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Enactment Date	10/10/2024 CJH



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Jenine Lindsey, General Counsel
Kelly Krag-Arnold, Director, Office of Charter Schools

Meeting Date October 10, 2024

Subject Charter Renewal Decision Hearing – ASCEND Charter School

Ask of the Board Vote

Background On March 8, 2017, the OUSD Board of Education voted to approve a five-year term for ASCEND Charter School (“ASCEND”). Due to the impacts of the COVID-19 pandemic, Education Code Section 47607.4 extended this term an additional three years, resulting in a charter term which currently expires on June 30, 2025.

On July 15, 2024, ASCEND submitted its renewal petition to OUSD. On September 11, 2024, the OUSD Board of Education held an Initial Public Hearing, where ASCEND staff had the opportunity to present to the Board. In accordance with California Education Code, the OUSD Office of Charter Schools prepared a Staff Report which was posted publicly on September 25, 2024.

ASCEND was placed in the Middle tier by the State and is consequently eligible for a 5-year term.

Discussion The Charter Schools Act of 1992 established the criteria by which charter renewal applications must be evaluated. A charter school must meet the requirements set forth in Education Code (Ed Code) Sections 47605, 47607, and 47607.2. Specifically, a charter school is evaluated on the following renewal criteria:

- I. Has the Charter School Presented a Sound Educational Program?
- II. Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?
- III. Is the Petition Reasonably Comprehensive?
- IV. Is the School Serving All Students Who Wish to Attend?

Based on the analysis in the attached Staff Report, the OUSD Office of Charter Schools (OCS) Staff recommends **approval** on the basis that the school has adequately met each of the four renewal criteria.

Fiscal Impact No direct fiscal impact.

- Attachment(s)**
- ASCEND - Renewal Staff Report
 - ASCEND - Renewal Staff Presentation
 - ASCEND - Charter School Presentation

**RESOLUTION OF THE GOVERNING BOARD
OF THE OAKLAND UNIFIED SCHOOL DISTRICT**

Resolution No. 2425-0008

**APPROVING CHARTER PETITION OF
EDUCATION FOR CHANGE PUBLIC SCHOOLS – ASCEND – GRADES TK-8
AND WRITTEN FINDINGS OF SUPPORT THEREOF**

WHEREAS, the Charter Schools Act (Ed. Code §47600, et seq.) establishes the criteria by which charter school renewals are to be approved or denied; and

WHEREAS, Education Code Section 47605(c) charges school district governing boards with the responsibility of reviewing charter petitions to determine whether they meet the legal requirements for a successful charter petition; and

WHEREAS, on July 15, 2024, the District received a renewal petition for ASCEND (“Petition”), a public charter school currently serving 484 students in grades TK-8 and authorized to serve grades TK-8 with a maximum enrollment of up to 506 students at full enrollment; and

WHEREAS, the law outlines a three-tier system for most charter schools seeking renewal, including additional requirements for evaluating the soundness of the school’s educational program depending on the school’s renewal tier; and

WHEREAS, ASCEND was placed in the Middle tier by the California Department of Education based on its State Dashboard data; and

WHEREAS, a charter school placed in the Middle tier shall not be renewed if the chartering authority makes *all* of the following written factual findings, setting forth specific facts to support the findings:

1. The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school; and
2. The closure is in the best interest of the pupils; and
3. The decision provided greater weight to performance on measurements of academic performance (if applicable); and

WHEREAS, a charter school placed in the Middle tier shall not be renewed if the chartering authority makes a written factual finding, setting forth specific facts to support the finding:

- A. Substantial fiscal or governance concerns; or

- B. The school is not serving all pupils who wish to attend, as documented by data provided by the CDE or by any substantiated complaints that the charter school has not complied with suspension, expulsion, or involuntary disenrollment procedures.

And the chartering authority has provided at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school, AND the chartering authority makes a written factual finding, setting forth specific facts to support the finding:

- A. The corrective action proposed by the charter school has been unsuccessful; or
- B. The violations are sufficiently severe and pervasive as to render a corrective action plan unviable; and

WHEREAS, the Governing Board did not issue a notice to the charter school which set forth specific facts to support the above findings; and

WHEREAS, on September 11, 2024, the Governing Board held an initial public hearing on the renewal petition as required by Education Code Section 47605(b); and

WHEREAS, on October 10, 2024, the Governing Board held a decision public hearing on the renewal petition as required by Education Code Section 47605(b); and

WHEREAS, the Governing Board, under Education Code Section 47605(b), is obligated to take action to grant or deny the renewal petition within 90 days of submission, unless Petitioner agrees to an extension of up to 30 days;

NOW, THEREFORE, BE IT RESOLVED THAT THE GOVERNING BOARD OF THE OAKLAND UNIFIED SCHOOL HEREBY FINDS that Education for Change Public Schools - ASCEND has met the requirements of Education Code Section 47605(c) and 47607(e) and the District's Charter Renewal Standards in that:

- 1) The Petition presents a sound educational program for the pupils to be enrolled in the Charter School; and
- 2) The Petitioners are demonstrably likely to successfully implement the program set forth in the Petition; and
- 3) The Petition has reasonably comprehensive descriptions of all required elements; and
- 4) The Charter School appears to be serving all students that wish to attend; and

BE IT FURTHER RESOLVED AND ORDERED by the Governing Board that the Charter Petition of **EDUCATION FOR CHANGE PUBLIC SCHOOLS – ASCEND – GRADES TK-8** be and is hereby approved (renewed) for a term of five (5) years commencing July 1, 2025 and concluding June 30, 2030.

PASSED AND ADOPTED by the Governing Board of the Oakland Unified School District this 10th day of October 2024, by the following vote:

PREFERENTIAL AYE: None

PREFERENTIAL NOE: None

PREFERENTIAL ABSTENTION: None

PREFERENTIAL RECUSE: None

AYES: Jennifer Brouhard, VanCedric Williams, Jorge Lerma, Valarie Bachelor, Clifford Thompson, Vice President Mike Hutchinson, President Benjamin Davis

NOES: None

ABSTAINED: None

RECUSED: None

ABSENT: Michele Vasquez - Student Director, Maximus Simmons - Student Director

CERTIFICATION

We hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Special Meeting of the Governing Board of the Oakland Unified School District, held on October 10, 2024.

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OAKLAND UNIFIED SCHOOL DISTRICT



10/11/2024

Benjamin "Sam" Davis
President, Governing Board



10/11/2024

Kyla Johnson-Trammell
Superintendent and Secretary, Governing Board



Renewal Petition Staff Report

ASCEND

October 10, 2024

School Overview

ASCEND			
Charter Management Organization (CMO):	Education for Change (EFC)	Previous Renewal Year(s):	2017
Year Opened:	2012	Campus Address:	3709 East 12 th St, Oakland, CA 94601
Neighborhood:	Fruitvale	OUSD Attendance Area(s):	Elem: Global Family Middle: UFSA/UPA/Life
OUSD Board District:	District 5	Current Enrollment:¹	484
Current Grades Served:	TK-8	Current Maximum Authorized Enrollment²:	506
Current Authorized Grades:	TK-8	5-Year Projected Enrollment	502, 502, 506, 506, 506

Staff Recommendation

Staff recommends **APPROVAL** of the renewal petition for ASCEND (“ASCEND” or “Charter School”) for 5 years, beginning July 1, 2025, until June 30, 2030, to serve up to 506 students in grades TK-8 and a projected annual enrollment as outlined in the table above.

Summary of Findings:

Strengths	Challenges
<ul style="list-style-type: none"> Met all academic indicators in the School Performance Analysis based on the California State Dashboard. Substantial post-pandemic growth in both ELA and Math proficiency in grades K-5, with the majority of student groups outperforming the District average for their respective groups. Grades 6-8 ELA proficiency has been consistently higher than the District average. High CORE growth in both Math and ELA. Robust integration of Expeditionary Learning into the curriculum. The school has stable enrollment, strong finances and governance, and is well supported by a highly effective CMO. 	<ul style="list-style-type: none"> Grades 6-8 Math proficiency has been below the District average in the most recent two years. Students with disabilities performed below the District average for this student group in ELA for all years. Did not meet School Performance Analysis for Chronic Absenteeism indicator in either 2021-22 or 2022-23.

¹ Per first month statistical report submitted to OUSD (as of August 29, 2024).

² Maximum enrollment is determined by what is stated in the Charter School's *current* petition. OUSD requires charter schools to submit a material revision to increase or decrease the maximum authorized enrollment, as any material change to a petition must be evaluated and approved separately from renewal.

Criteria for Evaluation and Procedural Background

Criteria for Renewal

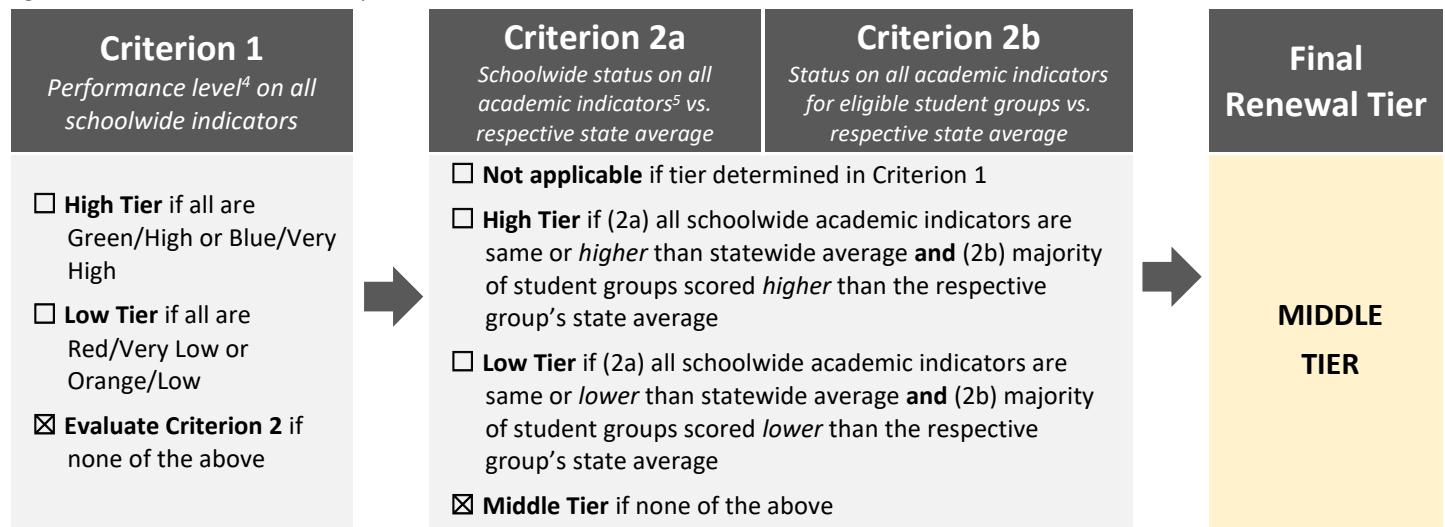
The Charter Schools Act of 1992 established the criteria by which charter renewal applications must be evaluated. In order to recommend the approval of a charter school renewal, Office of Charter Schools (OCS) Staff must determine that the charter school has met the requirements set forth in Education Code (Ed Code) Sections 47605, 47607, and 47607.2. Specifically, in order to be recommended for renewal, Staff determines whether the charter school has met the following renewal criteria:

- I. *Has the Charter School Presented a Sound Educational Program?*
- II. *Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?*
- III. *Is the Petition Reasonably Comprehensive?*
- IV. *Is the School Serving All Students Who Wish to Attend?*

Renewal Tier Analysis

In addition to the criteria outlined above, Education Code outlines a three-tiered system of performance categories for most³ charter schools seeking renewal. This system provides additional criteria and conditions for evaluating the charter school’s renewal petition based on the performance category, or “tier”, in which the school is placed. Figure 1 below shows a summary of the criteria used by the California Department of Education to determine the charter school’s renewal tier. For a more detailed analysis of the Charter School’s renewal tier, including analyses of each criterion and sub-criterion, please see Appendix A.

Figure 1: ASCEND Renewal Tier Analysis



Sources: California School Dashboard; CDE Charter School Performance Category Data File; CDE “Determining Charter School Performance Category” Flyer

As indicated in Figure 1 above, the CDE placed⁶ the Charter School in the Middle renewal tier. As discussed previously, there are additional criteria and conditions for evaluating the Charter School’s petition depending on the assigned tier. Figure 2 below outlines the renewal conditions and additional evaluation guidance applicable to schools placed in the Middle tier.

³ The three-tiered system does not apply to schools that qualify for the Dashboard Alternative School Status (DASS) program.

⁴ For the 2022 California School Dashboard, due to the COVID-19 pandemic, status “levels” were assigned to each indicator in place of colors. For the tier analysis, the State used these levels as a proxy for colors, as expressed in Criterion 1. For more information, please see Appendix B.

⁵ “Academic indicators” refer to the ELA, Math, English Learner Progress, and College and Career Readiness Indicators on the California School Dashboard.

⁶ Charter school performance categories for all California charter schools can be found here: <https://www.cde.ca.gov/sp/ch/performcategorydf.asp>

Figure 2: Renewal Tier Additional Guidance

MIDDLE TIER - Additional Guidance and Decision Criteria	
Term	May only be renewed for a 5-year term.
Additional Renewal Conditions	<p>May be denied upon making written findings that:</p> <ol style="list-style-type: none"> 1. <i>The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school; AND</i> 2. <i>The closure is in the best interest of the pupils; AND</i> 3. <i>The decision provided greater weight to performance on measurements of academic performance (if applicable).</i> <p>May also be denied with a written finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to a finding which demonstrates either:</p> <ol style="list-style-type: none"> A. <i>Substantial fiscal or governance concerns; or</i> B. <i>The school is not serving all pupils who wish to attend, as documented by data provided by the CDE or by any substantiated complaints that the charter school has not complied with suspension, expulsion, or involuntary disenrollment procedures.</i> <p>A chartering authority may only deny for either of the two reasons listed above only after it has provided at least 30 days’ notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school. The chartering authority may deny renewal only by making either of the following findings:</p> <ol style="list-style-type: none"> A. <i>The corrective action proposed by the charter school has been unsuccessful; or</i> B. <i>The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.</i>
Verified Data⁷ (Optional)	<p>If the charter school chooses to submit, the authorizing entity shall also consider clear and convincing evidence, demonstrated by verified data, showing either:</p> <ol style="list-style-type: none"> A. <i>The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school; or</i> B. <i>Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.</i>

Source: Education Code §47607.2(b)

Procedure

1. The Charter School submitted a renewal petition to the District on July 15, 2024.
2. The OUSD review team conducted an interview with 4 members of the EFC Governing Board on July 17, 2024, after all members submitted a self-evaluation to assess strengths and gaps in the Governing Body.
3. The OUSD review team conducted a site visit on September 9, 2024. This site visit involved classroom observations and focus group interviews with students, families, teachers, and school leadership.
4. The review team conducted a review of the school’s documents, policies, financials, academic performance, and renewal petition to assist in developing the staff report.
5. The initial public hearing was held on September 11, 2024.
6. Staff findings were made public by the 15-day posting requirement, which was September 25, 2024.
7. The decision public hearing is being held on October 10, 2024.

⁷ Ed Code §47607.2(c) defines verified data as data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. The State Board of Education established criteria to define verified data and identify an approved list of valid and reliable assessments that shall be used for this purpose. For more information, please review the CDE’s Verified Data website page: <https://www.cde.ca.gov/sp/ch/verifdata.asp>

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I. Renewal Criteria I: Has the Charter School Presented a Sound Educational Program?

In order for a charter school’s renewal petition to be approved, it must present a sound educational program for its students. As mentioned previously, for schools in the Middle renewal tier, the District is required to consider the school’s performance on California School Dashboard indicators, providing greater weight to performance on academic indicators. To provide a comprehensive overview of the educational program, the evaluation below includes evidence from the California School Dashboard as well as results from the CAASPP state assessments, CORE growth data, ELPAC results, a summary of the renewal site visit, and verified data submitted by the charter school.

A. School Performance Analysis

The District’s School Performance Analysis (“SPA”) was developed to serve as a tool for determining whether schools meet a minimum performance threshold on a variety of indicators based on the California School Dashboard and, if applicable, CORE Academic Growth⁸. For each indicator, the school may meet the threshold both (a) schoolwide, and (b) for an “equity” category consisting of a combination of historically underserved student groups. In order to be considered “Met”, an indicator must have either a California School Dashboard Color Orange/Low Status Level or higher or CORE Growth Level “Average” or higher (i.e. growth > 30th percentile). Schools meeting more than 50% of indicators/categories for which data is available are generally considered to be meeting the minimum performance level for purposes of renewal. Please note, due to the impacts of the COVID-19 pandemic, colors were not assigned to indicators for the 2022 Dashboard, so status level was used as a proxy for each. A summary of the SPA analyses for the 2021-22 and 2022-23 school years is shown below (for more information about the California School Dashboard Indicators and for the full SPA analyses, please see Appendix B). As shown in the table below:

- ASCEND met the minimum performance threshold for both the 2021-22 and 2022-23 school years.
- From 2021-22 to 2022-23, ASCEND saw an improvement in both their schoolwide and equity ELA performance and their schoolwide and equity Math performance.
- From 2021-22 to 2022-23, ASCEND’s schoolwide and equity Chronic Absenteeism performance remained at the lowest performance level.

Figure 3: School Performance Analysis (SPA) Summary – 2022 and 2023

Indicator	2022		2023	
	SCHOOLWIDE	EQUITY	SCHOOLWIDE	EQUITY
English Language Arts	Met Dashboard: Low	Met Dashboard: 3 of 4 student groups ≥ Low	Met Dashboard: Yellow CORE ES: Above Average CORE MS: Above Average	Met Dashboard: 4 of 4 student groups ≥ Orange
Mathematics	Met Dashboard: Low	Met Dashboard: 3 of 4 student groups ≥ Low	Met Dashboard: Yellow CORE ES: Above Average CORE MS: Above Average	Met Dashboard: 4 of 4 student groups ≥ Orange
English Learner Progress	Met Dashboard: High	N/A	Met Dashboard: Orange	N/A

⁸ The CORE Academic Growth Model measures the year-over-year growth of students on state tests, compared to similar students across the state based on prior test score history and several demographic factors.

Suspension	Met Dashboard: High	Met Dashboard: 4 of 4 student groups ≥ High	Met Dashboard: Green	Met Dashboard: 4 of 4 student groups ≥ Orange
Chronic Absenteeism	Not Met Dashboard: Very High	Not Met Dashboard: 1 of 4 student groups ≥ High	Not Met Dashboard: Red	Not Met Dashboard: 0 of 4 student groups ≥ Orange
Total <i>To meet, school must meet >50% of schoolwide/equity indicators for each year.</i>	Met (Met: 78%; 7 of 9)		Met (Met: 78%; 7 of 9)	

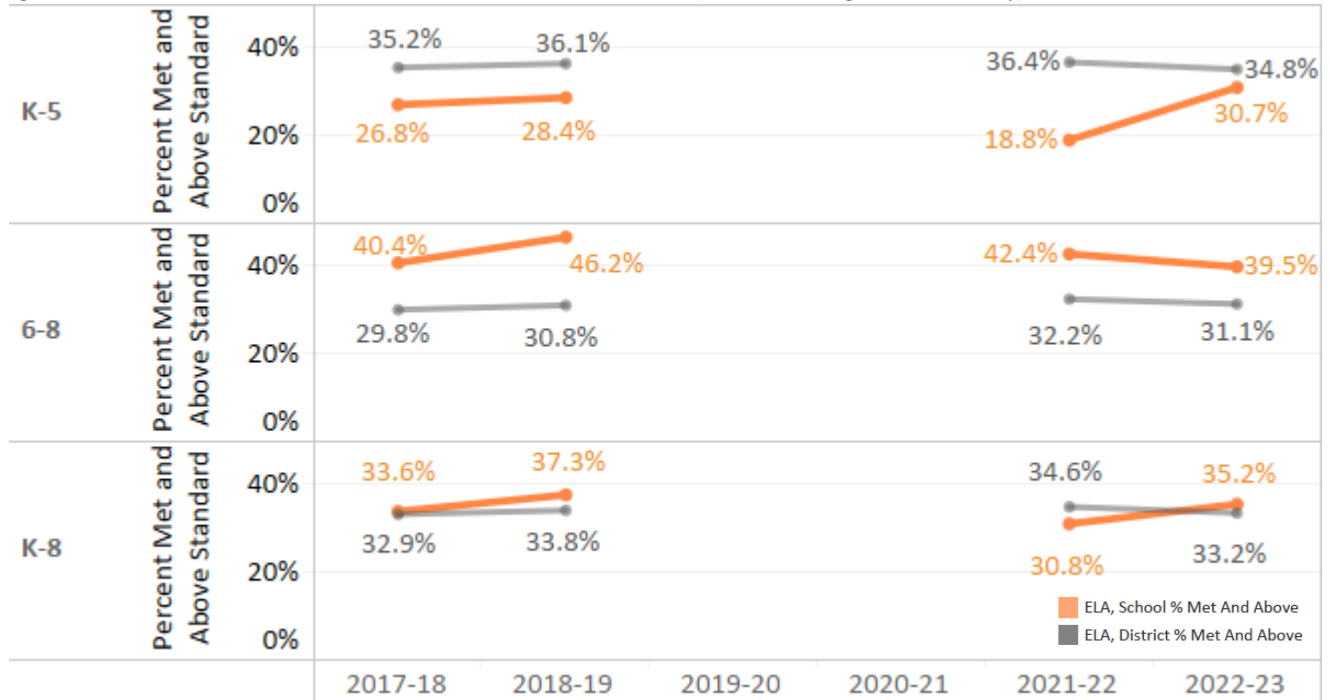
Source: California School Dashboard; CORE Insights Dashboard

B. Schoolwide Academic Performance

To supplement the information provided in the California School Dashboard, the results from the California Assessment of Student Performance and Progress (“CAASPP”) Smarter Balanced Summative Assessments (“SBAC”) are provided below. Specifically, the figures include results for both ASCEND and OUSD schools which serve students in grades K-8. As shown below:

- **ELA**
 - The schoolwide, K-8 grade, proficiency rates are similar to the OUSD K-8 grade average.
 - Pre-pandemic, ASCEND’s K-5 grade proficiency rate was approximately 8 percentage points below the District average. Post-pandemic, ASCEND continues to perform below the District proficiency rate. However, in 2022-23, ASCEND’s proficiency rate increased about 12 percentage points and was approximately 4 percentage points below the District average.
 - ASCEND’s 6-8 grade proficiency rates have been consistently higher than the District average for this grade span.

Figure 4: Schoolwide ELA SBAC Results Over Time – ASCEND and OUSD (Schools Serving Grades K-8 Only)*



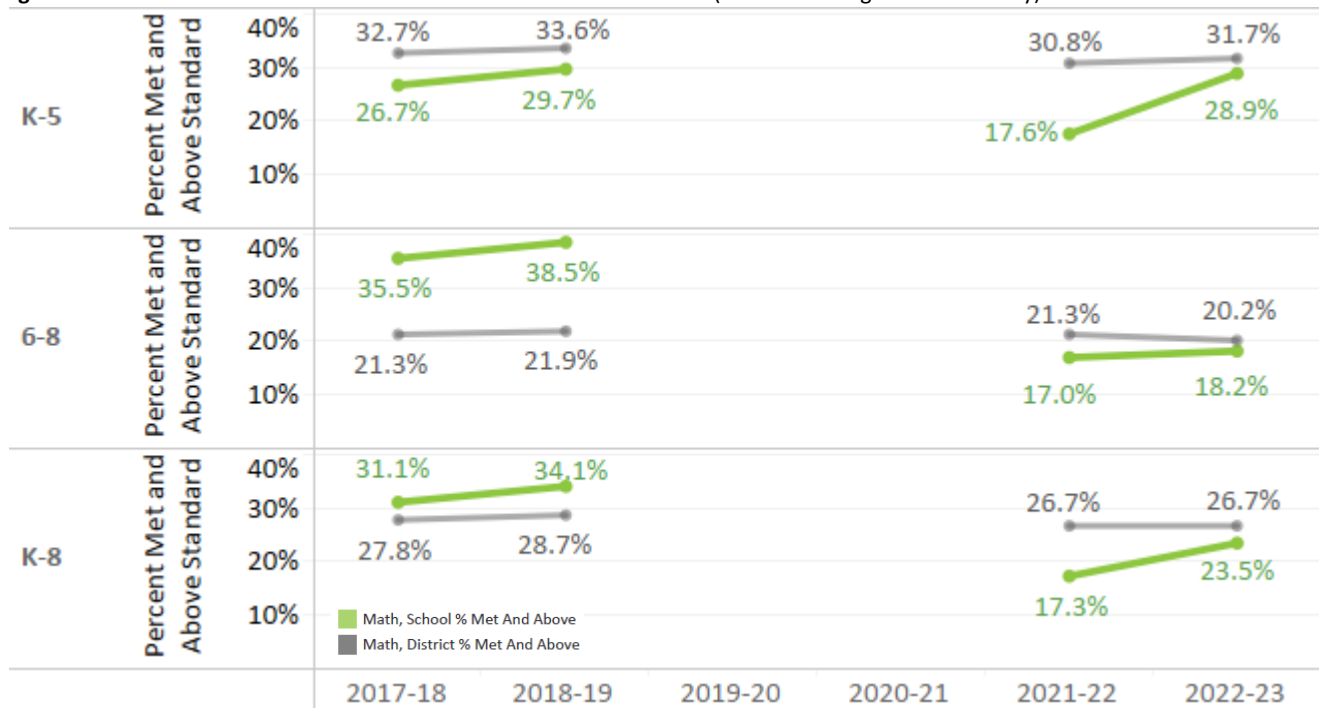
Source: Downloadable CAASPP Research Files

*Testing for 2019-20 was cancelled due to COVID-19. Testing for 2020-21 was optional.

- **Math**

- Pre-pandemic, ASCEND’s K-8 grade proficiency rate performed above the District proficiency rate. Post-pandemic, ASCEND’s K-8 grade proficiency rates declined and were below the District average.
- For all years of the charter term, ASCEND’s K-5 grade proficiency rates have been lower than the District’s proficiency rate. However, in 2022-23, ASCEND’s K-5 grade proficiency rate increased about 9 percentage points and was approximately 3 percentage points below the District rate.
- Pre-pandemic, ASCEND’s 6-8 grade proficiency rates were consistently higher than the District average for this grade span. Post-pandemic, ASCEND’s proficiency rates declined significantly and were lower than the District average in both 2021-22 and 2022-23.

Figure 5: Schoolwide Math SBAC Results Over Time – ASCEND and OUSD (Schools Serving Grades K-8 Only)*



Source: Downloadable CAASPP Research Files

*Testing for 2019-20 was cancelled due to COVID-19. Testing for 2020-21 was optional.

C. Key Student Group Academic Performance

The following comparison of academic performance is included to assess whether the charter school’s educational program is sound for *all* students. The figures below compare the school’s performance on the ELA and Math SBAC to the District average (including only schools which serve students in grades TK-8) for the following student groups: Socioeconomically disadvantaged students, Hispanic/Latino students, students with disabilities, and English Learners. Please note, despite the comparisons below, students within the same group may be quite different from one another (e.g. severity of disability for special education students, progress levels for English Learners). Additionally, results for the California Alternate Assessments (CAAs) were not included as ASCEND did not surpass the required threshold of tested students and, therefore, no data is available. As shown in the figures below:

- **ELA**

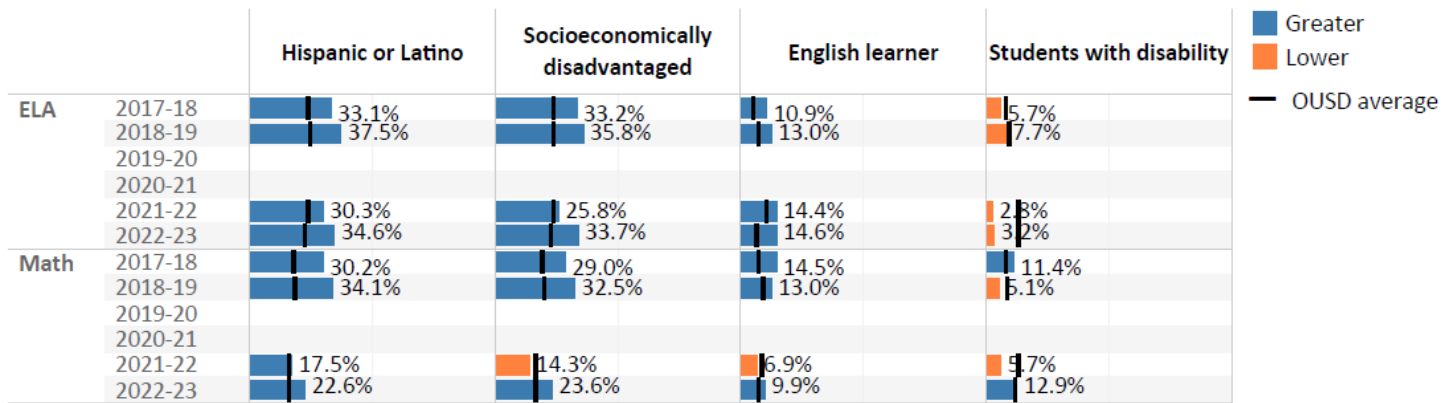
- The school’s students with disabilities performed below the District average for this group. In 2021-22 and 2022-23, ASCEND’s proficiency rate for students with disabilities was 2.8% and 3.2%, respectively, compared to the OUSD average of 12.7% and 12.9%, respectively.

- With the exception of students with disabilities, most ASCEND student groups performed above the respective District average over the course of the charter term
- The school’s proficiency rates for all student groups increased between 2021-22 and 2022-23.

● **Math**

- Most ASCEND student groups (except for students with disabilities) performed above the respective District average throughout the charter term, excluding the 2021-22 school year when testing was optional.
- The school’s proficiency rates for all student groups increased between 2021-22 and 2022-23.

Figure 6: 2023 SBAC Proficiency Rate Over Time by Student Group – ASCEND and OUSD (Schools serving Grades TK-8 Only)*



Source: Downloadable CAASPP Research Files

D. 2023 CORE Growth

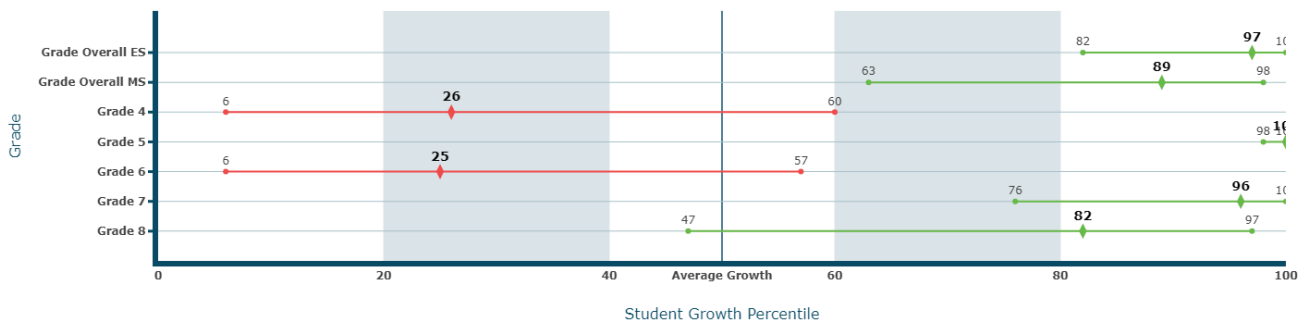
As explained previously, the CORE Growth metric measures the year-over-year growth of students on state tests, compared to similar students across the state based on prior test score history and several demographic factors. The growth percentile indicates the percentage of similar students that students at the school outperformed (i.e. 50th percentile indicates average growth). CORE categorizes growth percentile rankings as follows:

- “Below Average” or “Low” growth: 30% or below
- “Average” or “Medium” growth: above 30% and less than or equal to 70%
- “Above Average” or “High” growth: above 70%

Due to the impacts of the COVID-19 pandemic on state testing, CORE growth measures are only available for 2023, not 2022. Therefore, the figures below represent the 2023 CORE growth measures at ASCEND. As shown below:

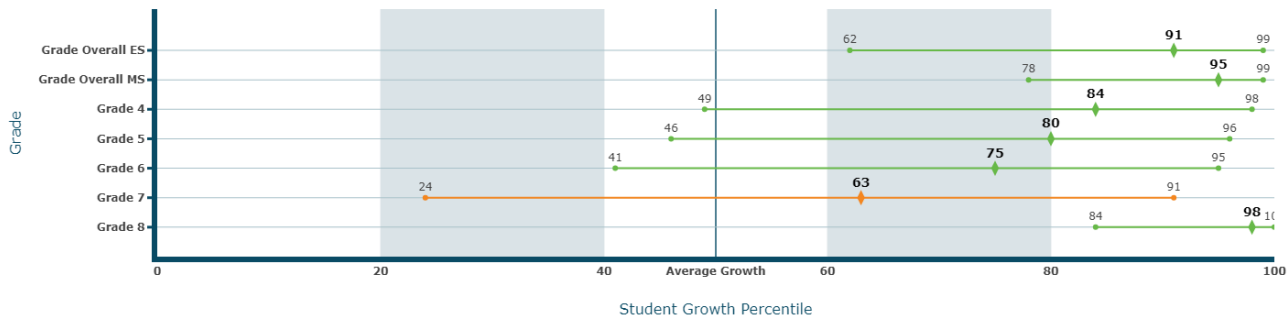
- **Math:** Overall, both elementary and middle school students had above average growth in Math compared with similar students, with estimated growth percentiles of 97 and 89 respectively. However, students in grades 4 and 6 had below average growth.
- **ELA:** Overall, elementary school students at ASCEND had above average growth compared with similar students in ELA with an estimated growth percentile of 91. Middle school students also had above average growth with an estimated growth percentile of 95; however, Grade 7 students had only average growth compared with similar students.

Figure 7: 2023 Math CORE Growth by Grade Span and Grade



Source: CORE Insights Dashboard

Figure 8: 2023 ELA CORE Growth by Grade Span and Grade



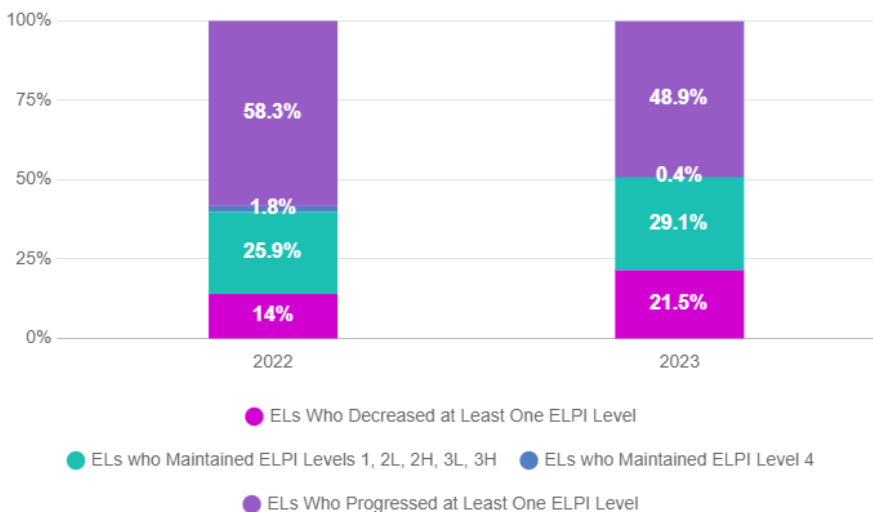
Source: CORE Insights Dashboard

F. English Learner Progress

In the 2021-22 and 2022-23 school years, ASCEND tested 228 and 239 students on the Summative English Language Proficiency Assessment (ELPAC), respectively. The figure below shows the percentage of these students who progressed at least one English Learner Progress Indicator (ELPI) level, maintained ELPI level 4, maintained lower ELPI levels, and decreased at least one ELPI level. As shown below:

- Approximately 49.8%⁹ of English Learner students at ASCEND made progress towards English language proficiency in 2023, representing a 10.3% decrease from 2022.

Figure 9: 2022 and 2023 Summative ELPAC Results



Source: California School Dashboard

⁹ This figure from the California State Dashboard includes results from the Alternate ELPAC, while the graph below does not.

G. Renewal Site Visit Summary

School Quality Review Rubric Report

Charter school renewal site visits are guided by the District’s School Quality Review (SQR) process. The process is based on a rubric¹⁰ which describes three key domains (Mission and Vision, Quality Program Implementation, and Collective Leadership and Professional Learning) which are further broken into three threads (Instruction, Culture, and Systems and Structures). In order to gather evidence for each of these domains, the OUSD Review Team conducted classroom observations, document reviews, an interview with charter school leadership, and focus groups with students, families, and teachers. Following the renewal site visit, the OUSD Review Team rated each domain and sub-domain collaboratively using the SQR Rubric Ratings range from 1 (low) to 4 (high): 1 = Emerging, 2 = Developing, 3 = Implementing, and 4 = Sustaining.

Figure 10: Renewal Site Visit Summary

ASCEND Renewal Site Visit: September 9, 2024			
OUSD Review Team: Kelly Krag Arnold (OCS Director), Guadalupe Nuño (OCS Community Liaison), Marwa Doost (OCS Compliance Specialist), Jason Yamashiro (Academic Consultant)			
SQR Domains and Threads	Domain 1: Mission and Vision	Domain 2: Quality Program Implementation	Domain 3: Collective Leadership and Professional Learning
Thread A: Instruction	3.6	3.8	3.8
Thread B: Culture	3.7	3.3	4.0
Thread C: Systems and Structures	3.9	3.7	3.9

Within each Domain and Thread in the SQR Rubric, there are multiple “sub-domains”. The following represent the three highest rated and the three lowest rated sub-domains for ASCEND.

Figure 11: Highest and Lowest Rated SQR Sub-Domains

Highest Rated Sub-Domains		
Score	Sub-Domain	Description of Sub-Domain
4.0	1C.1: School Mission	The school mission explains <i>how</i> the school will work together to implement best practices to achieve the vision. The mission actively lives in the school, and drives the work of the school staff and community in service of the school vision.
4.0	2C.2 Safety	The school has a comprehensive safety plan that is focused on building and implementing systems and structures to ensure a physically safe campus. The plan includes an articulated crisis plan to respond to immediate and acute emergencies. All members of the school community know what to do in case of emergency and report feeling safe on the campus.
4.0	3B.1 Collaborative Professional Culture	The school has a professional culture in which educators have authentic opportunities for collaboration and are able to leverage each other’s knowledge and skills in service of the school’s vision, mission, priorities and goals. Adults have interdependent, trusting relationships, and address conflict productively in the service of student learning and well-being. The school prioritizes the mental health and wellness of educators on campus.

¹⁰ The School Quality Review Rubric can be found here: <https://www.ousd.org/officeofcharterschools/for-charter-school-staff/charter-petitions#renewal>

Lowest Rated Sub-Domains		
	Sub-Domain	Description of Sub-Domain
3.0	1B.3: Meaningful Inclusion of Students with Disabilities and other Marginalized Student Groups	Students with disabilities, including those with IEPs and 504 Plans, are valued and affirmed as full members of school communities and afforded authentic opportunities for inclusive access. The school culture is welcoming to and inclusive of LGBTQ+ students staff, and their families.
3.0	2B.1 Joyful Environment and Caring Relationships	School staff cultivate caring relationships with students, families and each other. Teachers and school staff know students well. Classroom spaces and routines, common areas and schoolwide activities provide a joyful, positive and relationship-rich environment for students. The school has a culture and climate plan in place for establishing positive school practices, rituals and routines in classrooms and common spaces grounded in positive behavior incentive systems, accountability, and restorative practices. The culture and climate plan guides the implementation of Tier 1 behavioral and social emotional supports and establishes a fair and transparent approach to student discipline.
3.0	3A.4 High-Quality Professional Learning	Educators participate in ongoing, well planned, high quality professional development (PD) that is clearly aligned to school priorities, is committed to improving teaching and learning, and provides clear expectations for implementation. Educators receive both Foundational PD and Ongoing Professional Learning in core curriculum and standards. In addition to instructional supports, the staff Professional Learning plan includes Relationship Building, Equitable Learning & Anti-racist practices, and Joyful schools.

Renewal Site Visit Strengths and Areas for Improvement

The OUSD Review Team noted the following strengths and areas for improvement based on the evidence collected throughout the site visit.

Strengths:

1. **Mission and Vision:** ASCEND’s mission and vision are evident in classroom learning, in the Habits of Work and Learning posted throughout the school, in the student-led Expositions and conferences during the school year, and in the staff approach to teaching and learning. Student leadership through self-development and self-advocacy is at the heart of that and it is one of the strengths at ASCEND.
2. **Curriculum Integration/Expeditionary Learning:** The ASCEND team is working closely together to build unique, culturally relevant expeditions into its newly adopted Fish Tank curriculum. In addition, units have integrated visual arts components and the Expeditionary Learning approach is being integrated into some Math units. This extensive work requires strong collaboration and leadership support.
3. **English Learner Support:** With over 60% of ASCEND students being English Learners, the school has integrated many supports for core classroom instruction, as well as provide structured interventions for identified students and systems to welcome and support newcomer students. Visual charts, pictures, and support strategies were evident in the classrooms.

Areas for Improvement:

1. **Chronic Absenteeism:** Despite efforts to reduce chronic absenteeism, ASCEND saw a rise in the number of students missing a significant number of school days during the 2022-2023 school year. While the leadership team reported a decrease in 2023-2024 (numbers were not available for public review at the time of publication), chronic absenteeism is still a priority focus for 2024-2025.
2. **Diverse Student Body:** ASCEND has begun to implement a strategy that includes additional outreach to diversify its student body to better match the enrollment demographics of Oakland. In addition, plans are in place for stronger inclusion and support for underrepresented enrollment groups throughout the school year. The school is encouraged to continue to broaden its outreach efforts and creative solutions to expand enrollment of underrepresented groups.

H. Additional Verified Data Provided by the School

Verified Data Background

For schools in the Middle or Low renewal tiers, Education Code requires that the District consider clear and convincing evidence, demonstrated by verified data, showing either of the following:

- The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school; or
- Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

The California State Board of Education (“SBE”) adopted a list¹¹ of academic progress indicators and post-secondary indicators that met the established criteria outlined in Education Code Section 47607.2 and that may be used in the renewal process. Assessments or data sources that are not on this list may not be used as verified data. To be eligible for inclusion as verified data, a data source must include the results of at least 95 percent of eligible students.

The Charter School provided the District with Fastbridge Reading results for grades 3-8 and NWEA MAP Math results for grades 3-8 to be considered as academic progress indicators for the purposes of verified data. Upon review, ASCEND did surpass the 95 percent participation threshold, and thus, the District’s analysis is included below. Additionally, the Charter School’s Performance Report, included in the renewal petition, includes the Charter School’s own analysis of the results.

Verified Data Analysis – Fastbridge Reading (Grades 3-8)

Fastbridge assessments measure growth using their rate of improvement (“ROI”) metric. This metric is calculated by determining the amount of growth in weekly units based on the difference between an initial assessment and final assessment ($ROI = (Ending\ Score - Baseline\ Score) / Number\ of\ Weeks$). Each student’s ROI can then be compared to the average amount of growth that was made by students in the national normative group, giving a percentile. According to Fastbridge by Illuminate, **it is appropriate to treat an ROI score within the 25th through 75th percentile as approximating one year’s growth**. Figures 12-14 below therefore shows the percentage of students at ASCEND with an ROI score above the 25th percentile. According to this data, the analysis is below:

- *Across all years of submitted data, a majority of students in each grade level scored above the 25th percentile, thus showing at least one year’s progress.*
- *Across all years of submitted data, all student groups follow a similar trend to the overall school performance.*
 - *In 2023-24, all student group and schoolwide performance decreased.*
- *In 2023-24, 6th and 8th grade students had the highest percentage of students scoring above the 25th percentile within their respective student group for which there is data available.*

¹¹ A full list of the adopted academic progress and postsecondary indicators can be found here: <https://www.cde.ca.gov/sp/ch/verifdataacadprogress.asp>

Figure 12: ASCEND– Percentage of Students with an ROI score above the 25th percentile by Grade Level; Fastbridge by Illuminate Reading Grades 3-8

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
3rd		69%	65%	88%	77%
4th		87%	94%	90%	78%
5th	77%	64%	65%	67%	63%
6th		80%	78%	94%	91%
7th		89%	60%	62%	60%
8th		87%	79%	88%	91%
	Percent of Students above the 25 th percentile	Percent of Students above the 25 th percentile	Percent of Students above the 25 th percentile	Percent of Students above the 25 th percentile	Percent of Students above the 25 th percentile

Figure 13: ASCEND– Percentage of Students with an ROI score above the 25th percentile by Student Group; Fastbridge by Illuminate Reading Grades 3-8

	All	EL + RFEP4	Latino	SED	SWD
2019-2020	77%	78%	77%	74%	
2020-2021	79%	80%	79%	80%	84%
2021-2022	74%	75%	75%	75%	72%
2022-2023	82%	83%	82%	81%	87%
2023-2024	77%	75%	76%	76%	69%
	Percent of Students above the 25 th percentile	Percent of Students above the 25 th percentile	Percent of Students above the 25 th percentile	Percent of Students above the 25 th percentile	Percent of Students above the 25 th percentile

Figure 14: ASCEND– Percentage of Students with an ROI score above the 25th percentile by Student Group and Grade Level; Fastbridge by Illuminate Reading Grades 3-8

		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
SED	3rd		70%	68%	89%	78%
	4th		88%	94%	90%	77%
	5th	74%	67%	68%	65%	63%
	6th		79%	80%	95%	91%
	7th		88%	66%	59%	59%
	8th		89%	74%	87%	90%
Latino	3rd		71%	67%	89%	77%
	4th		86%	94%	89%	77%
	5th	77%	66%	67%	68%	61%
	6th		80%	80%	94%	92%
	7th		88%	61%	62%	60%
	8th		86%	78%	88%	90%
EL + RFEP4	3rd		73%	64%	90%	76%
	4th		86%	98%	93%	73%
	5th	78%	67%	68%	68%	48%
	6th		77%	82%	91%	93%
	7th		89%	57%	63%	66%
	8th		89%	77%	89%	89%
		Percent of Students above the 25 th percentile	Percent of Students above the 25 th percentile	Percent of Students above the 25 th percentile	Percent of Students above the 25 th percentile	Percent of Students above the 25 th percentile

Verified Data Analysis – NWEA MAP Math (Grades 3-8)

NWEA MAP utilizes Conditional Growth Index (CGI) values for individual students or groups of students. The CGI is an indicator of how much individual students or groups of student growth deviates from their respective norms. A CGI of zero means a student showed gains that were equivalent to the growth norms. A positive CGI means a student’s growth was above the norm, while a negative CGI means a student’s growth was below the norm. **For both the student and school CGI values, a CGI range of –0.2 to 0.2 (or greater) could be used as an approximation of one year’s growth (or**

more) in a subject and indicates that the growth observed is generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure. Figure 15 and 16 below shows ASCEND’s school CGI values by grade level. Figure 16 below shows the percentage of students with a student CGI value of -0.2 or higher. According to this data, the analysis is below:

- In 2023-24, a majority of student groups’ percentage of students meeting the -0.2 threshold increased, except for students with disabilities.
 - For almost all years for which there is data available, the percentage of students with disabilities meeting the -0.2 threshold follows a similar pattern to other student groups and schoolwide performance. The exception is in 2023-24, when the percentage of students with disabilities meeting the -0.2 threshold decreased 10 percentage points while other student group performance increased.
- In 2023-24, the percentage of students in each grade level meeting the -0.2 threshold increased for all student groups for which there is data available, except for the 7th grade EL +RFEP4 student group.

Figure 15: Percentage of Students with a CGI value of -0.2 or Higher by Student Group; Math MAP Growth by NWEA, Grades 3-8

	All	SED	Latino	EL + RFEP4	SWD
2013-2014	47%	51%	46%	46%	61%
2014-2015	65%	65%	64%	64%	67%
2015-2016	53%	53%	52%	52%	48%
2016-2017	81%	80%	80%	80%	69%
2017-2018	80%	79%	81%	79%	75%
2018-2019	54%	52%	54%	52%	36%
2020-2021	50%	49%	50%	51%	55%
2021-2022	54%	56%	55%	54%	31%
2022-2023	73%	72%	72%	73%	73%
2023-2024	85%	85%	86%	82%	63%
	Percent Met Projected Growth	Percent Met Projected Growth	Percent Met Projected Growth	Percent Met Projected Growth	Percent Met Projected Growth

Figure 16: Percentage of Students with a CGI value of -0.2 or Higher by Student Group and Grade Level; Math MAP Growth by NWEA, Grades 3-8

		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024	
All	3rd	21%	71%	52%					64%	77%	82%	
	4th	63%	31%	47%					42%	61%	80%	
	5th	48%	79%	48%				31%	77%	88%	92%	
	6th	50%	86%	54%	77%	84%	67%	67%	33%	57%	87%	
	7th	61%	61%	49%	80%	72%	75%	49%	47%	75%	76%	
	8th	41%	58%	69%	87%	84%	40%	33%	60%	77%	92%	
	SED	3rd	24%	71%	53%					65%	75%	81%
		4th	63%	31%	46%					44%	62%	80%
5th		63%	80%	50%			26%		73%	89%	92%	
6th			88%	52%	76%	82%	64%	67%	41%	52%	87%	
7th			64%	48%	78%	68%	74%	51%	52%	74%	74%	
8th			56%	67%	86%	83%	36%	31%	60%	75%	95%	
Latino		3rd	19%	71%	53%					67%	78%	83%
		4th	62%	31%	47%					42%	57%	81%
	5th	45%	78%	49%			31%		77%	88%	91%	
	6th	47%	85%	50%	77%	84%	64%	66%	36%	58%	88%	
	7th	61%	62%	48%	78%	71%	75%	49%	45%	74%	76%	
	8th		56%	65%	85%	87%	41%	34%	60%	77%	94%	
	EL + RFEP4	3rd	17%	71%	53%					50%	79%	81%
		4th	63%	26%	43%					46%	56%	78%
5th		51%	81%	50%			30%		77%	85%	87%	
6th		43%	84%	53%	78%	81%	64%	63%	39%	59%	86%	
7th		66%	58%	59%	77%	71%	74%	51%	41%	81%	77%	
8th		37%	58%	65%	88%	83%	33%	35%	65%	73%	87%	
		Percent Met Projected Growth	Percent Met Projected Growth	Percent Met Projected Growth	Percent Met Projected Growth	Percent Met Projected Growth	Percent Met Projected Growth	Percent Met Projected Growth	Percent Met Projected Growth	Percent Met Projected Growth	Percent Met Projected Growth	Percent Met Projected Growth

II. Renewal Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

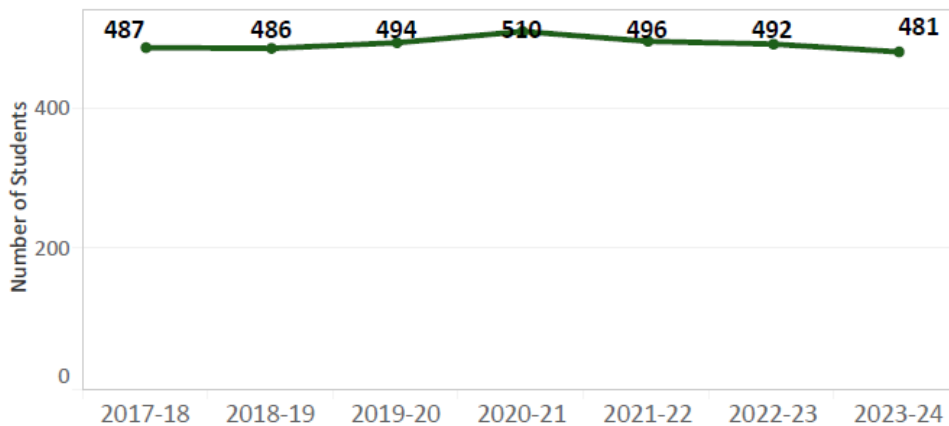
In order for a charter school's renewal petition to be approved, it must be demonstrably likely to successfully implement the program set forth in the petition.¹² Evidence considered for this criterion include an analysis of the charter school's financial condition, enrollment, enrollment demographics, compliance with regulatory elements (Notices of Concern), board health and effectiveness, and staffing and credentialing.

A. Enrollment

Total Enrollment by Year

The Charter School's enrollment has been relatively stable across all years of the charter term. As of August 29, 2024, the Charter School reported an enrollment of 484 for the current school year.

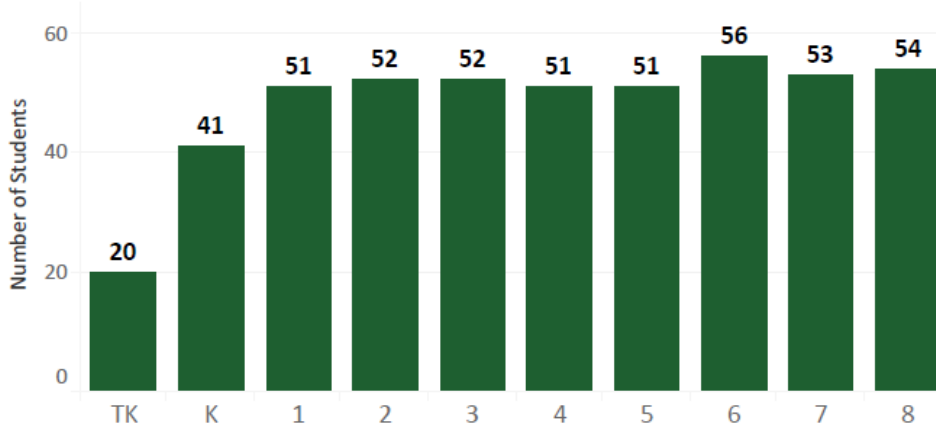
Figure 17: Total Enrollment Over Time



Source: 2017-18 through 2023-24 Enrollment – CDE Downloadable School Enrollment Data Files; 2024-25 Enrollment – first month statistical report submitted to OUSD on August 29, 2024

Enrollment by Grade Level

Figure 18: 2023-24 Enrollment by Grade Level



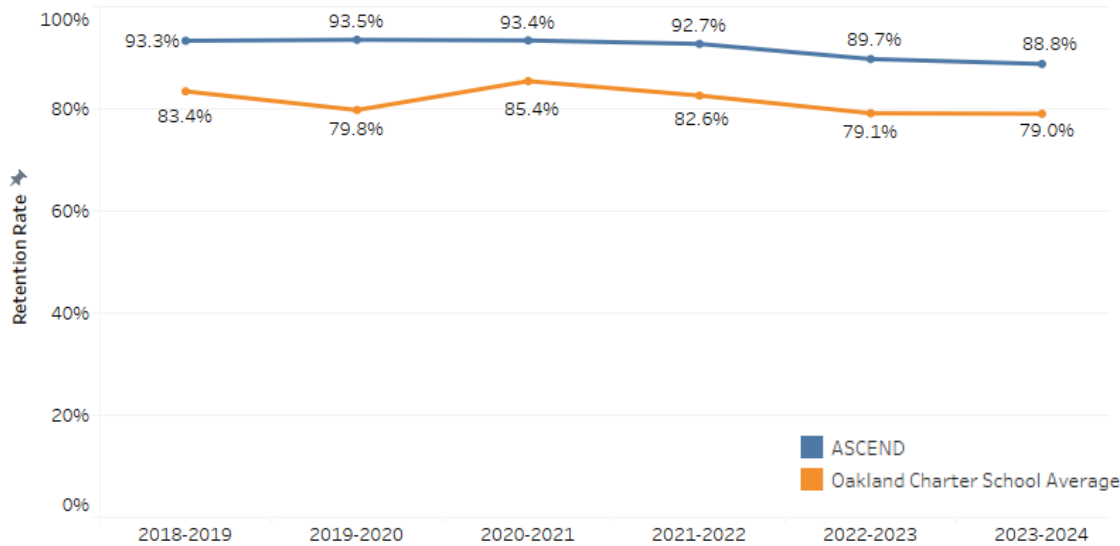
Source: 2023-24 Enrollment – CDE Downloadable School Enrollment Data File

¹² EC §47605(c)(2)

Student Retention

The figure below shows the Charter School’s student retention rate, or the percent of students who were at the school in the prior year and returned (excluding graduating grade levels). As shown below, the Charter School’s retention rate has decreased slightly in recent years but has consistently remained higher than the Oakland charter school average.

Figure 19: Annual Student Retention Rate



Source: Annual Fall Census Day student-level enrollment reports submitted to OUSD

B. Financial Condition

The Charter School is in good financial standing with a healthy ending fund balance. Throughout the charter term, the debt ratio has been less than 1, there has been no deficit spending, there have been no major audit findings, and the school has maintained a 3% reserve. Its most recent annual financial audit report did not identify any material weaknesses and reported total net assets of \$3,095,972 for the Charter School.

Figure 20: Financial Analysis

Financial Indicator	2018-19	2019-20	2020-21	2021-22	2022-23
Ending Fund Balance <i>Typically represents unrestricted funds, although in some cases, restricted funds that were not fully spent in previous years may be included.</i>	\$1,087,215	\$1,513,732	\$1,664,336	\$2,968,615	\$3,095,972
Deficit Spending <i>Deficit spending is indicated by a number in parentheses. A school’s fund balance and reserves are depleted when expenditures exceed revenues, and over time could lead to insolvency.</i>	\$0	\$0	\$0	\$0	\$0
Deficit-to-Ending Fund Balance Ratio <i>This ratio measures how large the deficit spending is in relation to the overall fund balance. The larger the ratio, the faster the fund balance is being depleted.</i>	0.00%	0.00%	0.00%	0.00%	0.00%
Debt Ratio <i>A ratio less than 1 indicates the school has lower debts than assets, representing a low level of financial risk.</i>	0.28	0.30	0.65	0.43	0.50
3% Reserve <i>A minimum 3% reserve is standard as a set aside for to prepare for potential liabilities. Below 3% is indicative of a poor financial condition.</i>	Yes	Yes	Yes	Yes	Yes

Audit Opinion "Unmodified" indicates compliance with required accounting standards. "Qualified" indicates there are material misstatements found, where the auditors are unable to obtain sufficient appropriate evidence.	Unmodified	Unmodified	Unmodified	Unmodified	Unmodified
Major Audit Finding Any major or repeat audit findings are described in the paragraph above.	None	None	None	None	None

Source: 2018-19 through 2022-23 Annual Audit Reports

The enrollment projections in the multi-year budget projection are aligned to the projected enrollment listed in Element 1 of the charter petition. The school’s enrollment projections for 2025-26 and 2026-27 rely on a slight enrollment increase of approximately 3.5% from the school’s current enrollment of 484 to a projected 502 students. However, the school’s enrollment has declined from its current term’s peak of 510 by approximately 5% (see Figure 17 above). The school’s budget, which is based on these enrollment projections, may not completely accurately project the financial reality for the first three years of the charter term. It should be noted that the Board adopted budget for the 2023-24 school year slightly overprojected the school’s enrollment (by about 3%), although the 2022-23 budget was based on enrollment projections that were very close (about 1% above) the year’s actual enrollment. Overall, the small enrollment increases anticipated in the budget projections are reasonable and do not suggest cause for concern about the fiscal viability of the school during the next charter term, should renewal be granted, even if the school’s enrollment does not grow to match the projections.

Figure 21: Multi-Year Budget Projection Summary

	2025-26	2026-27	2027-28
Projected Enrollment	502	502	506
Projected ADA	471.85	476.90	480.70
Projected Total LCFF Entitlement	\$7,107,035	\$7,402,594	\$7,724,042
Projected LCFF Entitlement per ADA	\$15,062	\$15,522	\$16,068

Source: Multiyear Budget Projections submitted with Renewal Petition

C. Enrollment Demographics

Per California Education Code Section 47605(c)(5)(G), a charter school must include in the renewal petition a reasonably comprehensive description of “the means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted”. This description is included on pages 188-192 of the charter petition. The current section includes a summary of the school’s enrollment demographic data for further context.

Enrollment Demographics Comparison

Enrollment demographics for the 2023-24 school year are included in the table below. Although Education Code specifies that a charter school should aspire to achieve a demographic balance which is reflective of the *entire* District, the average enrollment demographics of the District schools which serve a similar grade span and are located in the High School Attendance Area (HSAA) in which the majority of the Charter School’s students reside, Fremont High, is included for reference.

Figure 22: 2023-24 Enrollment Demographics

Student Group Type	Student Group	Charter School	OUSD schools in Comparison HSA ¹³	OUSD
Race/ Ethnicity	Hispanic/Latino	92.7%	80.5%	47.3%
	Black/African American	2.9%	5.7%	20.1%
	Asian	2.1%	2.2%	9.8%
	White	0.0%	6.0%	11.5%
	Two or More Races	1.5%	2.9%	6.8%
	Other Race/Ethnicity	0.4%	1.3%	1.9%
	Not Reported	0.0%	1.4%	2.6%
Other Student Groups	Socioeconomically Disadvantaged	92.7%	88.6%	81.4%
	English Learners	60.5%	54.5%	32.9% (TK-8 only: 34.6%)
	Special Education	10.8%	13.9%	16.3% (TK-8 only: 15.6%)

Source: Ethnicity/English Learners/Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report

English Learner Enrollment

As shown previously, during the 2023-24 school year, 60.5% of ASCEND’s total enrollment were English Learners. The following tables are included to further disaggregate this data to give a fuller context of the English Learners served at ASCEND and their level of need. As a note, this data does not provide any indication as to how well the Charter School is serving these students. The English Learner Progress Indicator on the California School Dashboard is a more appropriate metric for evaluating the strength of the English Learner program. As shown below:

- The Charter School has a larger percentage of English Learner students who were placed in a higher ELPAC level compared with OUSD in the same grade span.
- Approximately 60% of the Charter School’s students are English Learners, with an estimated 19.5% of the Charter School students having been reclassified as proficient in English.
- The Charter School’s breakdown of English Learners by risk category is similar to OUSD’s across grade spans.

Figure 23: ELPAC Levels – Charter School vs. OUSD (Grades K-8 only)

ELPAC Level	Charter School	OUSD (Grades K-8 Only)
Level 4 – Well Developed	15.5%	12.8%
Level 3 – Moderately Developed	38.8%	28.0%
Level 2 – Somewhat Developed	33.0%	31.2%
Level 1 – Minimally Developed	12.7%	27.9%

Source: 2022-23 Summative ELPAC Results

¹³ Includes 10 OUSD-operated schools serving students in grades K-8 located in the Fremont HSA. Specifically, International Community School, Think College Now, Bridges Academy, Global Family, Horace Mann, Manzanita SEED, Melrose Leadership Academy, Urban Promise Academy, United for Success Academy, and Life Academy.

Figure 24: Enrollment by English Language Acquisition Status and Grade

Grade	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English (RFEP)	To Be Determined (TBD)
TK	35.0%	5.0%	60.0%	0.0%	0.0%
K	22.0%	4.9%	73.2%	0.0%	0.0%
1	17.6%	3.9%	72.5%	5.9%	0.0%
2	13.5%	1.9%	73.1%	11.5%	0.0%
3	11.5%	5.8%	71.2%	11.5%	0.0%
4	19.6%	2.0%	64.7%	13.7%	0.0%
5	29.4%	7.8%	39.2%	21.6%	2.0%
6	14.3%	1.8%	58.9%	25.0%	0.0%
7	3.8%	0.0%	49.1%	45.3%	1.9%
8	9.3%	1.9%	46.3%	42.6%	0.0%
Total	16.2%	3.3%	60.5%	19.5%	0.4%

Source: CDE Downloadable Data Files

Figure 25: Breakdown of English Learners by Grade and Category

	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL
Charter TK-5	71.0%	20.3%	0.0%	8.7%
OUSD TK-5	72.1%	20.5%	0.0%	7.4%
Charter 6-8	7.1%	3.6%	50.0%	39.3%
OUSD 6-8	17.7%	13.4%	40.1%	28.8%
Charter TK-8	52.6%	15.5%	14.4%	17.5%
OUSD TK-8	59.4%	18.9%	9.4%	12.4%

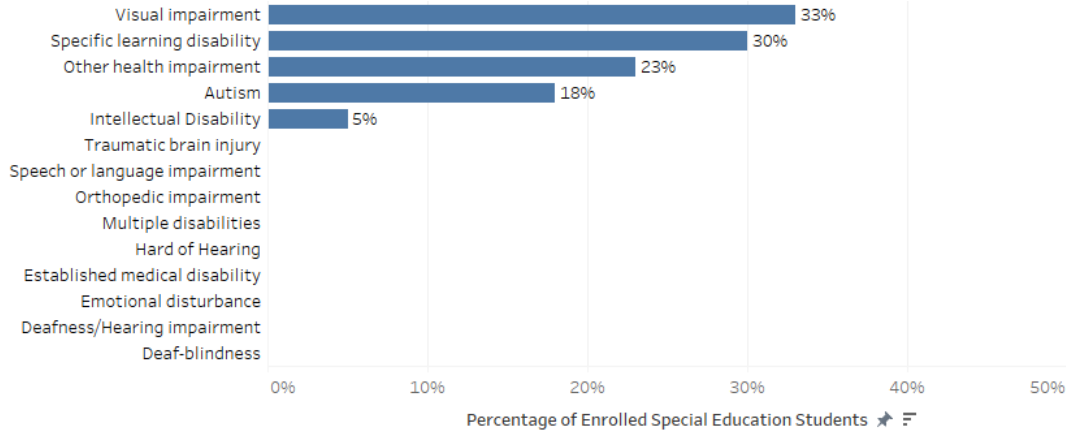
Source: CDE Downloadable Data Files

Special Education Enrollment

As shown previously, during the 2023-24 school year, 10.8% of ASCEND’s total enrollment were students with disabilities. The following figures are included to further disaggregate this data to give a fuller context of the students with disabilities served at ASCEND and their level of need. As shown below:

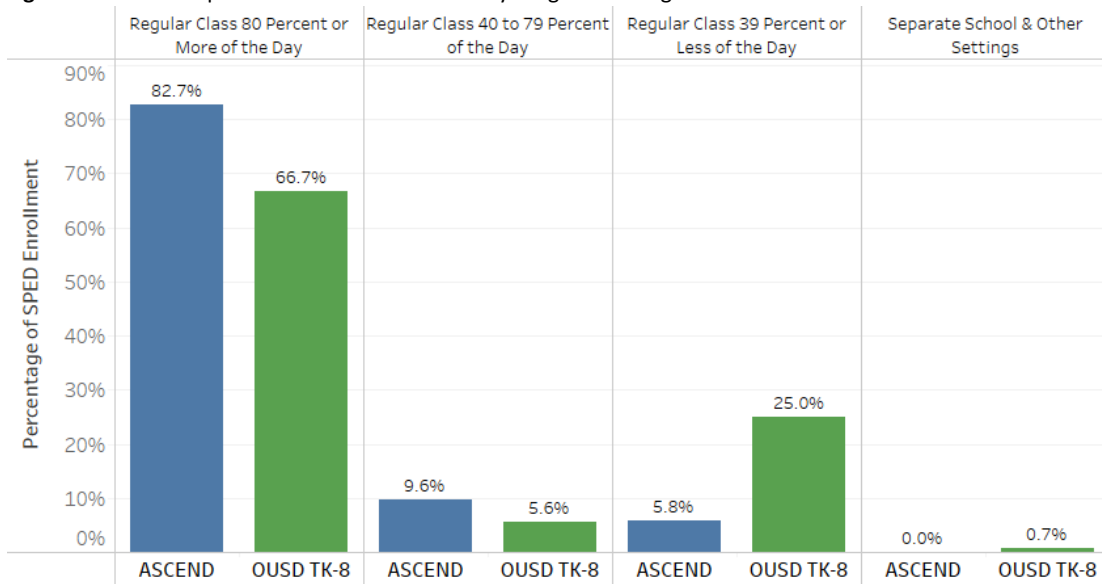
- *Approximately 65% of students with disabilities at ASCEND have either a visual impairment or a specific learning disability as the primary disability.*
- *Approximately 83% of students with disabilities at ASCEND are in a regular classroom setting for 80 percent or more of the school day. The percentage of students who are in a regular classroom setting for less than 80% of the day is significantly less than the District, at 15.4% compared with 31.3%.*
- *More than 20% of students with disabilities at ASCEND received greater than 450 weekly service minutes in the 2023-24 school year, a 5 percentage point increase from 2022-23.*

Figure 26: 2023-24 Special Education Enrollment by Disability Type



Source: CALPADS 2023-24 End-of-Year SELPA 16.12 Report - Students with Disabilities – Education Plan by Primary Disability (EOY 4)

Figure 27: 2022-23 Special Education Enrollment by Program Setting



Source: CDE Downloadable Data Files

Figure 28: Special Education by Placement and Weekly Service Minutes

	2022-23	2023-24
Percentage of students with IEPs receiving fewer than 450 ¹⁴ service minutes weekly	84.2%	78.8%
Percentage of students with IEPs receiving more than 450 service minutes weekly	15.8%	21.2%
Percentage of students with IEPs in nonpublic school (NPS) placement	0%	0%

Source: Charter School Performance Report

¹⁴ The 450 minute threshold was chosen as a conservative estimate of the point at which a student may be considered to have moderate needs.

D. Notices of Concern and/or Notices to Cure and Correct

If credible evidence suggests that a charter school has violated state or federal law or the terms of its charter petition, the Office of Charter Schools will send the school, charter school board, or charter management organization a Notice of Concern regarding the issue, which includes remedies the charter school must implement to rectify the issue and resolve the Notice of Concern.¹⁵ ASCEND has received 0 Notices of Concern over the course of the current charter term. Furthermore, the Charter School’s CMO, Education for Change, has been issued 2 Notices of Concern during the current charter term.

Figure 29: Notices of Concern and/or Notices to Cure and Correct

School Year	Notices of Concern	Area(s) of Concern	Remedy
2017-18	1	Brown Act Violation Agenda Accessibility	Cancelled meeting and retrained Board on Brown Act
2018-19	1	Brown Act Violation Agenda Accessibility	Acknowledged error – ensured all voting items were invalidated
2019-20	0		
2020-21	0		
2021-22	0		
2022-23	0		
2023-24	0		

Source: OUSD Office of Charter Schools Notice of Concern documentation

E. Board Health and Effectiveness

A charter school governing board’s decisions have a significant impact on the health and viability of its schools, as well as the quality of education students receive. Governing boards are responsible for decisions on the operations, vision, and policies of the charter school. Most importantly, governing boards are also responsible for ensuring that the charter school and its charter management organization (if applicable) is serving the best interest of students. The below table provides an overview of the Education for Change Governing Board and its composition.

Figure 30: Charter School Governing Board Overview and Composition

Education for Change Governing Board Overview			
Schools Overseen	6	Total Enrollment of all Schools	2,670 students
Required Minimum # of Members	5	Current # of Members	11
Regular Meeting Frequency	Monthly	Committees	Executive and Compensation Audit
Education for Change Governing Board Composition			
Name, Role	Time on Board	Name, Role	Time on Board
Nick Driver, Board Member	13 years	Eva Lum Camp, Board Chair	11 years
Erika Cisneros, Board Member	2 years	Lauren Weston, Board Member	6 years

¹⁵ If, after sending a Notice of Concern, the Office of Charter Schools determines that the violation listed in the notice did not occur, the notice may be rescinded. In such instances, the notice is removed from the school’s record.

Valia Almenderez, Board Member	2.5 years	Sonia Urzua, Board Member	1.5 years
Mike Barr, Board Member	10 years	Damon Grant, Board Member	4 years
Stephisha Ycoy-Walton, Parent Board Member	1 year	Christopher Jay Campbell, Board Member	6 months
Niloy Gangopadhyay, Board Member	1 year		

Source: Charter School Board Self-Evaluations submitted to OUSD on July 12, 2024; CDE Dataquest

As part of the renewal process, Staff evaluates the governing board’s overall health and effectiveness using the Charter School’s performance report, a governing board interview, governing board audits, a board self-evaluation tool, and Element 4 of the charter renewal petition (along with any supporting documentation). These components are used as evidence in order to evaluate the charter school governing board on the “Board Effectiveness Core Competencies” found below. The scale used for rating is aligned with the SQR Rubric Ratings, where the scores range from 1 (low) to 4 (high): 1 = Emerging, 2 = Developing, 3 = Implementing, and 4 = Sustaining.

Figure 31: Board Core Competency Ratings

Core Competency	Description	Score
Board Composition	Board members possess a diversity of backgrounds and an array of appropriate and relevant skills with which to oversee the school/CMO.	4
Mission Alignment	Board members have a shared understanding of and commitment to the school’s mission and vision.	4
School Familiarity	Board members are knowledgeable about the school’s operations, successes, and challenges.	4
Role Familiarity	Board members demonstrate an understanding of their role in providing oversight to the charter school.	4
Community Engagement	Board members actively engage with school staff, families, and community members in order to govern effectively.	3
Accessibility	All governing board meetings are accessible to the community and the decision-making process is clear and transparent.	4
Compliance	The board complies with (and has systems in place to ensure compliance with) its own board policies and bylaws as well as with applicable state and federal laws regarding governance. The board is free of real or perceived conflicts of interest.	4
Effectiveness	The governing board is an effective decision-making body which is active and meets its governance obligations.	4

Source: Staff evaluation of charter school performance report, charter school renewal petition, charter school board member self-evaluations, charter school board member interview, charter school board observations

F. Staffing and Teacher Credentialing

Education Code section 47605(l)(1) requires all charter school teachers to hold the credential required for their assignment. Pursuant to Education Code Section 44258.9, all charter schools must participate in annual teacher assignment monitoring through the California Statewide Assignment Accountability System (“CaSAAS”). The OUSD Office of Charter Schools acts as the “Monitoring Authority” for all charter schools authorized by OUSD, which requires the annual review of educator assignments. The figures below represent the CaSAAS results for educator assignments in the 2022-23 school year, the most recent year for which data is available. As shown below:

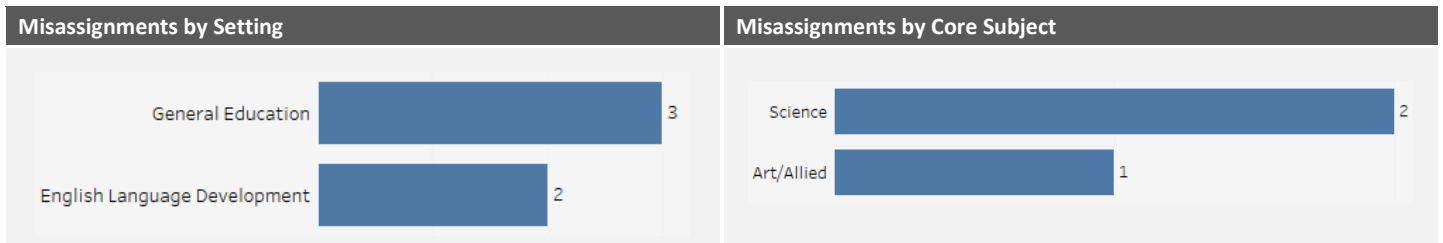
- During the 2022-23 school year, the majority of assignments at ASCEND were authorized by an educator holding a clear or preliminary credential or by a local assignment option. Approximately 23% of assignments were considered “Ineffective”, or were authorized by an emergency credential, variable term waiver, or substitute permit, which is less than the OUSD average.
- During the 2022-23 school year, there were 5 total misassignments at ASCEND out of 61 total assignments.

Figure 32: 2022-23 Educator Credentials by Type

	Charter School	OUSD
Clear <i>Authorized by clear or preliminary credential or by local assignment option</i>	58.1%	60.9%
Intern <i>Authorized by intern credential</i>	9.3%	3.9%
Out-of-Field <i>Authorized by GELAP, SELAP, short-term waiver, emergency EL permit, or Local Assignment Option</i>	4.7%	1.2%
Ineffective <i>No legal authorization or authorized by emergency credential (PIP, STSP), variable term waivers, or substitute permits</i>	23.3%	31.6%
Incomplete <i>Missing or incorrect information was reported to CALPADS about the assignment</i>	4.7%	2.3%

Source: CDE Teaching Assignment Monitoring Outcomes by FTE Report

Figure 33: 2022-23 California Statewide Assignment Accountability System (“CalSAAS”) Results



Source: 2022-23 CalSAAS Monitoring Audit Report

In addition to the CalSAAS results, the Charter School submitted information regarding educator retention as part of its renewal performance report. As shown below:

- Although the school has maintained the majority of its educators each year of the charter term, the 2023-24 retention rates decreased from previous years, with the school retaining 21 of 33 educators from 2022-23.
- The school has had minimal early separations, or educators leaving their position prior to the end of the school year.

Figure 34: Educator Retention Over Time (Self-Reported)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Percent of Educators Retained from Prior Year	100%	83%	82%	73%	100%	64%	-
Early Separations	1/30	1/34	2/33	1/31	1/33	0/28	-

Source: Charter School Renewal Performance Report

III. Renewal Criteria III: Is the Petition Reasonably Comprehensive?

In order for a charter school’s renewal petition to be approved, the petition must include all of the following, which are described in detail in this section:

- Reasonably comprehensive descriptions of all 15 required elements
- All other information required by the Ed Code
- All OUSD-specific requirements

Evidence considered for this criterion includes a review of the corresponding sections of the charter petition, including changes made from the prior petition, as well as checks for any additional requirements enacted since the charter was last approved.

A. The Required Fifteen Elements

All charter petitions must include a “reasonably comprehensive” description of 15 required elements related to the school’s operation.¹⁶ The following table summarizes staff findings related to whether this standard was met for each element.

Figure 35: Petition Element Analysis

Element	Reasonably Comprehensive?
1. Description of the educational program of the school, including what it means to be an “educated person” in the 21st century and how learning best occurs.	Yes
2. Measurable student outcomes	Yes
3. Method by which student progress is to be measured	Yes
4. Governance structure	Yes
5. Qualifications to be met by individuals employed at the school	Yes
6. Procedures for ensuring health and safety of students	Yes
7. Means for achieving a balance of racial and ethnic, English learner, and special education students	Yes
8. Admission policies and procedures	Yes
9. Manner for conducting annual, independent financial audits and manner in which audit exceptions and deficiencies will be resolved	Yes
10. Suspension and expulsion procedures	Yes
11. Manner for covering STRS, PERS, or Social Security	Yes
12. Attendance alternatives for students residing within the district	Yes
13. Employee rights of return, if any	Yes
14. Dispute resolution procedure for school-authorizer issues	Yes
15. Procedures for school closure	Yes

Source: Ed Code §47605(c)(5) subsection (A) thru (O) and staff analysis of the charter renewal petition

¹⁶ EC §47605(c)(5)

B. Other Required Information

In addition to the required 15 elements, the Education Code also requires all charter petitions to include the following information.

Figure 36: Other Required Information

Required Information	Included in Petition?
An affirmation of each of the conditions described in EC §47605(h).	Yes
A declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Government Code §3540 thru 3540.2.	Yes
Information regarding the proposed operation and potential effects of the charter school on the authorizer, including: <ul style="list-style-type: none"> • The facilities to be used by the charter school, including specifically where the charter school intends to locate. • The manner in which administrative services of the charter school are to be provided. • Potential civil liability effects, of the charter school on the authorizer. 	Yes
Financial statements that include the annual operating budget and 3-year cashflow and financial projections, backup and supporting documents and budget assumptions (i.e. anticipated revenues and expenditures, including special education, and projected average daily attendance).	Yes
If the school is to be operated by, or as, a nonprofit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school.	Yes

Source: Ed Code §47605(c)(4), §47605(c)(6), and §47607(g); staff analysis of the charter renewal petition

C. OUSD-Specified Requirements

Figure 37: OUSD-Specified Requirements

OUSD-Specified Requirement	Included in Petition?
District Required Language	Yes
Charter Renewal Performance Report	Yes

Source: Staff analysis of the charter renewal petition

IV. Renewal Criteria IV: Is the Charter School Serving All Students Who Wish to Attend?

In order for a charter school's renewal petition to be approved, the school must be serving all students who wish to attend.¹⁷ By State law, evaluation of this criteria is limited to consideration of two sources of information (1) State-provided enrollment data and (2) any substantiated complaints related to noncompliance with suspension/expulsion requirements included in law and/or the charter school's procedures. Denial under this criterion may only occur if (1) there is sufficient evidence in the abovementioned information sources demonstrating that the charter school is not serving all students who wish to attend and (2) the school has been given a reasonable opportunity to cure the violation. Therefore, evidence considered for this criterion includes:

- State-provided enrollment data
- Substantiated complaints and notices of concern related to noncompliance with suspension/expulsion requirements

A. State-Provided Enrollment Data

State law mandates that, upon request, the State provide charter school authorizers with certain aggregate data, specified in the law, reflecting student enrollment patterns for authorized charter schools. The State does not provide any guidance regarding how this data should be interpreted. This data includes the following for each year of the charter term¹⁸:

- The percentage of students enrolled at any time between the beginning of the school year and the census day who were not enrolled at the end of the same school year, and the average State test results for these students from the prior school year, if available.
- The percentage of students enrolled during the prior school year who were not enrolled as of the census day of the school year in question (excluding students who completed the highest grade served by the school), and the average State test results for these students from the prior year, if available.

The tables below summarize the data provided by the State. To avoid exposing potentially personally identifiable information, State test results are excluded for any group with fewer than 11 students. Additionally, it is important to note the data provided is limited in that it can only show correlation, *not causation*. Therefore, while an analysis is included below, the data, on its own, cannot definitively show whether or not the school is serving all students who wish to attend. With this limitation in mind, the analysis is below:

- **Data Set 1:** *For the first set of data, the Charter School did not have a numerically significant number with State test results for any year of the charter term.*
- **Data Set 2:** *For the second set of data, students who left the Charter School performed slightly below or slightly above (between 20 points and 1 point below) the Charter School's schoolwide average for all school years in both subjects. The differences did not appear to be substantial or consistent enough to reach a definitive conclusion that the school is not serving all students who wish to attend.*

¹⁷ EC §47607(e)

¹⁸ At the time of this report, the State provided data for 2016-17 through 2019-20 and 2022-23. Due to the impact of the COVID-19 pandemic, there was insufficient data available for the 2020-21 and 2021-22 school years.

Figure 38: Charter School Enrollment Data – Education Code Section 47607(d)(1)(B)

Data Set 1	2017-18	2018-19	2019-20	2022-23
Percent of students enrolled at the charter school between start of the school year and census day who were not enrolled at the end of the school year	2.81% (14 of 499)	1.63% (8 of 492)	4.87% (25 of 513)	2.20% (11 of 500)
Number of these students with State test results from the prior year	4	4	9	5
ELA: Difference between average DFS of unretained students and schoolwide average	N/A*	N/A*	N/A*	N/A*
Math: Difference between average DFS of unretained students and schoolwide average	N/A*	N/A*	N/A*	N/A*

Source: Aggregate enrollment-pattern data provided by the State

* Data excluded due to an insufficient number of students with results for this group

Figure 39: Charter School Enrollment Data – Education Code Section 47607(d)(1)(C)

Data Set 2	2017-18	2018-19	2019-20	2022-23
Percent of students enrolled at the charter school during the prior school year who were not enrolled as of the census day for the specified year (excluding graduating students)	5.87% (28 of 477)	5.61% (28 of 499)	5.49% (27 of 492)	9.00% (46 of 511)
Number of these students with State test results from the prior year	13	ELA: 11 Math: 10	15	20
ELA: Difference between average DFS of unretained students and schoolwide average	-14.58 Unretained = -52.08 School = -37.5	-7.55 Unretained = -45.45 School = -37.90	3.73 Unretained = -25.47 School = -29.20	6.00 Unretained = -34.10 School = -40.10
Math: Difference between average DFS of unretained students and schoolwide average	-17.25 Unretained = -66.15 School = -48.90	N/A*	-9.00 Unretained = -49.00 School = -40.00	-6.50 Unretained = -85.10 School = -78.60

Source: Aggregate enrollment-pattern data provided by the State

* Data excluded due to an insufficient number of students with results for this group

B. Substantiated Complaints and Notices of Concern Related to Noncompliance with Suspension / Expulsion Requirements

During the current charter term, the Office of Charter Schools did not receive any substantiated complaints related to noncompliance with suspension and/or expulsion requirements for the charter school.

V. Recommendation Summary

To determine if the charter school has adequately met each renewal criteria, Staff considered evidence gathered from the school’s petition and supporting documentation, the site visit, and the school’s performance during its previous charter term. The following section outlines the Charter School’s identified strengths and challenges related to each renewal criteria, as well as a determination of whether the Charter School adequately met the criteria for purposes of renewal.

A. Renewal Criteria I: Has the Charter School Presented a Sound Educational Program?

Strengths	Challenges
<ul style="list-style-type: none"> School met all SPA academic indicators, both schoolwide and equity, for both years. While ASCEND’s grades K-5 ELA and Math proficiency both remain below the OUSD average, the school has seen substantial growth during the most recent year and both are approaching the District average. ASCEND’s 6-8 ELA proficiency has been consistently higher than the District average. With the exception of students with disabilities, most ASCEND student groups outperformed the District in ELA and Math over the course of the charter term. The school has high CORE growth in both Math and ELA at both the elementary and middle school levels. The school has integrated Expeditionary Learning into the curriculum with fidelity, and has built broad buy-in across students, families, and teachers in prioritizing once per semester Expositions to demonstrate student learning. Majority of students showed at least one year’s growth on each available verified data source for most years of available data. 	<ul style="list-style-type: none"> Although ASCEND’s 6-8 Math proficiency was significantly higher than the District average pre-pandemic, the proficiency rate declined significantly post-pandemic and was lower than the District average in the most recent two years. Students with disabilities are underperforming the District average for their respective student group in all years of the charter term for ELA. Despite high CORE growth overall, grades 4 and 6 had below average growth in Math. The percentage of English learner students making progress towards English proficiency decreased by over 10 percentage points between 2021-22 and 2022-23. School did not meet the Chronic Absenteeism indicator in the SPA analysis for either year.

Determination: Based on this analysis, ASCEND has presented a sound educational program.

B. Renewal Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

Strengths	Challenges
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<ul style="list-style-type: none"> • The Charter School has had stable enrollment across the course of the charter term, with very little enrollment decline over the course of the charter term. • The school is fiscally stable and has consistently had a healthy reserve balance and no audit findings. • Strong board health and effectiveness and support from a robust CMO. • No Notices of Concern in the past five school years. 	<p>Enrollment demographics and key student groups do not reflect the diversity of OUSD as a whole. Serves a lower percentage of Black/African American students and students with disabilities than the OUSD average.</p>
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Determination: Based on this analysis, ASCEND is demonstrably likely to successfully implement the proposed educational program.

C. Renewal Criteria III: Is the Petition Reasonably Comprehensive?

Strengths	Challenges
<ul style="list-style-type: none"> • Charter petition contains reasonably comprehensive descriptions of the required 15 elements. • OUSD-specified requirements are included in the petition. 	<p>N/A</p>

Determination: Based on this analysis, the petition for ASCEND is reasonably comprehensive.

D. Renewal Criteria IV: Is the School Serving All Students Who Wish to Attend?

Strengths	Challenges
<ul style="list-style-type: none"> • No evidence in State-provided enrollment data that suggests the school is failing to serve all students who wish to attend. • There have been no substantiated complaints or Notices of Concern related to noncompliance with suspension/expulsion requirements. 	<p>N/A</p>

Determination: Based on this analysis, ASCEND is serving all students who wish to attend.

E. Analysis of Other Public School Options if Renewal is Denied

When determining whether to recommend denial, District staff consider other public school options available to the Charter School’s current students, and denial findings for a Middle tier school must demonstrate, in part, that closure is in the best interest of students¹⁹. The following provides an overview of the attendance areas where ASCEND students live, where students who have transferred from the school enroll in the subsequent year, and how nearby schools serving elementary and middle school students perform relative to ASCEND.

¹⁹ Ed Code 47607.2(b)(6)

ASCEND Students Attendance Areas

Students attending ASCEND in 2023-24 lived in 33 different OUSD attendance areas. Additionally, 19 of its students reside outside of Oakland. The table below shows all elementary and middle school attendance areas where at least 20 ASCEND students lived.

Figure 40: Charter School Enrollment by Attendance Area and Grade Span

Attendance Area Grade Level	Attendance Area	Number of 2023-24 [Charter School] Students Living in Attendance Area (Percent of Total Enrollment)
Elementary	Global Family	115 (23.9%)
	Allendale	26 (5.4%)
	ICS/TCN	26 (5.4%)
Middle	UFSA/UPA/Life 6-8	102 (21.2%)
	CCPA/Greenleaf/Life 6-8	21 (4.4%)

Source: OUSD Department of Research, Assessment, and Data Live/Go Dashboard

Performance Comparison with Nearby Schools

In order to evaluate the performance of ASCEND relative to other public-school options available to the Charter School's current students, the following list of comparison schools was created to include (A) any schools serving similar grade spans within the Elementary Attendance Area(s) or Middle Attendance Area(s) for which at least 20 students currently live and (B) any schools serving similar grade spans within the High School Attendance Area (HSAA) for which the school is located. The figure below summarizes 2022-23 State test outcomes (in terms of Distance from Standard (DFS)) and CORE Growth (if applicable) comparing outcomes to ASCEND. The table also includes some demographic information from that same year for additional context. Although demographics can substantially impact schools' DFS outcomes, making school-to-school comparisons less useful, CORE growth controls for some of these differences by comparing individual student's performance relative to a set of similar students. As shown in Figure 41:

- **Math:** ASCEND had a DFS which was greater than 16 of 24 comparison schools. ASCEND had a higher Elementary grade span CORE Growth percentile than 14 of 15 and a higher Middle grade span Core Growth percentile than all 7 comparison schools.
- **ELA:** ASCEND had a DFS which was greater than 19 of 24 comparison schools. ASCEND had a higher Elementary grade span CORE Growth percentile than 13 of 15 and a higher Middle grade span Core Growth percentile than 6 of 7 comparison schools.

Figure 41: Charter School Enrollment by Attendance Area and Grade Span

School	Grade Span	% SED	% EL	% SWD	Math DFS	Math CORE Growth	ELA DFS	ELA CORE Growth
ASCEND	TK-8	91%	68%	11%	-69	ES: 97% MS: 89%	-36.3	ES: 91% MS: 95%
Achieve	TK-5	92%	81%	8%	-43.1	79%	-51.5	80%
ACORN Woodland	K-5	96%	71%	16%	-36	29%	-32	44%
Allendale Elementary	PK-5	96%	43%	15%	-86	20%	-78.2	24%
Bridges	TK-5	99%	84%	12%	-108.6	19%	-113.3	37%
EnCompass Academy	TK-5	98%	59%	13%	-103.3	8%	-95.1	35%
Global Family	TK-5	98%	84%	14%	-100.4	48%	-92.3	65%

Horace Mann	TK-5	99%	46%	7%	-118.7	57%	-114.7	72%
International Community School	K-5	90%	82%	12%	-88.6	33%	-86.1	3%
Learning Without Limits	TK-5	85%	53%	9%	-68.1	90%	-51.9	91%
Lockwood STEAM	PK-5	98%	66%	12%	-112.6	90%	-117.2	70%
Manzanita SEED	TK-5	77%	44%	16%	-64.1	0%	-59	4%
Think College Now	K-5	94%	64%	12%	-96.5	4%	-97.7	3%
Greenleaf	TK-8	93%	71%	11%	-89.8	ES: 54%	-75.9	ES: 39%
						MS: 68%		MS: 74%
Lazear	TK-8	90%	51%	12%	-68.1	ES: 23%	-51.9	ES: 44%
						MS: 87%		MS: 100%
Melrose Leadership	TK-8	47%	35%	9%	-19.8	ES:100%	6.9	ES: 98%
						MS: 46%		MS: 78%
Aurum	6-8	88%	28%	22%	-82.5	N/A	-52.4	N/A
Downtown Charter Academy	6-8	77%	31%	11%	39.9	N/A	35.1	N/A
Oakland Charter Academy	6-8	89%	56%	10%	-112.7	N/A	-99.7	N/A
United for Success Academy	6-12	96%	58%	16%	-153.9	26%	-98.3	54%
Unity Middle	6-8	56%	54%	29%	-34.7	N/A	-25	N/A
Urban Promise	6-8	98%	59%	16%	-119.4	39%	-79.6	66%
Aspire GSP	6-12	86%	25%	14%	-137.7	N/A	-58.8	N/A
CCPA	6-12	97%	46%	21%	-132.6	50%	-63.9	77%
Life Academy	6-12	95%	36%	21%	-84	86%	-26.5	80%

Source: English Learners/Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report; OUSD Special Education/Distance From Standard/CORE Growth Percentile – OUSD Department of Research, Assessment, and Data

F. Recommendation

Based on the analysis outlined therein, Staff recommends **APPROVAL** of the renewal petition for ASCEND for 5 years, beginning July 1, 2025, until June 30, 2030, to serve up to 506 students in grades TK-8. In particular, the analysis in this report finds that the Charter School has sufficiently met the requirements and criteria established in the California Charter Schools Act, which governs charter school renewals.

VI. Appendices

Appendix A. Complete Renewal Tier Analysis

Summary of State Renewal Tier Analysis

As mentioned previously, Education Code Section 47607 outlines a three-tiered system of performance categories for most²⁰ charter schools seeking renewal. In this system, charter schools are placed into one of three categories (“High Tier”, “Low Tier”, or “Middle Tier”) based on an evaluation of student outcomes over the prior two years. Two criteria determine the performance category of a charter school. Criterion 1 is based on the **colors** received for all the **schoolwide** state indicators in the Dashboard. Criterion 2 is based on the **status** for all **academic** indicators with 30 or more students, using **both** schoolwide and student-group data (Criterion 2a and 2b, respectively). Analyses of both for ASCEND can be found below, including more detailed descriptions of each criterion.

Criterion 1 Analysis

Criterion 1 is based on the performance colors or “levels”²¹ received for **all** the state indicators on the Dashboard for the two previous State Dashboard years. Per Education Code, if all state indicators are Blue/Very High or Green/High, the charter school is assigned to the High Tier. If all state indicators are Orange/Low or Red/Very Low, the charter school is assigned to the Low Tier. In all other circumstances, an evaluation of Criterion 2 is necessary to determine the charter school’s tier. As shown in Figure 42 below, ASCEND did not fit the requirements for Low Tier or for High Tier in Criterion 1, thus, an evaluation of Criterion 2 is necessary.

Figure 42: Criterion 1 Analysis – Schoolwide Results

Indicator	2022	2023
ELA	Low	Yellow
Math	Low	Yellow
EL Progress	High	Orange
Suspension Rate	High	Green
Chronic Absenteeism	Very High	Red

Source: California School Dashboard

Criterion 2 Analysis

Criterion 2 is based on the “Status” (or the current year data) for all **academic** indicators (ELA, Mathematics, EL Progress, and College/Career) with a performance color for the two previous Dashboard years. Performance determinations are then based on the overall status compared with the statewide averages for the previous two Dashboard years. Criterion 2 is broken into two sub-criteria – Criterion 2a evaluates the Charter School’s schoolwide performance and Criterion 2b evaluates the Charter School’s student group performance, specifically for student groups which scored below the

²⁰ The three-tiered system does not apply to schools that qualify for the Dashboard Alternative School Status (DASS) program.

²¹ For the 2022 California School Dashboard, due to the COVID-19 pandemic, status “levels” were assigned to each indicator as a proxy for colors (See Appendix B for more details).

statewide average²². Per Education Code, if (Criterion 2a) all **schoolwide** academic indicators are same or higher than the statewide average *and* (Criterion 2b) the majority of eligible student groups are higher than their group’s respective statewide average, then the Charter School is placed in the High Tier. If (Criterion 2a) all **schoolwide** academic indicators are same or lower than the statewide average *and* (Criterion 2b) the majority of eligible student groups are lower than their respective statewide average, then the Charter School is placed in the Low Tier. In all other circumstances, the Charter School is placed in the Middle Tier. As shown in Figure 43 and Figure 44 below, the Charter School did not meet the requirements for High Tier or for Low Tier, thus, ASCEND is placed in the Middle Tier.

Figure 43: Criterion 2a Analysis

Academic Indicator	2022			2023		
	School Status	State Status	Result	School Status	State Status	Result
ELA	-40.1	-12.2	Lower	-36.3	-13.6	Lower
Math	-78.6	-51.7	Lower	-69	-49.1	Lower
EL Progress	60.1%	50.3%	Higher	49.8%	48.7%	Higher

Source: California School Dashboard

Figure 44: Criterion 2b Analysis

Indicator	Student Group	2022			2023		
		School Status	State Status	Result	School Status	State Status	Result
ELA	English Learner	-54.7	-61.2	Higher	-54.9	-67.7	Higher
	Hispanic/Latino	-40.6	-38.6	Lower	-37.5	-40.2	Higher
	SED	-43	-41.4	Lower	-39.9	-42.6	Higher
	SWD	-99.5	-97.3	Lower	-93	-96.3	Higher
Math	English Learner	-89.6	-92	Higher	-79.8	-93.4	Higher
	Hispanic/Latino	-78.3	-83.4	Higher	-69.8	-80.8	Higher
	SED	-76.3	-84	Higher	-71.2	-80.8	Higher
	SWD	-133.8	-130.8	Lower	-122.9	-127.3	Higher
EL Progress		60.1%	50.3%	Higher	49.8%	48.7%	Higher

Source: California School Dashboard

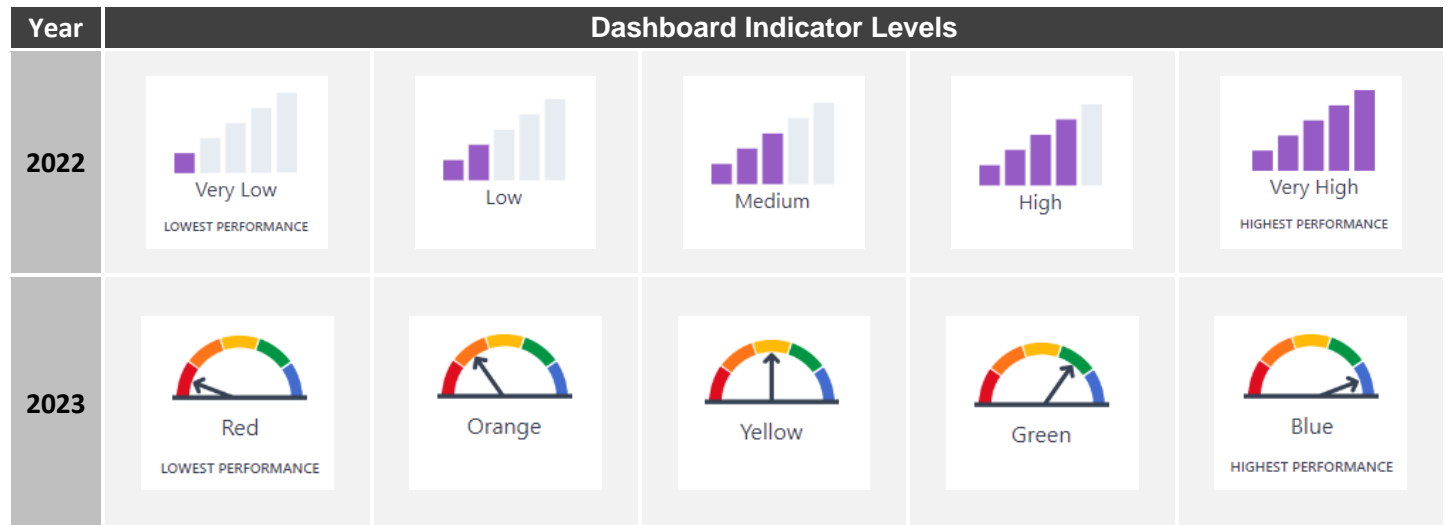
Appendix B. Additional California School Dashboard Analyses – including SPA and Local Indicators

Impact of COVID-19 Pandemic on California School Dashboard Indicators

Typically, the California School Dashboard displays colors for each indicator (see below) which are assigned based on two factors: the current year’s data and the difference between the current year’s data and the prior year’s data, or “Change”. Due to the impacts of the COVID-19 pandemic on statewide testing and accountability systems, there was insufficient data to calculate “Change” for the 2022 California School Dashboard, and thus the 2022 California School Dashboard displayed “Status levels” (Very High, High, Medium, Low, and Very Low) in place of colors. For purposes of the Renewal Tier Analysis and the School Performance Analysis, these Status Levels were used as proxies for color as shown below.

²² For more information regarding which student groups are included in the analysis for Criterion 2b, please see the CDE’s Performance Categories Flyer: <https://www.cde.ca.gov/sp/ch/documents/categoryflyer.pdf>

Figure 45: 2022 and 2023 California School Dashboard Indicator Levels



Source: California School Dashboard

The only exceptions to the categorization rules above are the Chronic Absenteeism and Suspension Indicators for which the 2022 scale is reversed such that “Very High” corresponds to the lowest performance, or the “Red” color. Additionally, there was insufficient data to assign a status level to the College and Career Readiness indicator for the 2022 California School Dashboard, so the indicator is not available for the 2022 California School Dashboard and is categorized using a status level, not a color, for the 2023 California School Dashboard. For more information about the California School Dashboard, please visit the CDE’s support page at www.cde.ca.gov/ta/ac/cm/index.asp.

Complete School Performance Analyses – Schoolwide and Equity

The School Performance Analysis (SPA) Summary is found in Part 1 of this staff report. The below analyses represent the Schoolwide and Equity SPAs for 2022 and 2023. As a reminder, in order to be considered “Met” in the SPA, an indicator must have either a California School Dashboard Color Orange/Low Status Level or higher or CORE Growth Level Medium or higher (i.e. growth > 30th percentile). For the Schoolwide SPA to be considered as “Met”, the school must meet the threshold for greater than 50% of the available indicators. For the Equity SPA to be considered as “Met”, the school must meet the thresholds for greater than 50% of available student groups.

Figure 46: 2022 and 2023 Schoolwide School Performance Analyses

		2022		2023	
Indicator	Data Source	Performance	Met/Not Met	Performance	Met/Not Met
English Language Arts State Test	Dashboard Color/Level	Low DFS ²³ = -40.1	Met	Yellow DFS ²⁴ = -36.3; increased 3.7 points	Met
	CORE Growth Level	N/A		ES: Above Average MS: Above Average ES: 91 st percentile MS: 95 th percentile	

²³ Distance from Standard (DFS) is calculated by the CDE by (1) comparing each student’s score with the “Standard Met” threshold for their respective grade and then (2) averaging the resulting differences. If the result is a negative number, it indicates the amount by which the average student must improve in order to meet the standard. If the result is positive, it indicates the amount by which the average student exceeded the standard. According to the CDE, “Using scale scores, rather than reporting on the percent of students who performed at or above the “Standard Met”, provides a more comprehensive picture of how all students at the school are performing on the Smarter Balanced assessments.” (<https://www.cde.ca.gov/ta/ac/cm/acadindcal.asp>)

Mathematics State Test	Dashboard Color/Level	Low DFS = -78.6	Met	Yellow DFS = -69; increased 9.6 points	Met
	CORE Growth Level	N/A		ES: Above Average MS: Above Average ES: 97 th percentile MS: 89 th percentile	
English Learner Progress	Dashboard Color/Level	High 60.1% making progress	Met	Orange 49.8% making progress; decreased 10.3%	Met
Suspension	Dashboard Color/Level	High 3.1% suspended	Met	Green 2% suspended; decreased 1.1%	Met
Chronic Absenteeism	Dashboard Color/Level	Very High 22% chronically absent	Not Met	Red 35.6% chronically absent; increased 13.6%	Not Met
Schoolwide SPA Result		Met (Met 80%; 4 of 5)		Met (Met 80%; 4 of 5)	

Source: California School Dashboard, CORE Insights Dashboard

Figure 47: 2022 Equity School Performance Analysis

Indicator	Data Source	Student Group								Met/Not Met
		Black/ African American	Hispanic/ Latino	Pacific Islander	Socioeconomically Disadvantaged	English Learner	Special Education	Homeless	Foster Youth	
English Language Arts State Test	Dashboard Color (DFS; change)	N/A	Low -40.6	N/A	Low -43	Low -54.7	Very Low -99.5	N/A	N/A	Met (3 of 4)
Mathematics State Test	Dashboard Color (DFS; change)	N/A	Low -78.3	N/A	Low -76.3	Low -89.6	Very Low -133.8	N/A	N/A	Met (3 of 4)
Suspension	Dashboard Color (% suspended once; change)	No Status Level	High 3.3%	N/A	High 3.2%	Medium 2.6%	High 4.6%	N/A	N/A	Met (4 of 4)
Chronic Absenteeism	Dashboard Color (% chronically absent; change)	No Status Level	Very High 21%	N/A	Very High 22.4%	High 19.6%	Very High 31.3%	N/A	N/A	Not Met (1 of 4)
Equity SPA Result										Met (Met: 75%; 3 of 4)

Source: California School Dashboard, CORE Insights Dashboard

Figure 48: 2023 Equity School Performance Analysis

Indicator	Data Source	Student Group								Met/Not Met	
		Black/African American	Hispanic/Latino	Pacific Islander	Socioeconomically Disadvantaged	English Learner	Special Education	Homeless	Foster Youth		
English Language Arts State Test	Dashboard Color (DFS; change)	N/A	Yellow -37.5 ↑3.1	N/A	Yellow -39.9 ↑3	Orange -54.9 ↓-0.2	Orange -93 ↑6.6	N/A	N/A	Met (4 of 4)	Met (7 of 7)
	CORE Growth Level (percentile)	N/A	ES: High, 91% MS: High, 95%	N/A	ES: High, 91% MS: High, 95%	ES: High, 90% MS: High, 95%	N/A	N/A	N/A	Met (3 of 3)	
Mathematics State Test	Dashboard Color (DFS; change)	N/A	Yellow -69.8 ↑8.5	N/A	Yellow -71.2 ↑5.1	Yellow -79.8 ↑9.8	Orange -122.9 ↑10.9	N/A	N/A	Met (4 of 4)	Met (7 of 7)
	CORE Growth Level (percentile)	N/A	ES: High, 97% MS: High, 89%	N/A	ES: High, 97% MS: High, 88%	ES: High, 97% MS: High, 88%	N/A	N/A	N/A	Met (3 of 3)	
Suspension	Dashboard Color (% suspended once; change)	N/A	Green 1.7% ↓-1.6%	N/A	Green 2.2% ↓-1%	Green 1.5% ↓-1.2%	Yellow 3.3% ↓-1.3%	N/A	N/A	Met (4 of 4)	
Chronic Absenteeism	Dashboard Color (% chronically absent; change)	N/A	Red 34.7% ↑13.7%	N/A	Red 36.8% ↑14.4%	Red 30% ↑10.3%	Red 50.8% ↑19.6%	N/A	N/A	Not Met (0 of 4)	
Equity SPA Result										Met (Met: 75%; 3 of 4)	

Source: California School Dashboard, CORE Insights Dashboard

California School Dashboard Local Indicators

Charter schools are required to report annually on five State Board of Education (SBE)-approved local indicators aligned to State priority areas where other State data is not available. In order to meet each local indicator, the SBE requires charter schools to (1) annually measure their progress based on locally available data, (2) report the results at a public charter school board meeting, and (3) report the results to the public through the California School Dashboard. The school uses self-reflection tools included within the California School Dashboard to report its progress on the local indicators. If a charter school does not submit results to the California School Dashboard by the given deadline, including completing the self-reflection tool, the school’s California School Dashboard will reflect *Not Met* for the indicator by default. Earning a performance level of *Not Met* for two or more years for a given local indicator may be a factor in being identified for differentiated assistance, provided by an outside agency (typically the local school district or county office of education) as required by State law.²⁵ ASCEND was not identified for differentiated assistance during the current charter term.

Figure 49: California School Dashboard Local Indicators

Local Indicator	2017	2018	2019	2022	2023
Basics: Teachers, Instructional Materials, Facilities	N/A	Met	Met	Not Met	Met
Implementation of Academic Standards	Not Met	Met	Met	Not Met	Met

²⁵ Detailed criteria for differentiated assistance can be found at <https://www.cde.ca.gov/ta/ac/cm/leaproposedcrit.asp>.

Parent and Family Engagement	N/A	Met	Met	Not Met	Met
Local Climate Survey	N/A	Met	Met	Not Met	Met
Access to a Broad Course of Study	N/A	Met	Met	Not Met	Met

Source: California School Dashboard

Appendix C. Additional Program Implementation Information

Proposed Charter School Projected Student Enrollment and Grade Levels Served (as outlined in Petition)

In its renewal petition (pg. 12), ASCEND is proposing to serve a maximum enrollment of 506 and a projected student enrollment at each grade level and at all grade levels combined in each of the years of the term of the charter as follows:

Figure 50: Projected Enrollment

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
TK	40	40	44	44	44
K	48	48	48	48	48
1	48	48	48	48	48
2	48	48	48	48	48
3	48	48	48	48	48
4	48	48	48	48	48
5	48	48	48	48	48
6	58	58	58	58	58
7	58	58	58	58	58
8	58	58	58	58	58
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
Total	502	502	506	506	506

Source: ASCEND Renewal Petition

Admissions Preferences

In the event of a public random drawing, the ASCEND admissions preferences are as shown below:

Figure 51: ASCEND Admissions Preferences

#	Admissions Preference
1	Applicants who reside in the former OUSD attendance boundary of the school will be given a 5:1 preference.
2	Applicants who reside within Oakland Unified School District will be given a 10:1 preference.
3	Applicants who attend a school in Program Improvement will be given a 4:1 preference.
4	Applicants who live outside of Oakland will be given a 1:1 preference.

Source: ASCEND Renewal Petition

Charter School Enrollment Demographics Over Time

Figure 52: ASCEND Enrollment Demographics

Student Group Type	Student Group	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Ethnicity	Hispanic/Latino	94%	94%	95%	94%	93%	93%	93%
	Black/African American	2%	3%	2%	2%	3%	2%	3%
	Asian	1%	1%	2%	2%	2%	2%	2%
	White	1%	1%	1%	1%	1%	0%	0%
	Two or More Races	1%	1%	1%	1%	2%	1%	1%
	Other Race/Ethnicity	0%	0%	0%	0%	0%	0%	0%
	Not Reported	0%	0%	0%	0%	0%	1%	0%
Other Student Groups	Socioeconomically Disadvantaged	90%	87%	85%	91%	65%	91%	93%
	English Learners	56%	52%	54%	59%	62%	67%	61%
	Special Education	9%	10%	11%	10%	11%	11%	11%

Source: ETHNICITY— CDE Downloadable Data Files (School Enrollment); SOCIOECONOMICALLY DISADVANTAGED/ENGLISH LEARNERS/SPECIAL EDUCATION – CDE Dataquest (School Enrollment by Subgroup Report)

2024-25 Charter School Educator Demographics

Figure 53: 2024-25 Educator Demographics

Race / Ethnicity	24-25
Hispanic/Latino	29%
Black/African American	7%
Asian	18%
White	39%
Other Race/Ethnicity	7%

Source: Charter School Performance Report

Charter School Complaints to OUSD

The OUSD Office of Charter Schools logs the complaints it receives for OUSD-authorized charter schools. However, unless the allegations meet specific criteria²⁶ or identify a potential violation of local, state, or federal law, the Office of Charter Schools typically refers the complainant to school leadership, who is ultimately responsible for addressing the complaint in compliance with its adopted complaint policy. Therefore, complaints included in the table below may not necessarily have been substantiated. Instead, the table is a record of what has been reported to the Office of Charter Schools staff. Additionally, some complainants may not know that they can submit complaints to the Office of Charter Schools. Therefore, the absence (or a low number) of complaints does not necessarily mean that other complaints were not reported directly to the school or charter management organization.

During the current seven-year charter term, the Office of Charter Schools received 0 complaints regarding ASCEND and 3 complaints regarding the Charter School’s CMO.

²⁶ Complaints where Office of Charter School staff will become involved include those alleging a severe or imminent threat to student health or safety, employee discrimination per Title 5 of the California Code of Regulations, or violations outlined in Education Code §47607(c).

Figure 54: Complaints to OUSD

School Year	Complaints	Areas of Concern
2017-18	0	-
2018-19	1	Corruption (CMO)
2019-20	1	SpEd/Disenrollment (CMO)
2020-21	1	Public Records/Brown Act (CMO)
2021-22	0	-
2022-23	0	-
2023-24	0	-
2024-25	0	-

Source: OUSD Office of Charter Schools Complaint Records

Charter School English Learners by Language

Figure 55: 2023-24 Language Group Data

Language	English Learners (EL)	Fluent English Proficient (FEP) Students	Percent of Total Enrollment that is EL and FEP
Spanish; Castilian	277	106	79.63%
Uncoded languages	8	3	2.29%
Arabic	3	1	0.83%
Vietnamese	2	0	0.42%
Portuguese	1	0	0.21%

Source: CDE Dataquest

Charter Renewal Staff Recommendation ASCEND

*OUSD Office of Charter Schools
October 10, 2024*



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students



Charter Renewal Overview

Charter School Renewal Overview

Background

Every 5 years (typically), a Charter School must submit a renewal petition to their authorizer in order to continue operating. The authorizer, the OUSD Board of Education, must evaluate the renewal petition based on criteria outlined in California Education Code and the school's Renewal Tier placement. The Board must vote within 90 days of submission to approve or deny the petition.

COVID-19 Impact on Charter Renewal

Due to the lack of Dashboard data after COVID, the State legislature extended all charters' terms by a total of **three years**. Therefore, all OUSD-authorized charter schools that are up for renewal this fall are currently in **year 8** of their charter term.

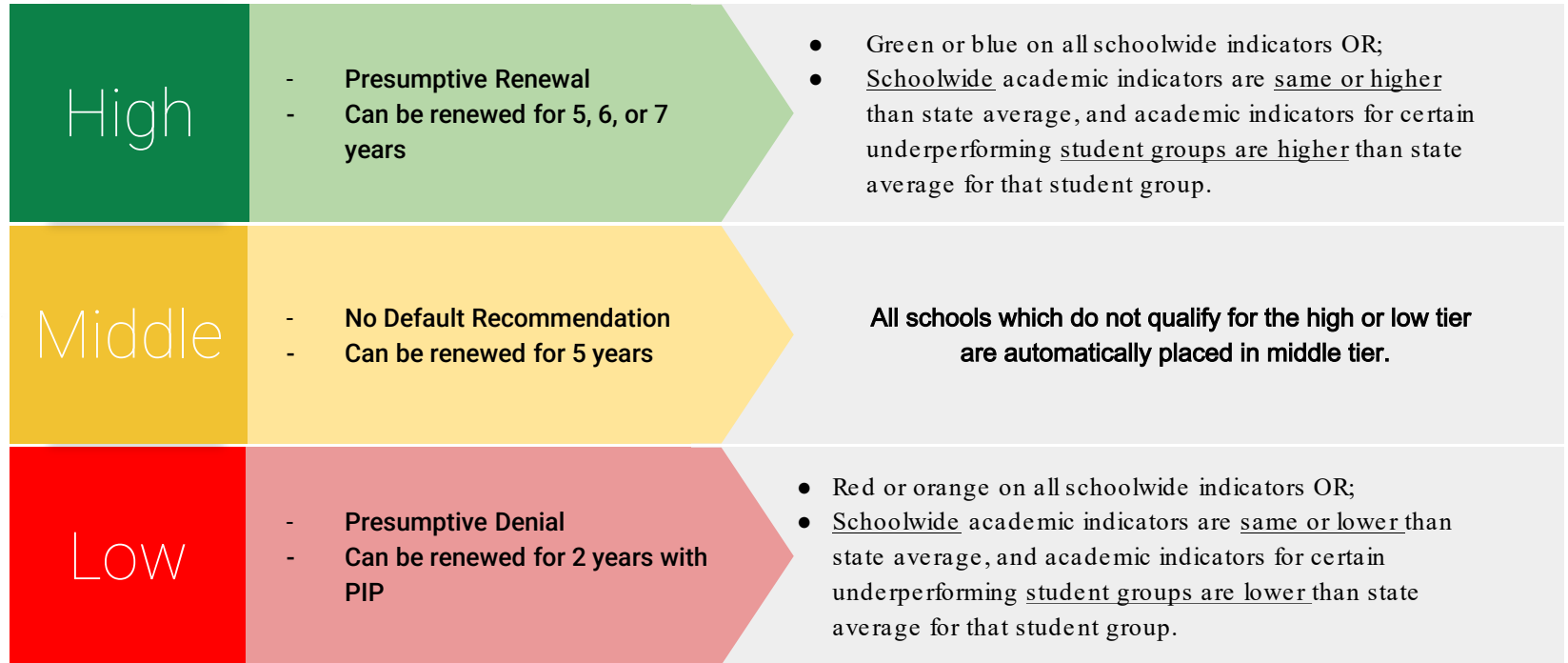
Timeline



Charter School Renewal Criteria

01	Has the Charter School Presented a Sound Educational Program?	<ul style="list-style-type: none">• Renewal Tier Placement• State Testing Performance and CORE Growth Data (if applicable)• Graduation Outcomes (if applicable)• Verified Data• Site Visit Information
02	Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?	<ul style="list-style-type: none">• Enrollment Information and Demographics• Fiscal Analyses• Notices of Concern• Board Health and Effectiveness• Staffing and Teacher Credentialing
03	Is the Petition Reasonably Comprehensive?	<ul style="list-style-type: none">• Analysis of 15 Required Elements per California Education Code• Analysis of other OUSD required items
04	Is the Charter School Serving All Students Who Wish to Attend?	<ul style="list-style-type: none">• State-provided Enrollment Data• Substantiated Complaints related to suspension/expulsion if applicable <p>Note: Ed. Code limits consideration to only these data sources</p>

How Does CDE Calculate Renewal Tiers?





ASCEND

Renewal Analysis and Staff Recommendation

ASCEND Overview

ASCEND			
Charter Management Organization	Education for Change (EFC)	Neighborhood	Fruitvale
Grade Span	TK-8	OUSD Attendance Area	Elem: Global Family Middle: UFSA / UPA / LIFE
OUSD Board District	District 5	Current Enrollment	484

ASCEND was placed in the Middle Tier

No default recommendation from State; Eligible for 5-year renewal term

ASCEND Renewal Timeline



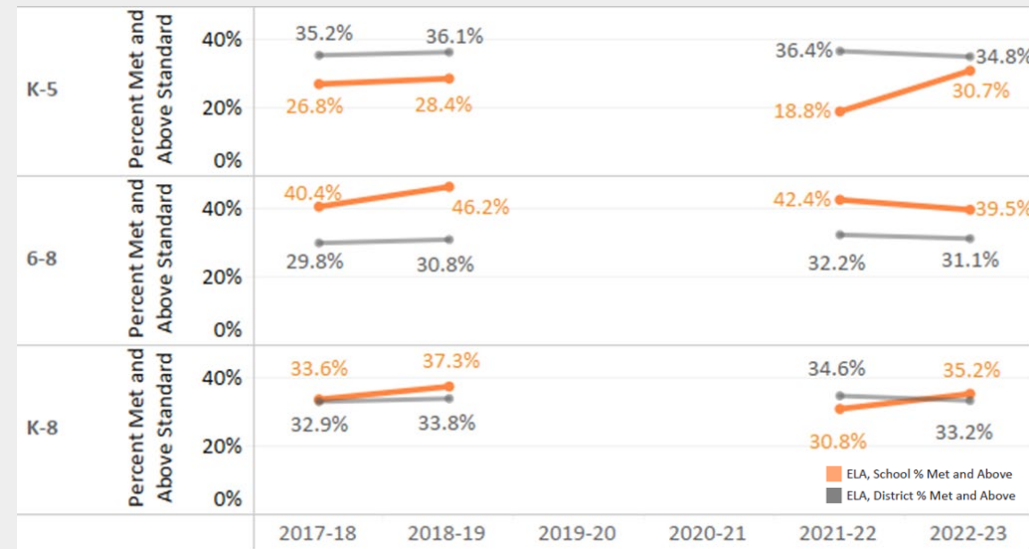
As part of the renewal process, the OUSD Office of Charter Schools conducted a site visit at ASCEND on September 9, 2024 and a charter board interview with members of the EFC governing board on July 17, 2024.

ASCEND CA Dashboard Results

	ELA	Math	EL Progress	Suspension	Chronic Absenteeism
2021-22	Low 40.1 pts below standard	Low 78.6 pts below standard	High 60.1% making progress	High 3.1% suspended	Very High 22% chronically absent
2022-23	Yellow 36.3 pts below standard <i>Increased 3.7 pts</i>	Yellow 69 pts below standard <i>Increased 9.6 pts</i>	Orange 49.8% making progress <i>Decreased 10.3%</i>	Green 2% suspended <i>Declined 1.1%</i>	Red 35.6% chronically absent <i>Increased 13.6%</i>

Criteria I: Has the Charter School Presented a Sound Educational Program?

ELA SBAC



2023 ELA CORE Growth (Based on 2022 and 2023 ELA SBAC)

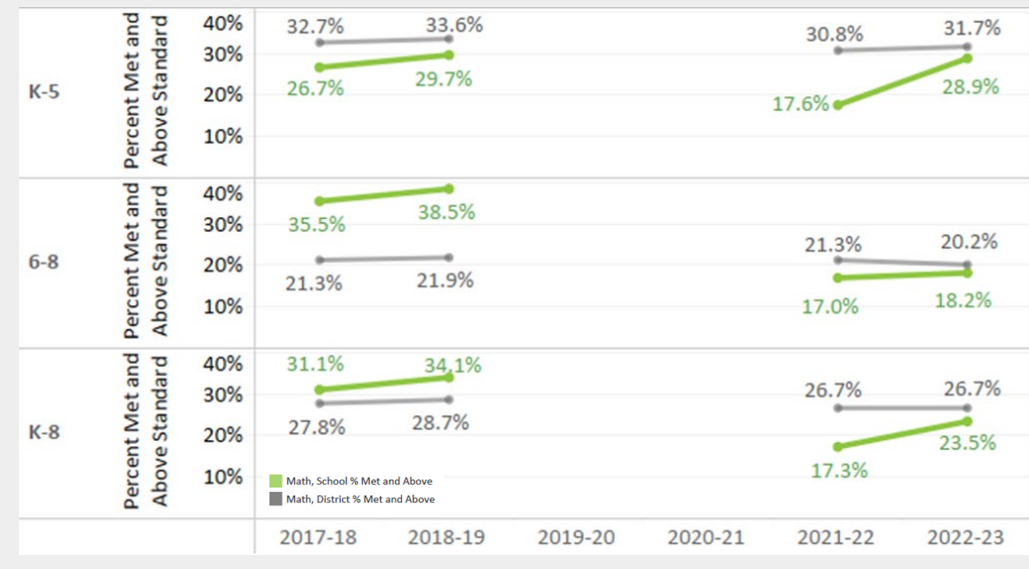
ES: The growth percentile is 91 which represents **above average growth**. Students in this case grew 17 scale score points greater than similar students.

MS: The growth percentile is 95 which represents **above average growth**. Students in this case grew 21 scale score points greater than similar students.

Across grades K-8, the Charter School's proficiency rates are similar to OUSD. However, the middle school proficiency rates are higher than the elementary school's.

Criteria I: Has the Charter School Presented a Sound Educational Program?

Math SBAC



2023 Math CORE Growth (Based on 2022 and 2023 Math SBAC)

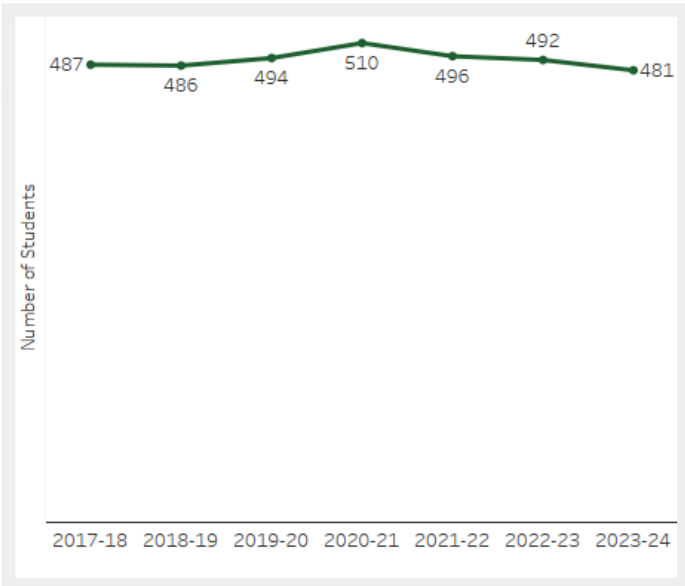
ES: The growth percentile is 97 which represents **above average growth**. Students in this case grew 23 scale score points greater than similar students..

MS: The growth percentile is 89 which represents **above average growth**. Students in this case grew 17 scale score points greater than similar students.

Across grades K-8, the Charter School's proficiency rates are similar to OUSD. Elementary in particular saw high growth in 2022-23.

Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

Total Enrollment



**Enrollment of 484 as of August 29, 2024*

Fiscal Health

Financial Indicator	2020 -21	2021-22	2022 -23
Ending Fund Balance	\$1,664,336	\$2,968,615	\$3,095,972
Deficit Spending	\$0	\$0	\$0
3% Reserve	Yes	Yes	Yes
Major Audit Findings	None	None	None

Criteria III: Is the Petition Reasonably Comprehensive?

The charter petition included a reasonably comprehensive description, per State standards, of the 15 required elements outlined in California Education Code.

Criteria IV: Is the Charter School Serving All Students Who Wish to Attend?

There were no substantiated complaints related to noncompliance with suspension, expulsion, or involuntary disenrollment procedures and no evidence in the State-provided enrollment data which suggests the Charter School is not serving all students who wish to attend.

Staff Recommendation Summary

The OUSD Office of Charter Schools recommends APPROVAL

Strengths

- Met all academic indicators in the School Performance Analysis based on the California State Dashboard.
- Substantial post-pandemic growth in both ELA and Math proficiency in grades K-5, with the majority of student groups outperforming the District average for their respective groups.
- Grades 6-8 ELA proficiency has been consistently higher than the District average.
- High CORE growth in both Math and ELA.
- Robust integration of Expeditionary Learning into the curriculum.
- The school has stable enrollment, strong finances and governance, and is well supported by a highly effective CMO.

Challenges

- Grades 6-8 Math proficiency has been below the District average in the most recent two years.
- Students with disabilities performed below the District average for this student group in ELA for all years.
- Did not meet School Performance Analysis for Chronic Absenteeism indicator in either 2021-22 or 2022-23.



Appendix

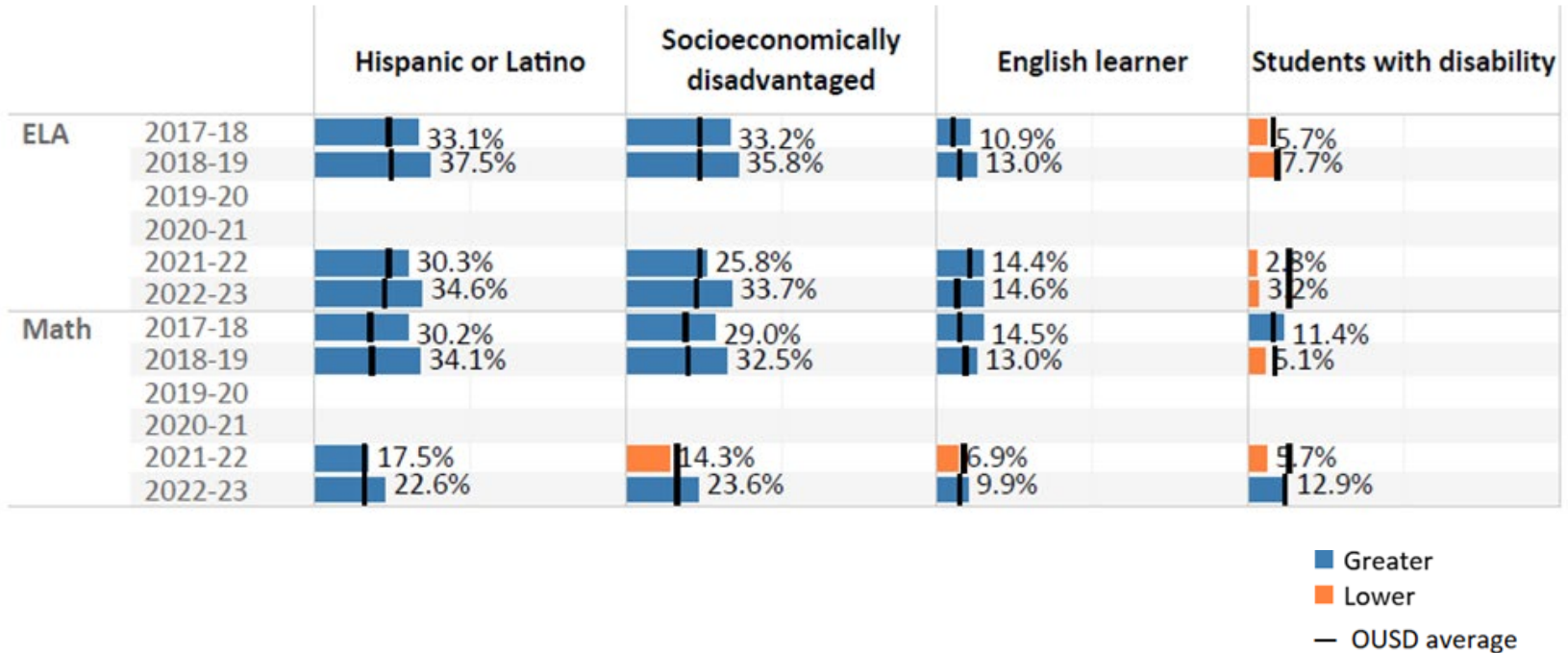
2023 -24 Student Demographics

Student Group	Charter School	OUSD schools in Comparison HSA	OUSD
Hispanic/Latino	92.7%	80.5%	47.3%
Black/African American	2.9%	5.7%	20.1%
Asian	2.1%	2.2%	9.8%
White	0.0%	6.0%	11.5%
Two or More Races	1.5%	2.9%	6.8%
Other Race/Ethnicity	0.4%	1.3%	1.9%
Not Reported	0.0%	1.4%	2.6%
Socioeconomically Disadvantaged	92.7%	88.6%	81.4%
English Learners	60.5%	54.5%	32.9% <i>(TK-8 only: 34.6%)</i>
Special Education	10.8%	13.9%	16.3% <i>(TK-8 only: 15.6%)</i>

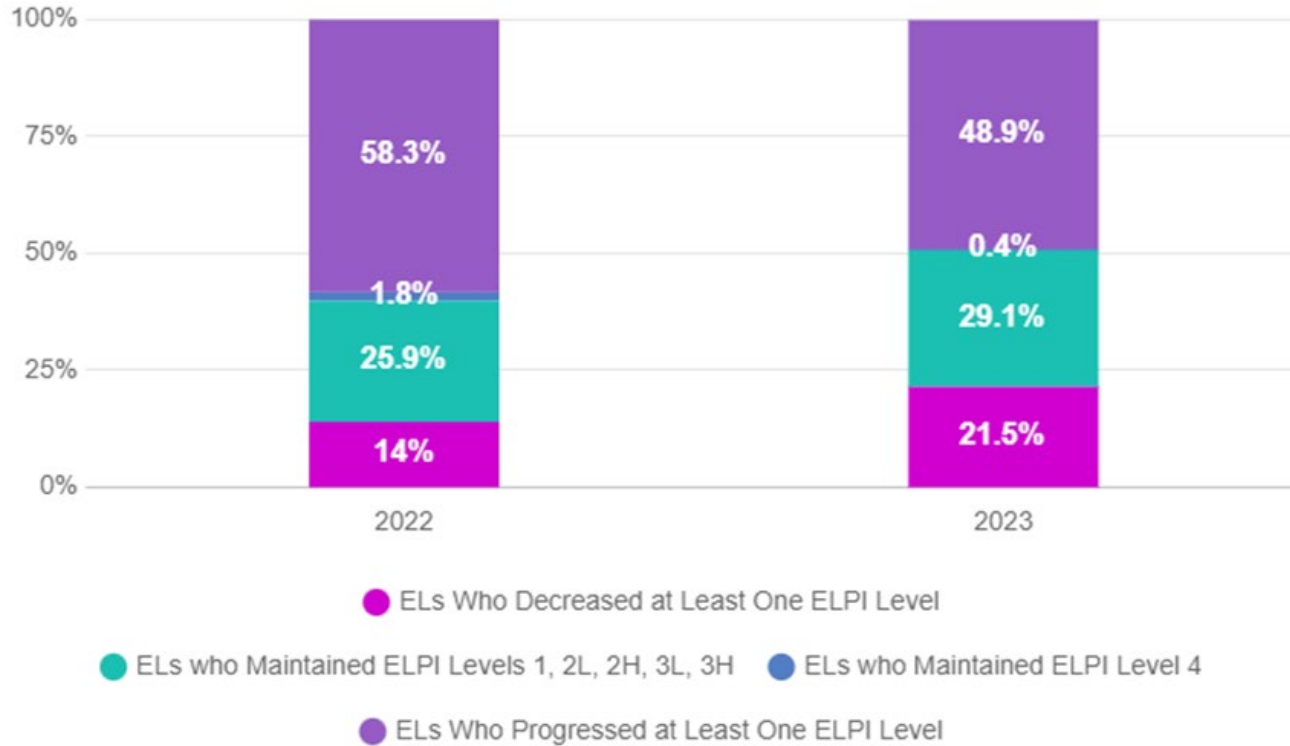
Renewal Tier Analysis - Criterion 2

Indicator	Student Group	2022			2023		
		School Status	State Status	Result	School Status	State Status	Result
ELA	Schoolwide	-40.1	-12.2	Lower	-36.3	-13.6	Lower
	English Learner	-54.7	-61.2	Higher	-54.9	-67.7	Higher
	Hispanic/Latino	-40.6	-38.6	Lower	-37.5	-40.2	Higher
	SED	-43	-41.4	Lower	-39.9	-42.6	Higher
	SWD	-99.5	-97.3	Lower	-93	-96.3	Higher
Math	Schoolwide	-78.6	-51.7	Lower	-69	-49.1	Lower
	English Learner	-89.6	-92	Higher	-79.8	-93.4	Higher
	Hispanic/Latino	-78.3	-83.4	Higher	-69.8	-80.8	Higher
	SED	-76.3	-84	Higher	-71.2	-80.8	Higher
	SWD	-133.8	-130.8	Lower	-122.9	-127.3	Higher
EL Progress		60.1%	50.3%	Higher	49.8%	48.7%	Higher

2022 -23 Key Student Group Performance vs. OUSD



English Learner Progress



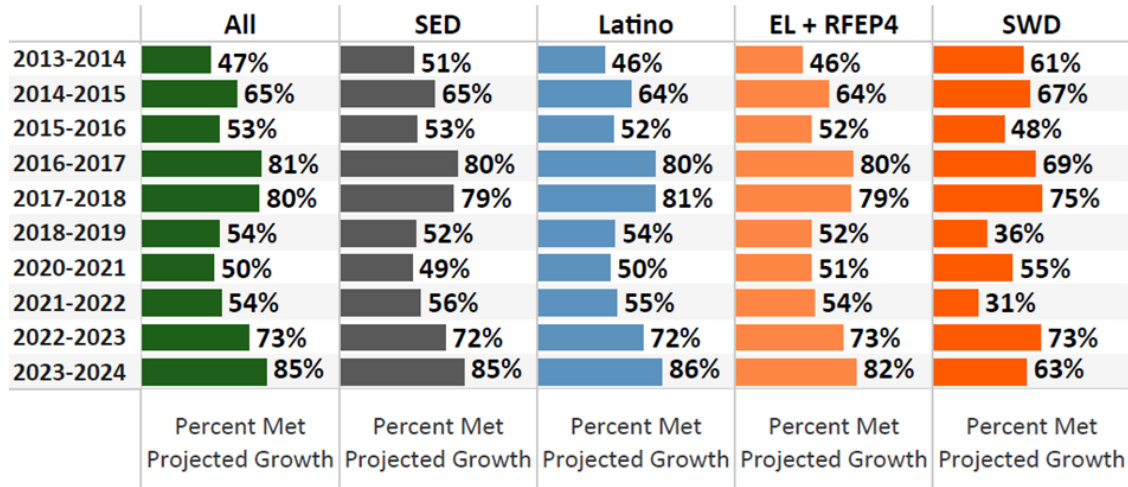
Verified Data - ELA

ASCEND submitted results from FastBridge by Illuminate as Verified Data. For this data source, a Rate of Improvement (“ROPI”) metric between the 25th and 75th percentile is considered as approximating one year’s growth.

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
3rd		69%	65%	88%	77%
4th		87%	94%	90%	78%
5th	77%	64%	65%	67%	63%
6th		80%	78%	94%	91%
7th		89%	60%	62%	60%
8th		87%	79%	88%	91%
	Percent of Students above the 25th percentile	Percent of Students above the 25th percentile	Percent of Students above the 25th percentile	Percent of Students above the 25th percentile	Percent of Students above the 25th percentile

Verified Data - Math

ASCEND also submitted results from NWEA MAP as Verified Data for Math. For this data source, a “Conditional Growth Index” (“CGI”) above -0.2 could be used as an approximation of one year’s growth. The Figure below represents the percentage of students with a CGI above -0.2.



Teacher Credentialing Data

	Charter School	OUSD
Clear <i>Authorized by clear or preliminary credential or by local assignment option</i>	58.1%	60.9%
Intern <i>Authorized by intern credential</i>	9.3%	3.9%
Out-of-Field <i>Authorized by GELAP, SELAP, short-term waiver, emergency EL permit, or Local Assignment Option</i>	4.7%	1.2%
Ineffective <i>No legal authorization or authorized by emergency credential (PIP, STSP), variable term waivers, or substitute permits</i>	23.3%	31.6%
Incomplete <i>Missing or incorrect information was reported to CALPADS about the assignment</i>	4.7%	2.3%

CDE Enrollment Data - Data Set 1

Data Set 1	2017-18	2018-19	2019-20	2022 -23
Percent of students enrolled at the charter school between start of the school year and census day who were not enrolled at the end of the school year	2.81% (14 of 499)	1.63% (8 of 492)	4.87% (25 of 513)	2.20% (11 of 500)
Number of these students with State test results from the prior year	4	4	9	5
Average Distance From Standard (DFS) on the English State test from the prior year these students compared to school average	N/A*	N/A*	N/A*	N/A*
Average Distance From Standard (DFS) on the Math State test from the prior year these students	N/A*	N/A*	N/A*	N/A*

CDE Enrollment Data - Data Set 2

Data Set 2	2017-18	2018-19	2019-20	2022-23
Percent of students enrolled at the charter school during the prior school year who were not enrolled as of the census day for the specified year (excluding graduating students)	5.87% (28 of 477)	5.61% (28 of 499)	5.49% (27 of 492)	9.00% (46 of 511)
Number of these students with State test results from the prior year	13	ELA: 11 Math: 10	15	20
Average Distance From Standard (DFS) on the English State test from the prior year these students compared to school average	-14.58 Unretained = -52.08 School = -37.5	-7.55 Unretained = -45.45 School = -37.90	3.73 Unretained = -25.47 School = -29.20	6.00 Unretained = -34.10 School = -40.10
Average Distance From Standard (DFS) on the Math State test from the prior year these students	-17.25 Unretained = -66.15 School = -48.90	N/A*	-9.00 Unretained = -49.00 School = -40.00	-6.50 Unretained = -85.10 School = -78.60