

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

Executive Summary School Accountability Report Card, 2008-09

KIPP San Francisco Bay Academy School

Address: 1430 Scott St., San Francisco CA 94115-3510 Phone: 415-440-4306
Principal: Lydia Glassie 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

KIPP San Francisco Bay is an academically rigorous college preparatory middle school. The school functions as a public charter school, serving upper elementary- and middle school-aged students residing near the Western Addition, Japantown, Hayes Valley, Mission, SOMA, and Tenderloin neighborhoods, some of the city's most needy areas. Each KIPP San Francisco Bay student is expected to go on to a competitive high school and college, and is given the tools and support to meet these goals.

KIPP San Francisco Bay does not choose the best students in San Francisco to achieve success; in fact, incoming fifth graders are admitted regardless of their test scores. The only admission requirement for the school is the students' and parents' willingness to sign and uphold the KIPP San Francisco Bay Commitment to Excellence Form. This form specifies that the students, parents, and teachers will all have the desire, discipline and dedication to do everything in their power to support the education of the student. This framework encourages and inspires students and their families to view an intense academic commitment as the key to their future success.

KIPP San Francisco Bay Academy's students and teachers attend school from 7:30 a.m. to 5:00 p.m. on Mondays, Tuesdays and Thursdays and from 7:30 a.m. to 3:00 p.m. on Wednesdays and Fridays. Students also attend for three hours on 10 Saturdays throughout the school year, and for two and a half weeks during the summer. All of these hours are focused on addressing the academic skills, intellectual habits, and character traits of KIPP students.

KIPP San Francisco Bay Academy successfully links regular classroom instruction and extended hours by providing instruction by a dedicated faculty, and by implementing a unified curriculum interwoven throughout the day. By serving students in grades five through eight, KIPP San Francisco Bay effectively bridges the crucial gap between elementary and high school. This is often a time when children replace academic fervor with involvement in harmful influences such as drugs, gangs, violence, and crime.

KIPP San Francisco Bay focuses on children at the young age of nine or ten, and supports and encourages them through the turbulent years of early adolescence.

The incorporation of mandatory summer school, Saturday school, and extended hours during the week allows KIPP San Francisco Bay to develop creative programming that bolsters students' academic and cultural capital. During the summer new students are initiated into the routines, procedures, and high expectations of the school while returning students participate in remediation and enrichment activities. Saturdays during the "normal" school year are spent in various enrichment activities. During the week, all students start the day with a half-hour of critical thinking and problem solving activities. Students then engage in eight hours of instruction including reading, writing, math, social studies, science, music, physical education and intervention classes.

The KIPP San Francisco Bay framework succeeds not because of who its teachers and students are, but rather, what these students and teachers do:

Students and teachers in KIPP San Francisco Bay spend more time in the classroom;

Students in KIPP San Francisco Bay focus on developing the knowledge, skills, and character traits needed to succeed in top-quality high schools, colleges, and the competitive world beyond;

KIPP San Francisco Bay staff work together to identify and recruit master teachers in order to refine, share, and develop effective teaching strategies;

KIPP San Francisco Bay teachers bridge the gap between school and community by visiting every student's home before the start of the school year and continuing to make regular home visits throughout the year. In the homes of KIPP San Francisco Bay's students, important parental activities such as checking homework and reading with the children occur.

KIPP San Francisco Bay teachers provide students with home phone numbers and cellular phone numbers in order for children to contact teachers at night for homework assistance or in case of an emergency.

The goals of KIPP San Francisco Bay Academy are not modest. Not only does KIPP San Francisco Bay contend that its students will score higher on district, state, and national tests than those from neighboring areas, but the school also envisions witnessing its initial class of students, in its entirety, enter competitive universities throughout the country in the year 2011. By preparing students with the academic skills, intellectual habits, and character traits to achieve success throughout their academic years and into life, KIPP San Francisco Bay will serve as a model of educational excellence for the City of San Francisco.

Mission and Vision

The mission of KIPP San Francisco Bay Academy ensures that its students are prepared with the knowledge, skills, and character traits needed to succeed in top-quality high schools, colleges and the competitive world beyond.

KIPP San Francisco Bay enables students to become self-motivated, competent and life-long learners. Armed with these skills, the students of KIPP San Francisco Bay recognize an outstanding education as the instrument to achieve personal success and have access to abundant opportunities. The mission is not easily accomplished; the students of KIPP San Francisco Bay learn that there are no shortcuts to realize these goals. KIPP San Francisco Bay believes that the upper elementary and middle school years are crucial, formative years, and that the choices that students make during these years set them on a path for life. Thus, the school serves fifth through eighth grade students.

Student Enrollment

Group	Percent
African American	34.39 %
American Indian or Alaska Native	%
Asian	5.73 %
Filipino	1.59 %
Hispanic or Latino	52.23 %
Pacific Islander	%
White (not Hispanic)	4.14 %
Multiple or No Response	1.91 %
Socioeconomically Disadvantaged	78.00 %
English Learners	26.00 %
Students with Disabilities	8.00 %
Total Number of Students	314

Teachers

Indicator	Teachers
Teachers with full credential	16
Teachers without full credential	6
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	57
Mathematics	66
Science	56

History-Social Science	65
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Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	832
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

General

KIPP San Francisco Bay Academy and the San Francisco Unified School District take great efforts to ensure that the school is clean, safe and functional. This is accomplished through clear cleaning process and schedule.

Age of School Buildings

The former site of Ben Franklin Middle School provides KIPP San Francisco Bay Academy approximately 30,000 square feet including – eleven classrooms. The school building was constructed in 1913.

Maintenance and Repair

The district addresses items requiring repairs that are covered under the District's deferred maintenance plan and/or items requiring "capital outlay" as defined by Procedure 801 of the California Schools Accounting Manual.

Cleaning Process and Schedule

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

New School Construction Projects

District planning revitalization project starting Fall of 2011. To address safety issues and make handicap accessible.

Repairs Needed

Some windows need repairs. Water fountain needs to be replaced. Need holes in walls and ceilings to be repaired.

Corrective Actions Taken or Planned

District planning revitalization project to make the facility ADA compliant in the Fall of 2011. This will include addressing safety issues and making the building handicap accessible.

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)	

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$9,416

District	\$8,913
State	\$5,512

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 San Francisco Bay Academy	District Name	San Francisco Unified
Street	1430 Scott St.	Phone Number	415-241-6000
City, State, Zip	San Francisco , CA 94115-3510	Web Site	www.sfusd.edu
Phone Number	415-440-4306	Superintendent	Carlos Garcia
Principal	Lydia Glassie	E-mail Address	carlosgarcia@sfusd.edu
E-mail Address	lglassie@sfbayacademy.org	CDS Code	38- 68478- 0101352

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

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Opportunities for Parental Involvement (School Year 2008-09)

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KIPP San Francisco Bay 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.

The Commitment to Excellence Form outlines the ways in which KIPP San Francisco Bay expects and needs parents to support the educational mission of 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 report card pick up, parent night, workshops on topics such as GED, helping your child in school, and the like, contributing to the writing of newsletters, local field trips and end of year trips. KIPP San Francisco Bay parents are also encouraged to join the KIPP San Francisco Bay Parent Association.

For more information, please contact Leticia Dorado at 415-440-4306.

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
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Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	81
Grade 6	87
Grade 7	86
Grade 8	60
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	314

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	34.39 %
American Indian or Alaska Native	%
Asian	5.73 %
Filipino	1.59 %
Hispanic or Latino	52.23 %
Pacific Islander	%
White (not Hispanic)	4.14 %
Multiple or No Response	1.91 %
Socioeconomically Disadvantaged	78.00 %
English Learners	26.00 %
Students with Disabilities	8.00 %

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			Avg. Class Size	2007-08			Avg. Class Size	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	23.1		11	26.1		11		26.2		12				
Mathematics	23.1		11	26.1		11		26.2		12				
Science	23.1		11	26.1		11		26.2		12				

Social Science	23.1	11	26.1	11	26.2	12
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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 includes a coding system and procedures and staff responsibilities for the following events:

Fire, Crisis (includes provisions for a crisis requiring the intervention of one person, a crisis affecting small group or a crisis affecting the entire student body), Weapons and explosives and Earthquake, Chemical spills, Civil disturbance and Assault

The plan also includes a coding system for specific variations of the events listed above requiring evacuation or school lockdown. Emergency contact information for select school administrators is also included. The school safety plan is contained in the staff handbook and is evaluated annually.

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	2.8	7.7	9.2	5.6	7.5	6.3
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 San Francisco Bay Academy and the San Francisco Unified School District take great efforts to ensure that the school is clean, safe and functional. This is accomplished through clear cleaning process and schedule.

Age of School Buildings

The former site of Ben Franklin Middle School provides KIPP San Francisco Bay Academy approximately 30,000 square feet including – eleven classrooms. The school building was constructed in 1913.

Maintenance and Repair

The district addresses items requiring repairs that are covered under the District's deferred maintenance plan and/or items requiring "capital outlay" as defined by Procedure 801 of the California Schools Accounting Manual.

Cleaning Process and Schedule

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

New School Construction Projects

District planning revitalization project starting Fall of 2011. To address safety issues and make handicap accessible.

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			
Interior: Interior Surfaces	N/A		X		One window needs repairs, some plaster peeling, holes in ceiling and walls
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A		X		Set traps monthly
Electrical: Electrical	N/A	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A		X		Need new fountain, only one working
Safety: Fire Safety, Hazardous Materials	N/A	X			
Structural: Structural Damage, Roofs	N/A		X		Some holes in walls
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A		X		Some windows falling out
Overall Rating		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	12	19	16	3228
Without Full Credential	6	1	6	73
Teaching Outside Subject Area of Competence	0	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	0	1	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	96.5	3.5
High-Poverty Schools in District	97.1	2.9
Low-Poverty Schools in District	98.1	1.9

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		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	1.0	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	5th	6th	7th	8th	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin English	Houghton Mifflin English	Houghton Mifflin English, Grade 7	Houghton Mifflin English, Grade 8	0
Mathematics	McMillan/McGraw Hill	Houghton Mifflin, Middle School Math Course 1 (CA)	Houghton Mifflin CA Math Concepts & Skills, Course 2	Houghton Mifflin Concepts & Skills, Algebra 1 (CA edition)	0

Science	Harcourt Science	Harcourt Science	Holt Science & Technology: Life Science	Holt Science & Technology: Physical Science	0
History-Social Science	History Alive! America's Past	History Alive! The Ancient World	History Alive! The Medieval World & Beyond	History Alive! The US Through Industrialism	0
Foreign Language					
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	\$10,252	\$837	\$9,416	\$56,190
District	N/A	N/A	\$8,913	\$59,447
Percent Difference – School Site and District	N/A	N/A	6	-5%
State	N/A	N/A	\$5,512	\$67,049
Percent Difference – School Site and State	N/A	N/A	71	-16%

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.

More time on task is central to the success of KIPP San Francisco Bay students. Students attend school Monday, Tuesday and Thursday from 7:30 a.m. to 5:00 p.m. and Wednesday and Friday from 7:30 a.m. to 3:00 p.m. Nine hours four days a week, five hours on two Saturdays per month, and three weeks every summer enable KIPP San Francisco Bay students to achieve remarkable academic and social progress. A typical day for a KIPPster is broken down according to the following schedule:

7:30 a.m. – 8:00 a.m. (Morning Work/Morning Meeting)

KIPP San Francisco Bay 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.

8:00 a.m. – 5:00 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, world languages, thinking skills, current events, technology, physical education, health and music.

During the 8:00 a.m.-5:00 p.m. core subject instructional time, a 30-45 minute lunch occurs. Noting that many schools are only allotted a 20-minute lunch, this extra time provides a break for eating and a well-deserved rest from the instructional program.

Near the end of the core academic period from 3:15 p.m. to 5:00 p.m., students go to classes to receive tutorial services to work on areas of concern. Core classes, along with organizational skills and anger management will be offered in an effort to provide students with individualized attention and support.

Annual School Calendar

KIPP San Francisco Bay surpasses the San Francisco Unified School District's calendar of minimal days and adds 10 Saturdays as well as a summer component. The school does not hold Saturday school during summer or holiday weekends. The summer component is scheduled to commence prior to the beginning of the school year. The total number of days in class per year is approximately 200.

Saturday Enrichment Classes

KIPP San Francisco Bay students attend Saturday classes from 9:00 a.m. to 12:00 p.m. During this time, students participate in photography, physical fitness activities, community service projects, and tutoring in math and reading. Once students are performing on grade level, they participate in activities such as swimming, martial arts, dance, art, step, soccer, basketball, Spanish, guitar, community service projects, and choir.

Seventh and eighth grade students utilize a portion of this time to continue practice in their extracurricular activity, and have the option of volunteering to stay at school for an additional two hours in the afternoon for college entrance exam training. It is the school's hope that this early preparation leads to high scores on the college entrance exams.

Summer School

All students at KIPP San Francisco Bay attend summer school. The summer school session provides KIPP San Francisco Bay students, parents, and teachers with a head start in preparing for the upcoming academic year. The program is not designed as summer school for those students who failed to perform adequately during the regular school year, but rather as an introduction to the upcoming school year and an orientation for incoming students. The summer school program also affords teachers an opportunity to assess their students with writing samples, reading inventories, and basic math skills tests. With this knowledge of their students before the school year starts, teachers are able to plan an effective course of study for their students based on their actual strengths and weaknesses. Students attend classes for four hours each day for three weeks. The School Leader works to align session dates with San Francisco Unified Schools' summer school and single-track schedules.

KIPP San Francisco Bay's summer session is divided into two components. The first segment contains a week-long staff development program that provides KIPP San Francisco Bay teachers with an opportunity to design their goals, objectives, and curriculum for the summer and upcoming school year. Once the summer session has ended, teachers continue their preparation by designing lesson plans and a scope and sequence for the fall that addresses the specific needs and interests of the students identified during the summer.

The second component of the summer session is brought to life when the students enter the classrooms. During this time, teachers, students, and parents become acquainted with the procedures and expectations demanded throughout the year. After assessing each student's individual strengths and weaknesses, teachers emphasize the basics of English-Language Arts, Mathematics, Science, and History-Social Science. The summer session is also a time when the process of team building begins.

Students are introduced to the concepts, challenges, strengths, and rewards of working as a team and family. Above all, students in 5th grade and students who are new to the school are welcomed into the KIPP culture, and learn what it means to be a KIPP student through introductions to KIPP songs, chants, and projects emphasizing hard work, teamwork, and a culture of high expectations. On the first day of school, all children learn what year they will graduate from college, and begin the process of

learning how to focus on their short-term, intermediate, and long-term goals to be successful at KIPP San Francisco Bay and at the best high-schools and colleges in the country.

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	\$39,195	\$42,065
Mid-Range Teacher Salary	\$60,878	\$67,109
Highest Teacher Salary	\$77,630	\$86,293
Average Principal Salary (Elementary)	\$95,305	\$107,115
Average Principal Salary (Middle)	\$103,348	\$112,279
Average Principal Salary (High)	\$98,115	\$122,532
Superintendent Salary	\$255,000	\$216,356
Percent of Budget for Teacher Salaries	33.30 %	39.40 %
Percent of Budget for Administrative Salaries	5.00 %	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	64	64	57	49	51	53	43	46	50
Mathematics	73	74	66	49	51	52	40	43	46
Science	81	58	56	45	51	52	38	46	50
History-Social Science	71	56	65	41	42	45	33	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	55	61	62
American Indian or Alaska Native				
Asian	61	83	*	*
Filipino	*	*	*	*
Hispanic or Latino	55	72	53	70
Pacific Islander				
White (not Hispanic)	*	*	*	
Male	53	66	62	73
Female	61	67	50	59
Economically Disadvantaged	50	62	27	*
English Learners	40	60	33	*
Students with Disabilities	27	23	18	*
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	23.6	34.7	19.4
7	14.8	23.5	18.5
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	9	10	9
Similar Schools	10	10	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	30	-8	-21	832
African American	41	5	-19	810
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino		-19	-13	842
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	46	-37		
English Learners			-22	808
Students with Disabilities				

"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	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](#).

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

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	31
Percent of Schools Currently in Program Improvement	N/A	27.7

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.

At KIPP San Francisco Bay, the School Leader sets the tone and develops the conditions under which staff members become members of a professional learning community and the keepers of the school's culture and values. As a result, staff development supports the school's mission and basic values by fostering a positive campus culture, sharing the best instructional practices, and encouraging individual teacher growth and reflection. Beginning in staff orientation before summer school, the School Leader ensures that teachers fully understand and support the school's mission, goals, and basic values, emphasizing a rigorous, standards-based college preparatory program. This orientation involves specific activities designed to align the staff and foster teamwork, such as visiting other KIPP schools.

KIPP San Francisco Bay 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 monthly professional development days, weekly whole staff meetings, and vertical and grade level team meetings each week. 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. Teachers are required to observe each other and other excellent teachers, and receive regular feedback on their performance, goals, and growth. Teachers consistently exchange best practices with each other and teachers at similar schools. Staff development involves not only structured whole staff and small group practices, but is individualized to best serve each teacher's needs. Every moment of staff development is maximized, aligned with the school's goals, and focused on instructional improvement.

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

The School Leader of KIPP San Francisco Bay benefits from professional development opportunities provided by KIPP Bay Area Schools and the KIPP Foundation. The KIPP Foundation consults with the School Leader to:

- Determine their professional needs and wants;
- Design and develop services for KIPP Schools with respect to the Five Pillars;
- Determine each school's alumni/ae needs and assess how the KIPP Foundation can service those needs; and
- Foster a sense of community for school staff, parents, and students that ensures a potent and predominant KIPP culture.

Table A: Sample KIPP Teacher 1st Week Summer Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Actualizing Personal and school goals centered on vision and mission	Analyzing student data and setting instructional goals	Horizontal team meetings to analyze CA Standards and school's scope and sequence	Harriet Ball Training- Science & Math	Lesson and unit planning with vertical teams, including ELL strategies
Setting school goals and committees	<i>Faculty Meeting-</i> Staff and student handbooks	Training on ELL strategies.	Harriet Ball Training- English & History	Lesson and unit planning with vertical teams, including ELL strategies

Set-up rooms	Set-up rooms		Lesson and unit planning, including ELL strategies	Faculty KIPPnotizing
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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.

	State Participation Rate	National Participation Rate
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Subject and Grade Level	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