie, Leslie, Shraddha Article 2: Edgar, Emma, Lani, Laura Article 3: Bennett, Patrick, Jackie, Ana, Leticia</p> <ul style="list-style-type: none"> ● What's the gist? ● What is unclear? ● What needs clarity? ● What might need to be discussed? <p>Add ideas and questions as comments or right into the document! :) We will come back to this during our retreat on 2/22.</p>
4:35-4:45	<ul style="list-style-type: none"> - Next Steps 	



ASCEND TK-8

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Close	- Appreciations	
Action Steps	<ul style="list-style-type: none"> - Lindzey will share out decision and process for \$ per intersession group. - We will all communicate updates to teams and process bylaws before our next advisory meeting on 2/22. 	

1.4.21 Advisory Meeting		
Item	Process	Notes/Next Steps
3:45-4:05 Purpose Setting: Share	<ul style="list-style-type: none"> - Community builder - Meeting and group purpose - Share agenda - Review norms 	<u>Roles</u> Community Builder - Lisa NEXT TIME: EDGAR Facilitator- Lindzey Notetaker- Sopar Time keeper- Lisa Process Checker- Lani
4:05-4:15 Quick updates & Decisions: Share Information	<ul style="list-style-type: none"> - TK-2 Rep: KATIE! - Materials pickup -1/21 - Materials requests - Clubs update - Family need form - Budget 	Request Materials for students by emailing Lindzey + Ana - Let teammates know! Attendance incentives are also an option Already have art materials for the whole school! K - Jan. 21st Middle School - Jan. 21st 2nd - Jan. 22nd 3rd-5th -Jan 21st Fully contactless pickup Fyi one fliers: if needs translations then 2 wks, if it doesn't need translation then 1 wk <u>Club Updates</u> <ul style="list-style-type: none"> - Only 20 responses - 30% of that are interested in leading a club (about 7 teachers) - Time pref: in the morning instead of meeting but some also said afterschool - Next steps: reach out to teachers again <u>Budget</u> <ul style="list-style-type: none"> - \$500,000 learn loss mitigation funds - We spent the money flexibly at the beginning of the year so we have funds left (about 80%) for the second half of the year - Spent on : technology, Ana.C going full time



ASCEND TK-8

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		<ul style="list-style-type: none">- Plan to save money/hold funds - for the long game to protect programming/staffing for the years ahead- There is money for pd available as well- 60% of budget is on staffing- Working on building transparency around the remaining budget <p>Q: Will some of this money be spent to hire adults for 'monitoring'/ 'supervising' in case we go hybrid?</p> <p>A: We are going to try to hold this work in house. There are very few students that would qualify to enter the hybrid model</p> <p>Q: Can we go through the advisory bylaws soon to check in about spending, priorities and associated decision making?</p> <p>Clarity on which budget items are (1) admin makes then informs (2) consults advisory (3) made with advisory</p>
4:15-4:50	<ul style="list-style-type: none">- Action Learning Groups	<p>Thoughts/Feelings:</p> <ul style="list-style-type: none">- Specials team feels excited- Generally going well- Some folks unsure they have landed with the group that aligns best with needs/ideas.- Are we overlaying and being intentional about challenging race constructs and how they show up in our work? Let's draw a clearer line between the two- Very few aspirations were actually aspirations --- need support to form true aspirations.<ul style="list-style-type: none">- Fishbowl and examples of aspirations and some nonexamples.- Jeff aspiration coaching?- What groups have been identified?- How should advisory plan a role?- What resources are needed first?- Name a clear objective - "at end of session you should walk away with...."- Differentiate : have next steps for folks that got their aspiration down and ready for creating a work plan <p>What role can advisory play in supporting action research groups:</p> <ul style="list-style-type: none">- Bring a problem of practice from your team to



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		share with advisory, get suggestions Lindzey will offer "office hours" to talk out their challenge/aspiration
4:50-5:00 Close	<ul style="list-style-type: none"> - Next Steps - Appreciations 	Upcoming benchmark PDs: Jan 29th: Get student input and make decisions about intecession Feb 12th: Share out of our action learning groups
Action Steps	-	

Process Check Notes:

- Stoke/community builder was joyful and nurtured relationships (esp. Patrick's mom voice) and celebrated others ideas (Yes, and style)
- Budget transparency, coding to be able to save it for the long game and use when needed:
 - Cushion for learning loss mitigation moving forward (healing)
 - Possibly sharing a document with buckets spent?
 - Request to review bylaws to increase transparency around decision making & priorities for spending, etc.
- Sought feedback about Action Learning Groups--- How is it going? Feeling?
 - Brought ideas of others not in the room.
 - Honest feedback about layer of race constructs and clarity of structure needed.
 - Pause for those who haven't shared to share.

Thoughts for future:

- All whole group conversation... Smaller group process opportunities?
- How could we distribute responsibilities in this group equitably and use this time most effectively?

12.15.20 Advisory Meeting		
Item	Process	Notes/Next Steps



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<p>3:45-4:05 Purpose Setting: Share</p>	<ul style="list-style-type: none"> - Community builder - Meeting and group purpose - Share agenda - Review norms 	<p><u>Roles</u> Community Builder - Beth Facilitator- Notetaker- Time keeper- Process Checker-</p>
<p>4:05-4:15 Quick updates & Decisions: Share Information</p>	<ul style="list-style-type: none"> - TK-2 Rep - Para Hire Update/CT role shift - Materials pickup, etc. - Survey updates - Clubs update - Other update needs? 	<p>Next Steps:</p> <ul style="list-style-type: none"> - Lindzey join TK-2 meeting on 1/4 for “special election” - Announce hiring of Jacey & CTs role shifts in memo, then intro Jacey during staff time on 1/4 <p>Materials notes:</p> <ul style="list-style-type: none"> - A survey will go out to families that did NOT pick up so we know who they are (reps need to communicate this). <ul style="list-style-type: none"> - Lisa, Lindzey, Lani will deliver these items during break. - Make sure to coordinate with specials teachers (want to pass out materials on Jan. 21st) <p>Surveys! Take them! 3rd+... give them to students to take them.</p> <ul style="list-style-type: none"> - Insight Survey <p>For Clubs: we have hidden gems! Encourage your students to fill out the survey! Big range and excited to think about clubs based on student feedback.</p> <p>Some examples:</p> <ul style="list-style-type: none"> - Coding - Cold Case foundation - Design homes - Paleontologists - Financial Literacy - Singer - Chef - Owning their own business - Fast Food...and moving up from there <p>Next step:</p> <ul style="list-style-type: none"> - CT is going to “crash” the student survey responses to synthesize and then create a new survey based on synthesis to think through possibilities. <ul style="list-style-type: none"> - Think through what is manageable



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		<p>based on <i>our</i> staff: what is feasible? What might we need to outsource, etc.? Let's make these ideas come to life/light!</p> <ul style="list-style-type: none"> - <i>Could this be interwoven with intersession?</i>
4:15-4:50	<ul style="list-style-type: none"> - 2021 PD Survey Input and design time 	<ul style="list-style-type: none"> ● Anchor in the <u>purpose</u> of PD ● Review survey results here. ● Small group chat: noticings & implications ● Explore & Review Design suggestions ● Agreements & Next Steps <p>Trends:</p> <ul style="list-style-type: none"> - Mental Health/SEL - ELD supports - Virtual Engagement, Joy (prereqs to anything else) - Majority is into doing intersession and expo in some form <p>(More notes below in "implication" column.)</p> <p>Note: Could collaboration time also be used as a space for some of this work?</p> <p>Next step: Lead team draft a PD plan to bring back to advisory for feedback.</p> <ul style="list-style-type: none"> - Host an optional PD calendar working group on Friday for input. - Templates and ideas for folks before they leave on break to come back inspired? <p>*How are groups going to be facilitated? *What are the options? What are the parameters?</p> <p>Folx are feeling drained. What can we do to make sure everyone is showing up to PD as their best selves? What could you we do to support this?</p>
4:50-5:00 Close	<ul style="list-style-type: none"> - Appreciations - Next steps 	
Action Steps	-	

2021 PD Input Analysis

Noticing	Wondering	Implication
<ul style="list-style-type: none"> Multiple responses about conversation about race: constructs and equity Top 3 requests: cultural responsive redesign of curriculum*, ELD supports, examining parent/family support (all are somewhat connected) Comments around mental health and SEL needs Request for support staff collaboration & best practices for push in Request for virtual engagement strategies and ways to deepen discussion online (not one of the options... so may have had more votes) Holding unstructured time for kids to hang out Someone feeling like if something was taken off plate, they would have more time/capacity for things like unconference. <ul style="list-style-type: none"> Folks feeling strapped/drained. Majority of folx are excited about/down for intersession 	<ul style="list-style-type: none"> Would more staff have selected mental health/SEL supports if it was one of the options? How were the options selected? How to DO's? Why don't we have a recess room? <ul style="list-style-type: none"> Different staff hold different games at the same time? What are opportunities to collect staff thoughts about the structure of PD? <ul style="list-style-type: none"> Ex from middle school meeting: Work time not on Zoom built in? <u>How can we be most efficient with our time and allow for more work time?</u> <ul style="list-style-type: none"> Can announcements be done in another form to allow for more time for content PD and work time to put learning into action? Prerequisites completed for 	<ul style="list-style-type: none"> Self-selected or self-designed space for highest need/passion? Should we survey staff more for interest in being supportive to mental health/SEL needs in the classroom? <ul style="list-style-type: none"> Perhaps tied to engagement strategies? How are we allocating time in PD to meet the goals indicated in our grad profile? PD time for intersession if that's what we are doing! EXPO could be grade-level specific and can be planned for in other times, perhaps? SBAC happening --- need to think about this. (Modified) Race Constructs/Equity work needs to be a priority, as well. <ul style="list-style-type: none"> RN could lean in and support, facilitate learning, etc. <p>*How do we now apply our learning about race constructs/equity in self selected groups?</p> <ul style="list-style-type: none"> - Passion planning/joy and engagement planning another



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<p>and/or EXPO.. but want the time to make it happen.</p> <ul style="list-style-type: none">•	<p>teachers for full engagement</p> <ul style="list-style-type: none">• Could some of these needs be captured through intersession or expo? (don't want it to be a catch all.. But some of this can happen during this time).• Is Rebecca Nathan planning on coming back?	<p>thread.</p> <ul style="list-style-type: none">- Folx then could share out learning in an unconference or another process for sharing learning. <p>On Jan. 4th... self-assessment and then put in groups to start thinking about application of learning... ?</p> <ul style="list-style-type: none">- Request for resources, inputs, etc. <p>Put some potential options in the memo for folx to ponder for self-selection.</p>
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Feb 9, 2021

ASCEND PARENT LEADERS MEETING

Our Norms

Communicate updates clearly & frequently	Lead for the whole school community	Speak your truth	Ensure all voices are heard	Respect time
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Time	Topic or Activity	Notes
5:00	Check-In / Blob (Edgar)	
5:15	Distance Learning (Raj)	<p>Liliana:</p> <ul style="list-style-type: none">- 2nd grade: Meets Tus-Fri Zoom call 30 min (sets his day) - it's good- Teachers recording the video- Teachers have office hours- Nice to see the other kids.. Omar gets excited about that- ASCEND has been doing really well- 6th grade at another school - less interaction- Challenging to keep their kids engaged for that length of time <p>Maleni</p> <ul style="list-style-type: none">- 5th grade Has been amazing.. From Day 1.. On her schedule- 5th grade team was READY, and made them feel like there was a structure in place- Has not had to struggle to find things for her to do...- Her academics and time with her friends has been consistent <p>Aurora</p> <ul style="list-style-type: none">- 3rd grade - they are doing as best as they can- We are getting used to routine/structure down with the teacher- But, we want to return to the life before, it's hard being within 4 walls.. This isn't the ideal situation <p>Delia</p> <ul style="list-style-type: none">- Very grateful that the school and teachers have been supporting in very

		<p>way possible</p> <p>Eva</p> <ul style="list-style-type: none"> - Thankful as well - Gotten support from the school - Obtained a Chromebook, greeted warmly, homework in the mail → school has been awesome <p>Guillermina</p> <ul style="list-style-type: none"> - 6th grade - it was a drastic change for everyone - Thank you for all the effort from ASCEND, from the beginning... mobilized and started doing the classes - Kids didn't have difficulty transitioning to distance learning - The kids have overcome the challenges and are calmly doing their classes - 6th grade daughter.. Tries to get all her work done early. <p>Lorena / Belizaida</p> <ul style="list-style-type: none"> - First month was fine... - Second month... getting tired of being in the house and the kids acting out in different ways - She's had a hard time... suffers from migraines... hasn't been able to sleep... then doesn't have the patience to manage the kids... - I don't know how to support the kids, and I don't know what to do because I can't sleep because of my migraines - How can the SCHOOL support PARENTS to engage with their KIDS, respond to socio-emotional concerns, and support KIDS during this time? <p>Enrique</p> <ul style="list-style-type: none"> - Middle school: teachers should share with parents more often HOW the kids are doing with distance learning - Kids listen to the teachers, but not their parents... so teacher should give "exercise ideas" - Covid in his family
5:30	Site-Planning (Lindzey)	
5:45	Planning for Site-Planning (Lindzey)	

6:00	Empathy Interviews (Edgar)	<p>Make sure we empathize with other parents... like therapy.</p> <p>How are you?</p> <p>How is your family handling the current situation?</p> <p>How can we support you? How can the school support you?</p> <p>Possible Questions:</p> <p>About Distance Learning How are things going with distance learning?</p> <p>What is working well?</p> <p>What isn't working well?</p> <p>(What are the pro's and con's of distance learning?)</p> <p>What is your advice to the school for distance learning?</p> <p>About students' experiences - academically & socially</p> <p>How is your child's experience of "normal" school?</p> <p>What does he/she/you love about school?</p> <p>What does he/she/you NOT love about school?</p> <p>What is your FAVORITE part of ASCEND?</p> <p>If you could change one thing about ASCEND, what would it be?</p> <p>About family's experience</p> <p>When have you been supported by the school? How did the school support you?</p> <p>When was a time that you did not feel supported by the school?</p> <p>If you could change one thing about ASCEND, what would it be?</p>
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6:15	Next Steps (Lindzey)	Enrique - list Belizaida - list Aurora - list Delia - list Guillermina - list Eva - list Liliana - either or list (she has 2nd grade class list) Gina - 2-3 English speaking parents
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SCRIPT:

Hi, I'm _____. My son/daughter is _____ and she's in ____ grade at ASCEND. I'm one of the ____ grade parent leaders. We are calling different parents to check in, and also understand your experience at ASCEND. The ASCEND leadership wants to understand what parents think about ASCEND so they can plan for next year. Do you have 10 minutes to talk right now?

Possible Questions to Ask:

How are you?

How is your family handling the quarantine?

What are the main challenges your family is facing during this time?

How has the school supported you?

How can the school support you?

About Distance Learning

How are things going with distance learning?

What is working well?

What isn't working well?

What is your advice to the school for distance learning?

About students' experiences of "normal" ASCEND

How is your child's experience of "normal" school?

What does he/she/you love about school?

What does he/she/you NOT love about school?

What is his/her FAVORITE part of School?

About family's experience

When have you been supported by the school? How did the school support you?

When was a time that you did not feel supported by the school?

Why do you send your child to ASCEND? What attracts you to ASCEND?

If you could change one thing about ASCEND, what would it be?

NAMES:

COMMITTEE TOPIC:

Section	Notes
Goal <i>What do we hope will be true from this work? What will we achieve?</i>	
Accomplishments <i>What have we already done?</i>	
Next Steps <i>What do we need to do? (Put dates on it!)</i>	
Notes from Today	

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30 de enero de 2020

ASCEND REUNIÓN DE LÍDERES DE PADRES

Nuestras normas

Comunicar actualizaciones clara y frecuentemente	Dirigir para toda la comunidad escolar	Expresar su verdad	Asegúrese de que se escuchen todas las voces	Respete el tiempo
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Tiempo	Tema o actividad	
5:00	Actividad de comunidad (Raj)	
5:05	Vista previa de la agenda e intenciones (Edgar/Raj)	
5:15	Actualizaciones de participación familiar (Edgar) <ul style="list-style-type: none"> - Talleres - Pantalla de TV - Noche de alfabetización familiar - Intersesión 	-What happened in 3rd grade? - - How to communicate to families which teachers are coming back, which are not? -have therapist work with kids? -let parents know first - how do parent want to be involved in hiring ? -having a date for when folks for
5:25	Planificación para la Planificación del Sitio / de la escuela => (Lindzey)	
5:45	Trabajo en Comités	
6:05	Actualizaciones de Comités	“Anti-Bullying” <ul style="list-style-type: none"> - Workshops / Resources <ul style="list-style-type: none"> - Bullying? - Cyberbullying? <ul style="list-style-type: none"> - Lindzey: maybe “in-house”?

		<ul style="list-style-type: none"> - Commonsense media - Razy: <ul style="list-style-type: none"> - Fatherhood Corps (Para los padres) - Other schools - Moises - Katrina: <ul style="list-style-type: none"> - MOSAIC Assembly → Feb 19 - For parents TOO - workshops - Liliana: <ul style="list-style-type: none"> - Watch the video and give suggestions and advocate for all teachers to go through the training - Katrina and Liliana - flyers - Enrique: <p>Career and college Readiness</p> <ul style="list-style-type: none"> - Susana - training for kids about careers and college; high school - College process starts for parents - Teachers also share their academic experience with kids (educational journeys)
6:10	Actualizaciones de CEFC y FLC	
6:20	Reflexión sobre sus intenciones	
6:25	Agradecimientos	

NOMBRES:

TEMA DEL COMITÉ:

Sección	Notas
Meta <i>¿Qué esperamos sea cierto de este trabajo? ¿Qué vamos a lograr?</i>	
Logros <i>¿Qué hemos hecho ya?</i>	
Próximos pasos <i>¿Qué debemos hacer? (¡Ponga fechas y personas!)</i>	
Notas de hoy	