

# OUSD Decision Hearing Charter Renewal 2024



ASCEND TK-8 SCHOOL

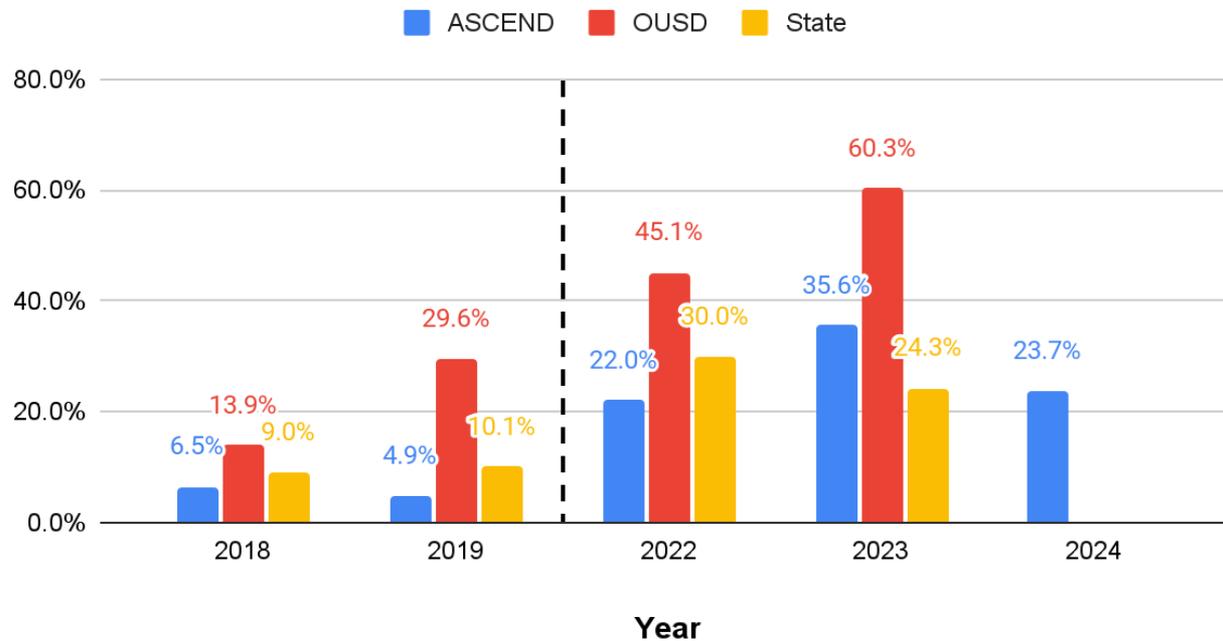


ASCEND TK-8 SCHOOL

# Chronic Absenteeism



## Chronic Absence Rates, Pre- and Post-Pandemic



Note: 2020 & 2021 data excluded due to pandemic disruptions

# Chronic Absenteeism Successes, Growth Areas, and Strategies



## Strengths

- Nearly 12% decrease between 22-23 and 23-24 as a result of **targeted professional development with attendance team**
- Putting to work historically strong **relationships with families** to address attendance issues
- Evolving as a **full-service community school** to engage, assess, and provide resources to meet diverse needs

## Growth Areas:

- Continue to **refine and build skill in the SART process** to provide early intervention for students who are struggling
- Keep building on **new attendance awareness and incentive programs**

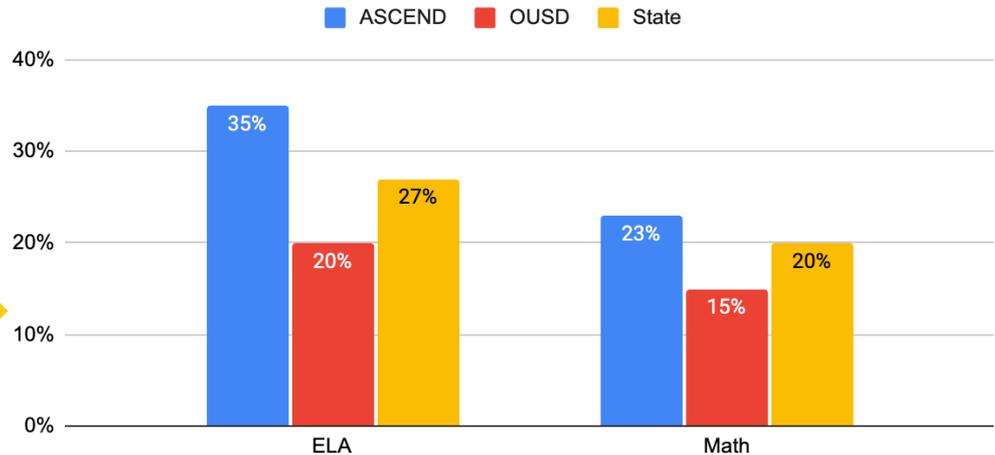
## 2024/2025 Strategy Pivots:

- **Clearly defining school-based roles** (Principal, School Operations Manager, and Attendance Lead) in leading attendance work and addressing chronic absenteeism
- **Identifying grade level and subgroup trends** (TK-2, B/AA, SWD) that need specific attention and a strategic approach, and aligning resources
- **Prioritizing chronic absence topic at Org-wide PLCs** for School Operations Managers and Principals to allow for strong practices emerging at sites to be shared and

# ASCEND Outperforms Similar Schools in California



Similar Schools Comparison: SBAC ELA and Math 2023



Grades 3-8

**Similar Schools:** Schools serving a similar % of students qualifying for FRL and classified as English Learners



| 2023 SBAC | Student Growth Percentile | Core Growth Index |
|-----------|---------------------------|-------------------|
| ELA       | 91%                       | 10 out of 10      |
| Math      | 97%                       | 10 out of 10      |

# ELA Successes, Growth Areas, and



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## Strengths

- **Expeditionary Learning:** Rigorous and relevant community-based learning
- **Major gains in foundational reading proficiency:** Shifted to Science of Reading-aligned practices and curriculum in every TK-2 classroom
- **K-2 *Fishtank* Adoption:** Increased early grades time spent mastering grade-level standards via diverse, complex texts

## Growth Areas:

- **Rigor:** Decreasing scaffolding as appropriate
- **Academic Discourse:** Increasing the frequency of student “at bats” with text-based discourse

## 2024/2025 Strategy Pivots:

- **TK-2 schedule shifts** to increase Tier 1 foundational skills block and more strategically leverage Early Literacy tutors
- **Expanded *Fishtank* adoption** to grades 3-8 to increase rigor, cultural responsiveness, academic discourse, and aligned support for teachers
- **Integrating *Fishtank* with learning expeditions** model
- **Integrating GLAD strategies** into intellectual preparation routine for lessons

# Math Successes, Growth Areas, and Strategies



## Strengths

- **Strong Foundation:** Common Core-aligned, rigorous curriculum in every classroom
- **Data-Driven Instruction:** Standards-aligned formative and summative assessments to inform teacher and leader moves
- **Integration of EL strategies within the math block:** integrating best practices from expeditionary learning throughout the math block.
- **Quality Coaching and PD:** Site math coach who was former math teacher and principal at Ascend; consistent capacity building in content & instructional strategies
- **Significant gains on 2024 SBAC:** 23 point decrease in DEM and 9 point

## 2024/2025 Strategy Pivots:

- Adopted *Do the Math* to increase effectiveness of Tier 2 & 3 interventions; mix of push-in & pull-out
- **Math intervention** occurring 4x a week for grades 3-5.
- **Better utilizing**





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# Home Languages Served



Arabic

English

Vietnamese

38  
Newcomers  
≈ 8%

Spanish

Mayan  
Languages

# Home Language Numbers



| Home Language   | # of Students |
|-----------------|---------------|
| Spanish         | 401           |
| English         | 92            |
| Mayan Languages | 10            |
| Arabic          | 9             |
| Vietnamese      | 2             |
| Hindi           | 1             |
| Portuguese      | 1             |

# Direct Services for English Learners



- **Community-based translation supports** to provide access to families who speak languages other than Spanish and English
- **Integrated ELD** built into K-8 Common Core ELA/Humanities, Math, and Science curricula and Learning Expeditions
- **Designated ELD** for K-5 built into literacy rotations. Push-in and pull-out services in small groups aligned to current content and ELD standards for grades 6-8
- **Targeted Newcomer Support** in grades 1-8 in addition to integrated classroom-based support during Tier 1 and small-group instruction

# Shifts in Educator Capacity-Building Practices

- **Foundational training for instructional staff** in Guided Language Acquisition Design (“GLAD”) and Total Physical Response (“TPR”) strategies
- **Facilitating lesson intellectual preparation routines** to embed Tier 1 curricular supports for language acquisition and access, led by content coaches at school and home office
- **Incorporating strategies for family partnership and cultural responsiveness** into New Teacher Training
- **Established a full-time multilingual teaching role** to provide designated support for our multilingual learners and newcomers; the teacher collaborates with the core teachers to build integrated ELD instruction





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# ASCEND Serves a Similar Population to Nearby OUSD Schools

## Nearby OUSD Elementary & Middle Schools



|                                 | ASCEND | Global Family | ICS   | TCN   | Bridges | UPA   | UFSA  |
|---------------------------------|--------|---------------|-------|-------|---------|-------|-------|
| <b>Hisp/Latinx</b>              | 92.7%  | 94.8%         | 90.3% | 68.9% | 89.4%   | 85.6% | 75.7% |
| <b>Black</b>                    | 3%     | 1.7%          | 1.1%  | 13.4% | 3.4%    | 3.8%  | 13.5% |
| <b>Asian &amp; Pac Islander</b> | 2.6%   | 1.1%          | 1.1%  | 4.7%  | 2.7%    | 5.2%  | 5.9%  |
| <b>White</b>                    | 0.4%   | 0%            | 3.2%  | 3.9%  | 1.4%    | 1.9%  | 1.6%  |
| <b>Soc Econ Disadv</b>          | 90.9%  | 97.9%         | 89.6% | 93.7% | 99%     | 97.5% | 95.9% |
| <b>SPED</b>                     | 11.2%  | 13.9%         | 12.2% | 11.8% | 12.1%   | 16.3% | 16.2% |
| <b>EL</b>                       | 67.5%  | 83.9%         | 81.7% | 64.2% | 84.1%   | 58.9% | 57.6% |
| <b>Homeless</b>                 | 4.0%   | 4.3%          | 0.7%  | 2.0%  | 1.9%    | 1.9%  | 8.9%  |

# Challenge Area: Attracting Black/African American Families



## Observation:

3% of students @  
ASCEND

vs

6% of residents in our  
census tract

are Black/African  
American

## Observation:

Within EFC, most  
Fruitvale Black/African  
African American families  
enroll at LWL (11%)

# Targeted Recruitment 2021-2024



- Presented to families at East Oakland YMCA & Head Start
- Engaged (and surveyed) families at the Black Joy Parade
- Conducted outreach to Casa Suenos & Casa Arabella affordable housing residents



 **BLACK JOY PARADE**



# Intentional Retention Strategies 2021-2024



- Launched **Black Heritage Club** affinity group
- Added **multiple new sports teams**, including cheer squad, basketball, volleyball, and flag football
- Facilitated **Black Family Breakfasts**
- Organized **Black Literacy Celebration & Panel**
- Partnered with Cox Academy and EFC Board Member to host a **Black Excellence Celebration**

# Recruitment & Retention Impact



## AND...

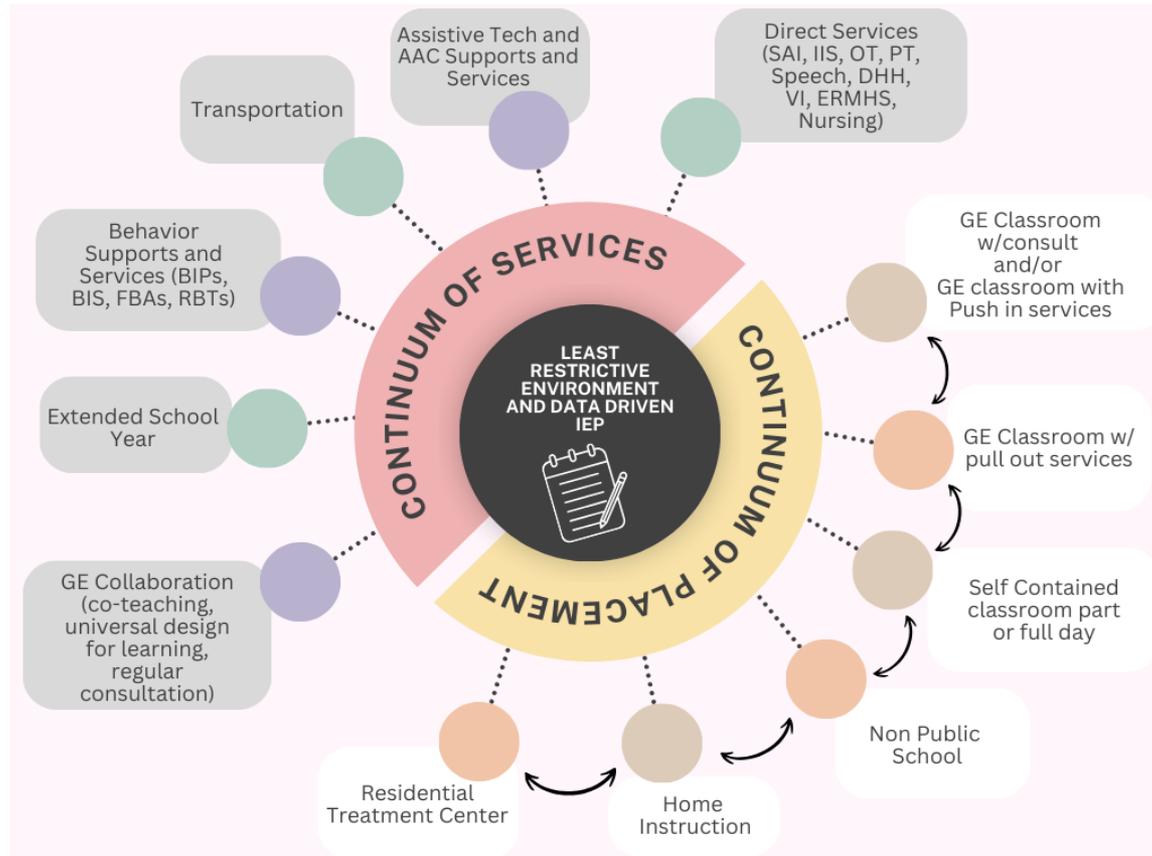
**We haven't yet seen an increase in Black/African American students enrolling at ASCEND, so we're going to keep trying new strategies.**

**We welcome thought partnership and suggestions!**



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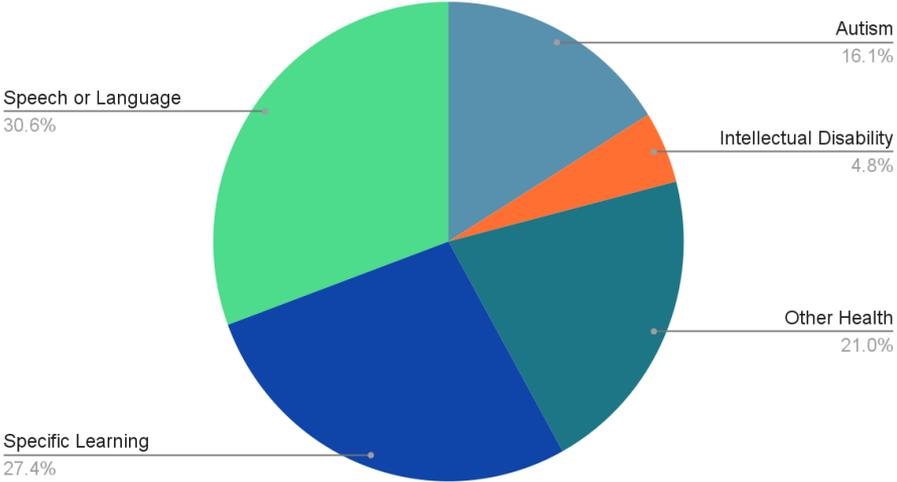
# ASCEND Offers a Full Continuum of Placement and Services



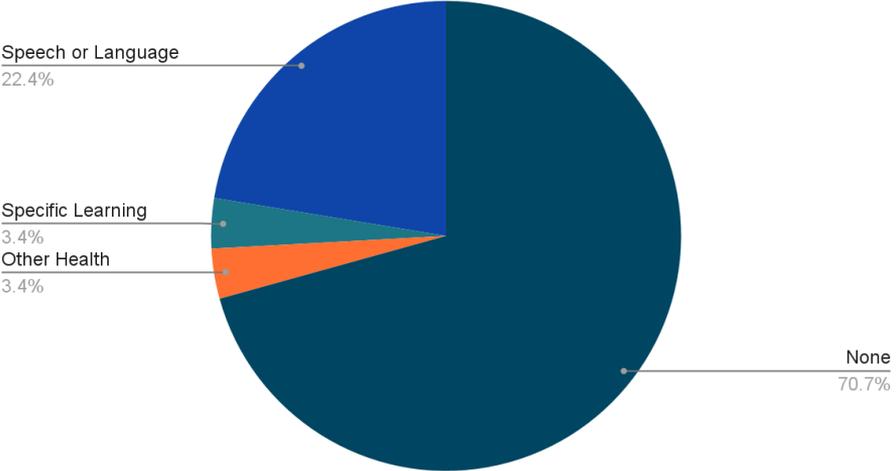
# Eligibility Breakdown for Students with Disabilities



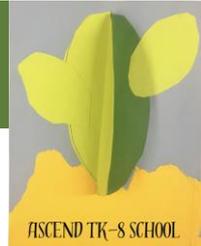
Primary Eligibility Category



Secondary Eligibility Category

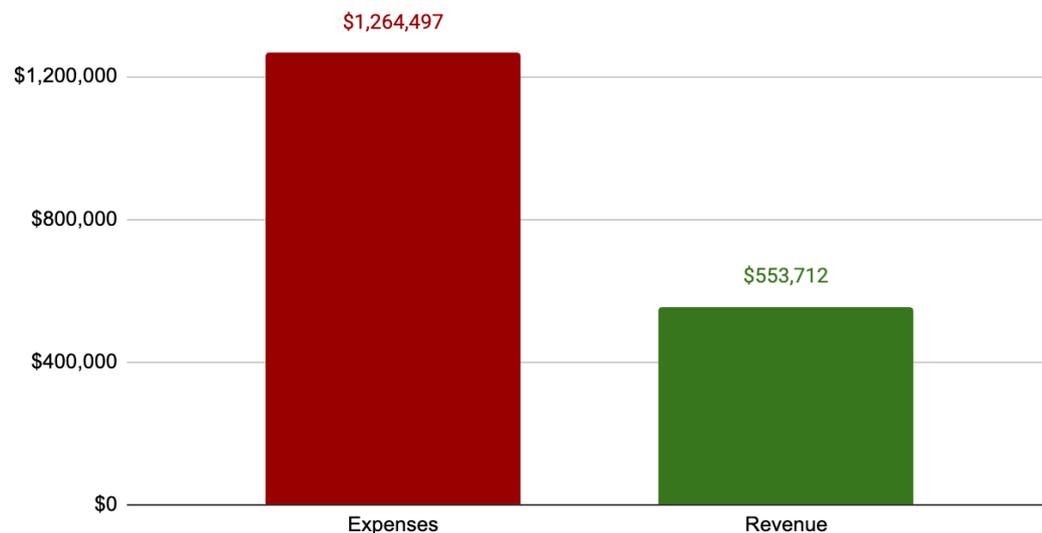


# Special Education Expenses vs Revenue



- ASCEND Special Education expenses in 2023-24 were \$711K higher than Special Education revenue.
  - On a per-pupil basis, the amount of special education expenses paid for by non-special education funding was \$1478 / student.

Special Education: 2023-24 Expenses & Revenue





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# ASCEND Teacher Credentials



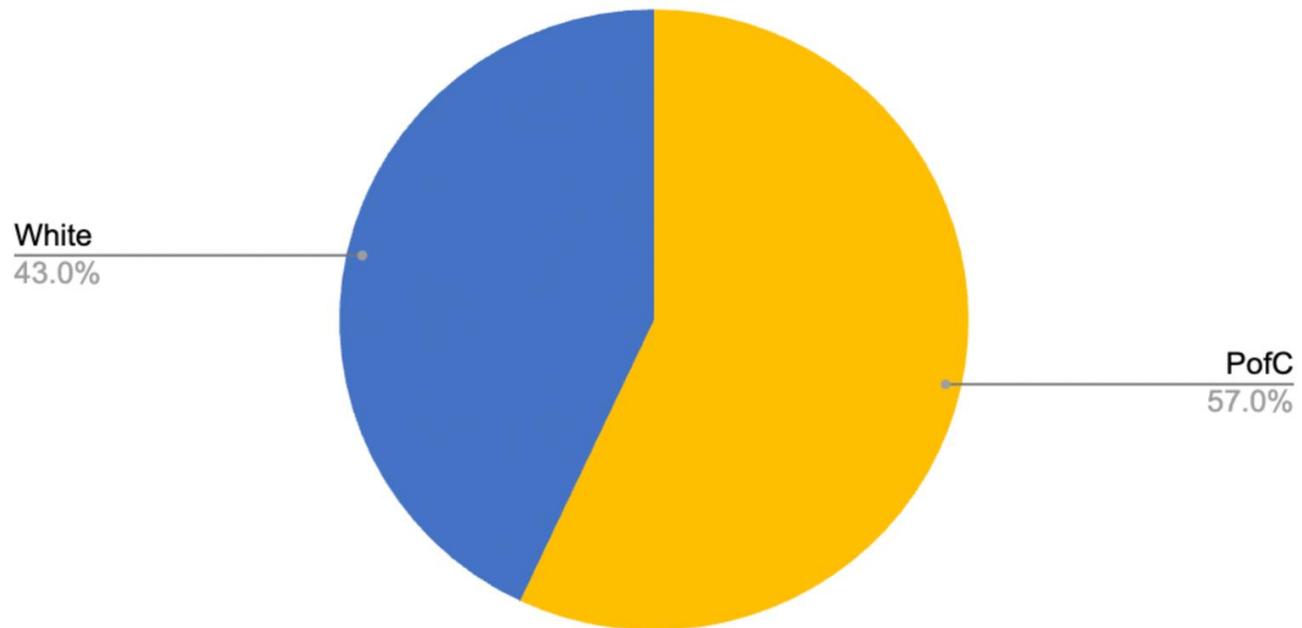
| School Year  | Total Teaching FTE | Fully Credentialed | Out of Compliance | Intern | Temporary Permit (PIP, STSP, WV) | Out of Field (GELAP, SELAP) | Incomplete | Unknown |
|--------------|--------------------|--------------------|-------------------|--------|----------------------------------|-----------------------------|------------|---------|
| <b>23/24</b> | 28                 | 21                 | 1*                | 2      | 3                                | 1                           | 0          | 0       |
| <b>24/25</b> | 28                 | 21                 | 0                 | 2      | 4                                | 1                           | 0          | 0       |

\*23/24: One Art Teacher classified as “19-20 Charter”; compliant until July 2025, per Education Code §44258.9(e)(9).

# ASCEND Teacher Diversity



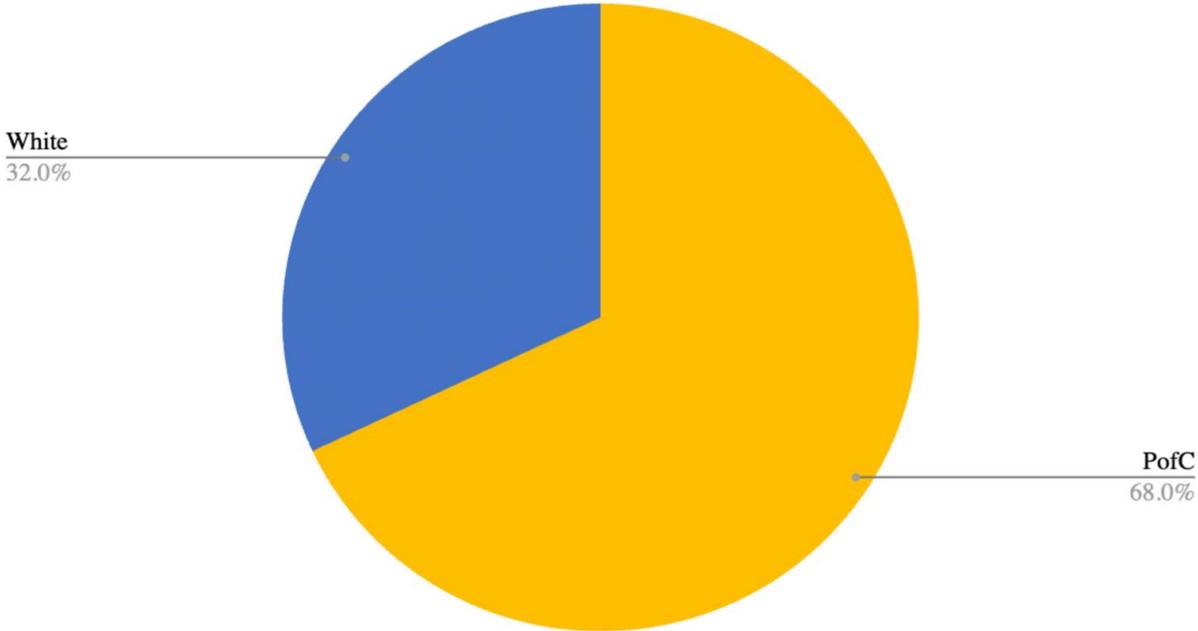
## ASCEND Teacher Diversity - % Based on Self-Identification



# EFC Teacher Diversity



## EFC Teacher Diversity - % Based on Self-Identification



# EFC Approach to Teacher Diversity: Pipelines & Partnerships



YOY  
5%  
increase  
in  
Black  
Teachers  
on staff

