

ASCEND
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School
Year
California Department of Education

Address: 3709 East 12th St. **Principal:** Lindzey Tassano
Oakland, CA ,
94601-4001

Phone: **Grade**
Span:

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Lindzey Tassano

Principal, ASCEND

About Our School

ASCEND is a TK-8 school in the Fruitvale that was born of the small schools movement 16 years ago. It was designed by parents, community leaders/ members and students visioning for a school model that would truly serve the most underserved and under-resourced students in Oakland. At its inception ASCEND was intended to minimize the achievement gap by offering a rigorous, intentional, expeditionary learning curriculum that would allow for students to cultivate the skills needed to navigate and impact the real world in a positive way. Being that we are a community school and families stay, we serve generations of families in the Fruitvale and are currently predominantly Latino, with a small percentage of African-American and Asian families. The work of ASCEND has always been closely tied to the need for equity and social justice within our community. Today, 16 years later, we are still striving for these outcomes and have refined our theory of action to include what it looks like to serve the 21st century learner. Rooted in our work is a deep belief that consistent development of a strong character allows for us to all grow, thrive and endure. We anchor in our community-designed vision and set of values known as the ASCEND Habits of Work & Learning (HOWLs).

The vision of ASCEND is to nurture a passion for learning and cultivate personal agency in order to discover who we are, what we need and how to advocate for it. Together, our community of students, families and staff explores, learns and grows through success and failure. Diverse learners thrive through an approach that develops the whole individual, which includes arts-integration, expeditionary learning, personalization, and a focus on social and emotional growth. Through a common vision guided by love, we empower each other to forge our own paths and to create a school that reflects the world we want.

Contact

ASCEND
3709 East 12th St.
Oakland, CA 94601-4001

Phone:
Email: cbo@efcps.net

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Oakland Unified
Phone Number	
Superintendent	Johnson-Trammell, Kyla
Email Address	kyla.johnson@ousd.org

Website	www.efcps.org
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School Contact Information (School Year 2022–23)

School Name	ASCEND
Street	3709 East 12th St.
City, State, Zip	Oakland, CA , 94601-4001
Phone Number	
Principal	Lindzey Tassano
Email Address	cdeascend@efcps.net
Website	www.efcps.org
County-District-School (CDS) Code	01612596118608

Last updated: 1/30/23

School Description and Mission Statement (School Year 2022–23)

ASCEND Vision Statement

The vision of ASCEND is to nurture a passion for learning and cultivate personal agency in order to discover who we are, what we need and how to advocate for it. Together, our community of students, families and staff explores, learns and grows through success and failure. Diverse learners thrive through an approach that develops the whole individual, which includes arts-integration, expeditionary learning, personalization, and a focus on social and emotional growth. Through a common vision guided by love, we empower each other to forge our own paths and to create a school that reflects the world we want.

Our ASCEND Habits of Work and Learning are: Compassion, Perseverance, Craftsmanship, Responsibility, Curiosity

These habits are taught, practiced and explicitly identified for ALL students, staff and families. We believe that anchoring in these habits require us to bring our highest-quality, most collaborative and committed selves to the work of learning and developing our community. We use advisory structures throughout our stakeholders groups to build these habits, work through challenges and to ensure that ALL members thrive through a sense of 'belonging and becoming.'

The Learning Model

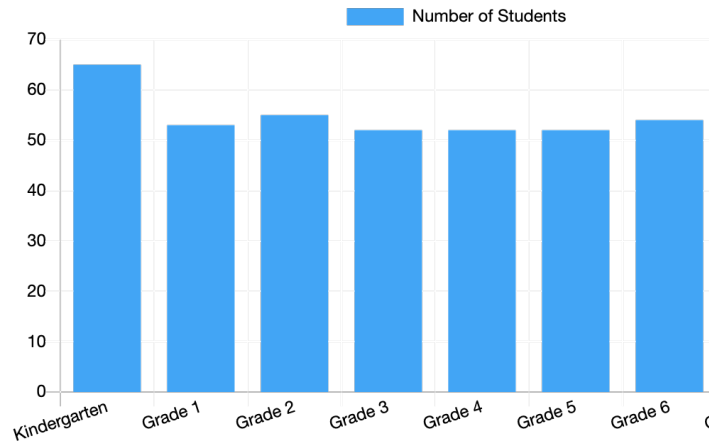
We believe in helping students to become lifelong learners by offering frequent opportunities to create, explore, question, and make connections. We use arts-integrated learning expeditions and shorter multidisciplinary units to teach students the Common Core Content Standards while creating opportunities for exploration and creativity. At ASCEND this looks like:

Expeditionary Learning + Multi-age, Blended and Personalized Learning + Culture, Social Emotional Learning

Last updated: 1/30/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	65
Grade 1	53
Grade 2	55
Grade 3	52
Grade 4	52
Grade 5	52
Grade 6	54
Grade 7	55
Grade 8	57
Total Enrollment	495



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/27/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	50.60%
Male	49.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	1.80%
Black or African American	2.60%
Filipino	0.00%
Hispanic or Latino	93.30%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.60%
White	0.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	66.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	64.90%
Students with Disabilities	11.50%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.70	59.14	1471.70	56.64	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	12.90	95.60	3.68	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.50	19.35	725.40	27.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	64.80	2.50	12115.80	4.41
Unknown	2.00	8.60	240.60	9.26	18854.30	6.86
Total Teaching Positions	23.20	100.00	2598.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/27/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field						

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/27/23

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	2.00	
Misassignments	2.50	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	4.50	

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

Last updated: 1/11/23

Class Assignments

Indicator	2020-21 Percent	2021-22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	20.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	26.60	

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EL Achieve, Center for Collaborative Classroom, Fishtank	Yes	0%
Mathematics	Eureka 2.0, Reflex	Yes	0%
Science	Ampilfy, Teacher-Created Expeditionary Learning Units	Yes	0%
History-Social Science	EL Achieve, Teacher-Created Expeditionary Learning Units	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	Teacher-created	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 1/30/23

School Facility Conditions and Planned Improvements

In collaboration with Education for Change administrators and the home office, we ensure that our school is clean at all times. We have a custodial team who is proud of keeping our campus clean for our students, staff, and parents. We work with our staff to make sure our campus is safe and improvements are made on a day-to-day base. Oakland Unified School District supports major repairs as needed. During summer, we dedicate time to heavily used areas and make sure we keep our building looking like new. During EXPO and throughout the year, we showcase student work and our building transforms into a gallery of student art. Students, parents, and staff work together to make their school experience an unforgettable experience for our students.

Last updated: 1/30/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	

Overall Facility Rate

Year and month of the most recent FIT report: January 2023

Overall Rating	Good
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Last updated: 1/30/23

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	30%	N/A	35%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	17%	N/A	25%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs

divided by the total number of students who participated in both assessments.

Last updated: 1/27/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	317	315	99.37	0.63	30.48
Female	162	162	100.00	0.00	33.95
Male	155	153	98.71	1.29	26.80
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	302	300	99.34	0.66	30.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	194	192	98.97	1.03	17.71
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	267	265	99.25	.75	29.43
Students Receiving Migrant Services	0	0	0	0	0
Students with Disabilities	41	41	100.00	0.00	2.63

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/27/23

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	317	315	99.37	0.63	17.46
Female	162	162	100.00	0.00	14.81
Male	155	153	98.71	1.29	20.26
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	302	300	99.34	0.66	17.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	194	192	98.97	1.03	9.9
Foster Youth	0	0	0	0	0
Homeless				0	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	267	266	99.63	0.37	17.67
Students Receiving Migrant Services	0	0	0	0	0
Students with Disabilities	41	40	97.56	2.44	8.11

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/27/23

**CAASPP Test Results in Science for All Students
 Grades Five, Eight and High School
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8, and high school)	NT	11.54	NT		28.72	29.47

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020-21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/30/23

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	104	104	100.00	0.00	11.54
Female	56	56	100.00	0.00	8.93
Male	48	48	100.00	0.00	14.58
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	99	99	100.00	0.00	11.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	53	53	100.00	0.00	5.66
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	84	84	100.00	0.00	11.9
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	15.38

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/23

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2021–22)
Percentage of Students Participating in each of the five Fitness Components**

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	98%	98%
7	100%	100%	100%	100%	100%
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/30/23

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority:
Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

ASCEND was designed with parents at the helm. Today, our parents remain a very present, engaged and committed part of our school community. On any given morning, our families are brimming in our lobby at hallways; connecting to one another and others in the community. We continue to view our families as the first teachers of our children, and know that partnership and true collaboration with families is the best way. To learn more about how to get involved at ASCEND, please reach out to our office at 510-879-3140.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	511	504	111	22.0
Female	259	255	54	21.2
Male	252	249	57	22.9
American Indian or Alaska Native	0	0	0	0.0
Asian	9	9	1	11.1
Black or African American	13	13	8	61.5
Filipino	0	0	0	0.0
Hispanic or Latino	478	471	99	21.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	8	8	3	37.5
White	3	3	0	0.0
English Learners	340	336	66	19.6
Foster Youth	2	2	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	442	437	98	22.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	65	64	20	31.3

Last updated: 1/31/23

State Priority: School Climate

The SARC provides the following information relevant to the State priority:

School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	3.64%	2.45%
Expulsions	0.00%	0.07%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	2.53%	3.13%	0.03%	3.92%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.06%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/27/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.13	0.00
Female	1.16	0.00
Male	5.16	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.35	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.65	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.17	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.62	0.00

Last updated: 1/27/23

School Safety Plan (School Year 2022–23)

The ASCEND Safety Plan was reviewed, and revised over the summer, but finalized on October 18, 2022. It was discussed with faculty a week prior to the first day of school which included: school site safety programs, procedures for complying with school safety laws, and Disaster/Emergency/Crisis Response procedures. The safety plan includes procedures for regular occurrences such as drills, basic first aid, and supervision schedules and expectations. It also includes emergency procedures and responsibilities for emergencies including earthquakes, fire, environmental hazards, armed intruders or attacks, or serious illness accidents. The plan includes professional development for the staff around the procedures. We also have a safety Plan and Guidelines for staff and students around COVID-19 Protocols.

Last updated: 1/30/23

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00	1	2	
1	26.00		2	
2	27.00		2	
3	26.00		2	
4	26.00		2	
5	26.00		2	
6	28.00		2	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00	1	2	
1	27.00		2	
2	27.00		2	
3	27.00		2	
4	27.00		2	
5	27.00		2	
6	29.00		2	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00	1	2	
1	27.00		2	
2	28.00		2	
3	26.00		2	
4	26.00		2	
5	26.00		2	
6	27.00		2	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	28.00		4	
Mathematics	28.00		4	
Science	28.00		4	
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	29.00		4	
Mathematics	29.00		4	
Science	29.00		4	
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English Language Arts	28.00		4	
Mathematics	28.00		4	
Science	28.00		4	
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/25/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.60
Social Worker	0.00
Nurse	0.01
Speech/Language/Hearing Specialist	0.83
Resource Specialist (non-teaching)	3.00
Other	8.61

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/27/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12861.77	\$3222.76	\$9639.01	\$72813.42
District	N/A	N/A	--	\$69144.00
Percent Difference – School Site and District	N/A	N/A	--	5.31%
State	N/A	N/A	\$6593.62	\$85368.00
Percent Difference	N/A	N/A	46.19%	-14.71%

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
- School Site and State				

Note: Cells with N/A values do not require data.

Last updated: 1/27/23

Types of Services Funded (Fiscal Year 2021–22)

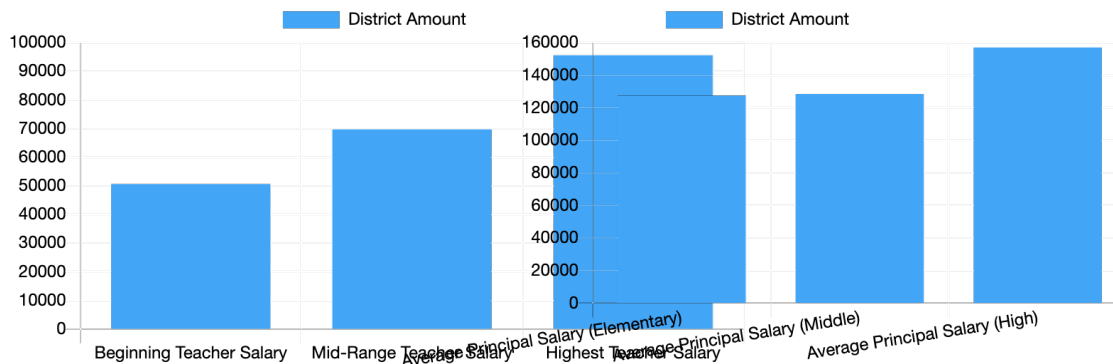
ASCEND allocates our dollars strategically to fund our vision and our initiatives. In this way, we can be intentional and targeted with our resources to maximize outcomes and opportunities for students. As aforementioned, our dynamic and robust instructional programming requires that we have highly qualified educators facilitating learning, and reduced ratios wherever we can. We fund a Residency Model that partners with local universities to support this initiative and ensure that all adults in our building are equipped with the skills to best serve students. These staffing dollars also support our visual arts, technology and performing arts integrated elements of our program. By serving students through multiple modalities, offering various pathways for entry into content and demonstration of mastery- we believe we are raising students who are strong critical thinkers, self-aware and can be agents of their own learning. Beyond the staffing needs are budget is built upon curricular and decisions that are collaboratively made and anchored in our vision

Last updated: 1/30/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50639.00	\$51080.95
Mid-Range Teacher Salary	\$69726.00	\$77514.16
Highest Teacher Salary	\$95590.00	\$105763.62
Average Principal Salary (Elementary)	\$127560.00	\$133420.78
Average Principal Salary (Middle)	\$128442.00	\$138593.75
Average Principal Salary (High)	\$157012.00	\$153391.60
Superintendent Salary	\$335300.00	\$298376.74
Percent of Budget for Teacher Salaries	28.19%	31.60%
Percent of Budget for Administrative Salaries	8.96%	4.97%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/27/23

Professional Development

Measure	2020–21	2021–22	2022–23

Measure	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	14

Last updated: 1/27/23