Estatuto del Cuerpo de Conservación de San José
Informe de responsabilidad escolar 2020—2021
Reportado utilizando datos del año escolar 2020—2021
Departamento de Educación de California

Habla a: 2650 Senter Road
San José, CA, 95111
Principal: Rahul Sharma, director
Teléfono: (408) 595-3503
Rango de grado: 12-Adulto

Para el 1 de febrero de cada año, la ley estatal requiere que todas las escuelas de California publiquen un Informe de responsabilidad escolar (SARC). El SARC contiene información sobre la condición y el rendimiento de cada escuela pública de California. Bajo la Fórmula de Financiamiento de Control Local (LCFF, por sus siglas en inglés), todas las agencias educativas locales (LEA, por sus siglas en inglés) deben preparar un Plan de Responsabilidad y Control Local (LCAP, por sus siglas en inglés), que describe cómo pretenden cumplir las metas anuales específicas de la escuela para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos informados en un LCAP deben ser consistentes con los datos informados en el SARC.

- Para obtener más información sobre los requisitos del SARC, consulte la página web del SARC del Departamento de Educación de California (CDE) en https://www.cde.ca.gov/ta/ac/ssa/.
- Para obtener más información sobre LCFF o LCAP, consulte la página web de CDE LCFF en https://www.cde.ca.gov/fg/aa/lc/.
- Para obtener información adicional sobre la escuela, los padres/tutores y los miembros de la comunidad deben comunicarse con el director de la escuela o la oficina del distrito.

búsqueda de datos

DataQuest es una herramienta de datos en línea ubicada en la página web de CDE DataQuest en https://dq.cde.ca.gov/dataquest/ que contiene información adicional sobre esta escuela y comparaciones de la escuela con el distrito y el condado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para la rendición de cuentas (p. ej., datos de exámenes, matriculación, graduados de la escuela secundaria, abandonos, matriculación en cursos, dotación de personal y datos sobre los estudiantes de inglés).

Tablero de la escuela de California

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
About This School

Rahul Sharma, Principal
Principal San Jose Conservation Corps Charter

About Our School

Our commitment at San Jose Conservation Corps Charter School is to provide a safe and intellectually challenging environment that will empower students to become innovative thinkers, creative problem solvers and inspired learners prepared to thrive in the twenty-first century. High standards and expectations for each student are the foundation of our school.

Our schoolwide learner outcomes are aligned with the state priorities as well as the mission of the San Jose Conservation Corps (SJCC). As such, students must demonstrate competency and meet learner outcomes:
- Critical Thinking and Problem Solving
- Communication
- Digital Literacy
- Civic Engagement
- Personal Leadership

If I can be of any assistance, please do not hesitate to contact me and know that my door is always open.

I am honored to serve as your principal.

Sincerely,

Rahul Sharma

San Jose Conservation Corps Charter
2650 Senter Road
San Jose, CA 95111
Phone: 408-595-3503
Email: rsharma@sjccc.org

Contact

San Jose Conservation Corps Charter
2650 Senter Road
San Jose, CA 95111
Phone: (408) 595-3503
Email: rsharma@sjccc.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

<table>
<thead>
<tr>
<th>District Name</th>
<th>East Side Union High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone Number</td>
<td>(408) 347-5000</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Vander Zee, Glenn</td>
</tr>
<tr>
<td>Email Address</td>
<td><a href="mailto:vanderzeeg@esuhsd.org">vanderzeeg@esuhsd.org</a></td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.esuhsd.org">www.esuhsd.org</a></td>
</tr>
</tbody>
</table>

School Contact Information (School Year 2021—2022)

<table>
<thead>
<tr>
<th>School Name</th>
<th>San Jose Conservation Corps Charter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street</td>
<td>2650 Senter Road</td>
</tr>
<tr>
<td>Informe de responsabilidad escolar</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>City, State, Zip</strong></td>
<td>San Jose, CA, 95111</td>
</tr>
<tr>
<td><strong>Phone Number</strong></td>
<td>(408) 595-3503</td>
</tr>
<tr>
<td><strong>Principal</strong></td>
<td>Rahul Sharma, Principal</td>
</tr>
<tr>
<td><strong>Email Address</strong></td>
<td><a href="mailto:rsharma@sjcccs.org">rsharma@sjcccs.org</a></td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td><a href="http://www.sjcccs.org">http://www.sjcccs.org</a></td>
</tr>
<tr>
<td><strong>County-District-School (CDS) Code</strong></td>
<td>43694274330676</td>
</tr>
</tbody>
</table>

*Last updated: 1/21/22*
School Description and Mission Statement (School Year 2021—2022)

Each year, local youth come to the San Jose Conservation Corps looking for a chance to become successful in school. They come of their own accord, knowing that they want to do something more with their lives. With their personal history of repeated school failure, substance abuse, incarceration, gang involvement, domestic violence, parenting (sometimes by themselves) and diagnosed learning disabilities, taking the first step to contact the school is even a big hurdle to overcome. More than half are from low-income families and qualify for free or reduced-cost lunch. One in five students are justice involved. Some are former foster youth. Nearly a third are effectively homeless.

Where most people see little hope for these young people, we at the San Jose Conservation Corps see an opportunity— an opportunity to provide critical support, a positive learning environment, job training in a variety of technical areas, and lifelong skills to youth who, for the most part, have been abandoned by the educational system and stuck in low-paying jobs with little or no opportunity for advancement. In order for these students to be successful, the school has created a community and learning environment in which these students feel supported and valued.

In 1987, the San Jose Conservation Corps was founded on the principles of giving youth in San Jose a second chance at earning their high school diploma and gaining the skills they need to obtain a living wage job or continue their education beyond high school. The San Jose Conservation Corps has become a leader in promoting a safe, healthy, and structured environment for work and learning; nurturing students’ aspirations and providing the opportunity for post-secondary education; offering high-quality vocational instruction and paid job training in the areas of green energy (solar installation and water conservation), recycling, and environmental conservation; teaching work ethic, teamwork, and essential life skills through mentoring and leadership training; encouraging healthy life choices through positive role modeling and a variety of personal development, including conflict resolution, substance abuse prevention, and responsible driving education; and promoting economic self-sufficiency through career assessment, employment development, and job placement and follow-up services.
Student Enrollment by Grade Level (School Year 2020—2021)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 12</td>
<td>180</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>180</td>
</tr>
</tbody>
</table>

Student Enrollment by Student Group (School Year 2020—2021)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>48.30%</td>
</tr>
<tr>
<td>Male</td>
<td>51.70%</td>
</tr>
<tr>
<td>Non-Binary</td>
<td>0.00%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.60%</td>
</tr>
<tr>
<td>Asian</td>
<td>5.60%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>4.40%</td>
</tr>
<tr>
<td>Filipino</td>
<td>2.20%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>83.30%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0.60%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0.00%</td>
</tr>
<tr>
<td>White</td>
<td>3.30%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Group (Other)</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>17.20%</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>0.00%</td>
</tr>
<tr>
<td>Homeless</td>
<td>6.10%</td>
</tr>
<tr>
<td>Migrant</td>
<td>0.00%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>77.80%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>10.60%</td>
</tr>
</tbody>
</table>
A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020—2021)

<table>
<thead>
<tr>
<th>Authorization/Assignment</th>
<th>School Number</th>
<th>School Percent</th>
<th>District Number</th>
<th>District Percent</th>
<th>State Number</th>
<th>State Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intern Credential Holders Properly Assigned</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers Without Credentials and Misassignments (&quot;ineffective&quot; under ESSA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credentialed Teachers Assigned Out-of-Field (&quot;out-of-field&quot; under ESSA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Teaching Positions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

<table>
<thead>
<tr>
<th>Authorization/Assignment</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permits and Waivers</td>
<td></td>
</tr>
<tr>
<td>Misassignments</td>
<td></td>
</tr>
<tr>
<td>Vacant Positions</td>
<td></td>
</tr>
<tr>
<td>Total Teachers Without Credentials and Misassignments</td>
<td></td>
</tr>
</tbody>
</table>

Last updated:
### Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credentialed Teachers Authorized on a Permit or Waiver</td>
<td></td>
</tr>
<tr>
<td>Local Assignment Options</td>
<td></td>
</tr>
<tr>
<td>Total Out-of-Field Teachers</td>
<td></td>
</tr>
</tbody>
</table>

### Class Assignments (School Year 2020—2021)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)</td>
<td></td>
</tr>
<tr>
<td>No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)</td>
<td></td>
</tr>
</tbody>
</table>

Note: For more information refer to the Updated Teacher Equity Definitions web page at [https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp](https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp).
School Facility Conditions and Planned Improvements

Senter Road Campus
Fit rating of good
20-21 Improvements: Fence repair, Remodel of student restrooms, touchless sinks/faucets, gate repair, HVAC system upgrade
Planned Improvement: Landscaping of Senter campus, Classroom Lighting.

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2017

<table>
<thead>
<tr>
<th>System Inspected</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Systems:</strong> Gas Leaks, Mechanical/HVAC, Sewer</td>
<td>Good</td>
</tr>
<tr>
<td><strong>Interior:</strong> Interior Surfaces</td>
<td>Good</td>
</tr>
<tr>
<td><strong>Cleanliness:</strong> Overall Cleanliness, Pest/Vermin Infestation</td>
<td>Good</td>
</tr>
<tr>
<td><strong>Electrical:</strong> Electrical</td>
<td>Good</td>
</tr>
<tr>
<td><strong>Restrooms/Fountains:</strong> Restrooms, Sinks/Fountains</td>
<td>Good</td>
</tr>
<tr>
<td><strong>Safety:</strong> Fire Safety, Hazardous Materials</td>
<td>Good</td>
</tr>
<tr>
<td><strong>Structural:</strong> Structural Damage, Roofs</td>
<td>Good</td>
</tr>
<tr>
<td><strong>External:</strong> Playground/School Grounds, Windows/Doors/Gates/Fences</td>
<td>Good</td>
</tr>
</tbody>
</table>

Overall Facility Rate

Year and month of the most recent FIT report: October 2017

<table>
<thead>
<tr>
<th>Overall Rating</th>
<th>Good</th>
</tr>
</thead>
</table>

Last updated: 1/14/22
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) 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.

The CAASPP System encompasses the following assessments and student participation requirements:

1. Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven.
2. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven.
3. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**
  Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
    - Aligned with CA CCSS for ELA and mathematics;
    - Available to students in grades 3 through 8, and grade 11, and
    - Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
  - Smarter Balanced ELA and mathematics summative assessments;
  - Other assessments meeting the SBE criteria; or
  - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** 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 taking and completing a state-administered assessment

| Percentage of Students Meeting or Exceeding the State Standard |
|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| **Subject**       | **School 2019-2020** | **School 2020-2021** | **District 2019-2020** | **District 2020-2021** | **State 2019-2020** | **State 2020-2021** |
| English Language Arts / Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/14/22
Career Technical Education (CTE) Programs (School Year 2020—2021)

Zero Waste
The Zero Waste Department is a program in which students learn valuable skills in the recycling industry while serving their community. On any given day, our recycling corps members can be found throughout the County of Santa Clara serving a wide range of clients and recycling at over 170 special events. On the collections team, students gain driving experience in our large-scale trucks. They learn the basics of completing a collection route while providing excellent customer service. This team also performs the pre-inspection of their vehicle before starting their route, as mandated by the Department of Transportation. Driver and helper teams learn to navigate routes, read maps, operate GPS equipment while working safely to achieve monthly zero accident awards. Our Eco Academy team is the heart of our operation. In this team, students learn the basics of recycling through a 13-unit course with core curriculum that includes recycling and environmental education classes, processing of recyclables, and forklift certification. This team is directly responsible for the processing of all incoming recyclable material via our conveyor system, built by our very own students. This team also conducts the recycling/waste management of SJCC facilities.

Environmental Projects
The Environmental Projects Department provides entry-level positions for all new trainees. Following the orientation program, the new trainees are assigned to one of 6 Field Supervisors and a crew of 12 young people. Here they learn the work ethic, the importance of being on time everyday, how to work with their supervisors and fellow trainees and the importance of showing up, ready to work, on a daily basis. Together, they work throughout the south bay area on environmental and community projects provided by our many sponsors, such as the Santa Clara Valley Water District, and the City of San Jose Parks, Recreation, and Neighborhood Services Department.

Advanced Career Technical Education
The Advanced Career Technical Education Department focuses on providing students skills and career pathways in weatherization/energy efficiency and solar PV. All programs have a hands-on learning approach with “on the job” training. Students work alongside industry professionals during lighting retrofit projects and on residential/commercial rooftops installing solar PV systems. All of the ACTE program emphasize the team and not the individual. ACTE provides supervision and training from skilled staff and industry leading professionals. Also includes the construction of Tiny Homes.

Emergency Services
As of March 2019 SJCCS has offered Emergency Services as a department in our CTE Program. SJCCS was contracted via state and city services to provide emergency services during the COVID 19 Pandemic. These departments include Emergency Shelters and Food Banking.

Career Technical Education (CTE) Participation (School Year 2020—2021)

<table>
<thead>
<tr>
<th>Measure</th>
<th>CTE Program Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Pupils Participating in CTE</td>
<td>80</td>
</tr>
<tr>
<td>Percent of Pupils that Complete a CTE Program and Earn a High School Diploma</td>
<td>20</td>
</tr>
<tr>
<td>Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education</td>
<td>--</td>
</tr>
</tbody>
</table>

Last updated: 1/25/22

Last updated: 1/14/22
**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 area of physical education
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 2021-2022)

Since the majority of the student body is over 18 and many do not live with parents, our parental involvement consists of making sure the students are involved in school activities and decisions. Both campuses have a student council that is consulted with on a regular basis. Students complete a survey twice a year to gather feedback on how the program is doing and give them a forum to suggest improvements. Students are engaged during the LCAP process not only through the survey but also through focus groups. Finally, all school administration, all the way up to the head of school, have an open door policy. Students are welcome to come to any member of the team to share information and/or suggest changes.
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
- Chronic Absenteeism

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout Rate</td>
<td>23.50%</td>
<td>19.80%</td>
<td>26.90%</td>
<td>15.60%</td>
<td>14.50%</td>
<td>14.00%</td>
<td>9.00%</td>
<td>8.90%</td>
<td>9.40%</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>20.20%</td>
<td>30.80%</td>
<td>25.40%</td>
<td>77.50%</td>
<td>78.40%</td>
<td>77.20%</td>
<td>84.50%</td>
<td>84.20%</td>
<td>83.60%</td>
</tr>
</tbody>
</table>
Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Number of Students in Cohort</th>
<th>Number of Cohort Graduates</th>
<th>Cohort Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>67</td>
<td>17</td>
<td>25.4</td>
</tr>
<tr>
<td>Female</td>
<td>32</td>
<td>11</td>
<td>34.4</td>
</tr>
<tr>
<td>Male</td>
<td>35</td>
<td>6</td>
<td>17.1</td>
</tr>
<tr>
<td>Non-Binary</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>0</td>
<td>17.1</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0</td>
<td>0</td>
<td>--</td>
</tr>
<tr>
<td>Filipino</td>
<td>0</td>
<td>0</td>
<td>--</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>51</td>
<td>14</td>
<td>27.5</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0</td>
<td>0</td>
<td>--</td>
</tr>
<tr>
<td>White</td>
<td>0</td>
<td>0</td>
<td>--</td>
</tr>
<tr>
<td>English Learners</td>
<td>18</td>
<td>5</td>
<td>27.8</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>0</td>
<td>0</td>
<td>--</td>
</tr>
<tr>
<td>Homeless</td>
<td>0</td>
<td>0</td>
<td>--</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>62</td>
<td>15</td>
<td>24.2</td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>12</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Student Group</td>
<td>Cumulative Enrollment</td>
<td>Chronic Absenteeism Eligible Enrollment</td>
<td>Chronic Absenteeism Count</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------------------</td>
<td>----------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>All Students</td>
<td>431</td>
<td>310</td>
<td>181</td>
</tr>
<tr>
<td>Female</td>
<td>208</td>
<td>154</td>
<td>80</td>
</tr>
<tr>
<td>Male</td>
<td>223</td>
<td>156</td>
<td>101</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>18</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Black or African American</td>
<td>20</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>Filipino</td>
<td>11</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>359</td>
<td>259</td>
<td>153</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>White</td>
<td>16</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>English Learners</td>
<td>85</td>
<td>61</td>
<td>42</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>6</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Homeless</td>
<td>24</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>331</td>
<td>243</td>
<td>147</td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>59</td>
<td>47</td>
<td>35</td>
</tr>
</tbody>
</table>
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
(data collected between July through June, each full school year respectively)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspensions</td>
<td>0.41%</td>
<td>0.00%</td>
<td>3.37%</td>
<td>0.03%</td>
<td>3.47%</td>
<td>0.20%</td>
</tr>
<tr>
<td>Expulsions</td>
<td>0.00%</td>
<td>0.00%</td>
<td>0.05%</td>
<td>0.00%</td>
<td>0.08%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspensions</td>
<td>0.00%</td>
<td>2.87%</td>
<td>2.45%</td>
</tr>
<tr>
<td>Expulsions</td>
<td>0.00%</td>
<td>0.03%</td>
<td>0.05%</td>
</tr>
</tbody>
</table>

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 1/14/22
### Suspensions and Expulsions by Student Group
(School Year 2020—2021)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Suspensions Rate</th>
<th>Expulsions Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Male</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-Binary</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Filipino</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>English Learners</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Homeless</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### School Safety Plan (School Year 2021-2022)

The San Jose Conservation Corps and Charter School’s main priority is to provide a safe, clean, and secure learning environment for all of our students and staff. The safety plan was reviewed and updated in August 2021. The plan was presented to all charter school staff in August 2021. The plan was also presented to all non-charter school staff in August 2021. The plan includes emergency contact information, evacuation procedures, and the steps to take in the event of emergency and community resources. Administrators, campus supervisor, campus officers, and all teachers at SJCC&CS share in the supervision of the campus. First aid kits and fire extinguishers have been placed in all classrooms and in key locations of the campus and visibly marked. The San Jose Conservation Corps Charter School is inspected yearly at both sites by the San Jose Fire Department. Additionally, the plan includes details for fire, earthquake, bomb, chemical, and shooter on campus scenarios.

Last updated: 1/14/22
D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—2019)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Average Class Size</th>
<th>Number of Classes *1-22</th>
<th>Number of Classes *23-32</th>
<th>Number of Classes 33+</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>20.00</td>
<td>11</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Math</td>
<td>23.00</td>
<td>6</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>25.00</td>
<td>2</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Social Science</td>
<td>30.00</td>
<td>1</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019—2020)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Average Class Size</th>
<th>Number of Classes *1-22</th>
<th>Number of Classes *23-32</th>
<th>Number of Classes 33+</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>19.00</td>
<td>16</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Math</td>
<td>19.00</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>45.00</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>50.00</td>
<td></td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020—2021)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Average Class Size</th>
<th>Number of Classes *1-22</th>
<th>Number of Classes *23-32</th>
<th>Number of Classes 33+</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>35.00</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Math</td>
<td>35.00</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>59.00</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>59.00</td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

* 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.

Last updated: 1/14/22
### Ratio of Pupils to Academic Counselor (School Year 2020—2021)

<table>
<thead>
<tr>
<th>Title</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils to Academic Counselor*</td>
<td>0</td>
</tr>
</tbody>
</table>

* 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.

### Student Support Services Staff (School Year 2020—2021)

<table>
<thead>
<tr>
<th>Title</th>
<th>Number of FTE* Assigned to School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor (Academic, Social/Behavioral or Career Development)</td>
<td>0.00</td>
</tr>
<tr>
<td>Library Media Teacher (Librarian)</td>
<td>0.00</td>
</tr>
<tr>
<td>Library Media Services Staff (Paraprofessional)</td>
<td>0.00</td>
</tr>
<tr>
<td>Psychologist</td>
<td>0.00</td>
</tr>
<tr>
<td>Social Worker</td>
<td>0.00</td>
</tr>
<tr>
<td>Nurse</td>
<td>0.00</td>
</tr>
<tr>
<td>Speech/Language/Hearing Specialist</td>
<td>0.00</td>
</tr>
<tr>
<td>Resource Specialist (non-teaching)</td>
<td>0.00</td>
</tr>
<tr>
<td>Other</td>
<td>0.00</td>
</tr>
</tbody>
</table>

* 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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

<table>
<thead>
<tr>
<th>Level</th>
<th>Total Expenditures Per Pupil</th>
<th>Expenditures Per Pupil (Restricted)</th>
<th>Expenditures Per Pupil (Unrestricted)</th>
<th>Average Teacher Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Site</td>
<td>$13865.00</td>
<td>$1156.00</td>
<td>$12709.00</td>
<td>$68375.00</td>
</tr>
<tr>
<td>District</td>
<td>N/A</td>
<td>N/A</td>
<td>--</td>
<td>$98287.00</td>
</tr>
<tr>
<td>Percent Difference – School Site and District</td>
<td>N/A</td>
<td>N/A</td>
<td>--</td>
<td>29912.00%</td>
</tr>
<tr>
<td>State</td>
<td>N/A</td>
<td>N/A</td>
<td>$8443.83</td>
<td>$92222.00</td>
</tr>
<tr>
<td>Percent Difference – School Site and State</td>
<td>N/A</td>
<td>N/A</td>
<td>--</td>
<td>23847.00%</td>
</tr>
</tbody>
</table>

Note: Cells with N/A values do not require data.
Types of Services Funded (Fiscal Year 2020–2021)

SJCCS's educational philosophy is grounded in the belief that in order for students to be engaged in their own education, they need to be engaged in the community that surrounds them so that they can discover real-world connections to their learning. Thus, SJCCS utilizes learning modalities that are active and experiential, integrated across curriculum, supportive of students' personal development and emotional needs, and focused on the larger purpose of preparing students to positively engage in their communities and natural environments. SJCCS serves its students through the application of the following educational practices and beliefs:

A. Holistic Educational Approach
B. Vocational and Career Technical Education
C. Integration of Technology and 21st Century Skills
D. Open Enrollment and Grading Periods
E. Positive Learning Environment

Last updated: 1/14/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

<table>
<thead>
<tr>
<th>Category</th>
<th>District Amount</th>
<th>State Average For Districts in Same Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teacher Salary</td>
<td>$60185.00</td>
<td>$54687.00</td>
</tr>
<tr>
<td>Mid-Range Teacher Salary</td>
<td>$98823.00</td>
<td>$92222.00</td>
</tr>
<tr>
<td>Highest Teacher Salary</td>
<td>$121954.00</td>
<td>$114208.00</td>
</tr>
<tr>
<td>Average Principal Salary (Elementary)</td>
<td>$0.00</td>
<td>$143647.00</td>
</tr>
<tr>
<td>Average Principal Salary (Middle)</td>
<td>$0.00</td>
<td>$145785.00</td>
</tr>
<tr>
<td>Average Principal Salary (High)</td>
<td>$154344.00</td>
<td>--</td>
</tr>
<tr>
<td>Superintendent Salary</td>
<td>$293091.00</td>
<td>$258950.00</td>
</tr>
<tr>
<td>Percent of Budget for Teacher Salaries</td>
<td>34.00%</td>
<td>32.00%</td>
</tr>
<tr>
<td>Percent of Budget for Administrative Salaries</td>
<td>3.00%</td>
<td>5.00%</td>
</tr>
</tbody>
</table>


Desarrollo profesional

<table>
<thead>
<tr>
<th>La medida</th>
<th>2019-2020</th>
<th>2020-2021</th>
<th>2021-2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Número de días escolares dedicados al desarrollo del personal y la mejora continua</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>