Carta del Cuerpo de Conservación de San José

Informe de rendición de cuentas de la escuela 2023-24

Informe elaborado con datos del año escolar 2023-24

Departamento de Educación de California

Acerca de
Condiciones
Resultados
Compromiso
Otro

DIRECCIÓN:

1560 Berger Dr.
San José, CA, 95112-2703

Principal:

Dorsey Moore, director ejecutivo y superintendente

Teléfono:

(408) 459-6402

Rango de grados:

12-Adulto

Cada año, antes del 1 de febrero, todas las escuelas de California deben publicar, según la ley estatal, un Informe de Responsabilidad Escolar (SARC, por sus siglas en inglés). El SARC contiene información sobre la condición y el desempeño de cada escuela pública de California. Según 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 Control y Responsabilidad Local (LCAP, por sus siglas en inglés), que describe cómo pretenden cumplir con los objetivos anuales específicos 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 coherentes con los datos informados en el SARC.

- Para obtener más información sobre los requisitos del SARC y el acceso a los

informes de años anteriores, consulte la página web del SARC del Departamento de Educación de California (CDE) en https://www.cde.ca.gov/ta/ac/sa/ .

- Para obtener más información sobre el LCFF o el LCAP, consulte la página web del LCFF del CDE en https://www.cde.ca.gov/fg/aa/lc/ .
- Para obtener información adicional sobre la escuela, los padres/tutores y 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 DataQuest del CDE 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 (por ejemplo, datos de pruebas, inscripción, graduados de la escuela secundaria, deserción escolar, inscripción en cursos, dotación de personal y datos sobre estudiantes de inglés).

Panel de control de las escuelas de California

El Panel de Control de Escuelas de California (Dashboard) https://www.caschooldashboard.org/ refleja el nuevo sistema de rendición de cuentas y mejora continua de California y brinda información sobre cómo las LEA y las escuelas están satisfaciendo las necesidades de la diversa población estudiantil de California. El Panel de Control contiene informes que muestran el desempeño de las LEA, las escuelas y los grupos de estudiantes en un conjunto de medidas estatales y locales para ayudar a identificar fortalezas, desafíos y áreas que necesitan mejoras.

Acceso a Internet

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.

Admission Requirements for the University of California (UC)

Admission requirements for the 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 course 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 UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 have 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 admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Dorsey Moore, CEO/Superintendent

Principal, San Jose Conservation Corps Charter

The San Jose Conservation Corps Charter School (SJCCCS) has been offering critical safety net educational services to the area's opportunity youth for just over 20 years, serving young adults. Today, approximately 400 young adults, ages 17 ½ to 27, come through our doors each year. Some come and meet their goal of completing their high school diploma, others find they are not ready for the commitment and choose to come back another day. What is true of all our students, however, is they come looking for the chance to jump start their futures, to make positive changes in their lives, and find a community that will be welcoming and safe.

SJCCCS has always been an alternative school, at one point meeting the ASAM designation and now as a Dashboard Alternative School Status (DASS) site. This designation allows us to identify and track metrics that reflect the unique, adult population we serve. Students are very often enrolled for only a short time - whether because they only needed a few credits to complete their degree or because one of life's challenges must take precedence over their education. As such, traditional tracking measures of graduation, persistence, and even enrollment are altered and generally do not meet the statewide benchmarks set for traditional schools.

The other aspect that sets SJCCCS apart from even other DASS schools, is its close attention to its "whole person" approach and utilization of intensive support services. This focus stems from the organizational strategic plan by the San Jose Conservation Corps (SJCC) which identifies the path for every corpsmember - whether they are enrolled in only the job training program, only the charter school, or both - as the "corpsmember journey." This path includes helping them stabilize their lives by finding food or housing security, accessing childcare to help with their young children or siblings, or receiving help with transportation so they can show up to work or school on time, each and every day. It also includes mental health support, which is now offered on site as well as through contracted services. Because SJCCCS has many of these support elements already in place, we are pursuing funding under the community schools model that will help to define and sustain this critical aspect of our school.

We invite the readers of this petition to see beyond the numbers to the students behind them. They are students like:

> ? a 26-year-old mom of one who takes care of her own mother who faces health concerns. She finally made the time in her life to return to school and complete her diploma. She came back to school after being laid off from the Tesla assembly line alongside several other workers without their high school diploma; she now works closely with our College and Career Counselor in pursuing her passion for auto mechanical engineering.

> ? an 18-year-old student with a learning disability who has spent most of his life as a transient student in the foster care system. He has learned to advocate for himself and has rediscovered his passion for art, music and travel.

> ? A 22-year-old who moved around through foster care when she was previously in high school during COVID. She struggled with staying motivated and with her mental health and did not receive the support she needed. Now, she is learning to ask for help and realizing her hopes of going to college and enrolling in trucking school.

About Our School

John Phung, Ed.D

Principal
San Jose Conservation Corps + Charter School

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Direct: 408-283-7171

Contact

San Jose Conservation Corps Charter
1560 Berger Dr.
San Jose, CA 95112-2703

Phone: (408) 459-6402
Email: dmoore@sjcccs.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name
East Side Union High
Phone Number
(408) 347-5000
Superintendent
Vander Zee, Glenn
Email Address
vanderzeeg@esuhsd.org
Website
www.esuhsd.org

School Contact Information (School Year 2024–25)

School Name
San Jose Conservation Corps Charter
Street
1560 Berger Dr.
City, State, Zip
San Jose, CA , 95112-2703

Phone Number
(408) 459-6402
Principal
Dorsey Moore, CEO/Superintendent
Email Address
dmoore@sjcccs.org
Website
www.sjcccharterschool.org
Grade Span
12-Adult
County-District-School (CDS) Code
43694274330676

School Description and Mission Statement (School Year 2024–25)

The San Jose Conservation Corps + Charter School is develops young adults to create transformational change for our community and our planet.

The San Jose Conservation Corps Charter School (SJCCCS) has been offering critical safety net educational services to the area's opportunity youth for just over 20 years, serving young adults. Today, approximately 400 young adults, ages 17 ½ to 27, come through our doors each year. Some come and meet their goal of completing their high school diploma, others find they are not ready for the commitment and choose to come back another day. What is true of all our students, however, is they come looking for the chance to jump start their futures, to make positive changes in their lives, and find a community that will be welcoming and safe. As a school with Dashboard Alternative School Status (DASS), the school pays close attention to its "whole-person" approach and utilization of intensive support services. These supports help these young adults stabilize their lives so they can be successful in school, attaining their goal of earning their high school diploma.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 12	176
Total Enrollment	176

Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	35.00%
Male	65.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.60%
Asian	4.00%
Black or African American	1.10%
Filipino	1.10%
Hispanic or Latino	89.20%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.60%
White	3.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	34.10%
Foster Youth	0.00%
Homeless	2.30%

Migrant	0.00%
Socioeconomically Disavantaged	85.80%
Students with Disabilities	10.20%

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%

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Unknown/Incomplete/NA	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.

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)	5.00	91.07%	943.60	82.39%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	35.40	3.10%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.40	8.93%	79.50	6.95%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	25.60	2.24%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	60.90	5.32%	15831.90	5.67%
Total Teaching Positions	5.40	100.00%	1145.30	100.00%	279044.80	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.

Teacher Preparation and Placement (School Year 2022–23)

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)	6.10	76.63%	923.60	82.88%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	22.80	2.05%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.90	12.00%	91.50	8.21%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.90	11.25%	22.90	2.06%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	53.30	4.79%	14303.80	5.15%
Total Teaching Positions	8.00	100.00%	1114.40	100.00%	277698	100%

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.

Teachers Without Credentials and Misassignments

(considered "ineffective" under ESSA)

Authorization/Assignment	2020−21 Number	2021−22 Number	2022−23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	1.00	0.40	0.9
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	1.00	0.40	0.9

Credentialed Teachers Assigned Out-of-Field

(considered "out-of-field" under ESSA)

Indicator	2020−21 Number	2021−22 Number	2022−23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0.9
Total Out-of-Field Teachers	0.00	0.00	0.9

Class Assignments

Indicator	2020−21 Percent	2021−22 Percent	2022−23 Percent

Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	15.70%	8%	14.4%
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%	0%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: 2023

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		0
Mathematics		0
Science		0
History-Social Science		0
Foreign Language		0
Health		0
Visual and Performing Arts		0

| Science Lab Eqpmt (Grades 9-12) | N/A | 0 |

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

School Facility Conditions and Planned Improvements

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: 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		
Interior: Interior Surfaces		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		
Electrical: Electrical		
Restrooms/Fountains: Restrooms, Sinks/Fountains		
Safety: Fire Safety, Hazardous Materials		
Structural: Structural Damage, Roofs		

External: Playground/School Grounds,
Windows/Doors/Gates/Fences

Overall Facility Rate

Year and month of the most recent FIT report: 2023

Overall Rating

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA in grades three through eight and grade eleven.
    2. Smarter Balanced Summative Assessments and CAA for mathematics in grades three through eight and grade eleven.
    3. California Science Test (CAST) and CAA 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022−23	School 2023−24	District 2022−23	District 2023−24	State 2022−23	State 2023−24
English Language Arts / Literacy (grades 3-8 and 11)					46%	
Mathematics (grades 3-8 and 11)					34%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023−24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					

Male

American Indian or Alaska Native

Asian

Black or African American

Filipino

Hispanic or Latino

Native Hawaiian or Pacific Islander

Two or More Races

White

English Learners

Foster Youth

Homeless

Military

Socioeconomically Disadvantaged

Students Receiving Migrant Education Services

Students with Disabilities

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					

Filipino

Hispanic or Latino

Native Hawaiian or Pacific
Islander

Two or More Races

White

English Learners

Foster Youth

Homeless

Military

Socioeconomically
Disadvantaged

Students Receiving Migrant
Education Services

Students with Disabilities

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)		3.57%	38.21%	39.02%	30.29%	30.73%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded

All Students	67	56	83.58%	16.42%	3.57%
Female	24	18	75.00%	25.00%	5.56%
Male	42	37	88.10%	11.90%	2.70%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	56	47	83.93%	16.07%	4.26%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	16	14	87.50%	12.50%	7.14%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%

Socioeconomically Disadvantaged	52	41	78.85%	21.15%	4.88%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

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 2023–24)
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

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2024–25)

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):
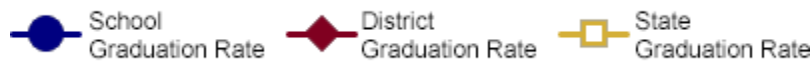
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

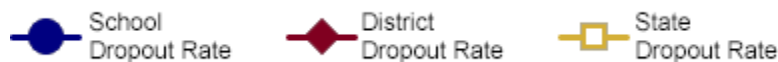Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

Indicator	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Graduation Rate	16.9%	38.9%	52.0%	81.5%	77.8%	80.5%	87%	86.2%	86.4%
Dropout Rate	18.3%	15.4%	12.0%	13.6%	15.2%	12.3%	7.8%	8.2%	8.9%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates

School Graduation Rate   District Graduation Rate   State Graduation Rate

Dropout Rates

School Dropout Rate   District Dropout Rate   State Dropout Rate

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	150	78	52.0%
Female	43	18	41.9%
Male	107	60	56.1%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	121	60	49.6%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	65	38	58.5%
Foster Youth	--	--	--

Homeless	37	15	40.5%
Socioeconomically Disadvantaged	141	74	52.5%
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	22	11	50.0%

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.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	431	305	194	63.6%
Female	149	110	79	71.8%
Male	281	194	114	58.8%
Non-Binary	0	0	0	0%
American Indian or Alaska Native	1	1	0	0%
Asian	16	8	3	37.5%

Black or African American	16	8	3	37.5%
Filipino	8	4	3	75%
Hispanic or Latino	364	269	177	65.8%
Native Hawaiian or Pacific Islander	1	0	0	0%
Two or More Races	5	1	0	0%
White	20	14	8	57.1%
English Learners	138	102	58	56.9%
Foster Youth	3	1	1	100%
Homeless	40	28	15	53.6%
Socioeconomically Disadvantaged	353	266	174	65.4%
Students Receiving Migrant Education Services	0	0	0	0%
Students with Disabilities	47	38	23	60.5%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	0.00%	0.00%	0.00%	3.41%	3.72%	0.00%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.08%	0.05%	0.05%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0%	0%
Female	0%	0%
Male	0%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%

Hispanic or Latino	0%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	0%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

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 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	12.00	28	4	0
Mathematics	27.00	1	3	2
Science	12.00	11	1	1
Social Science	11.00	12	3	2

* 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 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+

Subject				
English Language Arts	12.00	32	5	
Mathematics	15.00	8	3	2
Science	12.00	11	2	1
Social Science	10.00	17		5

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

SJCCCS deploys a variety of support staff and counselors to help students navigate both their academic journey and person journey through the school, ensuring they have all their basic needs met and they have a clear plan of how they can accomplish their goals.

Title	Ratio
Pupils to Academic Counselor*	176

* 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 2023–24)

SJCCCS has one licensed mental health counselor on campus and an additional success navigator who also provides case management and referrals.

Title	Number of FTE* Assigned to School

Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Personal de servicios multimedia de la biblioteca (paraprofesional)	
Psicólogo	
Asistente social	
Enfermero	
Especialista en habla, lenguaje y audición	
Especialista en recursos (no docente)	
Otro**	0.00

* Un equivalente de tiempo completo (ETC) equivale a un miembro del personal que trabaja a tiempo completo; un ETC también podría representar a dos miembros del personal que trabajan cada uno el 50 por ciento del tiempo completo.
** La categoría "Otros" es para todos los demás puestos de personal de servicios de apoyo estudiantil que no se encuentran en la lista.

Gastos por alumno y sueldos de los docentes de las escuelas (año fiscal 2022-23)

Nivel	Gastos totales por alumno	Gastos por alumno (restringidos)	Gastos por alumno (sin restricciones)	Salario promedio de los docentes
Sitio de la escuela	--	--	--	--
Distrito	N / A	N / A	--	$111039.00

Diferencia porcentual: escuela y distrito	N / A	N / A	--	--
Estado	N / A	N / A	$10770.62	$105265.00
Diferencia porcentual: escuela y estado	N / A	N / A	--	--

Nota: Las celdas con valores N/A no requieren datos.

Tipos de servicios financiados (año fiscal 2023-24)

Salarios de docentes y personal administrativo (año fiscal 2022-23)

Categoría	Monto del distrito	Promedio estatal para distritos en la misma categoría
Salario de un maestro principiante	$67050.00	$62635.36
Salario de docente de rango medio	$105970.00	$101698.23
Salario docente más alto	$135864.00	$128981.69
Salario promedio de director de escuela primaria	$0.00	--
Salario promedio del director (medio)	$0.00	$162013.00
Salario promedio del director (alto)	$173213.00	$182697.44
Salario del superintendente	$322440.00	$298748.19
Porcentaje del presupuesto destinado a los salarios de los docentes	0,31%	30,11%

Porcentaje del presupuesto destinado a salarios administrativos	0,03%	4,78%

Para obtener información detallada sobre los salarios, consulte la página web de Salarios y beneficios certificados del CDE en https://www.cde.ca.gov/ds/fd/cs/ .

Desarrollo profesional

Medida	2022–23	2023–24	2024–25
Número de días escolares dedicados al Desarrollo del Personal y la Mejora Continua			