

# Executive Summary School Accountability Report Card, 2010–11

## For **KIPP San Francisco Bay Academy**

<b>Address:</b>	1430 Scott St., San Francisco, CA, 94115	<b>Phone:</b>	(415) 440-4306
<b>Principal:</b>	Mrs. Lydia Smith Glassie, Principal	<b>Grade Span:</b>	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 information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 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

#### Mission

KIPP San Francisco Bay Academy is dedicated to providing its students with the knowledge, skills, and character traits needed to succeed in top-quality high schools, colleges, and in the competitive world beyond.

#### History

KIPP San Francisco Bay Academy opened its doors for fifth graders in July 2003 in the Western Addition neighborhood of San Francisco. The school was founded by principal Lydia Glassie. In the state of California, KIPP San Francisco Bay Academy scores among the top 20% of all schools. In 2007, KIPP San Francisco Bay Academy received the prestigious California Distinguished School award. Today, the school serves over 300 students.

### Student Enrollment

Group	Enrollment
<b>Number of students</b>	332
<b>Black or African American</b>	25.9%
<b>American Indian or Alaska Native</b>	1.2%
<b>Asian</b>	6.3%
<b>Filipino</b>	2.7%
<b>Hispanic or Latino</b>	59.9%
<b>Native Hawaiian or Pacific Islander</b>	0.0%

<b>White</b>	3.6%
<b>Two or More Races</b>	0.3%
<b>Socioeconomically Disadvantaged</b>	75.9%
<b>English Learners</b>	37.0%
<b>Students with Disabilities</b>	10.2%

## Teachers

<b>Indicator</b>	<b>Teachers</b>
<b>Teachers with full credential</b>	18
<b>Teachers without full credential</b>	1
<b>Teachers Teaching Outside Subject Area of Competence</b>	0
<b>Misassignments of Teachers of English Learners</b>	0
<b>Total Teacher Misassignments</b>	0

## Student Performance

<b>Subject</b>	<b>Students Proficient and Above on STAR* Program Results</b>
<b>English-Language Arts</b>	60%
<b>Mathematics</b>	80%
<b>Science</b>	79%
<b>History-Social Science</b>	84%

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

## Academic Progress\*

<b>Indicator</b>	<b>Result</b>
<b>2011 Growth API Score (from 2011 Growth API Report)</b>	859
<b>Statewide Rank (from 2010 Base API Report)</b>	8

<b>Met All 2011 AYP Requirements</b>	no
<b>Number of AYP Criteria Met Out of the Total Number of Criteria Possible</b>	Met 16 of 21
<b>2011–12 Program Improvement Status (PI Year)</b>	

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

## School Facilities

### Summary of Most Recent Site Inspection

N/A

### Repairs Needed

N/A

### Corrective Actions Taken or Planned

District planning revitalization project starting fall 2011.

## Curriculum and Instructional Materials

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

## School Finances

<b>Level</b>	<b>Expenditures Per Pupil (Unrestricted Sources Only)</b>
School Site	\$8298

<b>District</b>	N/A
<b>State</b>	\$5,455

## School Completion

Indicator	Result
Graduation Rate (if applicable)	N/A

## Postsecondary Preparation

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

# School Accountability Report Card

## Reported Using Data from the 2010–11 School Year

*Published During 2011–12*

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

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

## I. Data and Access

### Ed-Data Partnership Web Site

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

## DataQuest

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

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II. About This School

### Contact Information (School Year 2011–12)

School		District	
<b>School Name</b>	KIPP San Francisco Bay Academy	<b>District Name</b>	San Francisco Unified
<b>Street</b>	1430 Scott St.	<b>Phone Number</b>	(415) 241-6000
<b>City, State, Zip</b>	San Francisco, CA, 94115	<b>Web Site</b>	www.sfusd.edu
<b>Phone Number</b>	(415) 440-4306	<b>Superintendent</b>	Carlos Garcia
<b>Principal</b>	Mrs. Lydia Smith Glassie, Principal	<b>E-mail Address</b>	carlosgarcia@sfusd.edu
<b>E-mail Address</b>	lglassie@sfbayacademy.org	<b>CDS Code</b>	38684780101352

### School Description and Mission Statement (School Year 2010–11)

#### Mission

KIPP San Francisco Bay Academy is dedicated to providing its students with the knowledge, skills, and character traits needed to succeed in top-quality high schools, colleges, and in the competitive world beyond.

#### History

KIPP San Francisco Bay Academy opened its doors for fifth graders in July 2003 in the Western Addition neighborhood of San Francisco. The school was founded by principal Lydia Glassie. In the state of California, KIPP San Francisco Bay Academy scores among the top 20% of all schools. In 2007, KIPP San Francisco Bay Academy received the prestigious California Distinguished School award. Today, the school serves over 300 students.

### Opportunities for Parental Involvement (School Year 2010–11)

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/guardian involvement include quarterly report card conferences, weekly meetings with staff, parent/guardian nights, workshops, and chaperoning on local and end of year field lessons. KIPP San Francisco Bay Academy parents/guardians are also encouraged to join the KIPP San Francisco Bay Academy Family Group.

### Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	61
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	95	Grade 12	0
Grade 6	93	Ungraded Secondary	0
Grade 7	83	Total Enrollment	332

### Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	25.9%
American Indian or Alaska Native	1.2%
Asian	6.3%
Filipino	2.7%
Hispanic or Latino	59.9%
Native Hawaiian or Pacific Islander	0.0%
White	3.6%

<b>Two or More Races</b>	0.3%
<b>Socioeconomically Disadvantaged</b>	75.9%
<b>English Learners</b>	37.0%
<b>Students with Disabilities</b>	10.2%

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	Avg. Class Size	2008-09 Number of Classes*			Avg. Class Size	2009-10 Number of Classes*			Avg. Class Size	2010-11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Avg. Class Size	2008-09 Number of Classes*			Avg. Class Size	2009-10 Number of Classes*			Avg. Class Size	2010-11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	28.6	0	9	0	26.2		12		24.0	3	3	0
<b>Mathematics</b>	28.7	0	6	0	26.2		12		24.0	3	3	0
<b>Science</b>	28.4	0	5	0	26.2		12		24.0	3	3	0
<b>Social</b>	28.9	0	7	0	26.2		12		23.8	3	3	0

Science																			
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\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### III. School Climate

#### School Safety Plan (School Year 2010–11)

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

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	9.2%	4.9%				
Expulsions	0.0%	0.0%				

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

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2011–12)

**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 2011–12)

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

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
<b>With Full Credential</b>	17	16	19	
<b>Without Full Credential</b>	3	2	1 (non-core)	
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	3	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
<b>Misassignments of Teachers of English Learners</b>	0	0	0

<b>Total Teacher Misassignments*</b>	3	0	0
<b>Vacant Teacher Positions</b>	0	0	0

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

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
<b>This School</b>	100.00%	0.00%
<b>All Schools in District</b>	100.00%	0.00%
<b>High-Poverty Schools in District</b>	0.00%	0.00%
<b>Low-Poverty Schools in District</b>	0.00%	0.00%

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

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	1	
<b>Counselor (Social/Behavioral or Career Development)</b>	0	
<b>Library Media Teacher (librarian)</b>	0	

<b>Library Media Services Staff (paraprofessional)</b>	0	
<b>Psychologist</b>	0	
<b>Social Worker</b>	0	
<b>Nurse</b>	1	
<b>Speech/Language/Hearing Specialist</b>	6	
<b>Resource Specialist (non-teaching)</b>	1	
<b>Other</b>	0	

Note: Cells shaded in black do not require data.

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

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

**Year and month in which data were collected:** \_\_\_\_\_

<b>Core Curriculum Area</b>	<b>Textbooks and instructional materials/year of adoption</b>	<b>From most recent adoption?</b>	<b>Percent students lacking own assigned copy</b>
<b>Reading/Language Arts</b>	Houghton Mifflin English		0
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• McMillan/McGraw Hill</li> <li>• Houghton Mifflin, Middle School Math Course 1 (CA)</li> <li>• Houghton Mifflin CA Math Concepts &amp; Skills, Course 2</li> <li>• Houghton Mifflin Concepts &amp; Skills, Algebra 1 (CA edition)</li> </ul>		0
<b>Science</b>	<ul style="list-style-type: none"> <li>• Harcourt Science</li> <li>• Holt Science &amp; Technology: Life Science</li> <li>• Holt Science &amp; Technology: Physical Science</li> </ul>		0
<b>History-Social Science</b>	<ul style="list-style-type: none"> <li>• History Alive! America's Past</li> <li>• History Alive! The Ancient World</li> <li>• History Alive! The Medieval World &amp; Beyond</li> <li>• History Alive! The US Through Industrialism</li> </ul>		0
<b>Foreign Language</b>			0

Health			0
Visual and Performing Arts			0
Science Laboratory Equipment (grades 9-12)			0

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,220	\$922	\$8298	\$59,124
District			N/A	\$60,641
Percent Difference – School Site and District			N/A	-2.5%
State			\$5,455	\$69,207
Percent Difference – School Site and State			52%	-15%

Note: Cells shaded in black do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

### Types of Services Funded (Fiscal Year 2010–11)

More time on task is central to the success of KIPP students. KIPP supplements the regular day with instruction before 9

am and after 3 pm several days a week, as well as during the summer and on Saturdays when necessary. Supplemental instruction may also be offered for several weeks outside of the regular school year calendar. As part of the Commitment to Excellence form, parents agree to participate in all supplemental instruction opportunities provided to their child, and are notified regularly as to the nature of their child's extended day program (remediation, enrichment activities, homework club, etc.). Despite the long day, we have found that KIPP students enthusiastically attend school each day; KIPP schools have a very high attendance rate.

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

### Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,744	\$42,017
Mid-Range Teacher Salary	\$64,207	\$67,294
Highest Teacher Salary	\$78,777	\$86,776
Average Principal Salary (Elementary)	\$98,269	\$108,534
Average Principal Salary (Middle)	\$101,948	\$112,893
Average Principal Salary (High)	\$106,832	\$123,331
Superintendent Salary	\$290,144	\$226,417
Percent of Budget for Teacher Salaries	34.00%	38.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The

CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

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

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	57%	64%	60%	53%	55%	56%	49%	52%	54%
Mathematics	66%	67%	80%	52%	54%	54%	46%	48%	50%
Science	56%	73%	79%	53%	59%	60%	50%	54%	57%
History-Social Science	65%	76%	84%	45%	49%	52%	41%	44%	48%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	56%	54%	60%	52%
All Students at the School	60%	80%	79%	84%

<b>Male</b>	59%	80%	80%	87%
<b>Female</b>	60%	81%	79%	80%
<b>Black or African American</b>	46%	70%	74%	79%
<b>American Indian or Alaska Native</b>	0%	0%	0%	0%
<b>Asian</b>	73%	100%	0%	0%
<b>Filipino</b>	0%	0%	0%	0%
<b>Hispanic or Latino</b>	60%	80%	79%	85%
<b>Native Hawaiian or Pacific Islander</b>				
<b>White</b>	86%	86%	0%	0%
<b>Two or More Races</b>	71%	93%	0%	0%
<b>Socioeconomically Disadvantaged</b>	57%	79%	78%	83%
<b>English Learners</b>	36%	68%	71%	0%
<b>Students with Disabilities</b>	32%	63%	50%	58%
<b>Students Receiving Migrant Education Services</b>	0%	0%	0%	0%

Note: **Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.**

### California High School Exit Examination

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced		
	School	District	State

	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>English-Language Arts</b>				54%	57%	55%	52%	54%	59%
<b>Mathematics</b>				60%	60%	63%	53%	54%	56%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
<b>All Students in the LEA</b>	45%	23%	33%	37%	31%	32%
<b>All Students at the School</b>						
<b>Male</b>						
<b>Female</b>						
<b>Black or African American</b>						
<b>American Indian or Alaska Native</b>						
<b>Asian</b>						
<b>Filipino</b>						
<b>Hispanic or Latino</b>						
<b>Native Hawaiian or Pacific Islander</b>						
<b>White</b>						
<b>Two or More Races</b>						
<b>Socioeconomically Disadvantaged</b>						
<b>English Learners</b>						
<b>Students with Disabilities</b>						
<b>Students Receiving Migrant Education Services</b>						



Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California Physical Fitness Test Results (School Year 2010–11)

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.90%	23.90%	13.00%
7	13.30%	15.70%	22.90%
9	0.00%	0.00%	0.00%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

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

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

API Rank	2008	2009	2010
Statewide	9	8	8

Similar Schools	10	10	10
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### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	-21	14	14
Black or African American	-19	1	-5
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-13	16	3
Native Hawaiian or Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged	4	24	14
English Learners	-22	31	0
Students with Disabilities			

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

### Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	321	859	37,196	796	4,683,676	778
Black or African American	70	800	3,807	615	317,856	696

<b>American Indian or Alaska Native</b>	2		205	709	33,774	733
<b>Asian</b>	22	944	16,263	872	398,869	898
<b>Filipino</b>	7		2,235	799	123,245	859
<b>Hispanic or Latino</b>	192	858	8,637	682	2,406,749	729
<b>Native Hawaiian or Pacific Islander</b>	0		491	662	26,953	764
<b>White</b>	14	924	5,536	879	1,258,831	845
<b>Two or More Races</b>	14	917	4		76,766	836
<b>Socioeconomically Disadvantaged</b>	260	850	23,340	755	2,731,843	726
<b>English Learners</b>	151	838	15,552	745	1,521,844	707
<b>Students with Disabilities</b>	38	703	4,284	577	521,815	595

### Adequate Yearly Progress

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

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

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

### Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

<b>AYP Criteria</b>	<b>School</b>	<b>District</b>
<b>Made AYP Overall</b>	No	No
<b>Met Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Met Participation Rate - Mathematics</b>	Yes	Yes
<b>Met Percent Proficient - English-Language Arts</b>	No	No

<b>Met Percent Proficient - Mathematics</b>	Yes	No
<b>Met API Criteria</b>	Yes	Yes
<b>Met Graduation Rate</b>	N/A	Yes

### Federal Intervention Program (School Year 2011–12)

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

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>	Not in PI	In PI
<b>First Year of Program Improvement</b>		2006-2007
<b>Year in Program Improvement</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>		35
<b>Percent of Schools Currently in Program Improvement</b>		31.0%

Note: Cells shaded in black do not require data.

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California’s Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

#### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores

- Graduation from high school

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

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
<b>Dropout Rate (1-year)</b>	0.0	0.0	22.2	4.5	2.3	3.3	4.9	5.7	4.6
<b>Graduation Rate</b>				84.37	85.72	85.96	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
<b>All Students</b>	N/A	N/A	N/D
<b>Black or African American</b>	N/A	N/A	N/D
<b>American Indian or Alaska Native</b>	N/A	N/A	N/D
<b>Asian</b>	N/A	N/A	N/D
<b>Filipino</b>	N/A	N/A	N/D
<b>Hispanic or Latino</b>	N/A	N/A	N/D
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/D
<b>White</b>	N/A	N/A	N/D
<b>Two or More Races</b>	N/A	N/A	N/D
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/D

<b>English Learners</b>	N/A	N/A	N/D
<b>Students with Disabilities</b>	N/A	N/A	N/D

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

### Career Technical Education Programs (School Year 2010–11)

<b>Narrative provided by the LEA.</b>
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### Career Technical Education Participation (School Year 2010–11)

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

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

<b>UC/CSU Course Measure</b>	<b>Percent</b>
<b>2010-11 Students Enrolled in Courses Required for UC/CSU Admission</b>	N/A
<b>2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	N/A

### Advanced Placement Courses (School Year 2010–11)

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

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

## XII. Instructional Planning and Scheduling

### Professional Development

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

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.

**KIPP San Francisco Bay  
Academy**

San Francisco Unified

**School Accountability Report Card, 2010-  
2011**

***Provided by the Ed-Data Partnership***

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