

# OUSD Decision Hearing Charter Renewal 2024



ASCEND TK-8 SCHOOL

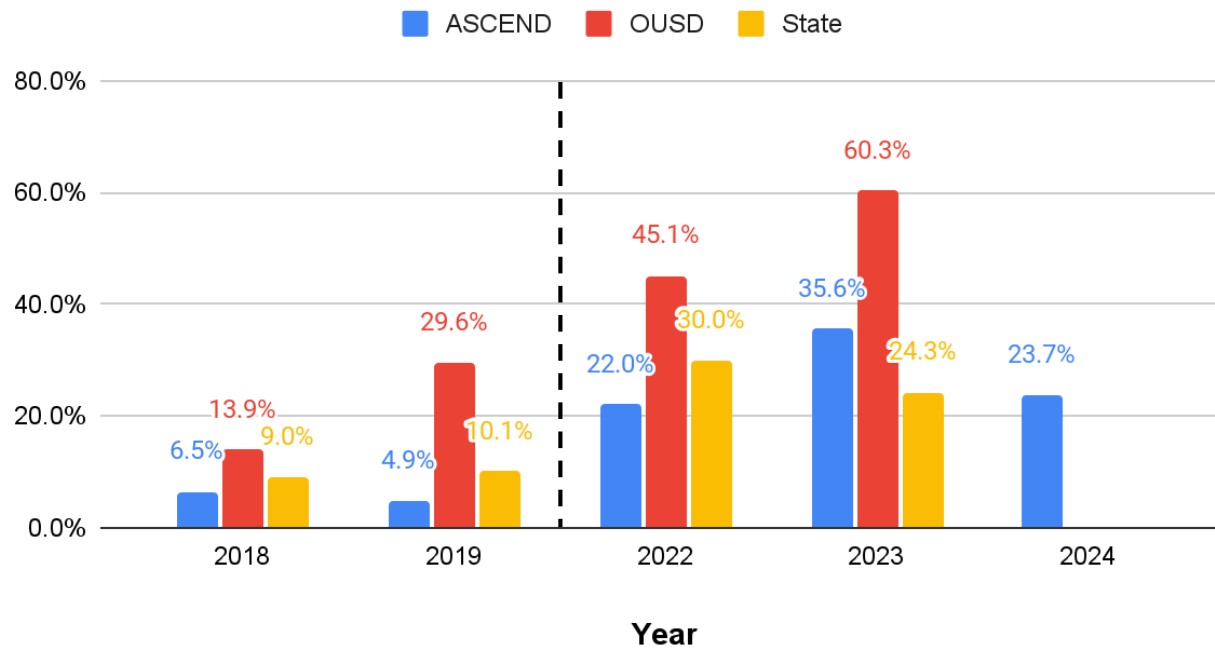


ASCEND TK-8 SCHOOL

# Chronic Absenteeism



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



Note: 2020 & 2021 data excluded due to pandemic disruptions

# Chronic Absenteeism Successes, Growth Areas, and Strategies



## Strengths

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

## Growth Areas:

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

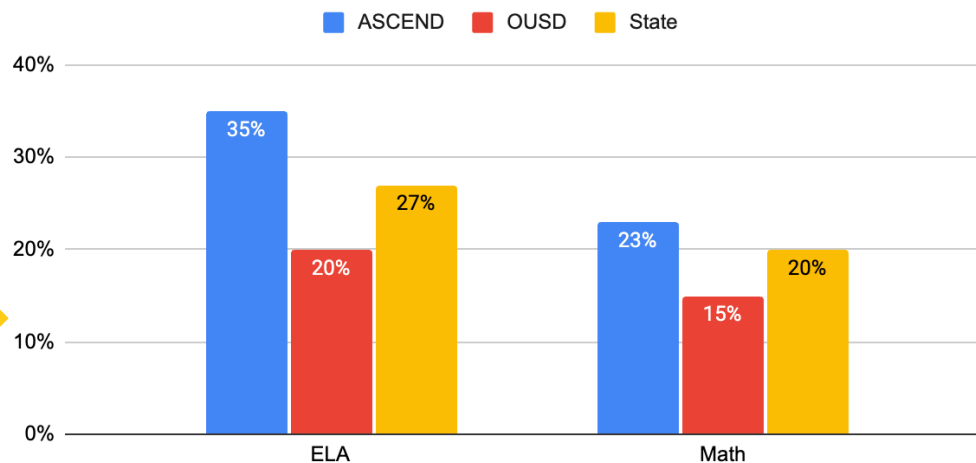
## 2024/2025 Strategy Pivots:

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

# ASCEND Outperforms Similar Schools in California



Similar Schools Comparison: SBAC ELA and Math 2023



Grades 3-8

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



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

# ELA Successes, Growth Areas, and



## Strengths

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

## Growth Areas:

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

## 2024/2025 Strategy Pivots:



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



# Math Successes, Growth Areas, and Strategies



## Strengths

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

## 2024/2025 Strategy Pivots:

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





# Home Languages Served



Arabic

English

Vietnamese

38  
Newcomers  
≈ 8%

Spanish

Mayan  
Languages

# Home Language Numbers



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

# Direct Services for English Learners



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

# Shifts in Educator Capacity-Building Practices

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





# ASCEND Serves a Similar Population to Nearby OUSD Schools

## Nearby OUSD Elementary & Middle Schools



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

# Challenge Area: Attracting Black/African American Families



## Observation:

**3% of students @  
ASCEND**

**vs**

**6% of residents in our  
census tract**

**are Black/African  
American**

## Observation:

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



# Targeted Recruitment 2021-2024



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



# Intentional Retention Strategies 2021-2024



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

# Recruitment & Retention Impact



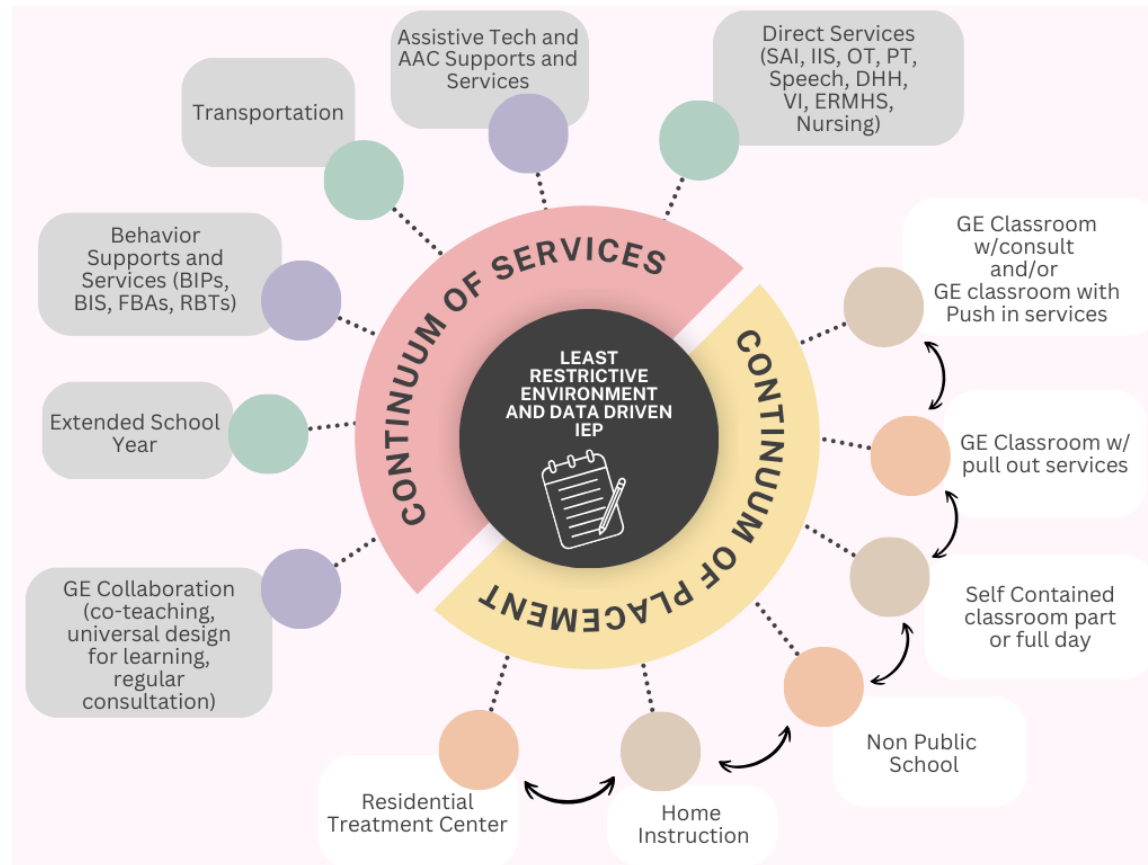
## AND...

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

**We welcome thought partnership and suggestions!**



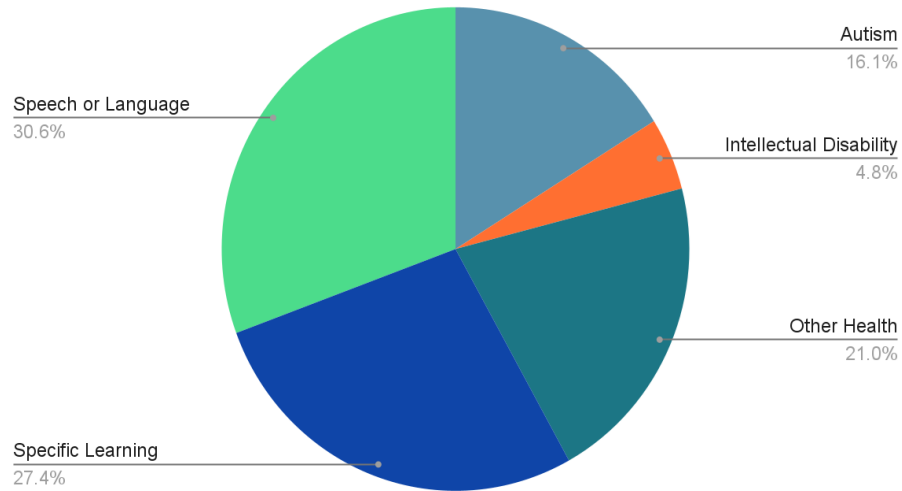
# ASCEND Offers a Full Continuum of Placement and Services



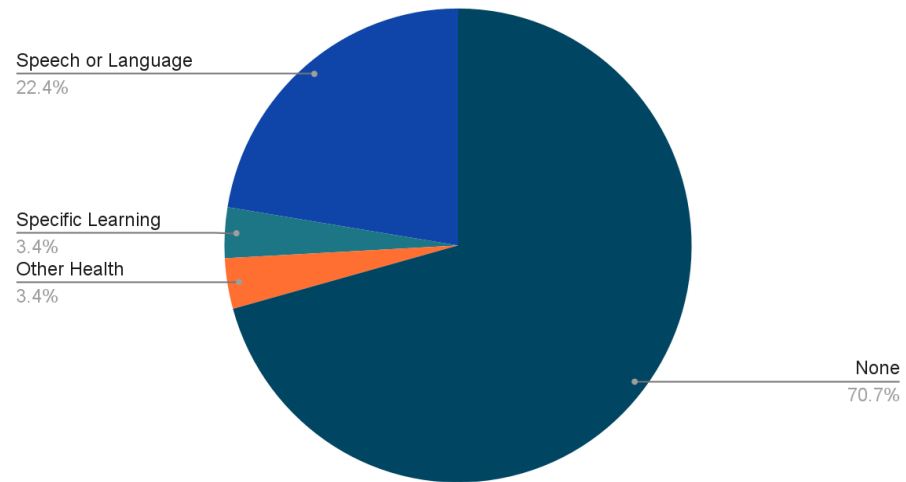
# Eligibility Breakdown for Students with Disabilities



Primary Eligibility Category



Secondary Eligibility Category

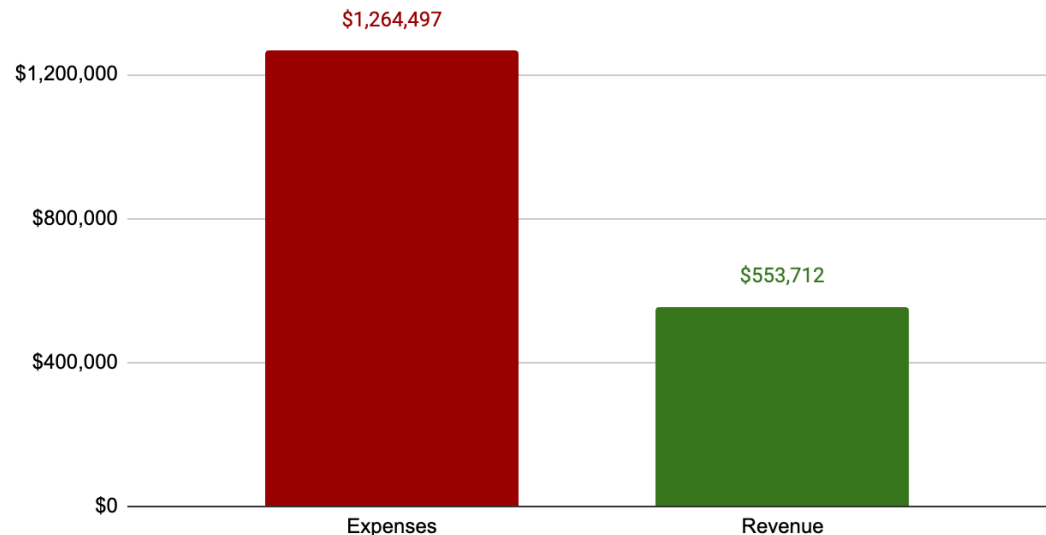


# Special Education Expenses vs Revenue



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

Special Education: 2023-24 Expenses & Revenue







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# ASCEND Teacher Credentials



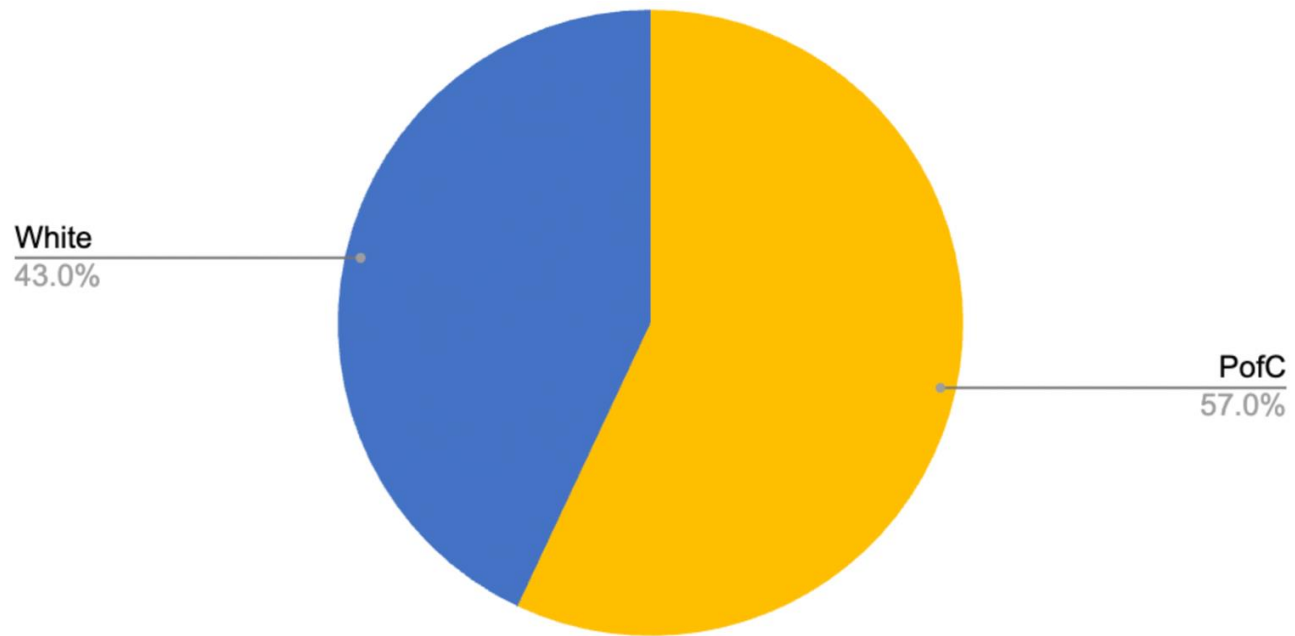
School Year	Total Teaching FTE	Fully Credentialed	Out of Compliance	Intern	Temporary Permit (PIP, STSP, WV)	Out of Field (GELAP, SELAP)	Incomplete	Unknown
<b>23/24</b>	28	21	1*	2	3	1	0	0
<b>24/25</b>	28	21	0	2	4	1	0	0

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

# ASCEND Teacher Diversity



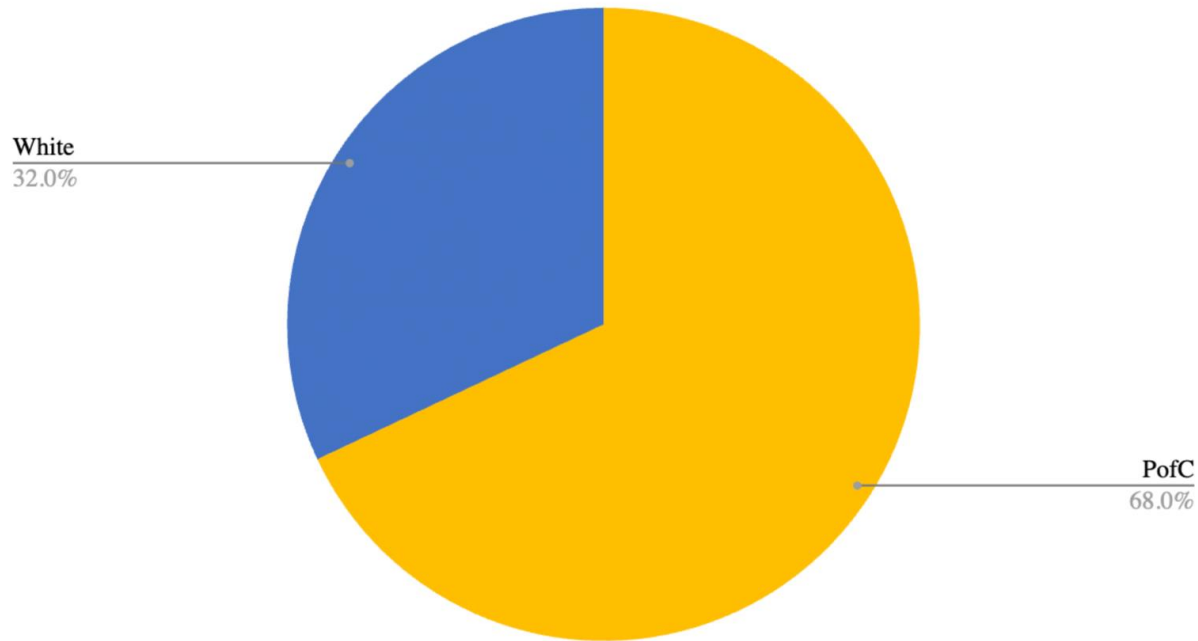
## ASCEND Teacher Diversity - % Based on Self-Identification



# EFC Teacher Diversity



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



# EFC Approach to Teacher Diversity: Pipelines & Partnerships



YOY  
5%  
increase  
in  
Black  
Teachers  
on staff



CLASSIFIED  
SCHOOL  
EMPLOYEE  
TEACHER  
CREDENTIAL  
PROGRAM

