

## 2018–2019 School Accountability Report Card

[Translation Disclaimer](#)

# School Accountability Report Card

## Reported Using Data from the 2018–2019 School Year

### California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/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 at <https://dq.cde.ca.gov/dataquest/> 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).

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.

## Rahul Sharma, Principal

- Principal, San Jose Conservation Corps Charter



## About Our School

Our commitment at San Jose Conservation Corps Charter School is to provide a safe and intellectually challenging environment that will empower students to become innovative thinkers, creative problem solvers and inspired learners prepared to thrive in the twenty-first century.

High standards and expectations for each student are the foundation of our school.

Our schoolwide learner outcomes are aligned with the state priorities as well as the mission of the San Jose Conservation Corps (SJCC). As such, students must demonstrate competency and meet learner outcomes:

- Critical Thinking and Problem Solving
- Communication
- Digital Literacy
- Civic Engagement
- Personal Leadership

If I can be of any assistance, please do not hesitate to contact me and know that my door is always open. I can be reached at rsharma@sjcccs.org. also. I am honored to serve as your principal.

Sincerely,

Rahul Sharma

### Contact

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

Phone: 408-595-3503

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

### About This School

#### Contact Information (School Year 2019–2020)

District Contact Information (School Year 2019–2020)	
District Name	East Side Union High
Phone Number	(408) 347-5000
Superintendent	Chris Funk
Email Address	<a href="mailto:funkc@esuhsd.org">funkc@esuhsd.org</a>
Website	<a href="http://www.esuhsd.org">www.esuhsd.org</a>

School Contact Information (School Year 2019–2020)	
School Name	San Jose Conservation Corps Charter School
Street	2650 Senter Rd.
City, State, Zip	San Jose, Ca, 95111

<b>Phone Number</b>	408-595-3503
<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">http://www.sjcccs.org</a>
<b>County-District-School (CDS) Code</b>	43694274330676

*Last updated: 1/28/2020*

### **School Description and Mission Statement (School Year 2019–2020)**

Vision & Mission: The San Jose Conservation Corps + Charter School (SJCC+CS) is a non-profit organization that provides opportunity youth from the ages of 17 ½ - 27 with a quality high school education and teaches valuable work and life skills that empower them to become responsible, productive, and caring citizens.

We are an educational safety net for opportunity youth who have been disconnected from mainstream education and job training systems.

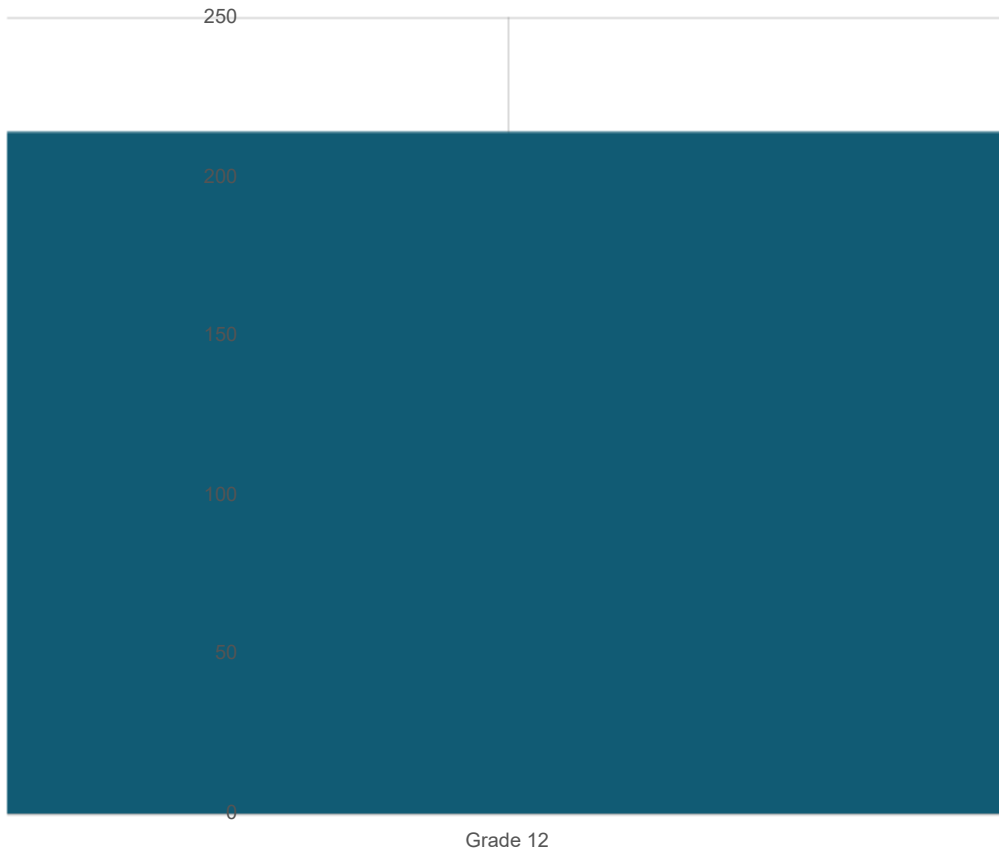
Youth are empowered by knowledge, prepared with skills for future careers, and supported through wrap-around services.

Graduates are self-sufficient and contribute positively to their communities, relying on themselves rather than the network of social systems.

*Last updated: 1/28/2020*

### **Student Enrollment by Grade Level (School Year 2018–2019)**

<b>Grade Level</b>	<b>Number of Students</b>
Grade 12	214
Total Enrollment	214



*Last updated: 1/28/2020*

**Student Enrollment by Student Group (School Year 2018–2019)**

Student Group	Percent of Total Enrollment
Black or African American	2.80 %
American Indian or Alaska Native	0.50 %
Asian	4.70 %
Filipino	0.50 %
Hispanic or Latino	87.40 %
Native Hawaiian or Pacific Islander	0.50 %
White	1.40 %
Two or More Races	2.80 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.10 %
English Learners	32.20 %

<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
Students with Disabilities	20.60 %
Foster Youth	1.00 %
Homeless	1.90 %

**State Priority: Basic**

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

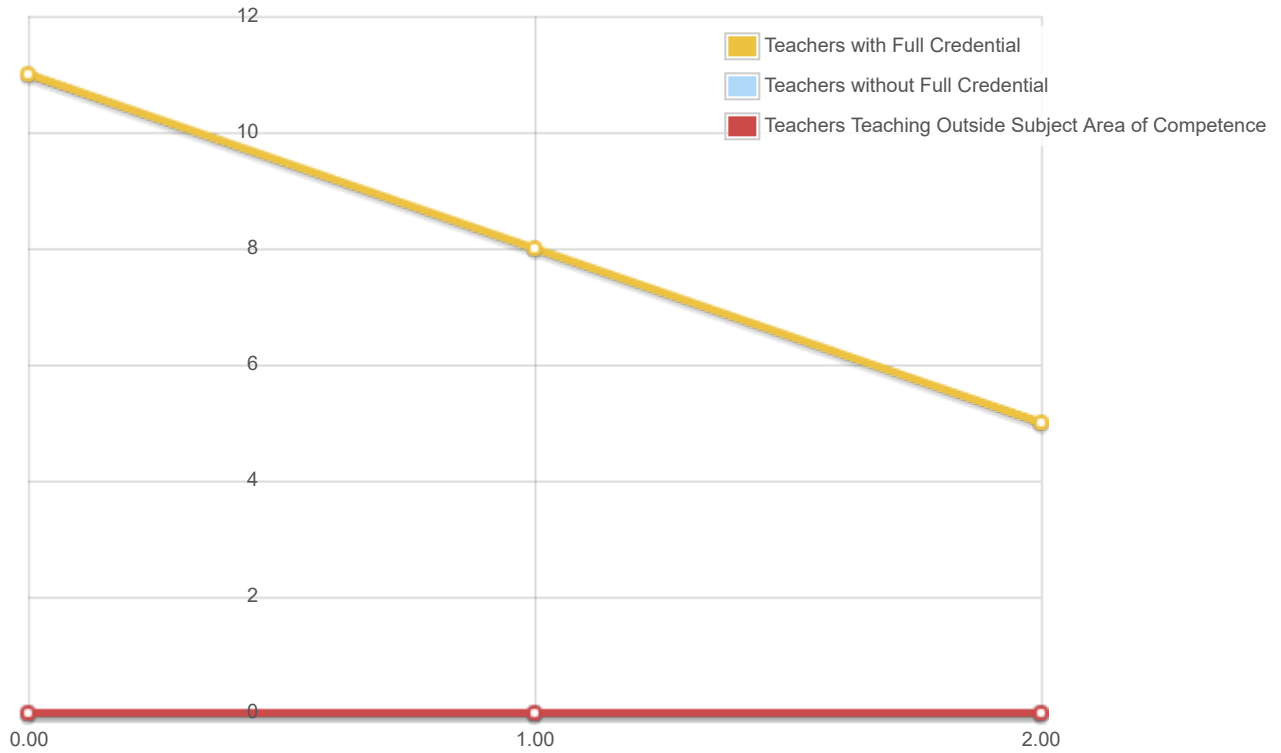
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

**Teacher Credentials**

<b>Teachers</b>	<b>School 2017– 2018</b>	<b>School 2018– 2019</b>	<b>School 2019– 2020</b>	<b>District 2019– 2020</b>
With Full Credential	11	8	5	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

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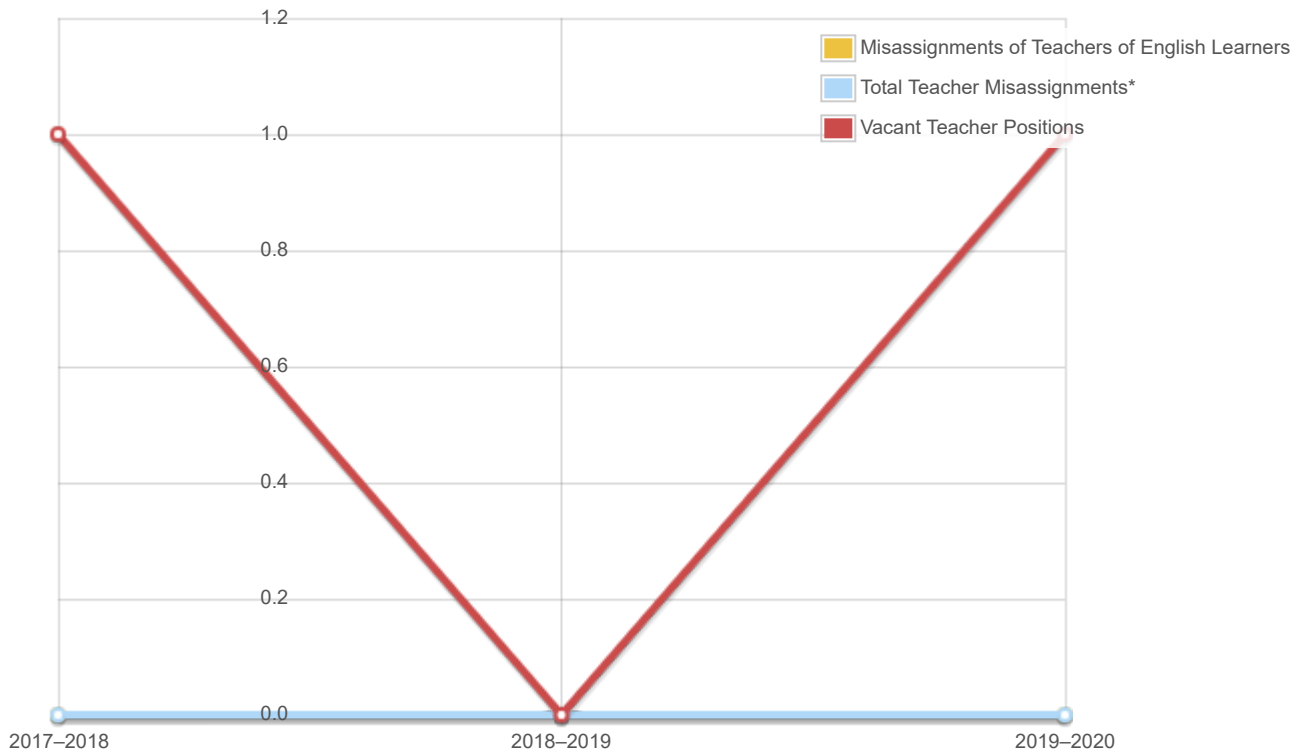
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Last updated: 1/28/2020

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-2018	2018-2019	2019-2020
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	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: 1/28/2020

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–2020)

Year and month in which the data were collected:

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0.00 %
Mathematics			0.00 %
Science			0.00 %
History-Social Science			0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %



Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/28/2020*

### School Facility Conditions and Planned Improvements

<p>Fit rating of good</p> <p>18-19 Improvements: Room 5 re-model, washer and dryer install, shower facilities, and new restroom trailer.</p> <p>Planned Improvement: Student outdoor seating area, bathroom remodels.</p>
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*Last updated: 1/28/2020*

### 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 2018

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	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: October 2018

Overall Rating	Good
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*Last updated: 1/28/2020*

## 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 (CTE) Programs (School Year 2018–2019)

### 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.

*Last updated: 1/28/2020*

## Career Technical Education (CTE) Participation (School Year 2018–2019)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	75
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	20.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

## State Priority: Other Pupil Outcomes

*Last updated: 1/28/2020*

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

## State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2019–2020)

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.

*Last updated: 1/28/2020*

## State Priority: Pupil Engagement

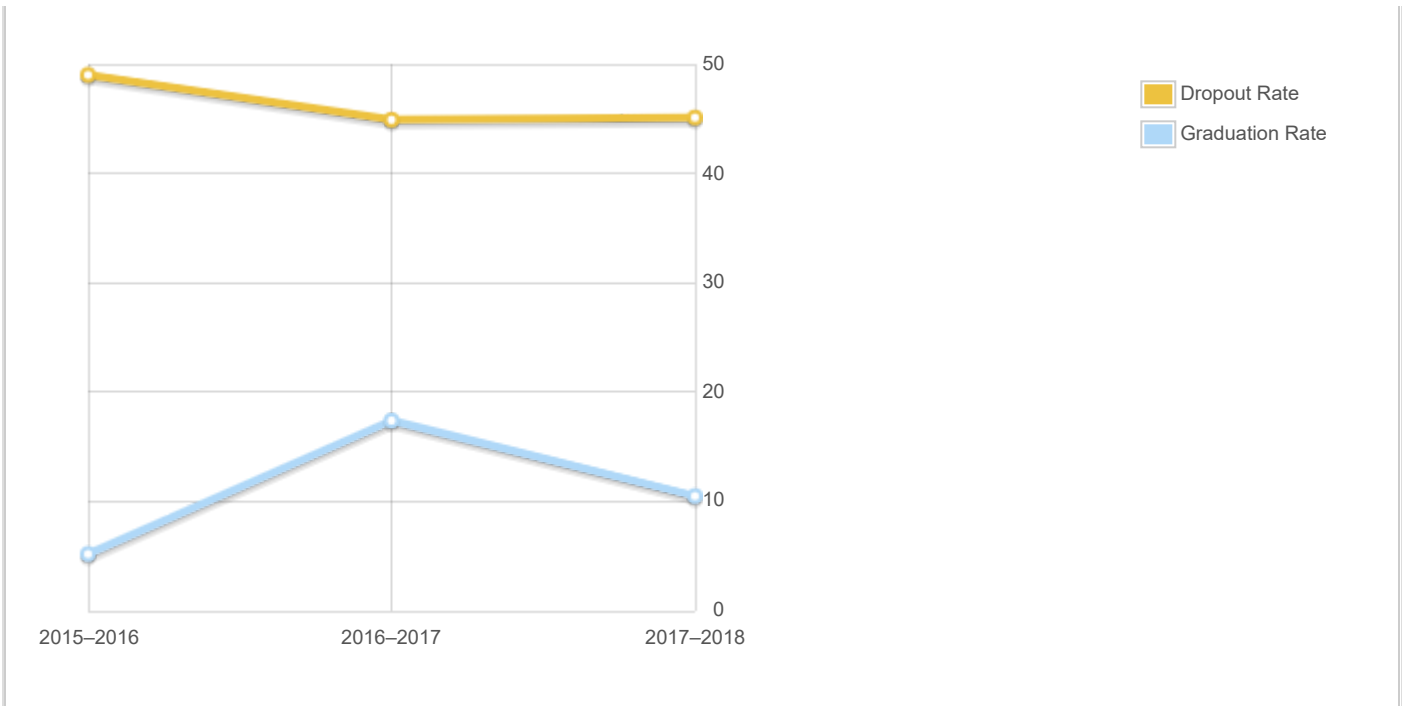
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015– 2016	School 2016– 2017	School 2017– 2018	District 2015– 2016	District 2016– 2017	District 2017– 2018	State 2015– 2016	State 2016– 2017	State 2017– 2018
Dropout Rate	49.00%	44.90%	45.10%	10.00%	20.50%	17.80%	9.70%	9.10%	9.60%
Graduation Rate	5.20%	17.40%	10.50%	85.00%	71.50%	75.70%	83.80%	82.70%	83.00%

### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/28/2020

## 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 2016– 2017	School 2017– 2018	School 2018– 2019	District 2016– 2017	District 2017– 2018	District 2018– 2019	State 2016– 2017	State 2017– 2018	State 2018– 2019
Suspensions	2.00%	3.20%	0.40%	4.00%	3.60%	3.40%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.10%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/28/2020

## School Safety Plan (School Year 2019–2020)

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 December 2019. The

plan was presented to all charter school staff in January 2020. The plan was also presented to all non-charter school staff in January 2020. 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: 1/28/2020*

**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 2016–2017)**

Subject	Average Class Size	Number of Classes *		
		1-22	23-32	33+
English	42.00	2	1	7
Mathematics	26.00	2	2	2
Science	23.00	4	1	3
Social Science	32.00	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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)**

Subject	Average Class Size	Number of Classes *		
		1-22	23-32	33+
English	18.00	13	3	3
Mathematics	19.00	10	1	3
Science	21.00	6	1	4
Social Science	17.00	9	5	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 2018–2019)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	30.00	0		12
Mathematics	30.00	0		4
Science	28.00	0		4
Social Science	29.00	0		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.

*Last updated: 1/28/2020*

### Ratio of Pupils to Academic Counselor (School Year 2018–2019)

Title	Ratio**
Counselor*	0.00

\*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.

\*\*Average Number of Pupils per Counselor

*Last updated: 1/28/2020*

### Student Support Services Staff (School Year 2018–2019)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00

**Number of FTE\* Assigned to School**

Other

0.00

\*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: 1/28/2020*

**Types of Services Funded (Fiscal Year 2018–2019)**

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: 1/28/2020*

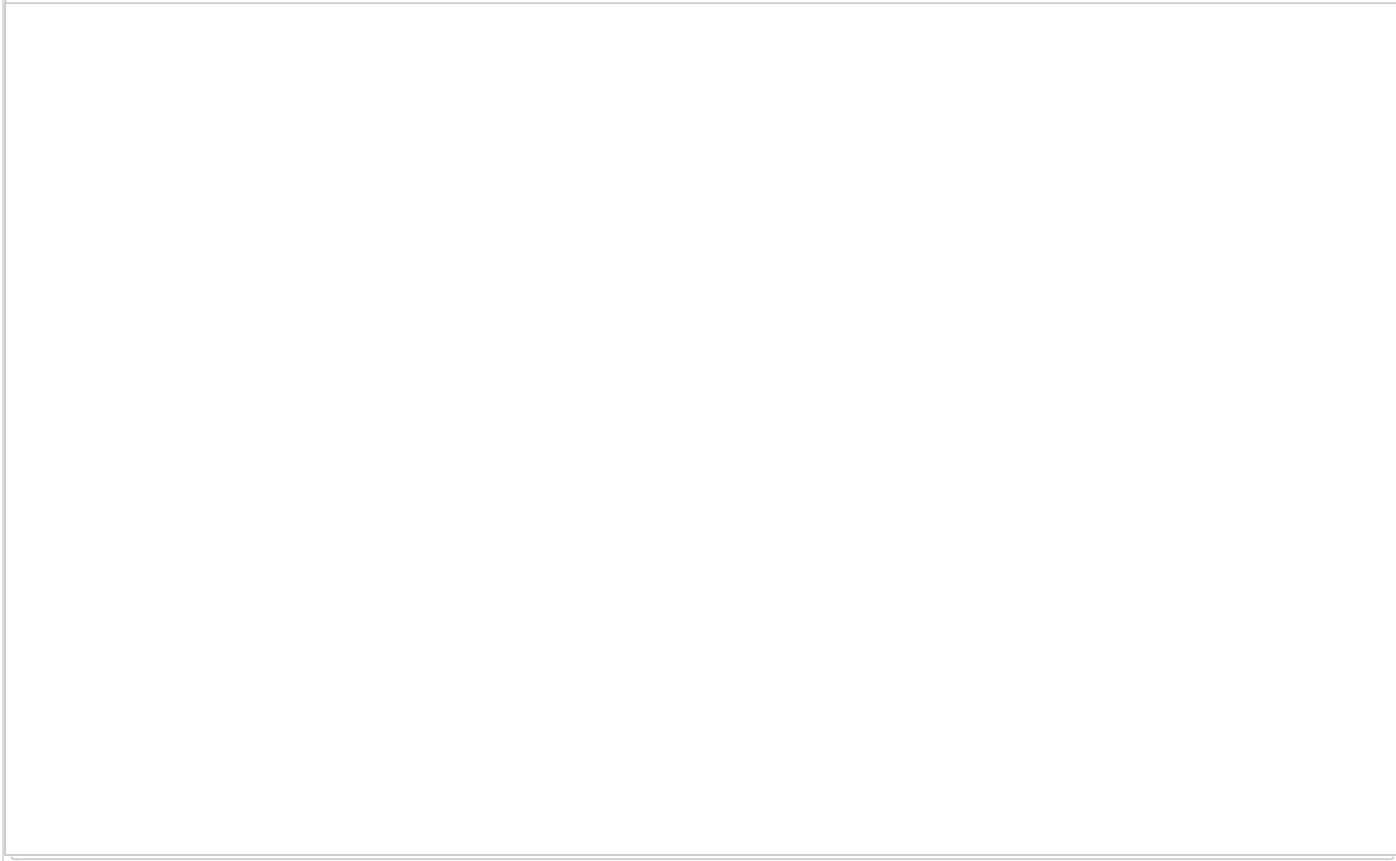


**Teacher and Administrative Salaries (Fiscal Year 2017–2018)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,349	\$52,466
Mid-Range Teacher Salary	\$90,881	\$87,373
Highest Teacher Salary	\$112,154	\$109,803
Average Principal Salary (Elementary)	\$	--
Average Principal Salary (Middle)	\$	\$142,025
Average Principal Salary (High)	\$146,855	\$153,904
Superintendent Salary	\$286,275	\$241,221
Percent of Budget for Teacher Salaries	34.00%	33.00%
Percent of Budget for Administrative Salaries	3.00%	5.00%

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

**Teacher Salary Chart**



## Principal Salary Chart

*Last updated: 1/28/2020*

### Professional Development

Measure	2017– 2018	2018–2019	2019–2020
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	5

Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406

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Sacramento, CA 95814