

# Executive Summary School Accountability Report Card, 2010–11

## For **KIPP Summit Academy**

<b>Address:</b>	2005 Via Barrett, San Lorenzo, CA, 94580	<b>Phone:</b>	(510) 258-0106
<b>Principal:</b>	Ric Zappa, 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

The mission of KIPP Summit Academy is that students, families, and staff work together to prepare every child for college. Through hard work, high expectations, mutual respect and discipline, we will all realize our highest potential and become agents of social change.

KIPP Summit Academy strives to develop in our students the academic skills, intellectual habits, and character qualities necessary to succeed in high school, college, and the competitive world beyond. Strengthened by these skills, habits, and qualities, the students of KIPP Summit Academy prioritize the goal of a college education in achieving personal success. The mission of KIPP Summit Academy is not easily accomplished; our students quickly learn that there are no shortcuts to realize these goals.

#### History

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. KIPP Summit Academy serves almost 400 students in grades five through eight.

### Student Enrollment

Group	Enrollment
<b>Number of students</b>	394
<b>Black or African American</b>	10.7%
<b>American Indian or Alaska Native</b>	0.0%
<b>Asian</b>	27.4%

<b>Filipino</b>	3.3%
<b>Hispanic or Latino</b>	50.3%
<b>Native Hawaiian or Pacific Islander</b>	0.0%
<b>White</b>	7.1%
<b>Two or More Races</b>	1.3%
<b>Socioeconomically Disadvantaged</b>	68.0%
<b>English Learners</b>	66.2%
<b>Students with Disabilities</b>	6.1%

## Teachers

<b>Indicator</b>	<b>Teachers</b>
<b>Teachers with full credential</b>	20
<b>Teachers without full credential</b>	3
<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>	66%
<b>Mathematics</b>	63%
<b>Science</b>	82%
<b>History-Social Science</b>	86%

\*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\*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	859
Statewide Rank (from 2010 Base API Report)	8
Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 20 of 21
2011–12 Program Improvement Status (PI Year)	

\*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
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### Repairs Needed

N/A
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### Corrective Actions Taken or Planned

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

## Curriculum and Instructional Materials

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

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$8298
District	N/A
State	\$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 Summit Academy	<b>District Name</b>	San Lorenzo Unified
<b>Street</b>	2005 Via Barrett	<b>Phone Number</b>	(510) 317-4600
<b>City, State, Zip</b>	San Lorenzo, CA, 94580	<b>Web Site</b>	www.slzUSD.org
<b>Phone Number</b>	(510) 258-0106	<b>Superintendent</b>	Dennis Byas
<b>Principal</b>	Ric Zappa, Principal	<b>E-mail Address</b>	dbyas@slzUSD.org
<b>E-mail Address</b>	rzappa@kippsummit.org	<b>CDS Code</b>	01613090101212

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

#### Mission

The mission of KIPP Bridge Charter School is to develop the academic knowledge, skills, and character traits necessary for students to achieve success in the finest high schools and colleges, and the competitive world beyond.

#### Vision

The vision of KIPP Bridge Charter School is to provide all students with an outstanding education that emphasizes critical thinking, reading, and writing. This education, along with the promotion of excellent citizenship and the appreciation of diversity, will develop college-bound community leaders.

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

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 strongly encourages parents to volunteer. These volunteer opportunities include fundraisers, coaching opportunities, office support, teacher appreciation, and chaperoning on local and end of year field trips. KIPP Summit Academy parents are also encouraged to join the KIPP Summit Academy Parent Association.

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	97
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	99	Grade 12	0
Grade 6	98	Ungraded Secondary	0
Grade 7	100	<b>Total Enrollment</b>	<b>394</b>

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

Group	Percent of Total Enrollment
Black or African American	10.7%
American Indian or Alaska Native	0.0%
Asian	27.4%
Filipino	3.3%
Hispanic or Latino	50.3%

<b>Native Hawaiian or Pacific Islander</b>	0.0%
<b>White</b>	7.1%
<b>Two or More Races</b>	1.3%
<b>Socioeconomically Disadvantaged</b>	68.0%
<b>English Learners</b>	66.2%
<b>Students with Disabilities</b>	6.1%

**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>	30.7	0	3	3	32.1		12		32.8	0	6	6

<b>Mathematics</b>	30.7	0	3	3	32.1		12		32.8	0	3	3
<b>Science</b>	30.7	0	3	3	32.1		9		32.8	0	3	3
<b>Social Science</b>	30.7	0	3	3	32.1		9		32.8	0	3	3

\* 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 is updated annually.

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

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
<b>Suspensions</b>	11.2	8.2				
<b>Expulsions</b>	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 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/cafeteria, 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.

**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			LEA Provided
<b>Interior:</b> Interior Surfaces			X		LEA Provided
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X			LEA Provided
<b>Electrical:</b> Electrical			X		LEA Provided
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X		LEA Provided
<b>Safety:</b> Fire Safety, Hazardous Materials			X		LEA Provided
<b>Structural:</b> Structural Damage, Roofs		X			LEA Provided
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences				X	LEA Provided
<b>Overall Rating</b>	Fair				

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>	20	15	20	

<b>Without Full Credential</b>	4	0	3	
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	3	0	

### Teacher Misassignments and Vacant Teacher Positions

<b>Indicator</b>	<b>2009–10</b>	<b>2010–11</b>	<b>2011–12</b>
<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/>

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
<b>This School</b>	85.71%	14.29%
<b>All Schools in District</b>	85.71%	14.29%
<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
Academic Counselor	1	
Counselor (Social/Behavioral or Career Development)	1	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	0	
Social Worker	1	
Nurse	2	
Speech/Language/Hearing Specialist	8	
Resource Specialist (non-teaching)	1	
Other	1	

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: \_\_\_\_\_

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
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	5/6-Houghton Mifflin 7/8: Holt		0

<b>Foreign Language</b>	5/6-Houghton Mifflin 7/8: Holt		0
<b>Health</b>	5/6-Houghton Mifflin 7/8: Holt		0
<b>Visual and Performing Arts</b>	5/6-Houghton Mifflin 7/8: Holt		0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		N/A

## VIII. School Finances

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

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental / Restricted)</b>	<b>Expenditures Per Pupil (Basic / Unrestricted)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	<b>\$9,220</b>	<b>\$922</b>	<b>\$8298</b>	<b>\$59,124</b>
<b>District</b>				\$69,775
<b>Percent Difference – School Site and District</b>				-15%
<b>State</b>			\$5,455	\$67,667
<b>Percent Difference – School Site and State</b>			52%	-13%

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 and enrichment

More time on task is central to the success of KIPP students. KIPP supplements the regular day with instruction 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	\$37,659	\$41,035
Mid-Range Teacher Salary	\$66,696	\$65,412
Highest Teacher Salary	\$90,688	\$84,837
Average Principal Salary (Elementary)	\$111,820	\$106,217
Average Principal Salary (Middle)	\$117,587	\$111,763
Average Principal Salary (High)	\$130,891	\$121,538
Superintendent Salary	\$246,952	\$197,275
Percent of Budget for Teacher Salaries	43.00%	39.00%
Percent of Budget for Administrative Salaries	6.00%	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	55%	60%	66%	41%	45%	45%	49%	52%	54%
Mathematics	55%	58%	63%	36%	38%	38%	46%	48%	50%
Science	63%	77%	82%	40%	45%	50%	50%	54%	57%
History-Social Science	64%	82%	86%	34%	41%	45%	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	45%	38%	50%	45%

<b>All Students at the School</b>	66%	63%	82%	86%
<b>Male</b>	60%	60%	83%	87%
<b>Female</b>	72%	66%	82%	85%
<b>Black or African American</b>	67%	43%	72%	89%
<b>American Indian or Alaska Native</b>				
<b>Asian</b>	88%	94%	96%	100%
<b>Filipino</b>	77%	69%	0%	0%
<b>Hispanic or Latino</b>	54%	50%	74%	75%
<b>Native Hawaiian or Pacific Islander</b>				
<b>White</b>	57%	64%	85%	0%
<b>Two or More Races</b>	0%	0%	0%	0%
<b>Socioeconomically Disadvantaged</b>	64%	63%	82%	85%
<b>English Learners</b>	41%	49%	75%	56%
<b>Students with Disabilities</b>	46%	44%	0%	0%
<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 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			
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	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>				46%	45%	54%	52%	54%	59%
<b>Mathematics</b>				49%	47%	51%	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>	46%	29%	25%	49%	32%	19%
<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	25.60%	28.00%	23.20%
7	25.00%	25.00%	12.50%
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	8	8	8
Similar Schools	10	8	10

### 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	11	32	15
Black or African American	6		
American Indian or Alaska Native			
Asian	20	26	13
Filipino			
Hispanic or Latino	12	41	-2
Native Hawaiian or Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged	-7	53	20
English Learners	-6	33	14
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	391	859	7,985	741	4,683,676	778
Black or African American	42	820	1,010	673	317,856	696
American Indian or Alaska Native	0		32	765	33,774	733

<b>Asian</b>	108	962	870	868	398,869	898
<b>Filipino</b>	13	936	672	818	123,245	859
<b>Hispanic or Latino</b>	195	810	4,201	709	2,406,749	729
<b>Native Hawaiian or Pacific Islander</b>	0		121	712	26,953	764
<b>White</b>	28	836	966	777	1,258,831	845
<b>Two or More Races</b>	5		73	749	76,766	836
<b>Socioeconomically Disadvantaged</b>	272	850	4,908	715	2,731,843	726
<b>English Learners</b>	254	863	3,610	716	1,521,844	707
<b>Students with Disabilities</b>	27	706	885	610	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>	Yes	No
<b>Met Percent Proficient - Mathematics</b>	No	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>		2004-2005
<b>Year in Program Improvement</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>		10
<b>Percent of Schools Currently in Program Improvement</b>		55.6%

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	0.0	3.5	4.1	4.2	4.9	5.7	4.6
<b>Graduation Rate</b>				83.28	85.70	85.11	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
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Note: "N/D" means that no data were available to the CDE or LEA to report.

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

N/A
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### Career Technical Education Participation (School Year 2010–11)

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

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

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

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

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

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 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.

**KIPP Summit Academy**

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

San Lorenzo Unified

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

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