Estatuto del Cuerpo de Conservación de San José

Informe de responsabilidad escolar 2020—2021

Reportado utilizando datos del año escolar 2020—2021

Departamento de Educación de California

Habla a:	2650 Senter Road San José, CA, 95111	**Principal:**	Rahul Sharma, director
Teléfono:	(408) 595-3503	**Rango de grado:**	12-Adulto

Para el 1 de febrero de cada año, la ley estatal requiere que todas las escuelas de California publiquen un Informe de responsabilidad escolar (SARC). El SARC contiene información sobre la condición y el rendimiento de cada escuela pública de California. Bajo la Fórmula de Financiamiento de Control Local (LCFF, por sus siglas en inglés), todas las agencias educativas locales (LEA, por sus siglas en inglés) deben preparar un Plan de Responsabilidad y Control Local (LCAP, por sus siglas en inglés), que describe cómo pretenden cumplir las metas anuales específicas 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 consistentes con los datos informados en el SARC.

- Para obtener más información sobre los requisitos del SARC, 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 LCFF o LCAP, consulte la página web de CDE LCFF en https://www.cde.ca.gov/fg/aa/lc/ .

- Para obtener información adicional sobre la escuela, los padres/tutores y los miembros de la comunidad deben comunicarse con el director de la escuela o la oficina del distrito.

búsqueda de datos

DataQuest es una herramienta de datos en línea ubicada en la página web de CDE DataQuest en https://dq.cde.ca.gov/dataquest/ que contiene información adicional sobre esta escuela y comparaciones de la escuela con el distrito y el condado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para la rendición de cuentas (p. ej., datos de exámenes, matriculación, graduados de la escuela secundaria, abandonos, matriculación en cursos, dotación de personal y datos sobre los estudiantes de inglés).

Tablero de la escuela de California

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

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 am honored to serve as your principal.

Sincerely,

Rahul Sharma

San Jose Conservation Corps Charter
2650 Senter Road
San Jose, CA 95111
Phone: 408-595-3503
Email: rsharma@sjcccs.org

Contact

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

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

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

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 2021—2022)

School Name	San Jose Conservation Corps Charter
Street	2650 Senter Road
City, State, Zip	San Jose, CA , 95111
Phone Number	(408) 595-3503
Principal	Rahul Sharma, Principal
Email Address	rsharma@sjcccs.org
Website	http://www.sjcccs.org
County-District-School (CDS) Code	43694274330676

Last updated: 1/21/22

School Description and Mission Statement (School Year 2021—2022)

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: 1/12/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 12	180
Total Enrollment	180
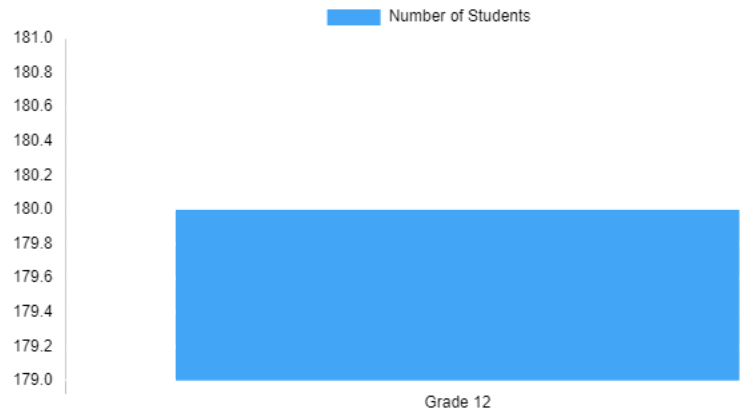
Last updated: 1/12/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	48.30%
Male	51.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.60%
Asian	5.60%
Black or African American	4.40%
Filipino	2.20%
Hispanic or Latino	83.30%
Native Hawaiian or Pacific Islander	0.60%
Two or More Races	0.00%
White	3.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	17.20%
Foster Youth	0.00%
Homeless	6.10%
Migrant	0.00%
Socioeconomically Disavantaged	77.80%
Students with Disabilities	10.60%

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—2021)

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

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Last updated:

Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

Class Assignments (School Year 2020—2021)

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

Last updated:

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

School Facility Conditions and Planned Improvements

Senter Road Campus

Fit rating of good

20-21 Improvements: Fence repair, Remodel of student restrooms, touchless sinks/faucets, gate repair, HVAC system upgrade

Planned Improvement: Landscaping of Senter campus, Classroom Lighting.

Last updated: 1/14/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
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

Last updated: 1/14/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
    1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
    2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
    3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**
  Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
    ○ Aligned with CA CCSS for ELA and mathematics;
    ○ Available to students in grades 3 through 8, and grade 11; and
    ○ Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
    ○ Smarter Balanced ELA and mathematics summative assessments;
    ○ Other assessments meeting the SBE criteria; or
    ○ Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment,

accountability, and reporting requirements for the 2019–2020 school year.
Note: The 2020–2021 data cells have N/A values because these data are not

comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Career Technical Education (CTE) Programs (School Year 2020—2021)

Zero Waste

The Zero Waste Department is a program in which students learn valuable skills in the recycling industry while serving

their community. On any given day, our recycling corpsmembers can be found throughout the County of Santa Clara

serving a wide range of clients and recycling at over 170 special events. On the collections team, students gain

driving experience in our large-scale trucks. They learn the basics of completing a collection route while providing

excellent customer service. This team also performs the pre-inspection of their vehicle before starting their route, as

mandated by the Department of Transportation. Driver and helper teams learn to navigate routes, read maps, operate

GPS equipment while working safely to achieve monthly zero accident awards. Our Eco Academy team is the heart

of our operation. In this team, students learn the basics of recycling through a13-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 theirsupervisors 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

inweatherization/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. Also includes the

construction of Tiny Homes.

Emergency Services

As of March 2019 SJCCCS has offered Emeregency Services as a department in our CTE Program. SJCCCS was

contracted via state and city services to provide emergency services during the COVID 19 Pandemic. These

departments include Emergency Shelters and Food Boxing.

Last updated: 1/25/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	80
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	20
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/14/22

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 2021-2022)

Since the majority of the student body is over 18 and many do not live with parents, our parental invovlement consists of making sure the students are invovled 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
- Chronic Absenteeism

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

Indicator	School 2018-2019	School 2019-2020	School 2020–2021	District 2018-2019	District 2019-2020	District 2020–2021	State 2018-2019	State 2019-2020	State 2020–2021
Dropout Rate	23.50%	19.80%	26.90%	15.60%	14.50%	14.00%	9.00%	8.90%	9.40%
Graduation Rate	20.20%	30.80%	25.40%	77.50%	78.40%	77.20%	84.50%	84.20%	83.60%
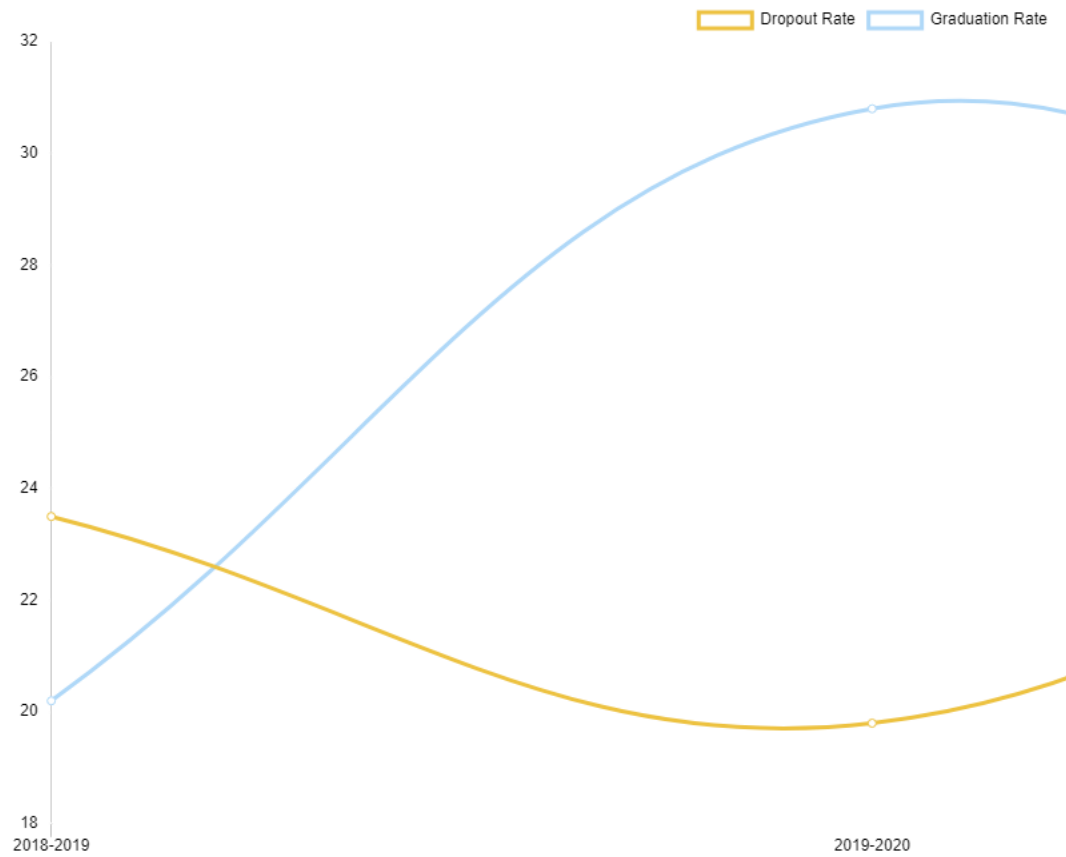
Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	67	17	25.4
Female	32	11	34.4
Male	35	6	17.1
Non-Binary	0	0	0.0
American Indian or Alaska Native	0	0	17.1
Asian	0	0	0.00
Black or African American	0	0	--
Filipino	0	0	--
Hispanic or Latino	51	14	27.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	--
White	0	0	--
English Learners	18	5	27.8
Foster Youth	0	0	--
Homeless	0	0	--
Socioeconomically Disadvantaged	62	15	24.2
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	12	0	0.0

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.

Last updated:

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	431	310	181	58.4
Female	208	154	80	51.9
Male	223	156	101	64.7
American Indian or Alaska Native	18	12	5	64.7
Asian	1	1	1	100.0
Black or African American	20	15	10	66.7
Filipino	11	9	3	33.3
Hispanic or Latino	359	259	153	59.1
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	2	1	1	100.0
White	16	9	6	66.7
English Learners	85	61	42	68.9
Foster Youth	6	3	3	100.0
Homeless	24	10	6	60.0
Socioeconomically Disadvantaged	331	243	147	60.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	59	47	35	74.5

Last updated:

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

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	0.41%	0.00%	3.37%	0.03%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.05%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.00%	2.87%	2.45%
Expulsions	0.00%	0.03%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 1/14/22

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

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

Last updated:

School Safety Plan (School Year 2021-2022)

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 August 2021. The plan was presented to all charter school staff in August 2021. The plan was also presented to all non-charter school staff in August 2021. 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: 1/14/22

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 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	20.00	11	6	3
Math	23.00	6	2	1
Science	25.00	2	4	1
Social Science	30.00	1	6	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 2019—2020)

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	35.00	2	4	4
Math	35.00			1
Science	59.00			3
Social Science	59.00			4

Last updated: 1/14/22

* 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 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	0

Last updated: 12/31/99

* 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 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
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
Other	0.00

Last updated: 12/31/99

* 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 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13865.00	$1156.00	$12709.00	$68375.00
District	N/A	N/A	--	$98287.00
Percent Difference – School Site and District	N/A	N/A	--	29912.00%
State	N/A	N/A	$8443.83	$92222.00
Percent Difference – School Site and State	N/A	N/A	--	23847.00%

Last updated: 1/14/22

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

Types of Services Funded (Fiscal Year 2020–2021)

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: 1/14/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$60185.00	$54687.00
Mid-Range Teacher Salary	$98823.00	$92222.00
Highest Teacher Salary	$121954.00	$114208.00
Average Principal Salary (Elementary)	$0.00	$143647.00
Average Principal Salary (Middle)	$0.00	$145785.00
Average Principal Salary (High)	$154344.00	--
Superintendent Salary	$293091.00	$258950.00
Percent of Budget for Teacher Salaries	34.00%	32.00%
Percent of Budget for Administrative Salaries	3.00%	5.00%

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

Última actualización:
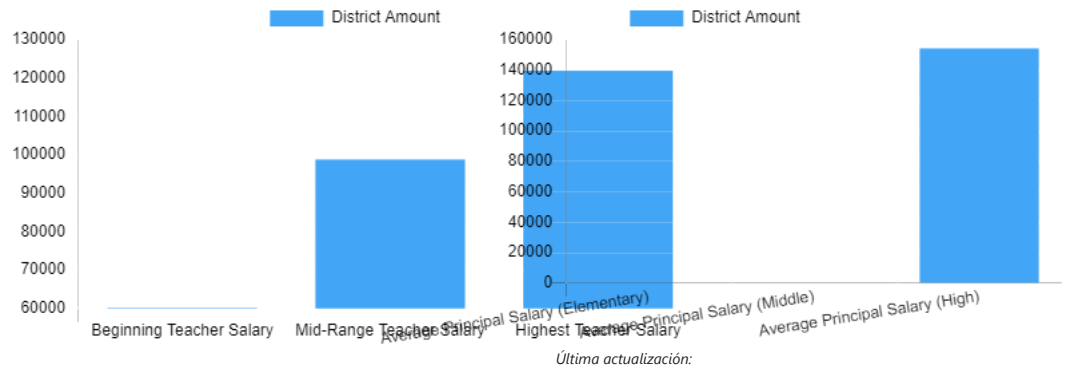
Desarrollo profesional

La medida	2019-2020	2020-2021	2021-2022
Número de días escolares dedicados al desarrollo del personal y la mejora continua	6	6	6