

## Estatuto del Cuerpo de Conservación de San José

### Informe de responsabilidad escolar 2021–22

### Reportado utilizando datos del año escolar 2021–22

#### Departamento de Educación de California

**Dirección:** 2650 Senter Road  
San José, CA, 95111

**Director de escuela:** Raúl Sharma

**Teléfono:**

**Rango de grado:**

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 desempeño 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) y el Control Local (LCAP, por sus siglas en inglés), que describe cómo pretenden cumplir las metas anuales es... específicas para abordar las prioridades estatales y locales. Además, los datos informados en un LCAP debr...

- Para obtener más información sobre la escuela, consulte el año anterior, consulte la página web del SARC del Departamento de Educación de California (CDE) en <https://www.cde.ca.gov/fg/aa/lc/>.
- Para obtener más información 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.

### 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

### Rahul Sharma

Principal, San Jose Conservation Corps Charter

### About Our School

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San Jose Conservation Corps Charter  
2650 Senter Road  
San Jose, CA 95111

Phone: (408) 595-3503  
Email: [rsharma@sjcccs.org](mailto:rsharma@sjcccs.org)

### Contact

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San Jose Conservation Corps Charter  
2650 Senter Road  
San Jose, CA 95111

Phone:  
Email: [rsharma@sjcccs.org](mailto:rsharma@sjcccs.org)

## Contact Information (School Year 2022–23)

### District Contact Information (School Year 2022–23)

<b>District Name</b>	East Side Union High
<b>Phone Number</b>	
<b>Superintendent</b>	Vander Zee, Glenn
<b>Email Address</b>	<a href="mailto:vanderzeeg@esuhsd.org">vanderzeeg@esuhsd.org</a>
<b>Website</b>	<a href="http://sjcccs.org">sjcccs.org</a>

### School Contact Information (School Year 2022–23)

<b>School Name</b>	San Jose Conservation Corps Charter
<b>Street</b>	2650 Senter Road
<b>City, State, Zip</b>	San Jose, CA , 95111
<b>Phone Number</b>	
<b>Principal</b>	Rahul Sharma
<b>Email Address</b>	<a href="mailto:rsharma@sjcccs.org">rsharma@sjcccs.org</a>
<b>Website</b>	<a href="http://www.sjcccs.org">www.sjcccs.org</a>
<b>County-District-School (CDS) Code</b>	43694274330676

Last updated: 1/13/23

**School Description and Mission Statement (School Year 2022–23)**

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.

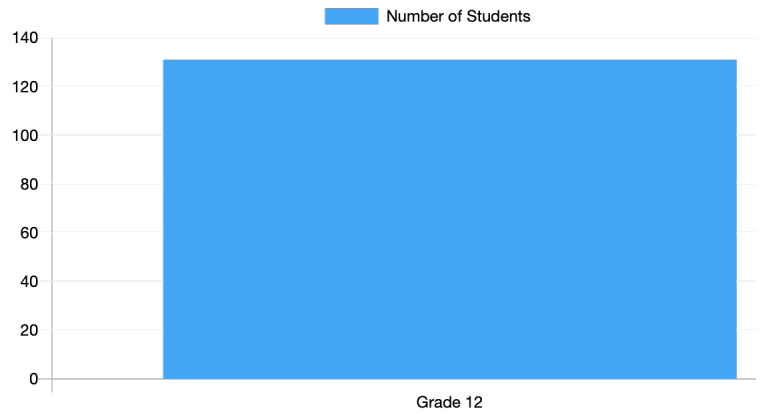
Where most people see little hope for these young people, we at the San Jose Conservation Corps see an opportunity— an opportunity to provide critical support, a positive learning environment, job training in a variety of technical areas, and lifelong skills to youth who, for the most part, have been 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.

*Last updated: 1/13/23*

**Student Enrollment by Grade Level (School Year 2021–22)**

Grade Level	Number of Students
Grade 12	131
Total Enrollment	131



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

*Last updated: 1/13/23*

**Student Enrollment by Student Group (School Year 2021–22)**

Student Group	Percent of Total Enrollment
Female	52.70%
Male	47.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	2.30%
Black or African American	6.90%
Filipino	0.80%
Hispanic or Latino	83.20%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.50%
White	5.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	23.70%
Foster Youth	0.00%
Homeless	1.50%
Migrant	0.00%
Socioeconomically Disadvantaged	76.30%
Students with Disabilities	12.20%

## 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 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.40	80.73	943.40	83.36	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	29.90	2.65	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	18.18	71.80	6.35	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	25.50	2.25	12115.80	4.41
Unknown	0.00	0.91	60.90	5.39	18854.30	6.86
Total Teaching Positions	5.50	100.00	1131.80	100.00	274759.10	100.00

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 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: 1/17/23

### Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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 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: 1/17/23

### Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	
Misassignments	1.00	

Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

*Last updated: 1/11/23*

### Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

Last updated: 1/11/23

### Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	15.70	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 1/11/23

**School Facility Conditions and Planned Improvements**

?Senter Road Campus  
 ?Fit rating of good  
 ?22-23 Improvements: HVAC system upgrade, Outdoor Patio, LED lighting in classrooms, repainting of classrooms, updated landscape of campus.  
 ?Planned Improvement: Creating additional office space

*Last updated: 1/17/23*

**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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Upgraded classroom lighting to LED
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

**Overall Facility Rate**

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

Overall Rating	Good
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*Last updated: 1/17/23*



## 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:

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

- 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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3–8 and 11)	N/A		N/A		N/A	47%
Mathematics (grades 3–8 and 11)	N/A		N/A		N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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.

*Last updated: 1/17/23*

**Career Technical Education (CTE) Programs (School Year 2021–22)**

**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 corpsmembers 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.

**CTE Department**

The Advanced Career Technical Education Department focuses on providing students skills and career pathways. 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 SJCCCS has offered Emergency Services as a department in our CTE Program. SJCCCS was contracted via state and city services to provide emergency services during the COVID 19 Pandemic. These departments include Emergency Shelters and Food Security.

*Last updated: 1/17/23*

**Career Technical Education (CTE) Participation (School Year 2021–22)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	50
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	10
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/17/23*

**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

**California Physical Fitness Test Results (School Year 2021–22)**

**Percentage of Students Participating in each of the five Fitness Components**

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5					
7					
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

*Last updated: 1/17/23*

## 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 regarding the school district and at each school site

#### Opportunities for Parental Involvement (School Year 2022–23)

?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.

During the 22-23 school year SJCCCS did create a parent engagement committee that meets monthly. This committee also volunteers for school wide events.

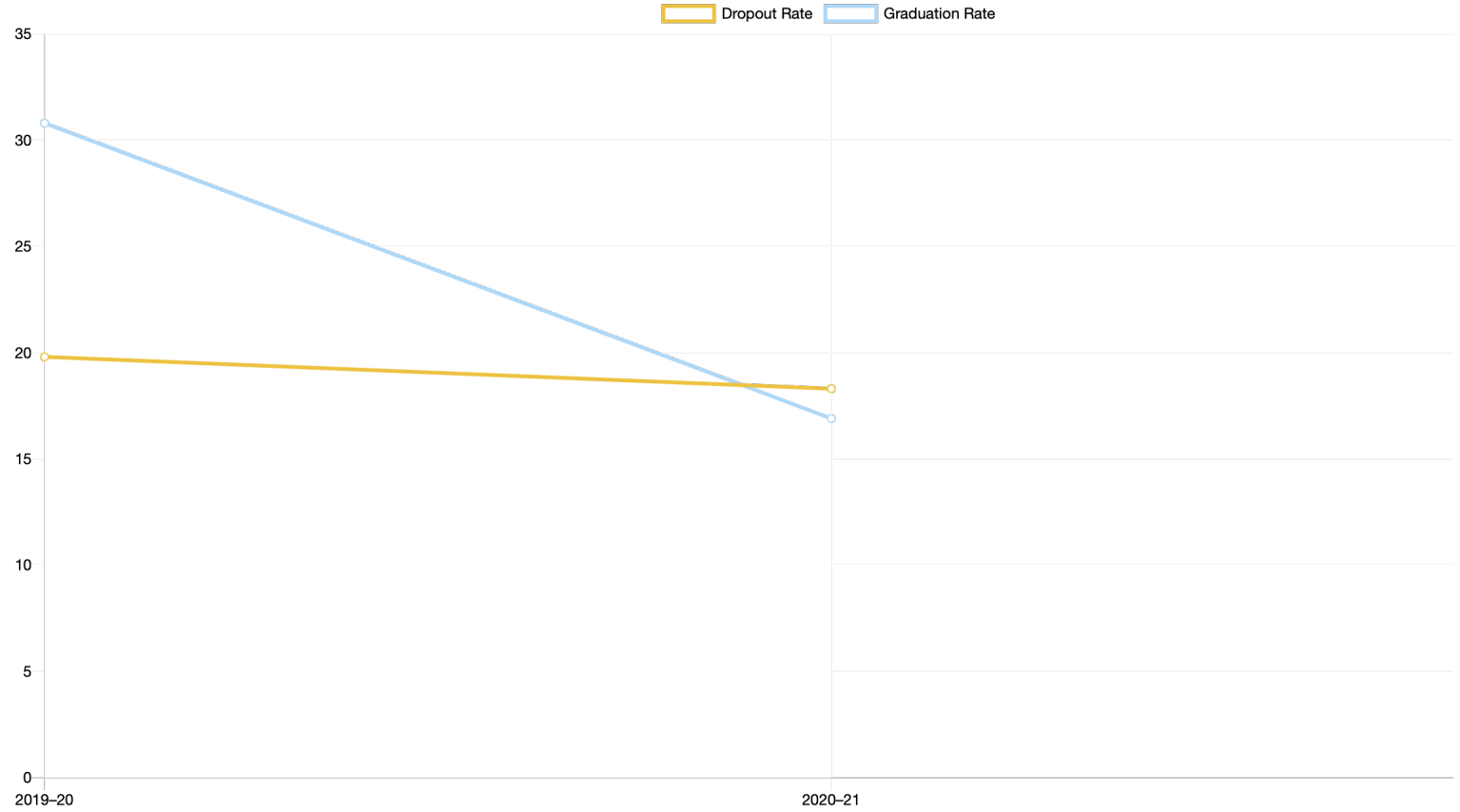
### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate		19.80%	18.30%		14.50%	13.60%	8.9%	9.4%	7.8%
Graduation Rate		30.80%	16.90%		78.40%	81.50%	84.2%	83.6%	87.0%



Last updated: 1/17/23

**Graduation Rate by Student Group (Four-Year Cohort Rate)**  
**(School Year 2021–22)**

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	71	12	16.9
Female	24	5	20.8
Male	47	7	14.9
Non-Binary	0	0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0
Black or African American	0	0	0
Filipino	0	0	0.00
Hispanic or Latino	63	10	15.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	31	6	19.4
Foster Youth	0	0	0.00
Homeless	0	0	0.00
Socioeconomically Disadvantaged	63	11	17.5
Students Receiving Migrant Education Services	0	0	0.00
Students with Disabilities	0	0	0.00

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

*Last updated: 1/17/23*

**Chronic Absenteeism by Student Group**  
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	330	222	183	82.4
Female	145	96	81	84.4
Male	185	126	102	81.0
American Indian or Alaska Native	1	1	1	100.0
Asian	8	4	4	100.0
Black or African American	13	10	8	80.0
Filipino	5	4	3	75.0
Hispanic or Latino	286	191	155	81.2
Native Hawaiian or Pacific Islander	2	1	1	100.0
Two or More Races	3	2	2	100.0
White	12	9	9	100.0
English Learners	93	62	50	80.6
Foster Youth	3	1	1	100.0
Homeless	5	3	3	100.0
Socioeconomically Disadvantaged	226	152	124	81.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	59	39	34	87.2

Last updated: 1/17/23

**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 for School Year 2019–20 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	2.87%	2.45%
Expulsions	0.00%	0.03%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.00%	0.03%	3.41%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.08%	0.00%	0.07%

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.

*Last updated: 1/17/23*



**Suspensions and Expulsions by Student Group  
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

*Last updated: 1/17/23*

**School Safety Plan (School Year 2022–23)**

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 July 2022. The plan was presented to all charter school staff in August 2022. The plan was also presented to all non-charter school staff in August 2022. 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 SJCCCS 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: 1/17/23*

## 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 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	19.00	16	3	5
Mathematics	51.00			1
Science	45.00			4
Social Science	50.00			6

\* 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 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	35.00	2	4	4
Mathematics	66.00	6	2	1
Science	59.00	2	4	3
Social Science	59.00	1	6	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.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	11.00	22	1	
Mathematics	20.00	5	1	
Science	16.00	6		
Social Science	32.00	1	1	3

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/17/23

**Ratio of Pupils to Academic Counselor (School Year 2021–22)**

Title	Ratio
Pupils to Academic Counselor*	131.00

\* 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.

Last updated: 1/17/23

**Student Support Services Staff (School Year 2021–22)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.00

\* 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.

Last updated: 1/17/23

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13865.00	\$1156.00	\$12709.00	\$68375.00
District	N/A	N/A	--	\$100753.00
Percent Difference – School Site and District	N/A	N/A	--	32378.00%
State	N/A	N/A	\$6593.62	\$94126.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/17/23

**Types of Services Funded (Fiscal Year 2021–22)**

SJCCCS' 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, SJCCCS 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. SJCCCS serves its students through the application of the following educational practices and beliefs:

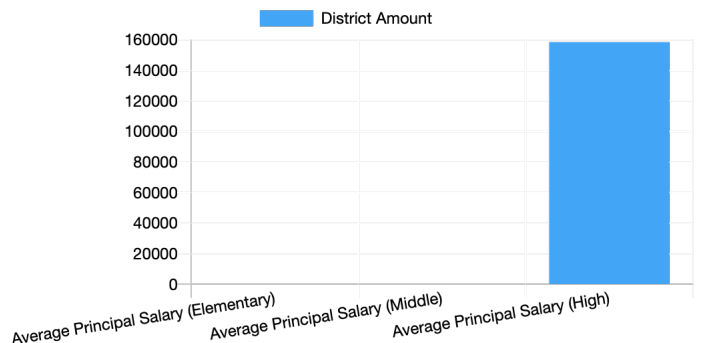
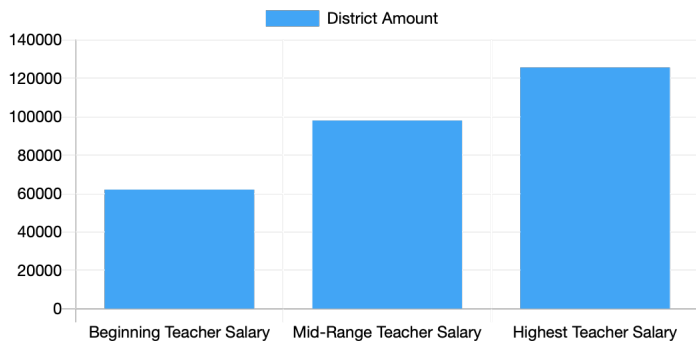
- A. Holistic Educational Approach
- B. Vocational and Career Technical Education
- C. Integration of Technology and 21st Century Skills
- D. Open Enrollment and Grading Periods
- E. Positive Learning Environment

*Last updated: 1/17/23*

**Teacher and Administrative Salaries (Fiscal Year 2020–21)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$61991.00	\$55946.60
Mid-Range Teacher Salary	\$97975.00	\$90079.95
Highest Teacher Salary	\$125613.00	\$117121.49
Average Principal Salary (Elementary)	\$0.00	\$0.00
Average Principal Salary (Middle)	\$0.00	\$146364.14
Average Principal Salary (High)	\$158501.00	\$164632.57
Superintendent Salary	\$292671.00	\$261984.26
Percent of Budget for Teacher Salaries	33.71%	31.49%
Percent of Budget for Administrative Salaries	3.37%	4.57%

Para obtener información detallada sobre los salarios, consulte la página web de CDE Certificated Salaries & Benefits en <https://www.cde.ca.gov/ds/fd/cs/> .



*Última actualización:*

**Desarrollo profesional**

Medida	2020-21	2021-22	2022-23
Número de días escolares dedicados al desarrollo del personal y la mejora continua	6	6	10

*Última actualización: 17/01/23*