

# KIPP San Jose Collegiate

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- 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 more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	KIPP San Jose Collegiate
<b>Street</b>	1790 Educational Park Dr
<b>City, State, Zip</b>	San Jose, CA 95133-1703
<b>Phone Number</b>	408-937-3752
<b>Principal</b>	Tom Ryan
<b>E-mail Address</b>	tom.ryan@kippsanjose.org
<b>Web Site</b>	www.kippbayarea.org/schools/sjcollegiate
<b>CDS Code</b>	43694270116889

<b>District Contact Information</b>	
<b>District Name</b>	East Side Union High
<b>Phone Number</b>	(408) 347-5000
<b>Superintendent</b>	Chris Funk
<b>E-mail Address</b>	funkc@esuhsd.org
<b>Web Site</b>	www.esuhsd.org

### **School Description and Mission Statement (School Year 2018-19)**

Tom Ryan has been the Principal of KIPP San Jose Collegiate since 2012. Prior to becoming Principal, Mr. Ryan served as Vice Principal of Culture and taught World History, AP World History and U.S. Government at KSJC. Mr. Ryan graduated from Georgetown University with a Bachelor's degree in Humanities in International Affairs. Following college, he taught 4th grade in Phoenix, Arizona as a member of Teach for America, a national teaching corps whose members commit to teach two years in historically underserved communities in the United States. Before coming to KSJC, Mr. Ryan was a founding teacher at Sacramento Charter High School for six years where he also served as the Social Studies Department Chair, Instructional Coach, and boys' soccer coach. After joining the KSJC faculty, Mr. Ryan completed the Principal Prep strand of the KIPP School Leadership Programs in the summer of 2010 and earned his Masters in Educational Leadership in the spring of 2012 through National Louis University. At KSJC, Mr. Ryan feels privileged to work with an incredible staff and amazing students who are committed to climbing the mountain to and through college!

KIPP San Jose Collegiate will provide a rigorous, academic program to prepare students to enter and succeed in the nation's finest four-year colleges and universities and the competitive world beyond. By building poised, confident, and articulate leaders, our graduates will use their education and life experiences to make positive change in their own lives, within the East San Jose community, and among our global society. KIPP San Jose Collegiate is a public high school located in East San Jose that is free, open to all students, and committed to preparing students for college and choice-filled lives. KIPP San Jose Collegiate opened its doors in 2008 and graduated its first class of seniors in 2012. Over 90% of KIPP San Jose Collegiate students matriculate to college. KIPP San Jose Collegiate is proving that its graduates will be prepared with the character and academic skills necessary to enter and succeed in four-year colleges and universities.

### **Student Enrollment by Grade Level (School Year 2017-18)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 9</b>	135
<b>Grade 10</b>	129
<b>Grade 11</b>	117
<b>Grade 12</b>	108
<b>Total Enrollment</b>	489

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	0.0
Asian	21.5
Filipino	3.3
Hispanic or Latino	72.6
Native Hawaiian or Pacific Islander	0.2
White	1.2
Socioeconomically Disadvantaged	74.6
English Learners	5.7
Students with Disabilities	6.1
Foster Youth	0.0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

**General**

KIPP San Jose Collegiate and the East Side Union High 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 main campus was constructed in 1976, however KIPP San Jose Collegiate occupies portables that have been added since then.

**Cleaning Process and Schedule** The Operations Manager 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 (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 1/26/2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/26/2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/26/2019	
Overall Rating	Good

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	81.0	71.0	63.0	59.0	48.0	50.0
Mathematics (grades 3-8 and 11)	52.0	57.0	39.0	38.0	37.0	38.0

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	115	113	98.26	70.80
Male	49	48	97.96	56.25
Female	66	65	98.48	81.54
Black or African American	--	--	--	--
Asian	17	17	100.00	100.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Filipino	--	--	--	--
Hispanic or Latino	93	91	97.85	64.84
White	--	--	--	--
Socioeconomically Disadvantaged	85	83	97.65	67.47
English Learners	20	19	95.00	31.58
Students with Disabilities	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	115	113	98.26	56.64
Male	49	48	97.96	45.83
Female	66	65	98.48	64.62
Black or African American	--	--	--	--
Asian	17	17	100	76.47
Filipino	--	--	--	--
Hispanic or Latino	93	91	97.85	51.65
White	--	--	--	--
Socioeconomically Disadvantaged	85	83	97.65	53.01
English Learners	20	19	95	21.05
Students with Disabilities	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	16.7	22.5	44.2

Note: Percentages are not calculated 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.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

**Opportunities for Parental Involvement (School Year 2018-19)**

**Parental Involvement**

KIPP San Jose Collegiate 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. KIPP San Jose Collegiate involves parents as key stakeholders in the school. It is important to KSJC that parents feel part of the high school and college readiness process for their child. KSJC wants students to go home and talk about the college application and financial aid process with their parents just as much as they do with their college counselor. More importantly, San Jose Collegiate wants parents, especially those who never graduated from high school or college, to feel confident in assisting their child in the college application process and to help students make informed and smart decisions about their future. Below are some ways that KSJC intends to involve KIPP San Jose Collegiate parents:

**KIPP Parent Association (KPA)**

It is KSJC’s hope that parents will take ownership of the KPA and be the main drivers of what is accomplished. Some projects that KSJC parents take on are to plan and manage events for the student body, complete campus beautification projects, raise money for athletics and extracurricular activities, and volunteer at the school. Like the middle school, the KPA meets once a month during Saturday schools. Meetings take place on the high school campus. The Parent Liaison meets regularly with the KPA leadership team to assist with any projects and to ensure alignment between school and projects; however, the Parent Liaison does not take lead on any projects or events run by KPA. KIPP San Jose Collegiate’s hope is that parents will feel empowered by leadership on campus.

### Student-Parent Conferences

In order to keep parents informed about the academic performance of their children, KIPP San Jose Collegiate holds student-parent conferences three times per year. Parents are required to attend their scheduled student-conference once in the fall and once in the spring.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	8.9	4.2	2.6	11.7	10.0	20.5	10.7	9.7	9.1
<b>Graduation Rate</b>	85.1	87.4	88.0	83.0	85.0	71.5	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
<b>All Students</b>	98.2	84.1	88.7
<b>Black or African American</b>	0.0	75.3	82.2
<b>American Indian or Alaska Native</b>	0.0	0.0	82.8
<b>Asian</b>	100.0	95.0	94.9
<b>Filipino</b>	100.0	92.2	93.5
<b>Hispanic or Latino</b>	98.9	76.3	86.5
<b>Native Hawaiian/Pacific Islander</b>	0.0	67.7	88.6
<b>White</b>	100.0	92.7	92.1
<b>Two or More Races</b>	0.0	89.2	91.2
<b>Socioeconomically Disadvantaged</b>	98.9	83.8	88.6
<b>English Learners</b>	100.0	62.3	56.7
<b>Students with Disabilities</b>	83.3	62.0	67.1
<b>Foster Youth</b>	0.0	59.3	74.1

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	3.3	2.8	5.1	3.8	4.0	3.7	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

KIPP San Jose Collegiate adheres to an Emergency Preparedness Handbook drafted specifically to meet the needs of the school site in conjunction with law enforcement and the Fire Marshall. The Handbook includes a comprehensive set of health, safety and risk management policies that address, at a minimum, the following:

- Policies and procedures for responses to disasters and emergencies, including fires and earthquakes.
- Policies relating to blood-borne pathogens
- Policies relating to the administration of prescription drugs and other medicines; and
- A policy establishing KIPP San Jose Collegiate as a drug, alcohol and tobacco free workplace.

KIPP San Jose Collegiate's policies also adhere to district standards and procedures.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
<b>School Site</b>	\$9,951			
<b>District</b>	N/A	N/A		\$89,332
<b>Percent Difference: School Site and District</b>	N/A	N/A		
<b>State</b>	N/A	N/A	\$7,125	\$85,815
<b>Percent Difference: School Site and State</b>	N/A	N/A		

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2017-18)

More time on task is central to the success of KIPP students. KIPP supplements the regular day with instruction 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,349	\$50,747
Mid-Range Teacher Salary	\$90,881	\$86,127
Highest Teacher Salary	\$112,154	\$106,915
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$136,636
Average Principal Salary (High)	\$146,943	\$150,286
Superintendent Salary	\$286,275	\$238,058
Percent of Budget for Teacher Salaries	34.0	34.0
Percent of Budget for Administrative Salaries	4.0	5.0

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

### Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	3	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	6	N/A
All courses	17	49.0

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

During the school year, staff development will continue through professional development days, whole staff meetings, and department and grade level team meetings. KIPP San Jose Collegiate teachers will receive at least one week of inservice 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 will continue through professional development days, whole staff meetings, and vertical and grade level team meetings. During these meetings, time will be 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.

The best professional development is closely linked to teachers' classroom practice. Thus, the most frequently used professional development tool at KIPP San Jose Collegiate will be classroom observation, followed by substantive conversation about the observation. Each teacher will be observed informally by the Principal several times each month. Teachers will also be given the opportunity to observe a complete lesson taught by another teacher and discuss it during shared planning time or in a faculty meeting. All classrooms at KIPP San Jose Collegiate will have an open door policy.

Faculty, administrators, and visitors to the school are encouraged to visit any classroom unannounced, and to discuss the class afterwards with the teacher. Teachers will also have the opportunity to visit other KIPP schools, attend subject matter conferences with other KIPP teachers around the country, as well as an annual gathering of over 1,200 KIPP teachers. KIPP San Jose Collegiate would request the opportunity to attend scheduled staff development programs of interest on a seat availability basis through the East Side Union. KIPP San Jose Collegiate will contract for staff development needs, beyond those available, with either the District or other private providers. Faculty members are also encouraged to attend professional conferences and workshops according to their own and the school community's needs.