

# Carta del Cuerpo de Conservación de San José

## Informe de Responsabilidad Escolar 2022-23 Informado utilizando datos del año escolar 2022-23

Departamento de Educación de California

**DIRECCIÓN:** 1560 Berger Dr.  
San José, CA, 95112-2703

**Principal:** Rahul Sharma, director

**Teléfono:** (408) 595-3503

**Rango de grados:** 12-Adulto

Antes del 1 de febrero de cada año, la ley estatal exige que todas las escuelas de California publiquen un Informe de Responsabilidad Escolar (SARC). El SARC contiene información sobre la condición y el desempeño de cada escuela pública de California. Según la Fórmula de Financiamiento de Control Local (LCFF), todas las agencias educativas locales (LEA) deben preparar un Plan de Responsabilidad y Control Local (LCAP), 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 reportados en un LCAP deben ser consistentes con los datos reportados en el SARC.

- Para obtener más información sobre los requisitos del SARC y el acceso a informes de años anteriores, consulte la página web del SARC del Departamento de Educación de California (CDE) en <https://www.cde.ca.gov/ta/ac/sa/> .
- Para obtener más información sobre 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 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 de rendición de cuentas (por ejemplo, datos de exámenes, inscripción, graduados de la escuela secundaria, abandonos, inscripciones en cursos, dotación de personal y datos sobre los estudiantes de inglés).

## **Panel escolar de California**

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

## **Acceso a Internet**

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

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## About This School

### Rahul Sharma, Principal

📍 Principal, San Jose Conservation Corps Charter

### About Our School

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Rahul Sharma

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

408-595-3503

### Contact

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

Phone: [\(408\) 595-3503](tel:4085953503)

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

## Contact Information (School Year 2023–24)

### District Contact Information (School Year 2023–24)

**District Name** East Side Union High

**Phone Number** (408) 347-5000

**Superintendent** Vander Zee, Glenn

**Email Address** [vanderzeeg@esuhsd.org](mailto:vanderzeeg@esuhsd.org)

**Website** [www.esuhsd.org](http://www.esuhsd.org)

### School Contact Information (School Year 2023–24)

**School Name** San Jose Conservation Corps Charter

**Street** 1560 Berger Dr.

**City, State, Zip** San Jose, CA , 95112-2703

**Phone Number** (408) 595-3503

**Principal** Rahul Sharma, Principal

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

**Website** <https://www.sjcccs.org/charter-school>

**County-District-School  
(CDS) Code** 43694274330676

*Last updated: 1/11/24*

## School Description and Mission Statement (School Year 2023–24)

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

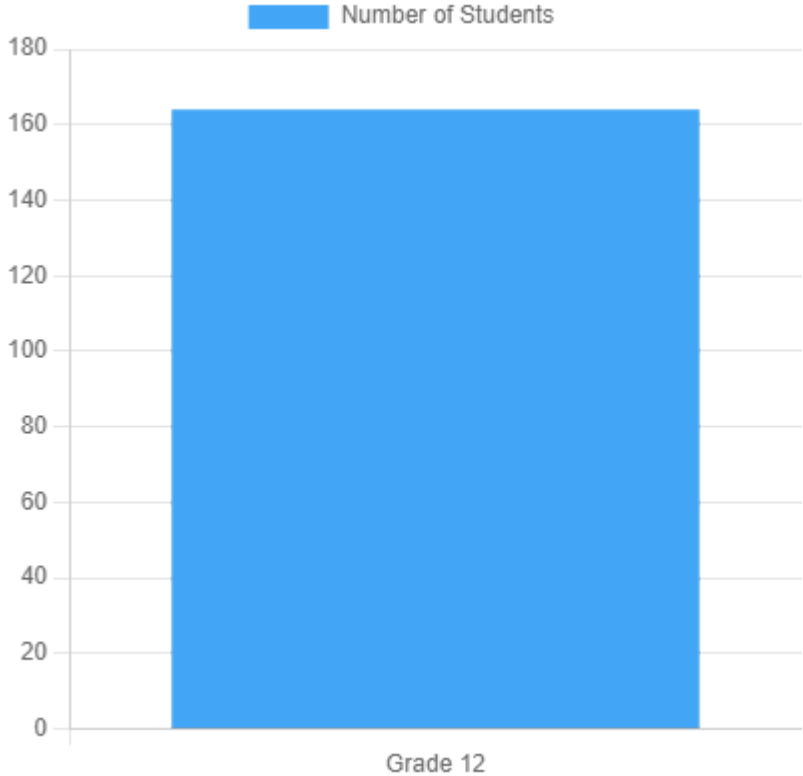
school has created a community and learning environment in which these students feel supported and valued.

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: 1/11/24*

### Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 12	164
Total Enrollment	164



Last updated: 1/11/24

### Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	36.00%
Male	64.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	1.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	33.50%
Foster Youth	0.60%
Homeless	1.80%
Migrant	0.00%
Socioeconomically	82.30%

Disadvantaged

Student Group	Percent of Total Enrollment
Black or African American	3.70%
Filipino	1.80%
Hispanic or Latino	87.80%
Native Hawaiian or Pacific Islander	1.20%
Two or More Races	0.60%
White	3.00%

Student Group (Other)	Percent of Total Enrollment
Students with Disabilities	17.70%

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Preparation and Placement (School Year 2020–21)

<b>Authorization/Assignment</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.40	80.73%	943.40	83.36%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	29.90	2.65%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	18.18%	71.80	6.35%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	25.50	2.25%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.91%	60.90	5.39%	18854.30	6.86%
<b>Total Teaching Positions</b>	<b>5.50</b>	<b>100.00%</b>	<b>1131.80</b>	<b>100.00%</b>	<b>274759.10</b>	<b>100.00%</b>

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

*Last updated: 1/11/24*

### Teacher Preparation and Placement (School Year 2021–22)

<b>Authorization/Assignment</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.00	91.07%	943.60	82.39%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	35.40	3.10%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.40	8.93%	79.50	6.95%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	25.60	2.24%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	60.90	5.32%	15831.90	5.67%
<b>Total Teaching Positions</b>	<b>5.40</b>	<b>100.00%</b>	<b>1145.30</b>	<b>100.00%</b>	<b>279044.80</b>	<b>100.00%</b>

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

*Last updated: 1/11/24*

**Teachers Without Credentials and Misassignments  
(considered "ineffective" under ESSA)**

<b>Authorization/Assignment</b>	<b>2020-21 Number</b>	<b>2021-22 Number</b>
Permits and Waivers	0.00	0.00
Misassignments	1.00	0.40
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.40

*Last updated: 11/2/23*

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA)**

<b>Indicator</b>	<b>2020-21 Number</b>	<b>2021-22 Number</b>
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

*Last updated: 11/2/23*

## Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	15.70%	8%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%

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

*Last updated: 11/2/23*

## School Facility Conditions and Planned Improvements

<p>?Senter Road Campus</p> <p>?Fit rating of good</p> <p>22-23 Improvements: HVAC system upgrade, Outdoor Patio, LED lighting in classrooms, repainting of classrooms, updated landscape of campus.</p> <p>?Planned Improvement: Creating additional office space</p>
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*Last updated: 1/11/24*

## 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: 2022

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

### **Overall Facility Rate**

Year and month of the most recent FIT report: 2022

Overall Rating	Good
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*Last updated: 1/11/24*



# 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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

### Career Technical Education (CTE) Programs (School Year 2022–23)

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*Last updated:*

## **Career Technical Education (CTE) Participation (School Year 2022–23)**

### 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 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.

### CTE Department

The Advanced Career Technical Education Department focuses on providing students skills and career pathways. 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

All of the ACE program emphasize the team and not the individual. ACE provides

supervision and training from skilled staff and industry leading professionals. Also includes the construction of Tiny Homes.

<b>Measure</b>	<b>CTE Program Participation</b>
Number of Pupils Participating in CTE	50
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	10
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/25/24*

## **State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education

## **C. Engagement**

### **State Priority: Parental Involvement**

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

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

#### **Opportunities for Parental Involvement (School Year 2023–24)**

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.

During the 23-24 school year SJCCCS continued its parent engagement committee that meets monthly. This committee also volunteers for school wide events.

### State Priority: Pupil Engagement

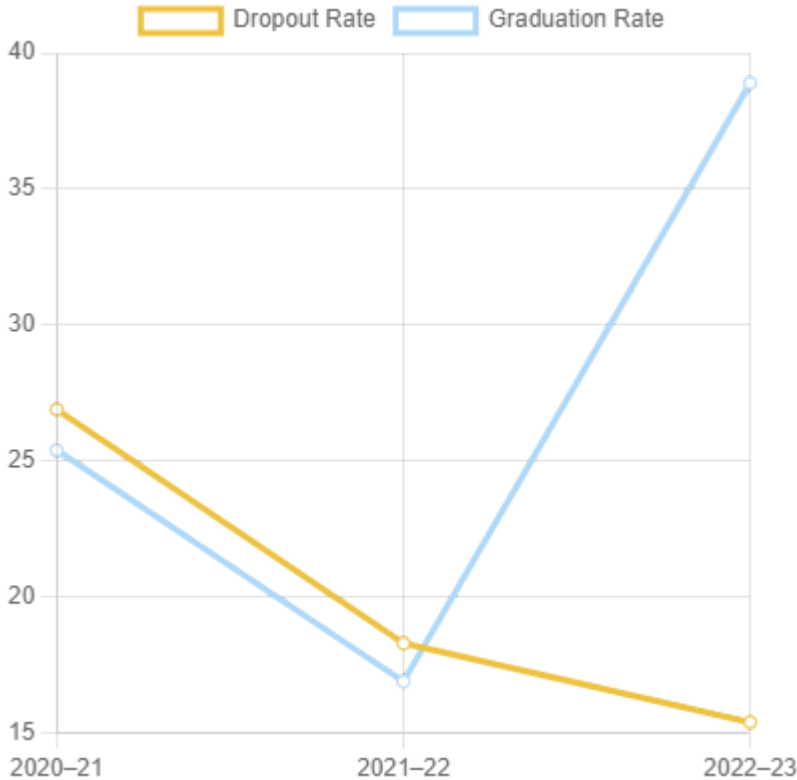
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate	26.9%	18.3%	15.4%	14%	13.6%	15.2%	9.4%	7.8%	8.2%
Graduation Rate	25.4%	16.9%	38.9%	77.2%	81.5%	77.8%	83.6%	87%	86.2%

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



Last updated: 1/25/24

**Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)**

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	175	68	38.9%
Female	58	24	41.4%
Male	117	44	37.6%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	146	54	37.0%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	61	20	32.8%
Foster Youth	--	--	--
Homeless	18	3	16.7%
Socioeconomically Disadvantaged	163	61	37.4%
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	27	10	37.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

Last updated: 1/25/24

**Chronic Absenteeism by Student Group (School Year 2022–23)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	412	289	191	66.1%
Female	157	103	81	78.6%
Male	255	186	110	59.1%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	1	1	0	0.0%
Asian	10	7	7	100.0%
Black or African American	10	8	3	37.5%
Filipino	8	6	3	50.0%
Hispanic or Latino	367	254	171	67.3%
Native Hawaiian or Pacific Islander	2	2	1	50.0%
Two or More Races	2	2	2	100.0%
White	12	9	4	44.4%
English Learners	137	95	58	61.1%
Foster Youth	4	1	1	100.0%
Homeless	11	5	3	60.0%
Socioeconomically Disadvantaged	303	218	147	67.4%
Students Receiving Migrant Education Services	0	0	0	0.0%

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
Students with Disabilities	67	48	31	64.6%

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

*Last updated: 1/25/24*

## 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

<b>Rate</b>	<b>School 2020–21</b>	<b>School 2021–22</b>	<b>School 2022–23</b>	<b>District 2020–21</b>	<b>District 2021–22</b>	<b>District 2022–23</b>	<b>State 2020–21</b>	<b>State 2021–22</b>	<b>State 2022–23</b>
Suspensions	0.00%	0.00%	0.00%	0.03%	3.41%	3.72%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.05%	0.00%	0.07%	0.08%

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

*Last updated: 1/25/24*



### Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

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

*Last updated: 1/25/24*

## **School Safety Plan (School Year 2023–24)**

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 July 2023. The plan was presented to all charter school staff in August 2023. 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 SJCCCS 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 by the San Jose Fire Department. Additionally, the plan includes details for fire, earthquake, bomb, chemical, and shooter on campus scenarios.

*Last updated: 1/25/24*

## 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 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	35.00	2	4	4
Mathematics	66.00	6	2	1
Science	59.00	2	4	3
Social Science	59.00	1	6	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 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	11.00	22	1	
Mathematics	20.00	5	1	
Science	16.00	6		
Social Science	32.00	1	1	3

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

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

<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>
English Language Arts	12.00	28	4	0
Mathematics	27.00	1	3	2
Science	12.00	11	1	1
Social Science	11.00	12	3	2

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

*Last updated: 1/25/24*

**Ratio of Pupils to Academic Counselor (School Year 2022–23)**

<b>Title</b>	<b>Ratio</b>
Pupils to Academic Counselor*	164

\* 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: 1/25/24*

**Student Support Services Staff (School Year 2022–23)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	0.50

\* 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: 1/25/24*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$105255.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	\$97850.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/25/24*

## Types of Services Funded (Fiscal Year 2022–23)

La filosofía educativa de SJCCCS se basa en la creencia de que para que los estudiantes participen en su propia educación, deben participar en la comunidad que los rodea para que puedan descubrir conexiones del mundo real con su aprendizaje. Por lo tanto, SJCCCS utiliza modalidades de aprendizaje que son activas y experienciales, integradas en todo el plan de estudios, que apoyan el desarrollo personal y las necesidades emocionales de los estudiantes y se centran en el propósito más amplio de preparar a los estudiantes para participar positivamente en sus comunidades y entornos naturales. SJCCCS sirve a sus estudiantes mediante la aplicación de las siguientes prácticas y creencias educativas:

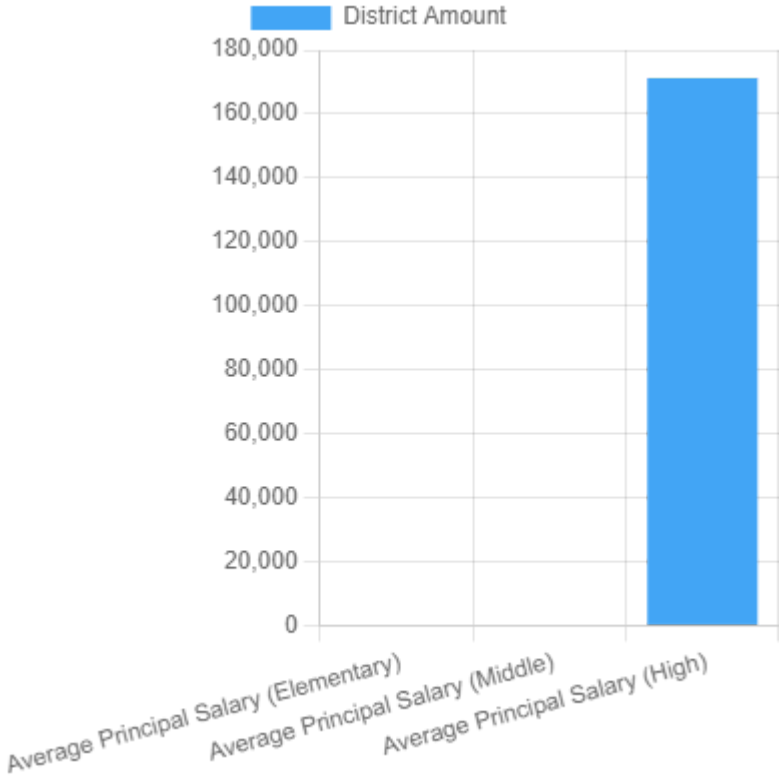
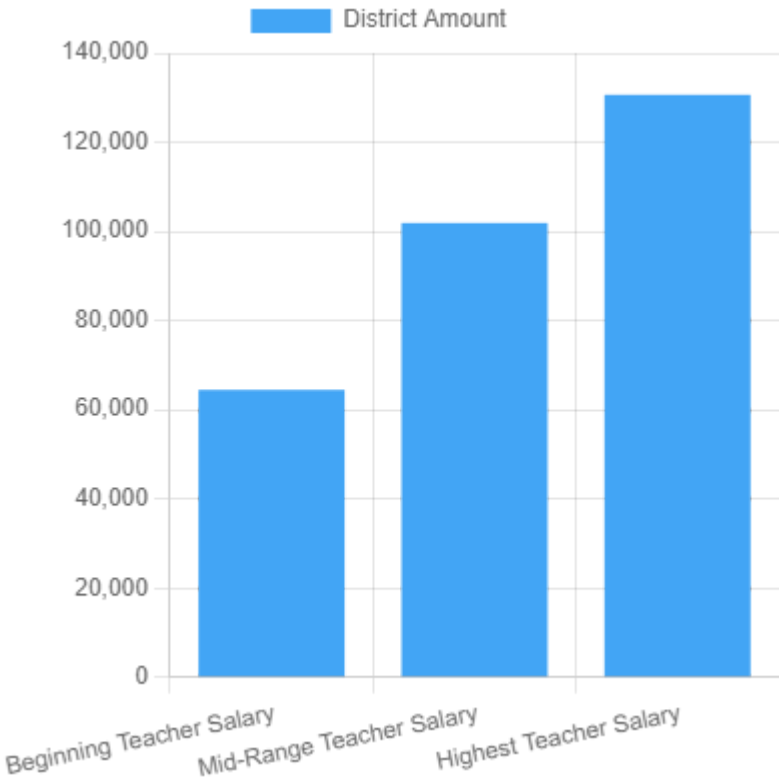
- A. Enfoque educativo holístico
- B. Educación vocacional y de carreras técnicas
- C. Integración de la tecnología y las habilidades del siglo XXI
- D. Períodos abiertos de inscripción y calificación
- E. Ambiente de aprendizaje positivo

Última actualización: 25/01/24

## Salarios administrativos y docentes (año fiscal 2021-22)

<b>Categoría</b>	<b>Monto del distrito</b>	<b>Promedio estatal para distritos de la misma categoría</b>
Salario del maestro principiante	\$64471.00	\$57234.44
Salario docente de rango medio	\$101894.00	\$95466.60
El salario más alto de un maestro	\$130638.00	\$122669.10
Salario principal promedio (primaria)	\$0.00	\$0.00
Salario principal promedio (medio)	\$0.00	\$153476.29
Salario principal promedio (alto)	\$171239.00	\$173197.59
Salario del superintendente	\$280339.00	\$277571.94
Porcentaje del presupuesto para salarios docentes	32,81%	31,17%
Porcentaje del presupuesto para salarios administrativos	3,17%	4,46%

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



Última actualización: 25/01/24

**Desarrollo profesional**

<b>Medida</b>	<b>2021- 22</b>	<b>2022- 23</b>	<b>2023- 24</b>
Número de días escolares dedicados al desarrollo del personal y la mejora continua	6	10	9

*Última actualización: 25/01/24*