

# School Accountability Report Card Reported Using Data from the 2017–18 School Year

California Department of Education

*For ...School*

**Address:** 2650 Senter Road San Jose, Ca 95111 **Phone:** 408-283-7171  
**Principal:** **Grade Span:** 12th Grade

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).

## **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

### District Contact Information (School Year 2018–19)

Entity	Contact Information
District Name	East Side Union High School District
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 2018–19)

Entity	Contact Information
School Name	San Jose Conservation Corps & Charter School
Street	2650 Senter Road
City, State, Zip	San Jose, Ca, 95111
Phone Number	<a href="tel:(408)283-7171">(408) 283-7171</a>
Principal	
Email Address	
Website	<a href="https://www.sjcccs.org/">https://www.sjcccs.org/</a>
County-District-School (CDS) Code	43694274330676

### School Description and Mission Statement (School Year 2018–19)

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

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

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

### Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	0

<b>Grade 1</b>	0
<b>Grade 2</b>	0
<b>Grade 3</b>	0
<b>Grade 4</b>	0
<b>Grade 5</b>	0
<b>Grade 6</b>	0
<b>Grade 7</b>	0
<b>Grade 8</b>	0
<b>Ungraded Elementary</b>	0
<b>Grade 9</b>	0
<b>Grade 10</b>	0
<b>Grade 11</b>	0
<b>Grade 12</b>	261
<b>Ungraded Secondary</b>	0
<b>Total Enrollment</b>	261

#### **Student Enrollment by Student Group (School Year 2017–18)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	4.5%
<b>American Indian or Alaska Native</b>	0
<b>Asian</b>	3.4 %
<b>Filipino</b>	3.4 %
<b>Hispanic or Latino</b>	88 %
<b>Native Hawaiian or Pacific Islander</b>	0
<b>White</b>	1.9%
<b>Two or More Races</b>	0.38%
<b>Socioeconomically Disadvantaged</b>	87.3 %
<b>English Learners</b>	29.1%
<b>Students with Disabilities</b>	18.7%
<b>Foster Youth</b>	1.5%

## **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**

<b>Teachers</b>	<b>School 2016–17</b>	<b>School 2017–18</b>	<b>School 2018–19</b>	<b>District 2018–19</b>
<b>With Full Credential</b>	11	11	8	
<b>Without Full Credential</b>	0	0	0	
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016–17	2017–18	2018–19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	1	0

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.

### School Facility Conditions and Planned Improvements

<p>Berger Road Campus</p> <p>FIT rating of good</p> <p>17-18 Improvements: installation of showers, 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>17-18 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>

## School Facility Good Repair Status

Using the **most recently collected** 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 overall rating

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

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

## Overall Facility Rate

**Year and month of the most recent FIT report:** DPL

## Overall Rating

Exemplary	Good	Fair	Poor
	X		

**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 (CTE) Programs (School Year 2017–18)

### 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.

### Career Technical Education (CTE) Participation (School Year 2017–18)

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%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2018–19)

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

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2014–15	School 2015–16	District 2014–15	District 2015–16	State 2014–15	State 2015–16
Dropout Rate	49.3%	49.0%	11.7%	10.0%	10.7%	9.7%
Graduation Rate	14.4%	5.2%	83.0%	85.0%	82.3%	83.8%

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

Indicator	School 2016–17	District 2016–17	State 2016–17
Dropout Rate	78.3%	6.1 %	2.4%
Graduation Rate	17.4%	71.5%	83.8%

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Completion of High School Graduation Requirements – Graduating Class of 2017  
(One-Year Rate)**

Student Group	School	District	State
All Students	102		
Black or African American	10		
American Indian or Alaska Native	0		
Asian	5		
Filipino	3		
Hispanic or Latino	79		
Native Hawaiian or Pacific Islander	0		
White	7		
Two or More Races	0		
Socioeconomically Disadvantaged	86		
English Learners	18		
Students with Disabilities	9		
Foster Youth	0		

**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 2015–1 6	School 2016–1 7	School 2017–1 8	District 2015–1 6	District 2016–1 7	District 2017–1 8	State 2015– 16	State 2016– 17	State 2017– 18
<b>Suspensions</b>	2.0%	2.0%	2.0%	3.8%	4.0%		3.7%	3.7%	
<b>Expulsions</b>	0.0%	0.0%	0.0%	0.1%	0.1%		0.1%	0.1%	

**School Safety Plan (School Year 2018–19)**

*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.*

**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 2015–16)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	65.0	0	0	6
Mathematics	48.0	0	1	3
Science	53.0	0	0	4
Social Science	55.0	0	1	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 2016–17)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	35.0	2	1	7
Mathematics	26.0	2	2	2
Science	23.0	4	1	3
Social Science	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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
<b>English</b>	49.0	1	3	6
<b>Mathematics</b>	35.71	7	3	0
<b>Science</b>	33.0	5	4	1
<b>Social Science</b>	43.0	1	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.

**Academic Counselors and Other Support Staff (School Year 2017–18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>	0.0	
<b>Counselor (Social/Behavioral or Career Development)</b>	2.0	N/A
<b>Library Media Teacher (Librarian)</b>		N/A
<b>Library Media Services Staff (Paraprofessional)</b>		N/A
<b>Psychologist</b>		N/A
<b>Social Worker</b>		N/A
<b>Nurse</b>		N/A
<b>Speech/Language/Hearing Specialist</b>		N/A
<b>Resource Specialist (non-teaching)</b>	1.0	N/A
<b>Other</b>		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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016–17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,080	\$71	\$14,009	\$56,711
District	N/A	N/A		
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference – School Site and State	N/A	N/A		

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

### Types of Services Funded (Fiscal Year 2017–18)

*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*

### Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

## 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:

- 16-17: 10
- 17-18: 9
- 18-19: 9