Executive Summary School Accountability Report Card, 2011–12

For ASCEND

Address:	3709 East 12th St., Oakland, CA, 94601	**Phone:**	(510) 879.3140
Principal:	Larissa Adam, Principal	**Grade Span:**	K-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

ASCEND is a small K-8 school in the Oakland Unified School District. We are an arts-integrated Expeditionary Learning school that prioritizes family and community partnerships. Our mission is to engage students in academic inquiry. To make a positive difference in the lives of young people, we offer engaging and rigorous instruction and build strong relationships between parents, staff, students, and community. At ASCEND we are dedicated to developing leaders and mentors who create a more compassionate, equitable and just society. We encourage our children to take charge of their own learning, be reflective, and take responsibility for themselves, their family, and their community.

Student Enrollment

Group	Enrollment
Number of students	436
Black or African American	3.4%
American Indian or Alaska Native	0.0%
Asian	4.1%
Filipino	0.5%
Hispanic or Latino	90.1%
Native Hawaiian or Pacific Islander	0.0%
White	1.6%
Two or More Races	0.0%
Socioeconomically Disadvantaged	100.0%
English Learners	78.0%
Students with Disabilities	7.1%

Teachers

Indicator	Teachers

Teachers with full credential	23
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	45%
Mathematics	52%
Science	33%
History-Social Science	21%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	766
Statewide Rank (from 2011 Base API Report)	5
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 9 of 17
2012–13 Program Improvement Status (PI Year)	Year 5

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

Ascend is now housed in a modernized facility.
All systems and structures are in exemplary condition.

Repairs Needed

N/A

Corrective Actions Taken or Planned

N/A

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$4,829
District	$6,808
State	$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact

the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	ASCEND	**District Name**	Oakland Unified
Street	3709 East 12th St.	**Phone Number**	(510) 879-8582
City, State, Zip	Oakland, CA, 94601	**Web Site**	www.ousd.k12.ca.us
Phone Number	(510) 879.3140	**Superintendent**	Anthony Smith
Principal	Larissa Adam, Principal	**E-mail Address**	tony.smith@ousd.k12.ca.us
E-mail Address	ladam@efcps.net	**CDS Code**	01612596118608

School Description and Mission Statement (School Year 2011–12)

The mission of ASCEND is to close the achievement gap in Oakland. To make a positive difference in the lives of our young people, we offer engaging and rigorous instruction and build strong relationships between parents, staff, students, and community. At ASCEND we are dedicated to developing leaders and mentors who create a more compassionate, equitable, and just society.

We use a two-pronged strategy to promote student achievement:

1. *Maximizing community and family participation*

The diversity of our students with respect to culture and life experiences requires a nonlinear approach to education. We must move beyond looking at test scores and demographic data and address the social, emotional, and intellectual profiles of children. The participation of families and the surrounding community is critical in meeting the needs of the whole child and therefore a top priority for ASCEND. ASCEND views the expertise and leadership of the families as critical as that of our educators in leveling the playing field for our children.

2. Developing an effective and engaging instructional program guided by teacher inquiry and research.

We also realize that maximum participation of family and community in schools is useless if the instruction in the classrooms is not effective. Our instructional program is driven by student data gathered by the teachers themselves. All teachers participate in action-research in their classrooms and throughout the school to make informed decisions about assessment, curriculum, pedagogy, and student services. Student data identifies student needs, and student needs drive our program.

Opportunities for Parental Involvement (School Year 2011–12)

Family involvement and community partnerships are fundamental to meeting the needs of the whole child. When we refer to ASCEND, we mean equal participation of and appreciation for all the individuals and organizations who work for our children. We recognize the challenge of developing a culture and program that is authentically inclusive of families and community members. Towards our goal of valued and integral partnership over token committees and activities, we implement the following:

a. **Parent/teacher conferences**

Days are built into the calendar at the beginning, middle, and end of the year to ensure there is time for quality dialogue on student progress towards ASCEND standards. These conferences are mandatory for every family and can last as long as an hour. Teachers review the standards-based report cards and show student work to demonstrate student progress towards these standards. Older students are expected to participate actively in this process.

b. **Parent education on standards and curriculum**

The school runs regular workshops and class meetings with parents to review what children are learning and how they are learning it, give suggestions on helping with homework, and reviewing future units.

c. **Family/community center**

ASCEND has created a central space on campus to serve as a Family Resource Center, which is run by our three Family Resource Center coordinators. We provide a variety of services to our families through this center. The center has a computer, printer, Internet access, phone, kitchen facilities, parent resources, and a community bulletin board with opportunities for parent education, community opportunities, important meetings, and job opportunities.

d. **A family advisory committee with representatives on the site leadership team**

Families form a Parent Leaders Team that helps the school makes decisions around budgeting, student programs, and curriculum. Representatives from the Parent Leaders Team are part of the School Site Council.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students

Kindergarten	49	Grade 8	46
Grade 1	50	Ungraded Elementary	0
Grade 2	52	Grade 9	0
Grade 3	47	Grade 10	0
Grade 4	48	Grade 11	0
Grade 5	48	Grade 12	0
Grade 6	48	Ungraded Secondary	0
Grade 7	48	Total Enrollment	436

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	3.4%
American Indian or Alaska Native	0.0%
Asian	4.1%
Filipino	0.5%
Hispanic or Latino	90.1%
Native Hawaiian or Pacific Islander	0.0%
White	1.6%
Two or More Races	0.0%
Socioeconomically Disadvantaged	100.0%
English Learners	78.0%
Students with Disabilities	7.1%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009−10 Number of Classes*			Avg. Class Size	2010−11 Number of Classes*			Avg. Class Size	2011−12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.0	0	2	0	24.0	0	2	0	24.5	0	2	0
1	19.5	2	0	0	24.0	0	2	0	25.0	0	2	0
2	20.0	2	0	0	23.5	0	2	0	26.0	0	2	0
3	20.0	2	0	0	24.0	0	2	0	23.5	0	2	0
4	21.0	1	1	0	23.5	0	2	0	24.0	0	2	0
5	24.3	0	2	0	23.0	0	2	0	24.0	0	2	0
6	24	0	2	0	24.0	0	2	0	24.0	0	2	0
Other												

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.0	0	4	0	24.0	0	4	0	23.5	0	4	0
Mathematics	24.0	0	4	0	24.0	0	4	0	23.5	0	4	0
Science	24.0	0	4	0	24.0	0	4	0	23.5	0	4	0
Social Science	24.0	0	4	0	24.0	0	4	0	23.5	0	4	0

* 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.

III. School Climate

School Safety Plan (School Year 2011–12)

The ASCEND Safety Plan is reviewed and updated annually since we are constantly growing and our site is constantly evolving as we enjoy and appreciate the final construction of our new building. The school reviewed, revised and submitted to the Board in 11-12 an updated Safety Plan that 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 earthquake, fire, environmental hazard, armed intruder or attack, or serious illness or accident. The plan includes professional development for the staff around the procedures.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	1.15%	0%	0%	14.16%	12.26%	14.8%
Expulsions	0%	0%	0%	0.16%	0.19%	0.10%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

Ascend is now housed in a modernized facility. All systems and structures are in exemplary condition.

School Facility Good Repair Status (School Year 2012–13)

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

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	21	23	23	1835
Without Full Credential	0	1	1	128
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind

(NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	93.81%	6.19%
High-Poverty Schools in District	93.71%	6.29%
Low-Poverty Schools in District	97.79%	2.21%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	1.6	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	0	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	0.5	
Resource Specialist (non-teaching)	1.0	
Other	0	

Note: Cells shaded in black do not require data.
* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	2000	Yes	0%
Mathematics	2009	Yes	0%
Science	2007	Yes	0%
History-Social Science	2006 (Grade 4 -12) 2007 (Grade k -3)	Yes	0%
Foreign Language	N/A	Yes	0%
Health	N/A	Yes	0%
Visual and Performing Arts	N/A	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	Yes	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$6,428	$1,883	$4,829	$51,615
District			$6,808	$54,035
Percent Difference – School Site and District			-29.08%	-4%
State			$5,455	$68,835
Percent Difference – School Site and State			-11%	-25%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered

restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE *Certificated Salaries & Benefits* Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2011–12)

ASCEND strategically allocates its resources to support professional development for teachers and inside and outside of classroom intervention and extracurricular opportunities for students. Specifically, the school served 210 students in the after school program coordinated by Oakland Leaf, employed a full-time instructional coach who supports teachers to accelerate English Learner achievement, employed a part-time middle school coach to support teachers to implement the Understanding by Design model of instructional planning, and provided intensive literacy interventions to elementary students who scored significantly below proficiency on district benchmark assessments.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$39,456	$41,455
Mid-Range Teacher Salary	$54,328	$66,043
Highest Teacher Salary	$70,934	$85,397
Average Principal Salary (Elementary)	$84,669	$106,714
Average Principal Salary (Middle)	$85,411	$111,101
Average Principal Salary (High)	$86,249	$121,754
Superintendent Salary	$265,000	$223,357
Percent of Budget for Teacher Salaries	29.00%	39.00%
Percent of Budget for Administrative Salaries	7.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:
- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three

through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	46%	54%	45%	43%	45%	47%	52%	54%	56%
Mathematics	56%	56%	52%	44%	46%	46%	48%	50%	51%
Science	41%	48%	33%	41%	46%	49%	54%	57%	60%
History-Social Science	25%	27%	21%	27%	32%	31%	44%	48%	49%

Note: Scores are not shown 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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	47%	46%	49%	31%
All Students at the School	45%	52%	33%	21%
Male	41%	49%	33%	23%
Female	50%	55%	33%	19%
Black or African American	33%	27%	0%	0%
American Indian or Alaska Native				
Asian	71%	59%	0%	0%

Filipino	0%	0%	0%	0%
Hispanic or Latino	44%	52%	32%	16%
Native Hawaiian or Pacific Islander				
White	0%	0%	0%	0%
Two or More Races				
Socioeconomically Disadvantaged	42%	47%	24%	15%
English Learners	25%	35%	5%	0%
Students with Disabilities	31%	27%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%

Note: Scores are not shown 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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	N/A	N/A	N/A	35%	40%	39%	54%	59%	56%
Mathematics	N/A	N/A	N/A	36%	40%	44%	54%	56%	58%

Note: Scores are not shown 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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	61%	18%	22%	56%	28%	16%
All Students at the	N/A	N/A	N/A	N/A	N/A	N/A

School					
Male					
Female					
Black or African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					
Students Receiving Migrant Education Services					

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	23.40%	8.50%	2.10%
7	20.40%	30.60%	22.40%
9	0.00%	0.00%	0.00%

Note: Scores are not shown 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

For detailed information about the API, see the CDE *API Web page at*
http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The ***statewide API rank***
ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten
percent of all schools in the state, while a statewide rank of 10 means that the school has an API
score in the highest ten percent of all schools in the state.

The ***similar schools API rank*** reflects how a school compares to 100 statistically matched "similar
schools." A similar schools rank of 1 means that the school's academic performance is comparable to
the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means
that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	3	4	5
Similar Schools	5	6	1

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	39	12	-27
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	52	11	-27
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	46	3	-23
English Learners	34	15	-35
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not
have a valid API Base and there is no Growth or target information. "C" means the school had significant
demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012
Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	333	766	25,919	730	4,664,264	788
Black or African American	15	711	8,018	655	313,201	710
American Indian or Alaska Native	0		91	702	31,606	742
Asian	17	802	4,029	826	404,670	905
Filipino	2		243	808	124,824	869
Hispanic or Latino	294	765	9,975	701	2,425,230	740
Native Hawaiian or Pacific Islander	0		309	675	26,563	775
White	5		2,458	900	1,221,860	853
Two or More Races	0		529	869	88,428	849
Socioeconomically Disadvantaged	155	755	16,312	692	2,779,680	737
English Learners	251	744	10,835	701	1,530,297	716
Students with Disabilities	27	560	2,741	558	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page at* http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	No

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page:
http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		84
Percent of Schools Currently in Program Improvement		63.6%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.
For general admissions requirements, please visit the *UC Admissions Information* Web page at
http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:
- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page at* http://www.calstate.edu/admission/admission.shtml. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout									

Rate		0%	0%		32.1	27.3		16.6	14.4
Graduation Rate		N/A	N/A		55.16	59.14		74.72	76.26

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	N/A	N/D	N/D
Black or African American	N/A	N/D	N/D
American Indian or Alaska Native	N/A	N/D	N/D
Asian	N/A	N/D	N/D
Filipino	N/A	N/D	N/D
Hispanic or Latino	N/A	N/D	N/D
Native Hawaiian or Pacific Islander	N/A	N/D	N/D
White	N/A	N/D	N/D
Two or More Races	N/A	N/D	N/D
Socioeconomically Disadvantaged	N/A	N/D	N/D
English Learners	N/A	N/D	N/D
Students with Disabilities	N/A	N/D	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011–12)

N/A

Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent

2011-12 Students Enrolled in Courses Required for UC/CSU Admission	8.2%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	N/A	
English	N/A	
Fine and Performing Arts	N/A	
Foreign Language	N/A	
Mathematics	N/A	
Science	N/A	
Social Science	N/A	
All courses	N/A	

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

There are 7 full days of professional development each year, and teachers engage in additional professional development activities every Wednesday for two hours. ASCEND's professional development model stresses the development of both content and pedagogical knowledge, and incorporates the analysis of data and data-based instructional planning across the content areas. The elementary school teachers participate in sessions that support them in implementing ELA math instructional strategies effectively, as well as sessions that develop their ability to develop their students' writing skills. The middle school teachers participate in sessions that support them in developing their students' academic language skills, as well as professional development in planning units using the Understanding by Design model.

ASCEND	**School Accountability Report Card, 2011-2012**
Oakland Unified	*Provided by the Ed-Data Partnership*
	For more information visit www.ed-data.org