

San Jose Conservation Corps Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	East Side Union High
Phone Number	(408) 347-5000
Superintendent	Chris Funk
E-mail Address	funkc@esuhd.org
Web Site	www.esuhd.org

School Contact Information (School Year 2017-18)	
School Name	San Jose Conservation Corps Charter
Street	1560 Berger Dr.
City, State, Zip	San Jose, Ca, 95112-2703
Phone Number	408-459-6502
Principal	Stephanie Ogden, Principal
E-mail Address	sogden@sjcccharterschool.org
Web Site	www.sjcccharterschool.org
County-District-School (CDS) Code	43694274330676

Last updated: 1/12/2018

School Description and Mission Statement (School Year 2017-18)

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.

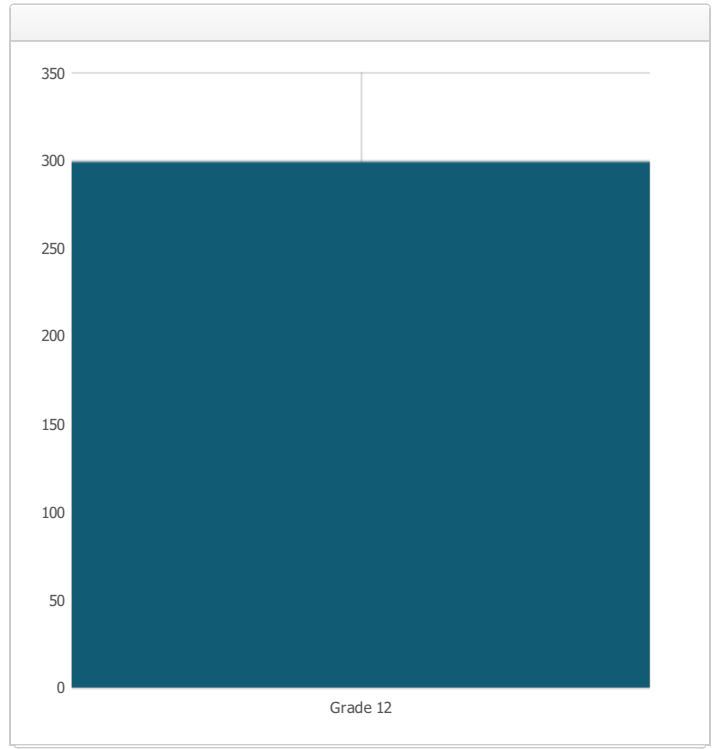
Where most people see little hope for these young people, we at the San Jose Conservation Corps see an opportunity – an opportunity to provide critical support, a positive learning environment, job training in a variety of technical areas, and lifelong skills to youth who, for the most part, have been 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: 1/12/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 12	299
Total Enrollment	299



Last updated: 1/12/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	4.7 %
American Indian or Alaska Native	0.3 %
Asian	2.0 %
Filipino	1.3 %
Hispanic or Latino	87.0 %
Native Hawaiian or Pacific Islander	0.3 %
White	3.0 %
Two or More Races	1.0 %
Other	0.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	85.6 %
English Learners	30.1 %
Students with Disabilities	18.1 %
Foster Youth	1.0 %

Last updated: 1/12/2018

A. Conditions of Learning

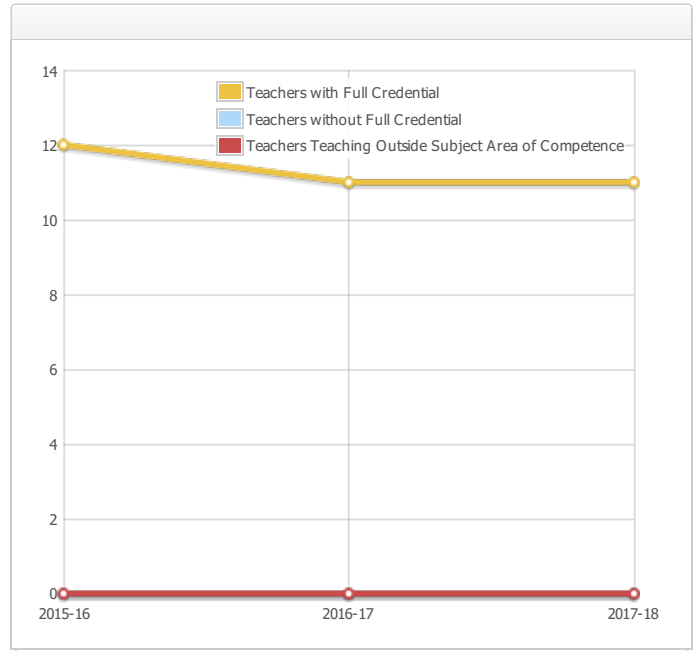
State Priority: Basic

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 Credentials

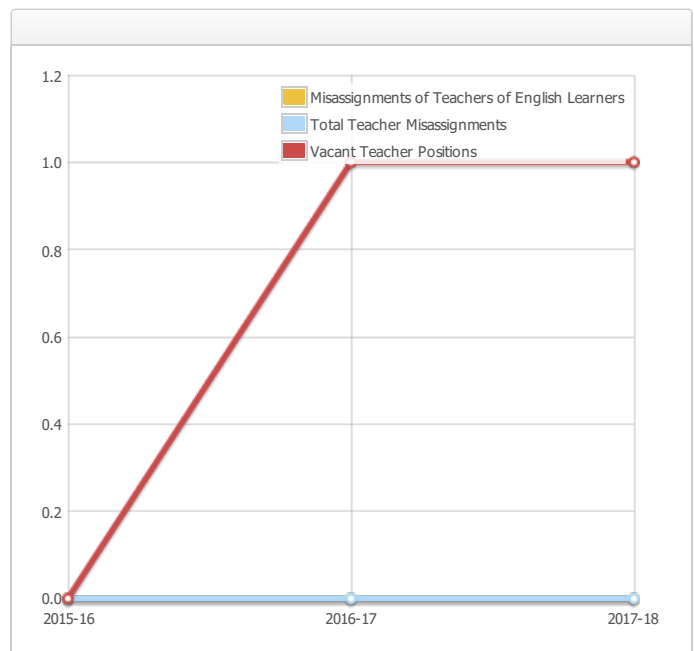
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	12	11	11	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/17/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	1



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/15/2018

School Facility Conditions and Planned Improvements

<p>Berger Road Campus</p> <p>FIT rating of good</p> <p>16-17 Improvements: installation of showers, new carpeting, painting</p> <p>Planned Improvements: washer and dryer install, electric charging stations installed, create outdoor lunch area, cafeteria improvements, community room improvements</p>
<p>Senter Road Campus</p> <p>Fit rating of good</p> <p>16-17 Improvements: Electric front gate installed, back gate installed, painted exterior of buildings, fence repair</p> <p>Planned Improvement: Room 5(community room) re-model, washer and dryer install, shower facilities</p>

Last updated: 1/15/2018

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: 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: 1/15/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Career Technical Education Programs (School Year 2016-17)

Recycling

The Recycling 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.

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.

Last updated: 1/15/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	100
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	20.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

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

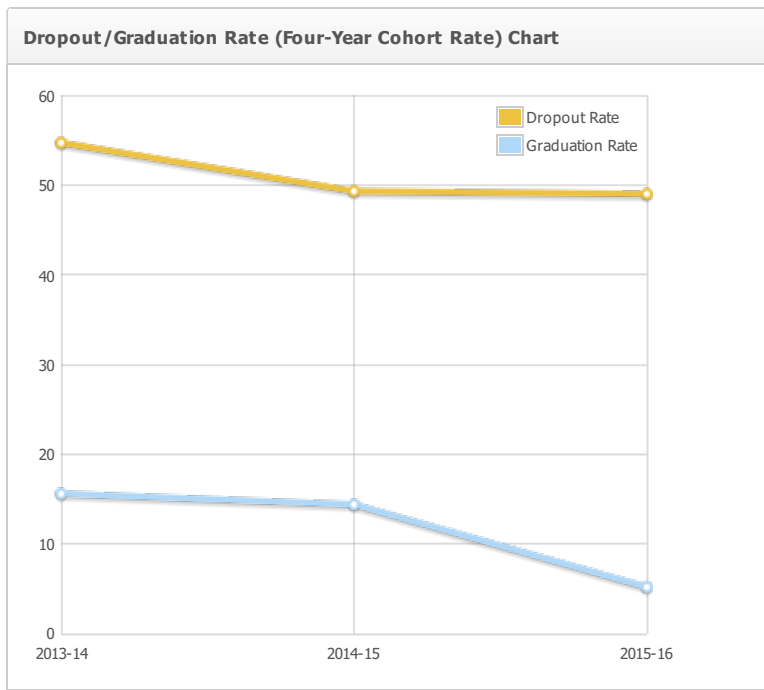
Last updated: 1/15/2018

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	54.7%	49.3%	49.0%	12.0%	11.7%	10.0%	11.5%	10.7%	9.7%
Graduation Rate	15.6%	14.4%	5.2%	82.9%	83.0%	85.0%	81.0%	82.3%	83.8%



*SJCC+CS students are counted as drop-outs twice. First from the traditional program and then again from SJCC+CS if they leave.

Last updated: 1/15/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	54.4%	83.9%	87.1%
Black or African American	25.0%	83.5%	79.2%
American Indian or Alaska Native	100.0%	79.0%	80.2%
Asian	70.0%	94.0%	94.4%
Filipino	100.0%	93.3%	93.8%
Hispanic or Latino	52.0%	75.6%	84.6%
Native Hawaiian or Pacific Islander	0.0%	93.8%	86.6%
White	100.0%	91.0%	91.0%
Two or More Races	0.0%	87.1%	90.6%
Socioeconomically Disadvantaged	52.3%	79.7%	85.5%
English Learners	50.6%	48.6%	55.4%
Students with Disabilities	44.7%	60.1%	63.9%
Foster Youth	33.3%	39.0%	68.2%

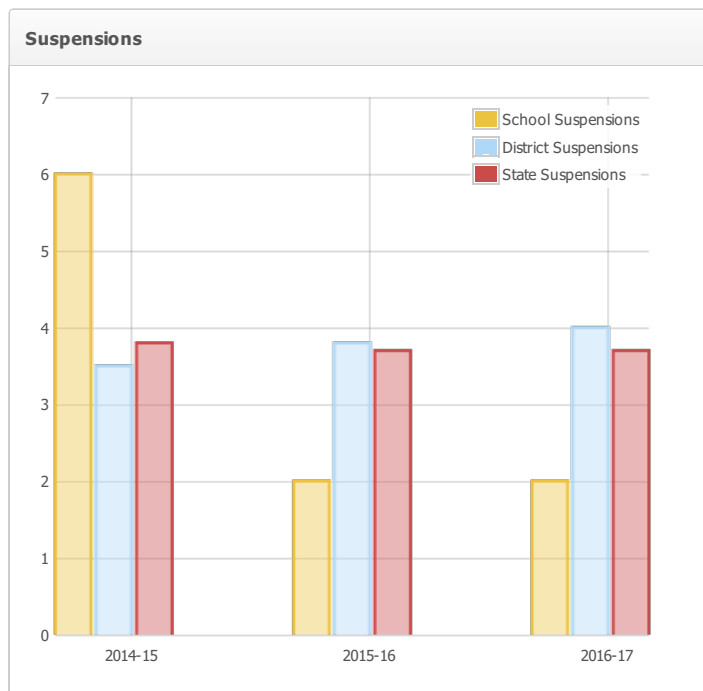
State Priority: School Climate

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	6.0%	2.0%	2.0%	3.5%	3.8%	4.0%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/15/2018

School Safety Plan (School Year 2017-18)

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 September 2016. The plan was presented to all charter school staff in October 2016. The plan was also presented to all non-charter school staff in January 2017. 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: 1/15/2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	15
Percent of Schools Currently in Program Improvement	N/A	71.4%

Last updated: 1/15/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.0	10	2	4	65.0	0	0	6	35.0	2	1	7
Mathematics	31.0	3	3	2	48.0	0	1	3	26.0	2	2	2
Science	56.0	0	0	4	53.0	0	0	4	23.0	4	1	3
Social Science	34.0	5	2	6	55.0	0	1	6	28.0	5	1	7

* 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: 1/15/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	
Counselor (Social/Behavioral or Career Development)	2.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker	0.5	N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*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: 1/15/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13598.0	\$309.0	\$13298.0	\$48980.0
District	N/A	N/A	\$0.0	\$87300.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-56.2%
State	N/A	N/A	\$6574.0	\$82770.0
Percent Difference – School Site and State	N/A	N/A	67.7%	-51.3%

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

Last updated: 1/17/2018

Types of Services Funded (Fiscal Year 2016-17)

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:

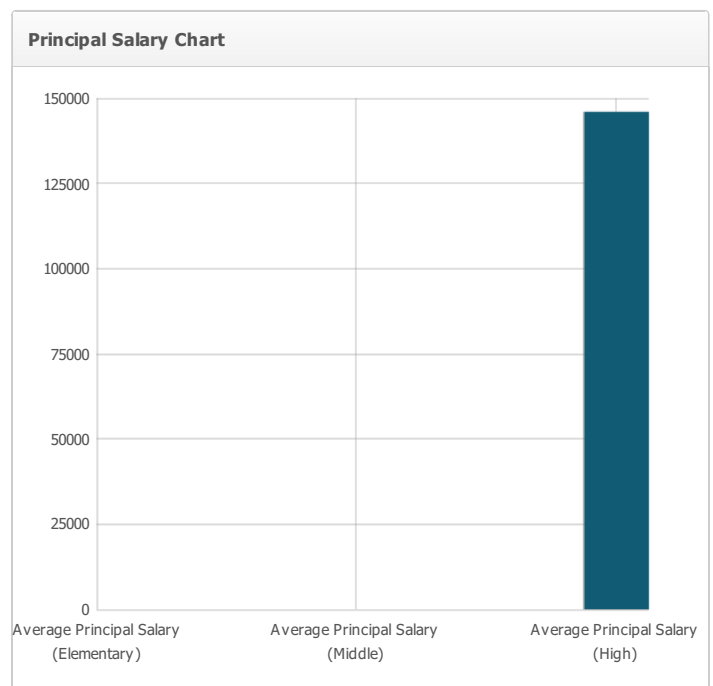
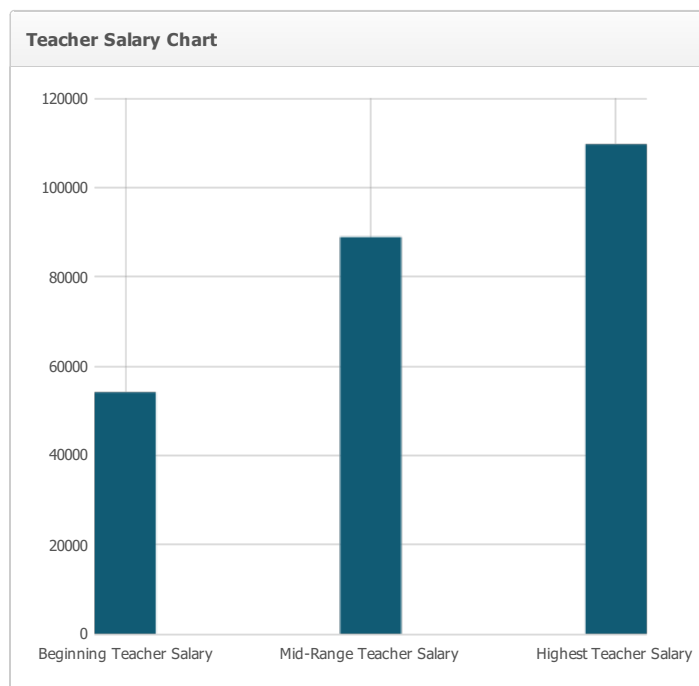
- A. Holistic Educational Approach
- B. Vocational and Career Technical Education
- C. Integration of Technology and 21st Century Skills
- D. Open Enrollment and Grading Periods
- E. Positive Learning Environment

Last updated: 1/15/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,131	\$50,221
Mid-Range Teacher Salary	\$88,881	\$83,072
Highest Teacher Salary	\$109,686	\$104,882
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$128,094
Average Principal Salary (High)	\$145,985	\$146,114
Superintendent Salary	\$273,721	\$226,121
Percent of Budget for Teacher Salaries	36.0%	34.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/15/2018

Professional Development

The leadership team of the San Jose Conservation Corps is highly committed to the professional development of all staff members – charter school and job training, which includes the environmental conservation and recycling teams. Over the past two years the focus of all staff training has been on creating a community that can effectively work with youth who have faced high levels of trauma, poverty, homelessness, and gang impacted youth.

These trainings have included:

- Response to working with students and trauma - including self -care
- Exploring personal beliefs and values and how they impact work with students
- Understanding motivation, action, and communication approaches
- FERPA; student rights and responsibilities
- Program wide emergency response
- Gang awareness and response

Charter school staff development has focused on developing a strong educational team in order to provide a rigorous academic classroom through the daily use accountability measures, authentic assessment measures, and technology. These trainings have included:

- Common Core State Standards (CCSS) and the associated instructional framework shifts
- CCSS instructional strategies
- Backwards planning
- Developing planning documents to guide daily instruction
- 21st Century Skills: The five c's
- Instructional technology-Google Suite, iPads, SmartBoards
- English Language Learner instruction
- Formative and summative assessment
- Authentic evaluation
- Checking for understanding

Faculty members participate in bi-weekly meetings for cross curricular collaboration and training. Ongoing development throughout the year is designed around the needs of the students based on classroom observations and needs expressed by the teachers. Examples include content specific differentiation, releasing the cognitive load, and how special education accommodations look for specific students. All faculty professional development days occur prior to the start of school and quarterly throughout the school year.

Professional Development Days:

- 15-16: 12
- 16-17: 10
- 17-18: 9