

Oakland Unified School District

Office of Charter Schools



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Proposition 39 Facilities Request Form & Instructions 2022-23 School Year

Key Deadlines

November 1, 2021	Charter School submits Prop 39 Facilities Request Form to OUSD Office of Charter Schools
December 1, 2021	District submits objections to Charter School's ADA projections ("Projection Objection Letter"), if applicable
January 2, 2022	Charter School responds to District's Projection Objection Letter, if applicable
February 1, 2022	District makes preliminary facilities offer to Charter School
March 1, 2022	Charter School responds to preliminary facilities offer
April 1, 2022	District makes final facilities offer to Charter School
May 1, 2022	Charter School notifies District to accept or decline the final facilities offer

Office of Charter Schools
1000 Broadway, 3rd Floor, Suite 300
Oakland, CA 94607
Phone: (510) 879-1677
www.ousdcharters.net

PROP 39 FACILITIES REQUEST FORM INSTRUCTIONS

Education Code §47614 (Proposition 39)



OFFICE OF CHARTER SCHOOLS

Complete the Prop 39 Facilities Request Form (next page) by responding to questions 1-4 and providing the appropriate documentation, as determined by school type, indicated below. Submit all applicable documents to charteroffice@ousd.org no later than end of day on **Monday, November 1, 2021**. Emailed verification will be provided upon submission of a complete application. Please **do not** submit documents in person.

		Additional Documents Required			
		ADA projections spreadsheet (appendix I)	Student application documentation (appendix II)	Meaningfully interested student signature forms (appendix III)	Meaningfully interested students spreadsheet (appendix IV)
Existing School	(a) Existing charter school				
	(b) Projected enrollment of any one or more of the following grade level(s) – TK, kindergarden, 6 th grade, and/or 9 th grade – does not increase by more than 15% between the 2021-22 and 2022-23 school years	Required	<i>Do not submit</i>	<i>Do not submit</i>	<i>Do not submit</i>
Expanding School	(a) Existing charter school				
	(b) Projected enrollment of either TK, kindergarden, 6 th grade, and/or 9 th grade does increase by more than 15%* between the 2021-22 and 2022-23 school years	Required	Required	<i>Do not submit</i>	<i>Do not submit</i>
New School	(a) Charter school opening in 2022-23	Required	<i>Do not submit</i>	Required	Required

*Student application documentation is not required if an enrollment increase of 15%+ results in an increase of 5 or fewer students per grade.

Notes on required documentation:

- Prop 39 facilities are allocated based on in-district (OUSD resident) average daily classroom attendance (ADA).
- Expanding Schools are required to submit documentation demonstrating “meaningfully interested students” for appendix II. Unlike in past years, this requirement must be fulfilled by providing student application documentation from the 2020-21 and 2021-22 school years. Further instructions are included in Appendix II.
- Charter schools experiencing enrollment growth due to the addition of previously authorized grade levels are considered Existing Schools. As such, these schools should **not** submit student application documentation or meaningfully interested student forms.
- Include only information requested. OCS may request additional documentation as necessary.

2022-23 PROP 39 FACILITIES REQUEST FORM

Education Code §47614 (Proposition 39)



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- The Facilities Request Form and all accompanying documentation must be submitted to charteroffice@ousd.org by end of day **on Monday, November 1, 2021**.
- A facilities request will only be accepted if submitted on this form with all required attachments (please see Prop 39 Facilities Request Form Instructions on prior page for details on required attachments).

Charter School Name: ASCEND

Primary Contact Person Name: Ernest Peterson Phone: 510.363.5499

Email: epeterson@efcps.net Fax: n/a

Mailing Address: 3709 East 12th Street, Oakland, CA 94601

1. Provide a description of the methodology used to create the average daily classroom attendance (ADA) projections included in Appendix I.

ASCEND is not projecting a substantial increase in its in-District classroom ADA, or its overall and in-District enrollment, for the 2022-23 school year.

For Table One:

I downloaded the student list as of CBEDS date for each year requested. For the "Oakland Resident Classroom Based Enrollment", I excluded every student who lived outside of Oakland. I also downloaded our ADA report as of CBEDS date for every year requested and excluded any student who was on independent study. For "Total Enrollment" I listed every student enrolled as of CBEDS date. For the Projected Columns I used the cohort survival method to roll each current grade level's enrollment forward to the next grade, assumed Kindergarten and TK classes of the same size as in pre-COVID times, and assumed that we would also enroll several additional students at grades 1-8 to normalize our class sizes where necessary. We also assumed that we would have the same in-District percentage as we have had in most prior years, of approximately 96.6% in-District students.

It is reasonable for us to project this slightly higher total and in-District enrollment as EFC will be engaging in a stronger recruitment effort, including, but not limited to, canvassing the neighborhood as well as setting up recruiting booths at city-wide events. We have also hired a community outreach coordinator to lead these efforts. In addition, ASCEND has always received more applications than it has available slots, and has maintained a stable and steady enrollment.

For Table Two:

I exported the "Daily ADA Report" for the requested years as of CBEDS date. That report excluded early TK students that are not receiving ADA until their 5th birthday. We also excluded any student who was

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enrolled in independent study for CBEDS date. For the “projected” column I took an average of the requested two years.

For Table 3:

I took the projected Oakland-resident, classroom-based enrollment from Table one and multiplied it by the projected attendance rate in Table 3.

2. Please indicate all (sites, including non-OUSD sites) on which the Charter School is currently located, if any.

ASCEND is located at 3709 E 12th St, Oakland, CA 94601 in a dedicated single school site.

3. Provide a description of the general geographic area or the district school site in which the charter school wishes to locate. (Please note that while the District will make a reasonable effort to offer space in the general geographic area requested, Proposition 39 does not require the district to grant the charter school’s geographic or site-specific requests.)

ASCEND has always been located at the site on E 12th in Oakland’s Fruitvale District since 2001. This included through the new construction that was completed in 2008. We are the only school at our site as a conversion charter school. Please also note that ASCEND is entitled to remain on the ASCEND campus as a conversion charter school (5 CCR Section 11969.3) and pursuant to its Letter of Agreement with the District, and is submitting this request solely at the request of the District, and not because ASCEND has any obligation to do so in order to remain on its site (please see cover letter for more information).

ASCEND is an integral part of the Fruitvale community as a partner with many, many community organizations. ASCEND has a long track record of commitment to serving the Fruitvale community in its current location. ASCEND partners with La Clinica, Centro Legal de La Raza, Seneca Center, Oakland Leaf, Beast Oakland, Agency by Design, Mosaic, Forest and Trees, and the People’s Conservatory. As part of the El Dorado SELPA, ASCEND has partnered with Seneca Center to provide RTI and Special Education services. The Alameda County Food Bank provides food for our families.

4. Please note if the charter school has any unique facilities-related requests based on the school’s educational programming.

No school succeeds without focus, especially one with educationally-underserved students. Expeditionary Learning and a fully arts-integrated program are a major part of what makes the educational program culturally relevant, engaging, and innovative at ASCEND. EFC implements a core curriculum using Eureka Mathematics, the Center for Collaborative Classroom Early Literacy Suite, and EL Education’s ELA Modules. Inquiry is a core component of our English Language Arts program. Science and social studies are addressed both as part of the integrated components of the EL Education curriculum and as supplemental FOSS Next Generation science curriculum, where themes traverse subject areas. Social Studies is also

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taught for 50 minutes weekly by the classroom teacher. Science is taught as a released prep period, in a specifically designated Science classroom. We implement GLAD strategies across all content areas to best support our multilingual students. We provide personalized, blending learning through Zearn, ST Math, Lexia, and Reading Plus/Amplified Reading. Every student who reads below grade level receives targeted intervention either during the school day or after school. The English Language Arts Tier 2 intervention utilizes the SIPPS explicit phonics program, while Tier 3 uses Wilson Reading Intervention. During the day interventions occur in the intervention classrooms and common spaces. Students who qualify for Special Education receive targeted services, which take place in our Learning Lab (pull out services) and in classrooms (push in services). We provide targeted interventions for English language intervention using the Rosetta Stone language development program.

Community Engagement

Another critical link in the educational program for our students are the services and training provided to our families. ASCEND facilitates parent workshops and outreach with the support of CCSA, the Seneca Center, La Clinica, Beast Oakland, and our many other community partners listed in the previous section.

The facilities implications include the traditional need for a classroom for each teacher, including the two Special Education teachers, as well as a need for classrooms for the Science program, Art Program, Dance program, Special Education/ MTSS program, Intervention classes (during and after school), space for the learning lab, library, multipurpose room in the Cafe, and Community Room/Family Resource Center, which is a location for parenting classes and family activities.

Below is a grid detailing the facilities needs, based on the educational program:

Space Needed	Educational Program	Comments
23 classrooms	Self-contained TK-5th grade classrooms	Also used for Summer Program
1 classroom/Library	During school, targeted Tier 2 literacy intervention program conducted by Reading Partners and the ASCEND Tier 2 Literacy Interventionist. The Library is also open Inquiry research, regular class visitations, parents & families after school.	
3 classrooms	Specials classes: Science program, Art Program, Dance Program	Also used for Summer Program
1 classroom	Special Education Program: 2 RS teacher	Also used for Summer Program



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2 office spaces	Special Education: Speech Therapist	Also used for Summer Program
1 office space	Deans of Instruction, Dean of Culture, & Intervention Staff	
1 office space	Clinical/Therapy room for students and families receiving services	
1 classroom	Family Resource center and community room	
1 textbook room	Storage of instructional materials	
1 storage space	Custodian and custodial supplies	
Cafeteria space	Breakfast/Lunch Program, snack and pick up location for the afterschool (ASES program)	Also used for Summer Program
Classrooms, cafeteria/stage, staff lounge, art office, library	Afterschool intervention, and enrichment activities	Also used for Summer Program
1 office/ storage space	Location for PE Coach to store equipment	Also used for Summer Program
1 office	Office/Attendance Staff	Also used for Summer Program
3 offices	Principal and Assistant Principals (3)	Also used for Summer Program

If the comparison schools have any other regular teaching station space, specialized classroom space, or non-teaching station space not identified here, the Charter School expects that the District will provide it with a reasonably equivalent allocation of each kind of available space, consistent with the requirements of Proposition 39.



Education for Change Public Schools

Office of Charter Schools
Oakland Unified School District
1000 Broadway, 6th Floor, Suite 639
Oakland, CA 94607

***Re: Letter of Intent to Apply for Proposition 39 Conversion School Facilities
In Accordance With Education Code Section 47614 and Title V Code of
Regulations Section 11969.1-11969.11***

To the Office of Charter Schools:

This letter serves as ASCEND Academy's ("Charter School") notice to the Oakland Unified School District ("District") that the Charter School has submitted a complete Proposition 39 request by November 1, 2021 for facilities during the 2021/2022 school year, in accordance with the above referenced legal authority.

As a conversion school established in accordance with Education Code Section 47605(a)(2), pursuant to 5 CCR Section 11969.3 the Charter School is entitled to occupy its converted school site in its first year of operation, and thereafter upon annual request, unless and until a mutual amendment of the charter occurs.

As a result, and given its desire to remain on the ASCEND campus for the foreseeable future, the Charter School would like to negotiate a long-term facility use agreement with the District for the term of the Charter School's current charter. The Charter School believes that a long-term facility use agreement with the District would have many benefits. First, a long-term agreement would eliminate the need to expend staff time and attorney's fees on the part of both the District and the Charter School in going through the Proposition 39 process on a yearly basis, especially given that the District is legally obligated to allocate the ASCEND site to the Charter School absent a waiver from the State Board of Education. In addition, a long-term agreement would facilitate the planning process for any improvements that the Charter School may wish to make to the site, as well as enable us to explore funding options for additional improvements to the site, to the benefit of the District as the site's owner. As the Charter School has developed a positive relationship with the neighborhoods surrounding the school site, as well, a long-term agreement will enable the Charter School to continue building this positive relationship.

We look forward to discussing this option with you at your earliest convenience.

Sincerely,

A handwritten signature in black ink, appearing to read "Larissa Adam".

Larissa Adam, Superintendent

Appendix I: Enrollment, Attendance Rates, and ADA Projections

Instructions: Fill out the tables below for all grade levels served at the school. "Oakland-Resident, Classroom-Based" columns should only include information for students who reside in Oakland, excluding any students in non-classroom based programs (e.g. independent study). ADA Projections in Table 3 should be the result of multiplying corresponding projected enrollment in Table 1 by corresponding projected attendance rates in Table 2.

Table 1: Enrollment

Grade Level	Oakland-Resident, Classroom-Based Enrollment			Total Enrollment		
	2020-21 (as of CBEDS Census Day)	2021-22 (as of CBEDS Census Day)	2022-23 (projected)	2020-21 (as of CBEDS Census Day)	2021-22 (as of CBEDS Census Day)	2022-23 (projected)
TK	19	18	19	20	18	20
K	49	47	49	50	48	50
1	53	52	53	53	53	53
2	51	52	52	53	54	54
3	51	52	52	53	53	53
4	51	51	51	54	52	53
5	53	48	53	54	52	53
6	54	54	54	57	54	56
7	58	50	54	59	55	59
8	52	56	54	57	57	57
9						
10						
11						
12						
TOTAL	491	480	491	510	496	508

Table 2: Attendance Rate

Grade Level	2020-21 Attendance Rate	2021-22 Attendance Rate	Projected 2022-23 Attendance Rate
TK	97.7	92.38	95.04
K	98	92.77	95.39
1	97	91.65	94.33
2	97.1	91.68	94.39
3	97.9	91.82	94.86
4	98.4	92.73	95.57
5	99.1	94.64	96.87
6	99	93.8	96.40
7	98.6	98.02	98.31
8	98.8	93.04	95.92
9			
10			
11			
12			

Table 3: Average Daily Attendance (ADA) Projections

Grade Level	Projected 2022-23 ADA	
	Oakland Resident, Classroom Based <i>(projected resident classroom-based enrollment x projected attendance rate)</i>	All Students Total <i>(projected total enrollment x projected attendance rate)</i>
TK	18.06	19.01
K	46.74	47.70
1	49.99	49.99
2	49.08	50.97
3	49.33	50.28
4	48.74	50.65
5	51.34	51.34
6	52.06	53.98
7	53.09	58.00
8	51.80	54.67
9		
10		
11		
12		
TOTAL	470.23	486.60