

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

Executive Summary School Accountability Report Card, 2008- 09

KIPP San Jose Collegiate School

Address: 1790 Educational Park Dr. , San Jose CA 95133 Phone: 408-937-3752
Principal: Melissa Gonzales Grade Span: 9 - 12

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

About This School

History

In August 2008, KIPP San Jose Collegiate opened its doors to students from East San Jose who are committed to working hard to prepare for college and success in life. The school was founded by Melissa Gonzales, who was herself a founding teacher at KIPP Heartwood Academy in 2004. In the 2009-2010 school year, KIPP San Jose Collegiate serves nearly 160 students, freshmen and sophomores.

Mission and Vision

KIPP San Jose Collegiate is committed to providing a rigorous, academic program and instilling a lifelong love of learning to prepare East San Jose students to enter and succeed in the nation's finest four-year colleges and universities and beyond. We are committed to developing poised, confident, articulate leaders who will use their education and life experiences to create positive change in their own lives, within their communities, and among our global society. Through leadership, excellence, responsibility, and resilience, our graduates will make a positive impact on the East San Jose community.

Central to the mission is the unwavering belief that all students in East San Jose can succeed in the most competitive colleges and universities, when prepared with a rigorous, college-preparatory education, extended time for learning inside and outside the classroom, and a wide range of supports. It is now a truism that an excellent college education is necessary for expanded opportunities in an increasingly competitive and global 21st century job market. KSJC believes that all students must be prepared for higher education and equipped with skills and the choice to pursue it at the highest levels. In order to prepare students for success in competitive four-year colleges and universities, KIPP San Jose Collegiate creates a focused learning environment that cultivates students' character and academic skills. In line with the school's mission is the underlying belief that one of the fundamental purposes of education is to empower and give back to the community. That is, students must develop a sense of purpose that exceeds mere social or economic gain. Through intentional teaching and modeling and constant reinforcement of strong character, KIPP San Jose Collegiate staff and students operate by four central values: Leadership, Excellence, Responsibility, and Resilience.

Student Enrollment

Group	Percent
African American	3.41 %
American Indian or Alaska Native	%
Asian	19.32 %
Filipino	2.27 %
Hispanic or Latino	72.73 %
Pacific Islander	%

White (not Hispanic)	1.14 %
Multiple or No Response	1.14 %
Socioeconomically Disadvantaged	66.00 %
English Learners	14.00 %
Students with Disabilities	4.00 %
Total Number of Students	88

Teachers

Indicator	Teachers
Teachers with full credential	2
Teachers without full credential	3
Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	90%
Mathematics	80%
Science	
History-Social Science	

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	B
Statewide Rank (from 2008 Base API Report)	
2009-10 Program Improvement Status (PI Year)	Not in PI

School Facilities

Summary of Most Recent Site Inspection

N/A

Repairs Needed

Minor repairs to the outside of some buildings. Need access to faculty bathrooms and water fountains.

Corrective Actions Taken or Planned

N/A

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0

Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ NA
District	\$ NA
State	\$5,512

School Completion

Indicator	Result
Graduation Rate	N/A %

Postsecondary Preparation

Measures	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

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	41%
Achievement Level - Proficient	25%

Achievement Level - Advanced	5%
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NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2009-10)

This section provides the schools contact information.

School		District	
School Name	KIPP San Jose Collegiate	District Name	East Side Union High
Street	1790 Educational Park Dr.	Phone Number	408-347-5000
City, State, Zip	San Jose , CA 95133	Web Site	www.esuhdsd.org
Phone Number	408-937-3752	Superintendent	Bob Nunez
Principal	Melissa Gonzales	E-mail Address	nunezb@esuhsd.org
E-mail Address	mgonzales@kipp.org	CDS Code	43- 69427- 0116889

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

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History

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Opportunities for Parental Involvement (School Year 2008-09)

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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 and sometimes on the middle school for 5-12 events. The principal meets regularly with the KPA leadership team to assist with any projects and to ensure alignment between school and projects; however, the principal 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.

Booster Club

It is the hope that school spirit permeates through the school hallways and at home. KIPP San Jose Collegiate should be a place of pride for students, staff, families, and community. Just as much importance as is placed on the academic program, KIPP San Jose Collegiate is committed to prioritizing the athletic program. It is not the school's intention to have a championship-winning athletic program, but it is expected that students put in the same amount of time and effort as they would with their math or science class. In turn, the school matches students' enthusiasm and effort on the field with strong support from students, staff and families. The Booster Club raises funds to support teams who need new uniforms or transportation and lodging for a tournament in another city.

Student-Parent Conferences

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

For more information, please contact Patricia Santiago at 408-937-3752

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	88
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	88

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	3.41 %
American Indian or Alaska Native	%
Asian	19.32 %
Filipino	2.27 %
Hispanic or Latino	72.73 %
Pacific Islander	%
White (not Hispanic)	1.14 %
Multiple or No Response	1.14 %
Socioeconomically Disadvantaged	66.00 %
English Learners	14.00 %
Students with Disabilities	4.00 %

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English								22.0	4			
Mathematics								22.0	4			
Science								22.0	4			
Social Science								22.0	4			

III. School Climate

School Safety Plan (School Year 2008-09)

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

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. The handbook is reviewed annually and was last reviewed at the beginning of the 09-10 school year.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions			6.8	21.7	30.0	17.0
Expulsions				0.4	0.1	0.1

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

General

KIPP 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 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 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	X			
Interior: Interior Surfaces	N/A	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	X			
Electrical: Electrical	N/A	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A		X		Don't have separate faculty bathrooms. Need more fountains. One fountain recently installed.
Safety: Fire Safety, Hazardous Materials	N/A	X			
Structural: Structural Damage, Roofs	N/A	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	X			Parts of portables need to be repaired
Overall Rating		X			N/A

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential			2	1089
Without Full Credential			3	149
Teaching Outside Subject Area of Competence	LEA Provided	LEA Provided	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments		0	0
Vacant Teacher Positions		0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	95.2	4.8
High-Poverty Schools in District	94.4	5.6
Low-Poverty Schools in District		

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	0.25	N/A
Other	1.0	

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Various	0
Mathematics	Algebra Structure and Method – McDougal Littell Algebra 2 – McDougal Littell Geometry – McDougal Littell	0
Science	Conceptual Physics – Pearson Physics Principles and Problems – Glencoe	0
History-Social Science	Traditions and Encounters A Brief Global History – McGraw Hill	0
Foreign Language	Spanish 1, 2, 3 textbooks – Avancemos 1/ Avancemos 2/Avancemos 3 – McDougal Littell	0
Health		
Visual and Performing Arts		
Science Laboratory Equipment (grades 9-12)		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	\$76,369
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,512	\$68,332
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Like all KIPP schools, KIPP San Jose Collegiate will offer extra time to widen student opportunities. Here are some key ways this will occur:

Freshman Orientation: Freshmen Orientation will include one week at a local college or university campus. Students will be introduced to the school's mission, vision, and values. In addition, students will engage in academic classes and participate in teambuilding activities. The acculturation that takes place at that session also will help students to create an intellectual division between middle school and high school. In addition to one week on a college campus, students new to the KIPP program will attend two additional weeks of summer school for math and foreign language placement testing and KIPP culture classes.

Summer Placement Program: An eight-week summer program will consist of student placements at summer camps, pre-college academic programs, volunteer experiences, travel abroad trips, and professional internships. Students will benefit from applying to and being selected for a summer placement that complements individual interests and needs. KIPP San Jose Collegiate will forge community partnerships with local businesses, national chains, colleges and universities, and summer camps in offering appropriate placement, guiding application writing, and facilitating summer participation. Students will share lessons learned from summer placements during fall of the next school year to broaden exposure of all students to the many varied experiences.

Mentor/Mentee Program: Mentors come on campus once a month and work with students one on one to help them prepare for college.

Visual Arts: Decoupage, Origami, Digital Photography, Monoprint Design, Candle-making, Silkscreen Printing

Performing Arts: African Drumming, Improvisational Acting, Theatre Production, Jazz, Set Design

Games and Physical Activities: Bridge, Tae Kwon Do, Chess, Golf, Scuba Diving, Self-Defense, Chinese Kung-Fu

Health: Alcohol and Drug Education, Dating, HIV/AIDS, Healthy Sexuality, Yoga and Stress Reduction

Human Development: Body Image, Character Development, Communication Skills, Decision-making, Stress Management

Dance: Capoeira Angola, Hip-Hop Dance, Modern Interpretive Dance, Ballet Folklorico, Polynesian Dance, Tango

Culture: Jewish Customs, Japanese Language and Culture, Comparative Religions, Foreign Film

Careers: Entrepreneurial Leadership, Aerospace Engineering, Architecture, Computer Networking, Geology

Leadership: Entrepreneurship, Financial Literacy, Philanthropy, Interpersonal Relations, Etiquette

Music Program: Jazz Band, Choir, Small Performance Ensemble

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the [CDE Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,434	\$42,810
Mid-Range Teacher Salary	\$79,527	\$69,375
Highest Teacher Salary	\$98,141	\$89,104
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$120,314
Average Principal Salary (High)	\$122,625	\$126,901
Superintendent Salary	\$238,000	\$198,563
Percent of Budget for Teacher Salaries	37.90 %	37.30 %
Percent of Budget for Administrative Salaries	4.30 %	5.20 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten

through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts			90			47			50
Mathematics			80			26			46
Science			0			45			50
History-Social Science			0			39			41

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

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*		
American Indian or Alaska Native				
Asian	94	88		
Filipino	*	*		
Hispanic or Latino	89	79		
Pacific Islander				
White (not Hispanic)	*	*		
Male	95	87		
Female	86	74		
Economically Disadvantaged	92	83		
English Learners	45	45		
Students with Disabilities	*	*		
Students Receiving Migrant Education Services				

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

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

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9			

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide			
Similar Schools			

- "N/A" means a number is not applicable or not available due to missing data.
- "B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.
- "C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.
- " * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	N/A	N/A	B	B
African American	N/A	N/A		
American Indian or Alaska Native	N/A	N/A		
Asian	N/A	N/A		
Filipino	N/A	N/A		
Hispanic or Latino	N/A	N/A		871
Pacific Islander	N/A	N/A		
White (not Hispanic)	N/A	N/A		
Socioeconomically Disadvantaged	N/A	N/A		881
English Learners	N/A	N/A		
Students with Disabilities	N/A	N/A		

"N/A" means a number is not applicable or not available due to missing data.
 "A" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.
 "*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No

Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

"Yes"

Met 2009 AYP Criteria

"No"

Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

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

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

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	31.8

XI. School Completion and Postsecondary Preparation

Admission Requirements for California 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 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 [General Admissions Information](#) Web page (Outside Source).

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the [Undergraduate Admission & Requirements](#) Web page (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)				7.0	5.1	5.2	3.5	4.4	3.9
Graduation Rate			N/A	77.0	76.1	77.6	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	N/A	N/A	N/A
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

Career Technical Education Programs (School Year 2008-09)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

N/A

Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	N/A
Percent of the school's pupils completing a CTE program and earning a high school diploma	N/A
Percent of school's 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 (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion, of courses required for UC/CSU admission can be found on the CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	100.0

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.

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 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 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. Below is a calendar of specific professional development days to strengthen classroom instruction and student achievement.

Schedule	Professional Development Focus Areas
Post-Summer School Professional Development Week (End of August)	<ul style="list-style-type: none"> Summer School Reflection Review Data from Summer Assessments Preparation for Traditional School Year (i.e. Lesson and Unit Planning)
Staff Development Day (October)	<ul style="list-style-type: none"> Examination of Student Work Examination of Student Data Sharing of Best Teaching Practices
KIPP Northern California Teachers Summit (Saturday in the Fall and Spring)	<ul style="list-style-type: none"> School Culture Workshops Content Area Planning and Sharing of Best Practices Examination of Student Work
KIPP Math Conference (December - Math Teachers Only)	<ul style="list-style-type: none"> Classroom Observations of Other KIPP Schools Various Math Workshops (i.e. Lesson Cycle, Long Term Planning, Scope and Sequence) Sharing of Best Math Teaching Practices
Student-Parent Conference Days (January)	<ul style="list-style-type: none"> Meetings to communicate with families about student achievement and areas of needed growth in relation to grade-level standards.

KIPP School Leaders Retreat (February)	School Culture Workshops Classroom Instruction/Instructional Leadership Workshops
KIPP ELA Conference (March - English-Language Arts Teachers Only)	Classroom Observations of Other KIPP Schools Various Language Arts Workshops (i.e. Long Term (Vertical) Planning for ELA Program) Sharing of Best Language Arts Teaching Practices
Staff Development Day (March)	Examination of Student Work Examination of Student Data Sharing of Best Teaching Practices Preparation for Standardized Testing
Every Wednesday and one Friday a month during the traditional school year, KIPP San Jose Collegiate will employ an early student dismissal at 3:00 pm. From 3:00 – 5:00pm on these days, KIPP San Jose Collegiate staff will engage in professional development activities.	

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U. S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#)

Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2

Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92