

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

Executive Summary School Accountability Report Card, 2008- 09

KIPP Summit Academy School

Address: 2005 Via Barrett , San Lorenzo CA 94580-1315 Phone: 510-258-0106
Principal: Ric Zappa Grade Span: 5 - 8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

DESCRIPTION

KIPP Summit Academy opened in 2003 when founding principal Jason Singer and four other co-founders (Cathy Cowan, Micah Westerman, Antonio Tapia, and Jane Han) recognized San Lorenzo's need for an empowering, successful college-preparatory school of choice. San Lorenzo is one of the most under-resourced and often overlooked communities in the Bay Area, and, in addition, at-risk students in San Lorenzo attend schools challenged by low test scores and live in neighborhoods in need of more after school programs and services.

KSA's extended day and school year help address the enormous need for safe, constructive activities in San Lorenzo between school time and family time. Longer school days provide more time for math and more time for reading, giving students the time and instruction they need to get on a college preparatory track for life. The longer school day also enables us to develop our students into well-rounded individuals by providing electives such as physical education, technology, and orchestra.

MORE TIME

KSA students attend school from 7:55 a.m. to 5:00 p.m. Monday, Tuesday, Thursday, and Friday and until 2:00 p.m. on Wednesday. Students also attend school approximately 12 Saturdays a year and for three weeks in the summer. Two of the twelve Saturdays are reserved for Report Card Days. Report Card Days require teachers, students, and parents to meet and discuss student progress. Report Card Days strengthen the KSA community by providing more opportunities for communication between teachers and parents. The academic/enrichment Saturday schools are considered academic/enrichment Saturdays. During academic/enrichment Saturdays, teachers reinforce and extend the skills and content being taught within their classrooms. In addition to academic/enrichment Saturday school and Report Card Days, we also have enrichment clubs aimed at turning our greater community into our classroom. While participating in Enrichment Clubs, students are engaged in various educational, life-changing adventures. Enrichment Clubs this year consist of the following: Drama, School and Community Betterment, Spoken Word Poetry, Magazines, Student Government, Orchestra, Spanish, Technology, Art, Art Appreciation, Ceramics, Chinese, Hip-Hop, Grass Roots Environmental, Sports.

A SAFE COMMUNITY WHERE CHILDREN LEARN

KSA focuses on developing inspiring, thoughtful and respectful citizens as well as accomplished scholars. Every student, teacher and parent signs the "KSA Commitment to Excellence," which outlines the commitment each of us makes to work, think, and behave in the best way we know how and to do whatever it takes to help us and all of our teammates learn. At KSA, there are no shortcuts and there are no excuses.

FOCUS ON RESULTS

At KSA, we are all climbing toward one summit - acceptance to a 4-year college. We will reach many summits along the way that

will provide ample opportunities to celebrate our growth and progress; however, KSA ultimately will measure our success by the number of college acceptance letters each of our students receives when applying to college. We succeed when we have truly helped every child climb the mountain to college.

MISSION AND VISION

The mission statement: KSA, students, families, and staff work together to prepare every child for college. Through hard work, high expectations, mutual respect, and discipline, we all realize our highest potential and become agents of social change. Strengthened by these skills, habits, and qualities, the students of KIPP Summit Academy prioritize the goal of a college education in achieving personal success. In addition, students will learn about the world and themselves through their academic pursuit and will realize their responsibility of being agents of social change for their communities and the world.

The vision statement: To have enough great individual student achievement and overall school results in both quality and quantity in our school to change society in order to help our children build a better tomorrow for themselves and generations to come. This is derived from KIPP Bay Area's vision.

Student Enrollment

Group	Percent
African American	15.32 %
American Indian or Alaska Native	%
Asian	27.79 %
Filipino	2.86 %
Hispanic or Latino	44.94 %
Pacific Islander	0.52 %
White (not Hispanic)	4.94 %
Multiple or No Response	3.64 %
Socioeconomically Disadvantaged	62.00 %
English Learners	44.00 %
Students with Disabilities	7.00 %
Total Number of Students	385

Teachers

Indicator	Teachers
Teachers with full credential	20
Teachers without full credential	4
Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	55%
Mathematics	55%
Science	63%
History-Social Science	64%

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	817

Statewide Rank (from 2008 Base API Report)	8
2009-10 Program Improvement Status (PI Year)	Not in PI

School Facilities

Summary of Most Recent Site Inspection

N/A

Repairs Needed

Upgrade electrical and HVAC systems. Remove asbestos underneath floors.

Corrective Actions Taken or Planned

Construction project to build new facilities for Summit and adjoining high school. Renovation project to address needs in current facilities.

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)	

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$8,956
District	\$8,435
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%

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

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 Summit Academy	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.slzsd.org
Phone Number	510-258-0106	Superintendent	Dennis Byas
Principal	Ric Zappa	E-mail Address	dbyas@slzsd.org
E-mail Address	rzappa@kippsummit.org	CDS Code	01- 61309- 0101212

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

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

DESCRIPTION

KIPP Summit Academy opened in 2003 when founding principal Jason Singer and four other co-founders (Cathy Cowan, Micah Westerman, Antonio Tapia, and Jane Han) recognized San Lorenzo's need for an empowering, successful college-preparatory school of choice. San Lorenzo is one of the most under-resourced and often overlooked communities in the Bay Area, and, in addition, at-risk students in San Lorenzo attend schools challenged by low test scores and live in neighborhoods in need of more after school programs and services.

KSA's extended day and school year help address the enormous need for safe, constructive activities in San Lorenzo between school time and family time. Longer school days provide more time for math and more time for reading, giving students the time and instruction they need to get on a college preparatory track for life. The longer school day also enables us to develop our students into well-rounded individuals by providing electives such as physical education, technology, and orchestra.

MORE TIME

KSA students attend school from 7:55 a.m. to 5:00 p.m. Monday, Tuesday, Thursday, and Friday and until 2:00 p.m. on Wednesday. Students also attend school approximately 12 Saturdays a year and for three weeks in the summer. Two of the twelve Saturdays are reserved for Report Card Days. Report Card Days require teachers, students, and parents to meet and discuss student progress. Report Card Days strengthen the KSA community by providing more opportunities for communication between teachers and parents. The academic/enrichment Saturday schools are considered academic/enrichment Saturdays. During academic/enrichment Saturdays, teachers reinforce and extend the skills and content being taught within their classrooms. In addition to academic/enrichment Saturday school and Report Card Days, we also have enrichment clubs aimed at turning our greater community into our classroom. While participating in Enrichment Clubs, students are engaged in various educational, life-changing adventures. Enrichment Clubs this year consist of the following: Drama, School and Community Betterment, Spoken Word Poetry, Magazines, Student Government, Orchestra, Spanish, Technology, Art, Art Appreciation, Ceramics, Chinese, Hip-Hop, Grass Roots Environmental, Sports.

A SAFE COMMUNITY WHERE CHILDREN LEARN

KSA focuses on developing inspiring, thoughtful and respectful citizens as well as accomplished scholars. Every student, teacher and parent signs the "KSA Commitment to Excellence," which outlines the commitment each of us makes to work, think, and behave in the best way we know how and to do whatever it takes to help us and all of our teammates learn. At KSA, there are no shortcuts and there are no excuses.

FOCUS ON RESULTS

At KSA, we are all climbing toward one summit - acceptance to a 4-year college. We will reach many summits along the way that will provide ample opportunities to celebrate our growth and progress; however, KSA ultimately will measure our success by the number of college acceptance letters each of our students receives when applying to college. We succeed when we have truly helped every child climb the mountain to college.

MISSION AND VISION

The mission statement: KSA, students, families, and staff work together to prepare every child for college. Through hard work, high expectations, mutual respect, and discipline, we all realize our highest potential and become agents of social change. Strengthened by these skills, habits, and qualities, the students of KIPP Summit Academy prioritize the goal of a college education in achieving personal success. In addition, students will learn about the world and themselves through their academic pursuit and will realize their responsibility of being agents of social change for their communities and the world.

The vision statement: To have enough great individual student achievement and overall school results in both quality and quantity in our school to change society in order to help our children build a better tomorrow for themselves and generations to come. This is derived from KIPP Bay Area's vision.

Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

KIPP Summit Academy 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. Throughout the charter development process and beyond, KIPP Summit Academy has involved parents as key stakeholders in the school.

The Commitment to Excellence Form outlines the ways in which KIPP Summit Academy 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.

KIPP Summit academy also requires mandatory parent volunteer hours to support. These volunteer opportunities include report card pick up, parent night, newsletters, picnics, spelling bees, local field trips and end of year trips. KIPP Summit Academy parents are encouraged to join the KIPP Summit Academy Parent Association.

For more information, please call 510-258-0106 and ask to speak with an administrator.

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	101
Grade 6	100
Grade 7	100
Grade 8	84
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	385

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	15.32 %
American Indian or Alaska Native	%
Asian	27.79 %
Filipino	2.86 %
Hispanic or Latino	44.94 %
Pacific Islander	0.52 %
White (not Hispanic)	4.94 %
Multiple or No Response	3.64 %
Socioeconomically Disadvantaged	62.00 %
English Learners	44.00 %
Students with Disabilities	7.00 %

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+
English	27.5		12	30.2		12	32.1		12		
Mathematics	27.5		12	30.2		12	32.1		12		
Science	27.5		9	30.2		9	32.1		9		
Social Science	27.5		9	30.2		9	32.1		9		

III. School Climate

School Safety Plan (School Year 2008-09)

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

The school safety plan is updated annually, and was last reviewed and updated at the beginning of the 2009-2010 school year. The safety plan is aligned with that of San Lorenzo Unified School District and is updated accordingly.

The school safety plan includes the following elements:
Evacuation procedures including routes, safety zones and hall sweep procedures

Command Center Roles and Responsibilities

Emergency codes and procedures for situations including imminent threat to a student or teacher where evacuation isn't possible, natural disasters requiring action and assessment of building safety for possible evacuation and situations involving a bomb threat or discovery of an explosive device.

Procedures for a missing student, medical emergency, exposure to blood or bodily fluids, field trip emergencies.

Lastly, the safety plan includes school visitor protocol, student post-emergency check out protocol, procedure for emergency coordination with KIPP King Collegiate, emergency preparedness drills, professional development and maintaining the emergency

readiness plan.

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	6.7	16.6	15.6	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 Summit Academy 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.

Age of School Buildings

The former site of Barrett Middle School provides KIPP Summit Academy 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. We look forward to remaining in the Barrett Middle School facility for the entirety of the charter authorization period.

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

One of the assistant 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

This Fall (2010) we will break ground on the construction of five additional classrooms and a bathroom (and supplemental classrooms for our adjoining high school). The new classrooms are scheduled to be occupied by students in the 2010-2011 school year.

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		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A		X	Gopher holes in field
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	11	15	20	592
Without Full Credential	6	6	4	21
Teaching Outside Subject Area of Competence	0	0	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
Total Teacher Misassignments			0
Vacant Teacher Positions			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		
Library Media Teacher (Librarian)		N/A
Psychologist	0.1	N/A
Social Worker	0.8	N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	1.8	N/A

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	Teacher selected/various texts and novels. Write Tools and Write Source	0
Mathematics	5th- Everyday Math 6th-McDougal Littell 7th/8th-Prentice Hall	0
Science	5/6-Houghton Mifflin 7/8: Holt	0
History-Social Science	History Alive!	0
Foreign Language	Teacher selected and Realidades	0
Health	Resources from La Clinica	0
Visual and Performing Arts	Standard of Excellence, Music Connection Gr. 5, and teacher selected	0
Science Laboratory Equipment (grades 9-12)	N/A	NA

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	\$8,956	0	\$8,956	\$58,276
District	N/A	N/A	\$8,435	\$65,026
Percent Difference – School Site and District	N/A	N/A	6	-10%
State	N/A	N/A	\$5,512	\$65,905
Percent Difference – School Site and State	N/A	N/A	62	-13%

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 Summit Academy students. Students attend school Monday, Tuesday, Thursday and Friday from 7:55 a.m. to 5:00 p.m. and on Wednesday from 7:55 a.m. to 2:00 p.m. Nine hours on four weekdays, 6 hours on one weekday and three and one half hours one Saturday a month, and three weeks every summer enables KIPP Summit Academy students to achieve remarkable academic and social progress. A typical day for a KIPPster is broken down according to the following schedule: Under the "More Time in School" model, students are offered instruction under an extended day model which includes core classes, enrichment classes, and supplemental instruction.

At the beginning of the school year, in executing the "Commitment to Excellence" form, parents are given the opportunity to opt in or out of the "More Time in School" model and approach to learning. A copy of the "Commitment to Excellence" form is attached. Despite the long day at KSA, we have found that KIPP students enthusiastically attend school each day; KIPP schools have a 96% attendance rate.

A typical day for a KIPPster is broken down into the following three components:

Core Academic Subjects

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

Supplemental Instruction

Students receive supplemental instruction from teachers. For example, 7th grade students identified as being "at risk of failing CAHSEE" participate in a structured literacy tutorial class during this time to supplement their daily core English-Language Arts instruction.

Saturday Academy/Enrichment

KIPP Summit Academy students may attend classes on select Saturdays from 9:00 a.m. to 12:15 p.m. throughout the year. The Saturday programs are typically three hours long and include a mix of supplemental instruction and enrichment classes. During this time, students eligible for supplemental instruction are offered classroom instruction, small group tutorials, and one-on-one tutoring. Other students participate in activities that contribute to their becoming well-rounded individuals, including the following examples: Drama, School and Community Betterment, Spoken Word Poetry, Magazines, Student Government, Orchestra, Spanish, Technology, Art, Art Appreciation, Ceramics, Chinese, Hip-Hop, Grass Roots Environmental, Sports.

All students at KIPP Summit Academy must attend a summer school session as part of its "More Time in School" model. The summer school session provides KIPP Summit Academy 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 to KSA's expectations and culture. Students attend classes for four hours each day for three weeks.

Summer Session

The KIPP Summit Academy's summer session is typically divided into two components. The first segment contains a weeklong staff development program that provides KIPP Summit Academy teachers with an opportunity to design their goals, objectives, and curriculum for the summer and the upcoming school year. Once the summer session has ended, teachers continue their preparation by designing a curriculum for the fall that address 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 their 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. Students may be offered enrichment courses and/or supplemental instruction during the summer. 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 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 Summit Academy 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	\$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	54	53	55	36	36	41	43	46	50
Mathematics	65	51	55	32	33	36	40	43	46
Science	49	68	63	28	37	40	38	46	50
History-Social Science	64	68	64	24	28	34	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	41	41	48	46
American Indian or Alaska Native				
Asian	76	81	89	100
Filipino	73	82	*	*
Hispanic or Latino	44	41	48	51
Pacific Islander	*	*		
White (not Hispanic)	84	68	*	*
Male	47	51	63	64
Female	65	59	62	65
Economically Disadvantaged	49	49	54	54
English Learners	41	42	54	33
Students with Disabilities				
Students Receiving Migrant Education Services				

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

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

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test

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

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
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	8	8
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	B	4	11	817

African American			6	716
American Indian or Alaska Native				
Asian		7	20	923
Filipino				
Hispanic or Latino		-3	12	771
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged		24	-7	781
English Learners		2	-6	820
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	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

"Yes" Met 2009 AYP Criteria
 "No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate](#)

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

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	22.2

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 Summit Academy, the School Leader and Assistant Principal set the tone and develop the conditions under which staff members become the keepers of the school's culture and values and grow as teachers and learners. 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. Beginning in staff orientation before summer school, the School Leader and Dean of Instruction ensure 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.

During the school year, staff development continues through professional development days, whole staff meetings, and department and grade level team meetings. KIPP Summit Academy teachers receive two weeks 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. Over the course of the school year, teachers receive a total of 15 days of staff development. Teachers are encouraged to observe each other and other excellent teachers in the community, 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. Finally, teachers also receive approximately 40 hours of staff development at conferences sponsored by the KIPP Foundation and participate in online communities of like-minded teachers throughout the KIPP network of schools.

The School Leader of KIPP Summit Academy also benefits from professional development opportunities provided by KIPP Bay Area Schools and the KIPP Foundation. The School Leader attends PD events for KIPP Leaders twice annually. In addition, the KIPP Foundation consults with KIPP School Leaders to:

- Determine their 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 ensues a potent and predominant KIPP culture.

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