

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

KIPP Bridge Charter School

Address: 991 14th St. , Oakland CA 94607-3230 Phone: 510-879-2421
Principal: Lolita Jackson Grade Span: 5 - 8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 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

Description

KIPP Bridge Charter School is a public middle school in West Oakland that is changing children's lives. It enrolls students regardless of their past record, and is setting them on a path to high school and college success. KIPP Bridge is the highest performing Title I middle school in the Oakland Unified School District and the second highest performing middle school overall.

Mission

The mission of KIPP Bridge Charter School is to develop the academic knowledge, skills, and character traits necessary for students to achieve success in the finest high schools and colleges, and the competitive world beyond. Strengthened by these skills, habits, and qualities, the students of KIPP Bridge Charter School prioritize the goal of a college education in achieving personal success.

Student Enrollment

Group	Percent
African American	77.78 %
American Indian or Alaska Native	0.43 %
Asian	2.14 %
Filipino	%
Hispanic or Latino	17.09 %
Pacific Islander	1.28 %
White (not Hispanic)	0.43 %
Multiple or No Response	0.85 %
Socioeconomically Disadvantaged	72.00 %
English Learners	4.00 %
Students with Disabilities	4.00 %
Total Number of Students	234

Teachers

Indicator	Teachers
Teachers with full credential	13

Teachers without full credential	5
Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	58
Mathematics	42
Science	52
History-Social Science	49

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	789
Statewide Rank (from 2008 Base API Report)	6
2009-10 Program Improvement Status (PI Year)	Not in PI

School Facilities

Summary of Most Recent Site Inspection

N/A

Repairs Needed

Elevators need regular repairs

Corrective Actions Taken or Planned

Large scale modernization project

Curriculum and Instructional Materials

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

NAEP Reading, Grade 4

Level	Result

Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	41%
Achievement Level - Proficient	25%
Achievement Level - Advanced	5%

NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page 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., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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 2009-10)

This section provides the schools contact information.

School		District	
School Name	KIPP Bridge Charter	District Name	Oakland Unified
Street	991 14th St.	Phone Number	510-879-8582
City, State, Zip	Oakland , CA 94607-3230	Web Site	www.ousd.k12.ca.us
Phone Number	510-879-2421	Superintendent	Anthony Smith
Principal	Lolita Jackson	E-mail Address	tony.smith@ousd.k12.ca.us
E-mail Address	ljackson@kipbridge.org	CDS Code	01- 61259- 0115014

School Description and Mission Statement (School Year 2008-09)

School Description and Mission Statement (School Year 2008-09)

Description

KIPP Bridge Charter School is a public middle school in West Oakland that is changing children's lives. It enrolls students regardless of their past record, and is setting them on a path to high school and college success. KIPP Bridge is the highest performing Title I middle school in the Oakland Unified School District and the second highest performing middle school overall.

Academic Program

KIPP Bridge provides students with a challenging college preparatory curriculum that is based on the California Content Standards for grades 5-8 in English-Language Arts, Mathematics, Science and Social Studies.

In 5th and 6th grade students receive 90 minutes of Reading, Writing and Math per day; and 90 minutes every other day of Science and Social Studies.

In 7th and 8th grade students receive 90 minutes per day on English Language Arts, Math, Science and Social Studies. In addition to the core academic classes, the school also provides math and reading tutorials. The math and reading Tutorials facilitate one-on-one meetings and small group interactions which address the specific needs of the students. The tutorials strengthen students' numeracy and literacy skills, providing a support system for academics presented during the school day.

To ensure that our students are well-rounded individuals, the school also offers Physical Education classes.

As a part of our extended-year program, students are required to participate in Saturday Enrichment classes once per month. During the summer, students are also required to attend a two-week summer program which plays an integral role in preparing our students for the upcoming year as well as for great high schools and colleges.

Physical Education Program: 5th – 8th grade

Students participate in team-building and cooperative games
Students learn basic skills in soccer, basketball, football, volleyball, and baseball
Boys and girls in 7th/8th Grade can play on the Basketball and Soccer Teams
Visual Art Program: 5th – 8th grade

Music Program: 5th – 8th Grade

5th grade students have the opportunity to participate in music classes, which focus on singing and school spirit. Students in 5th – 8th grade may participate in an After School Strings program in which they receive instruction in string instruments.

Mission

The mission of KIPP Bridge Charter School is to develop the academic knowledge, skills, and character traits necessary for students to achieve success in the finest high schools and colleges, and the competitive world beyond. Strengthened by these skills, habits, and qualities, the students of KIPP Bridge Charter School prioritize the goal of a college education in achieving personal success.

Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

KIPP Bridge Charter School operates under the premise that the teachers, parents, and students must work together as partners to create the potential for a quality education. Parents are a vital part of this partnership. KIPP Bridge Charter School involves parents as key stakeholders in the school.

The commitments for parental support include helping with homework each night, reading with their child each night, ensuring that homework is completed every night, assisting their child in contacting the teacher regarding any problem or question on an assignment, providing a quiet place with light for their child to study at home, and being available to meet with the teachers at home or at school if the need arises. Other opportunities for parent involvement include parent/teacher conferences, report card pick up, parent night and newsletters, local field trips and end of year trips, and fun events such as picnics and dances.

Further, KIPP Bridge Charter School parents are invited to join the KIPP Bridge Charter School Team and Family Association. This group of dedicated parent volunteers spearheads and assists with special events such as field lessons, end of year trips, and 8th grade graduation, and leads school-based fundraisers.

KIPP Bridge Charter School staff make frequent home visits to ensure that parents have the resources they need to be active, productive partners in their child's education. However, if parents are unable to fulfill the school's expectation of them, their child's ability to stay at the school is not jeopardized in any way.

For more information, please contact Sandi Coughlin at 510-879-2421.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	50
Grade 6	80
Grade 7	65
Grade 8	39
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

Ungraded Secondary	0
Total Enrollment	234

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	77.78 %
American Indian or Alaska Native	0.43 %
Asian	2.14 %
Filipino	%
Hispanic or Latino	17.09 %
Pacific Islander	1.28 %
White (not Hispanic)	0.43 %
Multiple or No Response	0.85 %
Socioeconomically Disadvantaged	72.00 %
English Learners	4.00 %
Students with Disabilities	4.00 %

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English					25.2	2	8		23.0		11	
Mathematics					25.2	2	8		23.0		11	
Science					25.2	2	8		23.0		11	
Social Science					25.2	2	8		23.0		11	

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

The school safety plan is updated annually, and was last updated at the beginning of the 09-10 school year.

The school safety plan includes the following elements:

Campus security: Locking doors and windows, visitor procedure, alarms, security codeword

Disaster drill procedures: Fire, Earthquake, Crisis (requiring lockdown)

Other emergency information: Evacuation procedure, Designated safety areas, Supervision responsibilities

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	7.3	7.2	10.0	15.9	4.1	12.9
Expulsions				0.1	0.1	0.1

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school’s grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

General

KIPP Bridge Charter School and the Oakland Unified School District take great efforts to ensure that all schools are clean, safe and functional. This is accomplished through clear cleaning process and schedule.

Age of School Buildings

The school building was constructed in 1958.

Maintenance and Repair

There are two custodians hired by KIPP who work diligently to keep the classrooms and campus clean. The District’s maintenance department provides the support for the grounds, graffiti removal, routine and regular maintenance. The school facility itself is overdue for modernization, but the site is well maintained. The school facility includes six buildings, one of which houses KIPP. There is ample space for all students and school activities. In addition our schools meet all city, county, and state regulations and are inspected regularly by the fire department and district personnel. KIPP’s facilities meet ADA requirements. All emergency drills are performed as mandated.

Cleaning Process and Schedule

The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

New School Construction Projects

The district is currently planning a modernization project. Timeline is TBD.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility’s good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A		X		Elevator needs repairs every five to six months
Interior: Interior Surfaces	N/A	X			Ceilings repaired in three classrooms in April 08
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	N/A		X		Set traps, spray annually

Electrical: Electrical	N/A	X	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A		X
Safety: Fire Safety, Hazardous Materials	N/A	X	
Structural: Structural Damage, Roofs	N/A	X	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	X	
Overall Rating		X	N/A

Roof repairs have been performed by district on external walkways, larger non-structural repairs planned as a part of the larger modernization project

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential		17	13	2237
Without Full Credential			5	408
Teaching Outside Subject Area of Competence			0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments		0	0
Vacant Teacher Positions		0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	80.9	19.1
High-Poverty Schools in District	84.7	15.3

Low-Poverty Schools in District	97.4	2.6
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VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Psychologist		N/A
Social Worker	1	N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other	1	

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Open Court – 5 th Holt – 6 th – 8 th	0
Mathematics	Harcourt – 5 th McDougal Little Skills and Concepts 1 and 2 – 6 th and 7 th Glencoe Algebra – 8 th	0
Science	Discovery Work (Houghton Mifflin) - 5 th Prentice Hall Earth Science -6 th Prentice Hall Life Science – 7 th Prentice Hall Physical Science – 8 th	0
History-Social Science	History Alive – 6 th – 8 th	5 th grade science and 6 th grade social science use class sets
Foreign Language	Open Court – 5 th Holt – 6 th – 8 th	0
Health		
Visual and Performing Arts		
Science Laboratory Equipment (grades 9-12)		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$11,961	\$501	\$11,460	\$53,596
District	N/A	N/A	\$11,466	\$54,158
Percent Difference – School Site and District	N/A	N/A	-0.1	-1%
State	N/A	N/A	\$5,512	\$67,049
Percent Difference – School Site and State	N/A	N/A	108	-20%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Schedule and Academic Calendar

More time on task is central to the success of KIPP Bridge Charter School students. The core instructional day takes place from 9am-3pm, Monday through Friday. KIPP Bridge Charter School supplements the regular day with instruction from 7:30-9am and 3-5pm, Monday through Friday, during the summer, and on Saturdays. Supplemental instruction may also be offered for several weeks outside of the regular school year calendar. As part of the Commitment to Excellence form, parents agree to participate in all supplemental instruction opportunities provided to their child, and are notified regularly as to the nature of their child's extended day program (remediation, enrichment activities, homework club, etc.). Despite the long day at KIPP Bridge Charter School, we have found that KIPP students enthusiastically attend school each day; KIPP schools have a 96% attendance rate.

A typical day for a KIPPster is broken down according to the following schedule:

8:30 a.m. – 9:00 a.m. (Morning Work/Supplemental Instruction)

KIPP Bridge Charter School students start the day on-task. During the time allotted for morning work, students arrive for breakfast and work on math, reading, logic and critical thinking skills through a variety of cross-curriculum problem-solving activities. Students who require supplemental instruction in core subjects receive that instruction.

8:30 a.m. – 3:00 p.m. (Core Academic Subjects)

For the majority of the day, students are engaged in the standard curriculum areas of English language arts, mathematics, science, social studies, fine arts, thinking skills, current events, technology, physical education and health.

3:00 p.m. – 4:10 p.m. (Academic Enrichment Period and Supplemental Instruction)

Students attend an Enrichment Period in which they receive a daily snack and, depending on their needs, begin homework, receive individualized supplemental instruction from teachers, or participate in group projects.

4:10 p.m. - 5:00 p.m. (Novels, Extracurricular Activities, and Supplemental Instruction,)

During this time, students read novels, participate in extracurricular activities, and receive supplemental instruction. For example, students at risk of retention in English-Language Arts will participate in a structured reading program during this time to supplement reading development in English-Language Arts class through the reinforcement of the skill of word decoding.

The extracurricular program may include competitive sports (such as basketball and soccer), drama, school newspaper and magazine, yearbook, and service projects.

To ensure that all students at the school will learn, KIPP Bridge Charter School will implement small group tutorial classes such as:

Summer School: As part of the KIPP extended school year, every student participates in KIPP's three-week summer program. It is during this program that the math levels of all students are assessed.

Math Club: Students in all grade levels who are the furthest behind may participate in the Math Club and receive two one hour after-school tutoring sessions each week until they catch up to their classmates. During this time students focus on the remediation of basic skills and/or the re-teaching of the day's objective.

Community Tutors: Students who scored Far Below Basic and Below Basic on the math portion of the California Standards Test receive additional small-group and/or one-on-one assistance from community tutors.

Reading Enrichment Program: The Reading Enrichment program provides all students extra support in reading to supplement instruction in English-Language Arts. After being assessed, students participate in either a SRA Corrective Reading class or a Novels class. Novels students may read include Paterson's Bridge to Terabithia (5th), Curtis's Watson's Go to Birmingham (6th), Steinbeck's Of Mice and Men (7th), and Lee's To Kill a Mockingbird (8th).

Saturday School: As part of the KIPP extended school year, the school provides a literacy enrichment component during Saturday School.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE

[Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,456	\$42,065
Mid-Range Teacher Salary	\$54,328	\$67,109
Highest Teacher Salary	\$70,934	\$86,293
Average Principal Salary (Elementary)	\$91,708	\$107,115
Average Principal Salary (Middle)	\$91,396	\$112,279
Average Principal Salary (High)	\$97,724	\$122,532
Superintendent Salary	\$255,000	\$216,356
Percent of Budget for Teacher Salaries	27.80 %	39.40 %
Percent of Budget for Administrative Salaries	6.60 %	5.50 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for 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 CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be

found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts		45	58		33	38		46	50
Mathematics		36	42		34	39		43	46
Science		57	52		33	34		46	50
History-Social Science		36	49		19	25		36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	57	39	44	41
American Indian or Alaska Native	*	*		
Asian	*	*	*	*
Filipino				
Hispanic or Latino	65	53	70	64
Pacific Islander	*	*	*	*
White (not Hispanic)	*	*	*	*
Male	49	40	55	67
Female	65	44	49	40
Economically Disadvantaged	51	38	49	52
English Learners	50	44	*	
Students with Disabilities	*	*	*	
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of

students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school’s test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.0	27.6	34.5
7	14.5	30.6	40.3
9	0.0	0.0	0.0

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#)

Web page.

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 one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten 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 one 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 ten means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide			6
Similar Schools			10

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009

All Students at the School	N/A	B	28	789
African American	N/A		32	787
American Indian or Alaska Native	N/A			
Asian	N/A			
Filipino	N/A			
Hispanic or Latino	N/A			
Pacific Islander	N/A			
White (not Hispanic)	N/A			
Socioeconomically Disadvantaged	N/A		8	768
English Learners	N/A			
Students with Disabilities	N/A			

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

The federal NCLB Act 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

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. Detailed information about PI identification can be found on the CDE [Adequate](#)

[Yearly Progress \(AYP\)](#) Web page.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	70
Percent of Schools Currently in Program Improvement	N/A	49.0

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.

During the school year, staff development continues through professional development days, whole staff meetings, and department and grade level team meetings. KIPP Bridge Charter School teachers receive at least one week of in-service during which they are trained to function effectively within the parameters of the school and to meet the goals outlined in the accountability agreement. During the school year, staff development continues through professional development days, whole staff meetings, and vertical and grade level team meetings. During these meetings, time is dedicated to critically look at student work using a research-based protocol and to engage in dialogue regarding common professional texts read by all faculty.

The best professional development is closely linked to teachers' classroom practice. Thus, the most frequently used professional development tool at KIPP Bridge Charter School is classroom observation, followed by substantive conversation about the observation. Each teacher is observed informally by the School Leader and other administrators several times each month. Teachers also are given the opportunity to observe a complete lesson taught by another teacher and discuss it during shared planning time or in a faculty meeting. All classrooms at KIPP Bridge Charter School have an 'open door policy.' Faculty, administrators, and visitors to the school are encouraged to visit any classroom unannounced, and to discuss the class afterwards with the teacher.

Teachers also have the opportunity to visit other KIPP schools, attend subject-matter conferences with other KIPP teachers around the country, as well as an annual gathering of over 1,000 KIPP teachers.

KIPP Bridge Charter School requests the opportunity to attend scheduled staff development programs of interest on a seat availability basis through the OUSD. KIPP Bridge Charter School contracts for staff development needs, beyond those available, with either OUSD or other private providers. Faculty members are also encouraged to attend professional conferences and workshops according to their own and the school community's needs.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U. S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#)

Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92