

KIPP San Jose Collegiate

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|--|--|
| School Name | KIPP San Jose Collegiate |
| Street | 1790 Educational Park Dr |
| City, State, Zip | San Jose, CA 95133-1703 |
| Phone Number | 408-937-3752 |
| Principal | Tom Ryan |
| Email Address | tom.ryan@kippsanjose.org |
| Website | www.kippbayarea.org/schools/sjcollegiate |
| County-District-School (CDS) Code | 43694270116889 |

| Entity | Contact Information |
|----------------|--------------------------------------|
| District Name | East Side Union High School District |
| Phone Number | (408) 347-5000 |
| Superintendent | Chris Funk |
| Email Address | funkc@esuhsd.org |
| Website | www.esuhsd.org |

School Description and Mission Statement (School Year 2019-20)

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. 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 2018-19)

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 167 |
| Grade 10 | 133 |
| Grade 11 | 118 |
| Grade 12 | 112 |
| Total Enrollment | 530 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.8 |
| Asian | 21.5 |
| Filipino | 3 |
| Hispanic or Latino | 73 |
| Native Hawaiian or Pacific Islander | 0.4 |
| White | 0.8 |
| Two or More Races | 0.6 |
| Socioeconomically Disadvantaged | 73.8 |
| English Learners | 7.7 |
| Students with Disabilities | 6.8 |
| Homeless | 2.8 |

School Facility Conditions and Planned Improvements (Most Recent Year)

KIPP supports and operates schools in communities that have the highest need. KIPP invests in the maintenance of school buildings to keep them at the standard that all students deserve. 1. KIPP will prioritize creating a safe, clean and welcoming learning environment by keeping school facilities in good condition; 2. KIPP will take the necessary steps to make sure the school facility is safe and secure by requiring regular maintenance on our facility, gates, and locks; 3. KIPP will put into place procedures for emergencies to ensure the safety of our students and staff; 4. KIPP will regularly conduct site reviews of the school facility, share the results and work with the landlord to resolve any issues.

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

Year and month of the most recent FIT report: 01/14/2020

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Fair | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Fair | |
| 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 71 | 70 | 59 | 59 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 57 | 54 | 38 | 39 | 38 | 39 |

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 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 113 | 113 | 100.00 | 0.00 | 69.64 |
| Male | 61 | 61 | 100.00 | 0.00 | 58.33 |
| Female | 52 | 52 | 100.00 | 0.00 | 82.69 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Asian | 30 | 30 | 100.00 | 0.00 | 93.33 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 73 | 73 | 100.00 | 0.00 | 56.94 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 77 | 77 | 100.00 | 0.00 | 69.74 |
| English Learners | 15 | 15 | 100.00 | 0.00 | 33.33 |
| Students with Disabilities | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |

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 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 113 | 112 | 99.12 | 0.88 | 53.57 |
| Male | 61 | 60 | 98.36 | 1.64 | 50.00 |
| Female | 52 | 52 | 100.00 | 0.00 | 57.69 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Asian | 30 | 30 | 100.00 | 0.00 | 80.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 73 | 72 | 98.63 | 1.37 | 40.28 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 77 | 76 | 98.70 | 1.30 | 50.00 |
| English Learners | 15 | 15 | 100.00 | 0.00 | 20.00 |
| Students with Disabilities | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| Foster Youth | | | | | |
| Homeless | | | | | |

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
Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission | 100 |
| 2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission | 100 |

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 2019-20)

At KIPP, constant communication between the school and home are encouraged and facilitated. Parents are involved in planned parent nights as well as parent/teacher conferences where they will learn about their child’s progress and strategies to support their child at home. By staying committed to open communication with the parents, it helps provide the proper support that KIPP students need in order for them to be successful.

In an effort to develop the best possible relationships with the community that we serve, we supply all of our teachers with cellular phones in order to maintain open communication with families. On the first day of school, parents will be given the cellular phone number of all staff members and will be encouraged to use it whenever they need clarification about an academic assignment or need to talk to the teacher about their child’s progress.

Parents participate in family meetings to receive training on how to support the development of their child’s reading, writing and mathematical skills at home, as well as financial planning sessions. Parents are engaged annually regarding the states’ local assessment tools including the California State Dashboard and the Local Control and Accountability Plan. Other opportunities for parent involvement include newsletters, local field trips and end of year trips, and fun events such as picnics and dances.

KIPP's School Site Council (SSC) reviewed and approved both a Parent Compact and Parent Engagement Policy that was distributed to all students, student families and staff. These documents will be reviewed annually by the elected council to ensure that the policies are aligned with the needs at the school.

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 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|--------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 2.8 | 5.1 | 3.5 | 4.0 | 3.6 | 3.4 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

KIPP has a comprehensive safety plan that is updated annually and distributed to families.

The plan includes the following elements:

- Fire safety and evacuation procedures
- Earthquake safety and evacuation procedures
- On-campus threat and evacuation procedures
- Emergency coding system
- Staff responsibilities

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|-----------------------|--------------------|--------------------|---------------------|-------------------|--------------------|--------------------|---------------------|-------------------|--------------------|--------------------|---------------------|-------------------|
| | Average Class Size | # of Classes* 1-22 | # of Classes* 23-32 | # of Classes* 33+ | Average Class Size | # of Classes* 1-22 | # of Classes* 23-32 | # of Classes* 33+ | Average Class Size | # of Classes* 1-22 | # of Classes* 23-32 | # of Classes* 33+ |
| English | 28 | 4 | 12 | 7 | 27 | 4 | 12 | 2 | 24 | 9 | 12 | 3 |
| Mathematics | 29 | 1 | 6 | 4 | 28 | 2 | 12 | 5 | 25 | 7 | 11 | 3 |
| Science | 29 | 1 | 7 | 3 | 28 | 1 | 9 | 3 | 25 | 7 | 8 | 5 |
| Social Science | 27 | 3 | 12 | 6 | 27 | 4 | 6 | 2 | 26 | 7 | 13 | 4 |

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | .0 |

*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.

Advanced Placement (AP) Courses (School Year 2018-19)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | | N/A |
| English | 3 | N/A |
| Fine and Performing Arts | 1 | N/A |
| Foreign Language | 2 | N/A |
| Mathematics | 2 | N/A |
| Science | 2 | N/A |
| Social Science | 8 | N/A |
| All courses | 18 | 42.3 |

Note: 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)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 15 | 15 | 15 |

At KIPP, the School Leader sets the tone and develop the conditions under which staff members become 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.

Beginning in staff orientation before school begins, 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 and constant learning while allowing staff to understand the detailed intricacies of the school culture. As part of the learning and team-building process, staff visits a local KIPP school and/or founding KIPP School. The orientation is aligned with the school's goals and objectives and includes workshops around data-driven instruction, backwards planning model, and building positive relationships with students. In addition, staff is trained in various teaching strategies to ensure that all students are provided with multiple avenues to access the curriculum.

During the school year, staff development continues through 5 professional development days, weekly staff meetings, and department and grade-level team meetings. KIPP teachers participate in two weeks 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. Teachers observe each other and other excellent teachers in the community, and receive regular feedback on their performance, goals, and growth from the School Leader. Teachers consistently exchange best practices with each other and teachers at similar schools. Teachers also have the opportunity to attend subject-matter conferences with other KIPP teachers around the country as well as an annual gathering of over 2,000 KIPP teachers for a week-long conference of learning best practices.