

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

## Executive Summary School Accountability Report Card, 2008- 09

### KIPP King Collegiate High School

Address: 2005 Via Barrett , San Lorenzo CA 94580-1315 Phone: 510-828-9509  
Principal: Jason Singer Grade Span: 9 - 12

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

#### School Description

Since opening in 2007, KIPP King Collegiate High School has been located in unincorporated San Lorenzo and primarily served students from the Ashland/Cherryland Corridor and the Manor neighborhood of the unincorporated community of San Lorenzo and City of San Leandro. A great majority of students matriculate to KIPP King from our two local middle schools: KIPP Summit Academy and KIPP Bridge College Prep.

KIPP King opened its doors in July 2007, becoming the first and only charter high school in the San Lorenzo Unified School District. In 2010/2011, when the school is fully grown, KIPP King will serve approximately 400 9th – 12th grade students.

KIPP King Collegiate shares its campus with KIPP Summit Academy another high performing middle school in the KIPP network. The school occupied nine classrooms in its first year and thirteen classrooms in its second year at the current location. This year we added a large portable classroom to serve as a temporary lunch room.

In order to achieve the school's mission, students, parents, and teachers at KIPP King Collegiate High School commit to going to school for a longer day, week, and year. Students attend school from 8:30 am – 4:00 pm Monday, Tuesday, Thursday and Friday, 8:45 am – 2:15 pm on Wednesdays, and for one extra week of new student orientation from 8:00 am – 12:30 pm during the summer. Community service is a hallmark of KIPP King Collegiate and where most students spend one Saturday a month from 9am – 1:00 pm.

Teachers are available by cell phone to help students with their homework and answer parents' questions until 9 pm daily. With more time in school and extra help from teachers in the evening hours, approximately 80% of KIPP King's students will be the first in their families to graduate from college.

#### Mission and Vision

At KIPP King Collegiate High School we prepare our students to live inspired and ethical lives by developing within them extraordinary academic skills, a life-long passion for learning, and the resolve to change their own lives and the world around them through acts of excellence, justice, humanity, and courage.

The culture and academic program of King Collegiate expects our students to define themselves and determine who they will be in the communities they serve beyond our campus. The name King Collegiate leverages a legacy visible in a constellation of wisdom, humanity, excellence, courage, and justice – an essential constellation they can look toward as they navigate their path to success in college while defining the purpose and form of the impact they will have on the world they inhabit.

The name King Collegiate implores our students to feel strengthened by wisdom and driven by a commitment to social justice creating positive change whether in a courtroom, doctor's office, board room, classroom, or within our own families. A graduate from KIPP King Collegiate will be a poised, articulate, and confident leader/participant in the communities he/she serves. Beginning in 2011, our students will step confidently onto their college campuses possessing King Collegiate's Core Habits of Mind and Character.

King Collegiate graduates will be life-long learners and academic scholars. Students will emerge from King well versed in canonical texts as well as selected seminal literary works of struggle, identity, and defiance of oppression. They will be disciplined and skilled mathematicians who have successfully completed

study in Geometry, Algebra II, Pre-Calc/ Trig and Calculus AB. King scholars will be experienced lab scientists who have completed at least one journal style field research paper and articulate historians well versed in the scope of American, World History and Government/Economics.

King Collegiate graduates are enlightened creative and critical thinkers capable of articulating proactive and insightful solutions to complex problems. Our graduates will possess the wisdom to listen to others with empathy and understanding and remain open to understanding others' perspectives, insights, and the influences and information that inform their positions. King scholars will integrate those insights and perspectives with their own habits of inquiry to acquire knowledge and wisdom, and make meaning for their lives. King scholars will actively pose theories and identify problems to explore.

King Collegiate graduates possess unfaltering courage and perseverance. They will be relentless achievers with experience managing real failure through reflection and goal-setting to build the grit essential to habitual perseverance. They will possess the courage to take intellectual, social and physical risks and respond to failure with vision and optimism.

King Collegiate graduates are inspiring communicators who are equally facile expressing themselves and the power of their ideas through both the spoken and written word. Every King scholar will emerge on their college campus as a confident and skilled writer capable of constructing imaginative and cogent pieces of analytical, argumentative, research-based, and creative writing. King scholars will possess a strong foundational understanding of grammar and usage and constantly seek to develop an expansive vocabulary that will allow them to maintain certainty and poise in conversation and argument.

King Collegiate graduates are confident and self-aware individuals who comfortably and constantly reflect on their actions, strengths and areas of growth. They will be strengthened by their ability to self-evaluate their own social, moral, and academic thought. They will make positive decisions about their own lives and think proactively about their actions and the impact they have on the various communities they serve: family, school, work, and college.

King Collegiate graduates maintain an enduring commitment to community service and social justice. Their commitment will be fueled by a drive to question the world relentlessly and postulate theories as to how and why the world is socially constructed and what can be done to improve it. King alumni will leave our campus committed to a life filled with self-guided, community service opportunities. They will understand the virtues of humanity and justice and leverage their character strengths to pursue social justice in every community they serve.

## Student Enrollment

Group	Percent
African American	23.78 %
American Indian or Alaska Native	0.54 %
Asian	34.05 %
Filipino	%
Hispanic or Latino	35.14 %
Pacific Islander	2.70 %
White (not Hispanic)	3.78 %
Multiple or No Response	%
Socioeconomically Disadvantaged	60.00 %
English Learners	14.00 %
Students with Disabilities	3.00 %
<b>Total Number of Students</b>	<b>185</b>

## Teachers

Indicator	Teachers
Teachers with full credential	8
Teachers without full credential	4
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 California Standards Tests
English-Language Arts	79

Mathematics	46
Science	N/A
History-Social Science	70

## Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	862
Statewide Rank (from 2008 Base API Report)	9 *
2009-10 Program Improvement Status (PI Year)	Not in PI

## School Facilities

### Summary of Most Recent Site Inspection

N/A
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### Repairs Needed

Upgrade electrical and HVAC systems. Remove asbestos underneath floors.
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### Corrective Actions Taken or Planned

Construction project to build new facilities for King and adjoining middle school. Renovation project to address needs in current facilities.
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## 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	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	\$15,696
District	\$8,435
State	\$5,512

## School Completion

Indicator	Result
Graduation Rate	N/A

## Postsecondary Preparation

Measures	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

## 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 King Collegiate High	District Name	San Lorenzo Unified
Street	2005 Via Barrett	Phone Number	510-317-4600
City, State, Zip	San Lorenzo , CA 94580-1315	Web Site	www.slzUSD.org
Phone Number	510-828-9509	Superintendent	Dennis Byas
Principal	Jason Singer	E-mail Address	dbyas@slzUSD.org
E-mail Address	jsinger@kingcollegiate.org	CDS Code	01- 61309- 0114421

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

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##### School Description

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## Opportunities for Parental Involvement (School Year 2008-09)

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Through its Commitment to Excellence Form, KIPP King Collegiate High School requires a great deal of parent commitment and support in each child's education. Though parents are not required to volunteer in classrooms or complete service at the school, they are required to ensure that their student meets the behavioral and academic expectations of the school. Parents also sign progress reports and report cards indicating that they are aware of their student's progress in every class. If there is an issue (either behavior or academic) with a student, the parent is expected to return the teacher's phone call as quickly as possible and come to the school for a meeting if necessary. Parents are required to attend parent-teacher conferences and parent meetings several times each year. Parents are also encouraged to call teachers at night with their questions/concerns or request parent-teacher conferences at anytime.

For more information, please contact Jason Singer at 510-317-2330

## 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	0
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	101
Grade 10	84
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	185

### 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	23.78 %
American Indian or Alaska Native	0.54 %
Asian	34.05 %
Filipino	%
Hispanic or Latino	35.14 %
Pacific Islander	2.70 %
White (not Hispanic)	3.78 %
Multiple or No Response	%
Socioeconomically Disadvantaged	60.00 %
English Learners	14.00 %
Students with Disabilities	3.00 %

### 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				24.5		4		24.3	5	7		
Mathematics				24.5		4		20.8	7	2		
Science				24.5		4		23.0	4	4		
Social Science				24.5		4		23.0	3	5		

### 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 reviewed annually, and was last reviewed and updated at the beginning of the 2009-2010 school year.

The school safety plan includes the following elements:

Procedures regarding campus violence

Emergency evacuation procedures

Fire prevention and response procedures

Earthquake procedures

#### 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		23.4	18.4	29.5	31.5	18.1
Expulsions				0.5	0.3	0.6

### 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 King Collegiate High and the San Lorenzo 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. KIPP King Collegiate High is collocated with KIPP Summit Academy.

##### Age of School Buildings

The former site of Barrett Middle School provides KIPP Summit and KIPP King Collegiate High approximately 25,000 to 35,000 square feet including –fourteen 900 square foot classrooms, two to three 900 square foot labs, two to three offices, storage space, a 3,200 square foot multi-purpose room/cafe/tertia, adequate toilet facilities and an area for a playground up to one acre in size.

##### Maintenance and Repair

According to the district's routine maintenance plan, the district performs major repairs over the summer with smaller repairs performed in the Fall and Spring. During the Summer of 2008, the district's major repairs included the roof, heating and air conditioning systems. Additionally, an extensive building renovation will begin during the 2010-2011 school year after the new classroom construction project is completed. Older HVAC units are scheduled to be updated by Spring 2011, electrical system to be upgrade by Spring 2011.

##### Cleaning Process and Schedule

The principal manages a full time janitor to develop cleaning schedules to ensure a clean and safe school. The school operates according to approved cleaning standards.

##### New School Construction Projects

Last year we added a large portable classroom to serve as a temporary lunch room. This Fall (2010) we will break ground on an additional 26,000 square feet of space that will include new classrooms, Science labs, a library, administrative office building, and gym facility. This year we expanded our portable facilities to include 8 new classrooms, restrooms for staff and students and a lunch room.

## 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			Upgrading older HVAC units in Spring 2011
Interior: Interior Surfaces	N/A		X		Asbestos underneath floors, old doors need to be replaced
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	X			Inspected for pests over the summer, bi-monthly pest inspections
Electrical: Electrical	N/A		X		Repeatedly blowing circuits, upgrading in Spring 2011
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A		X		
Safety: Fire Safety, Hazardous Materials	N/A		X		Asbestos underneath floors
Structural: Structural Damage, Roofs	N/A	X			Roof repaired over Summer 2008
External: Playground/School Grounds, Windows/ Doors/ Gates/Fences	N/A			X	Gopher holes in field
<b>Overall Rating</b>		X			N/A

## 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		4	8	592
Without Full Credential		1	4	21
Teaching Outside Subject Area of Competence		1	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	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	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	88.0	12.0
High-Poverty Schools in District		
Low-Poverty Schools in District	90.9	9.1

## 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	1.5	123
Library Media Teacher (Librarian)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	185
Resource Specialist (non-teaching)		N/A
Other		

## 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	9th: Night, Speak, Raisin in the Sun, Othello, The Great Gatsby, Mythology, The Pearl 10th: Othello, Prentice Hall Grammar Composition, The Crucible, The Adventures of Huckleberry Finn, Native Son	0
Mathematics	Algebra 1: California Algebra 1 McDougal Littell Geometry: California Geometry McDougal Littell Algebra 2: California Algebra 2 McDougal Littell	0

Science	Biology: California Biology Prentice Hall Miller Levine Chemistry: World of Chemistry McDougal Littell Zumdahl and DeCoste	0
History-Social Science	Traditions and Encounters: A Global Perspective of the Past Bently, Ziegler	0
Foreign Language	Spanish 1: Avancemos 1 McDougal Littell Spanish 2: Avancemos 2 McDougal Littell Spanish 3 (Native Speakers): Avancemos 3 McDougal Littell AP Spanish: Triangulo: A Proposito Gatski, Una Vez Mas Longman, Don Quixote Cervantes, Patrimonios Culturales Ministerio de Educacion y Ciencia	0
Health		0
Visual and Performing Arts		0
Science Laboratory Equipment (grades 9-12)	Compound light microscopes, beakers, graduated cylinders, beaker rack, hot plate, dissecting trays, Erlenmeyer flasks, triple beam balances, goggles, thermometers	0

## 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	\$15,696	0	\$15,696	\$68,769
District	N/A	N/A	\$8,435	\$65,026
Percent Difference – School Site and District	N/A	N/A	86	6%
State	N/A	N/A	\$5,512	\$65,905
Percent Difference – School Site and State	N/A	N/A	185	3%

### 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.

Like all KIPP schools, KIPP King Collegiate High utilizes extra time to widen student opportunities. Here are some key ways this occurs:

**Fall Orientation:** Fall orientation includes one week of activities such as a ropes course, peer mediation training, and honor code review for all students and staff to work and learn together, thus setting a strong cooperative tone for the school year. The acculturation that takes place at that session also helps students to create an intellectual division between middle school and high school.

**Intersession Weeks:** Intersession weeks are composed of morning and afternoon half-day workshops encouraging students to explore topics of interest such as pottery, robotics, chess and college visitations. These intersession weeks also allow students who are struggling in particular subjects to enroll in up to three weeks of academic tutorials to build a stronger foundation for the coming quarter. Those who are already meeting expectations have opportunities for enrichment.

**Nine-Week Marking Periods:** The academic year consists of four separate nine-week marking periods. All freshman and sophomore courses culminate quarters with unit tests coinciding with the end of each marking period. Juniors and seniors will complete semester mid-term and final exams. Students who fail a marking period are required to participate in academic tutorials during the intersession week following that marking period.

**Summer Placement Program:** An eight-week summer program consists of student placements at summer camps, pre-college academic programs, volunteer experiences, travel abroad trips, and professional internships. Students benefit from applying to and being selected for a summer placement that complements individual interests and needs. KIPP King Collegiate High forges community partnerships with local businesses, national chains, colleges and universities, and summer camps in offering appropriate placement, guiding application writing, and facilitating summer participation. Students share lessons learned from summer placements during fall orientation of the next school year to broaden exposure of all students to the many varied experiences.

## 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	\$37,195	\$40,786
Mid-Range Teacher Salary	\$65,875	\$65,726
Highest Teacher Salary	\$89,571	\$85,230
Average Principal Salary (Elementary)	\$114,182	\$106,548
Average Principal Salary (Middle)	\$116,266	\$112,237
Average Principal Salary (High)	\$128,570	\$121,617
Superintendent Salary	\$241,020	\$191,155
Percent of Budget for Teacher Salaries	42.20 %	40.60 %
Percent of Budget for Administrative Salaries	8.30 %	5.30 %

## 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		75	79		36	41		46	50
Mathematics		33	46		33	36		43	46
Science		N/A	N/A		37	40		46	50
History-Social Science		0	70		28	34		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	69	18		52
American Indian or Alaska Native	*	*		
Asian	93	81		81
Filipino	*	*		*
Hispanic or Latino	73	29		78
Pacific Islander	*	*		*
White (not Hispanic)	*	*		*
Male	82	52		80
Female	77	41		59
Economically Disadvantaged	78	43		64
English Learners	42	31		*
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 High School Exit Examination Results

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 in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. 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.

## California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

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			73.2			45.2			52.0
Mathematics			75.6			47.1			53.3

*Note: Scores are not shown when the number of students tested is 10 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.*

## California High School Exit Examination Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	26.8	26.8	46.3	24.4	29.3	46.3
Male	31.0	31.0	38.1	23.8	23.8	52.4
Female	22.5	22.5	55.0	25.0	35.0	40.0
African American	31.8	40.9	27.3	59.1	27.3	13.6
American Indian or Alaska Native	*	*	*	*	*	*
Asian	16.1	9.7	74.2	6.5	19.4	74.2
Filipino	*	*	*	*	*	*
Hispanic or Latino	40.0	30.0	30.0	15.0	40.0	45.0
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
English Learners	26.3	21.1	52.6	7.9	26.3	65.8
Socioeconomically Disadvantaged	26.1	32.6	41.3	17.4	34.8	47.8
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

*Note: Scores are not shown when the number of students tested is 10 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.*

## 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			
7			
9			

## 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			9 *
Similar Schools			N/A

"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	58	862
African American	N/A			
American Indian or Alaska Native	N/A			
Asian	N/A			931
Filipino	N/A			
Hispanic or Latino	N/A			833
Pacific Islander	N/A			
White (not Hispanic)	N/A			
Socioeconomically Disadvantaged	N/A			852
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	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	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	4

Percent of Schools Currently in Program Improvement	N/A	22.2
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## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California 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 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 [General Admissions Information](#) Web page (Outside Source).

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the [Undergraduate Admission & Requirements](#) Web page (Outside Source).

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)			2.0	2.5	2.5	3.5	3.5	4.4	3.9
Graduation Rate				89.8	89.0	83.3	83.4	80.6	80.2

### Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	N/A	N/A	N/A
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A

English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

### Career Technical Education Programs (School Year 2008-09)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

N/A
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### Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	0
Percent of the school's pupils completing a CTE program and earning a high school diploma	0
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

### Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion, of courses required for UC/CSU admission can be found on the CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	100.0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

### Advanced Placement Courses (School Year 2008-09)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE [DataQuest](#) Web page.

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	1	33
Mathematics		N/A
Science		N/A
Social Science	1	50
All courses	2	23

## 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.

KIPP King provides continuous opportunities for growth and learning to the staff and teachers focused on identification of student needs and the ultimate goal of high student attainment. In the summer, teachers come together for roughly a month of professional development. Student data is the primary driver of the ongoing professional development, with staff differentiation playing a key role in development design.

As a whole, the staff spends the first week of professional development attending the KIPP School Summit held each summer around the first of August. Presenters include the best teachers in the network along with nationally renowned experts with varying areas of focus. The second and third weeks are focused on instruction and school culture. The second week of professional development includes assessment delivery and data analysis, effective instructional delivery strategies, collaborative planning and development in other areas as identified by staff. The fourth week is focused on planning and implementing King Freshman Orientation at Santa Clara University. A by-product of this professional development opportunity are the yearlong scope and sequences that each teacher develops, which is then submitted to the KCIET team at the end of the summer.

Throughout the year, KIPP King teachers meet weekly on an early release Wednesday and seven times during the year for a whole day of professional development. Professional development during the course of the school year is rooted in our PLC (Professional Learning Community). Our PLC analyzes student work and teaching practice through videos to determine where our greatest needs exist in order to improve student growth and performance. There are roughly seven full days throughout the school year dedicated to professional development. These days are a balance of PLC time and structured professional development modules focused on areas of determined need. During 2007-2008, our PLC evaluated work from every teacher's classroom and discussed teaching practice by evaluating teaching videos from every teacher. The focus of the majority of our PLC time during last academic year was on teaching critical thinking and writing across the curriculum using the Toulmin model for argumentative writing.

Teachers also spend time observing each other's classrooms and this year we hope to add visits to other KIPP, public, and private schools to improve their practice. Teachers eat lunch together every day in addition to formal grade level and whole staff weekly meetings. Additional professional development is individualized and differentiated based on the teacher's experience, learning needs, and individual development goals. For some teachers, being observed and getting feedback more often is helpful, for others, attending conferences or presenting at conferences is the most useful development.

Finally, KIPP King encourages our teachers to attend professional development workshops occurring during the school year and the summer. In each of the last two summers, teachers have attended AP institutes in their content area. As part of their compensation package, teachers are given \$250 a year to apply toward professional development of their choosing.

## 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