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Hayes Elementary
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

[About](#)[Conditions](#)[Outcomes](#)[Engagement](#)[Other](#)**Address:**

5035 Poston Dr.
San Jose, CA , 95136-3348

Principal:

Tracy Cochran, Principal

Phone:

(408) 227-0424

Grade Span:

K-6

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).

California School Dashboard

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

Tracy Cochran, Principal

Principal, Hayes Elementary

About Our School

Contact

Hayes Elementary
5035 Poston Dr.
San Jose, CA 95136-3348

Phone: (408) 227-0424

Email: tcochran@ogsd.net

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name

Oak Grove Elementary

Phone Number

(408) 227-8300

Superintendent

Manzo, José

Email Address

jmanzo@ogsd.net

Website

www.ogsd.net

School Contact Information (School Year 2021—2022)

School Name

Hayes Elementary

Street

5035 Poston Dr.

City, State, Zip

San Jose, CA , 95136-3348

Phone Number

(408) 227-0424

Principal

Tracy Cochran, Principal

Email Address

tcochran@ogsd.net

Website

<https://hayes.ogsd.net>

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

43696256099451

Last updated: 1/26/22

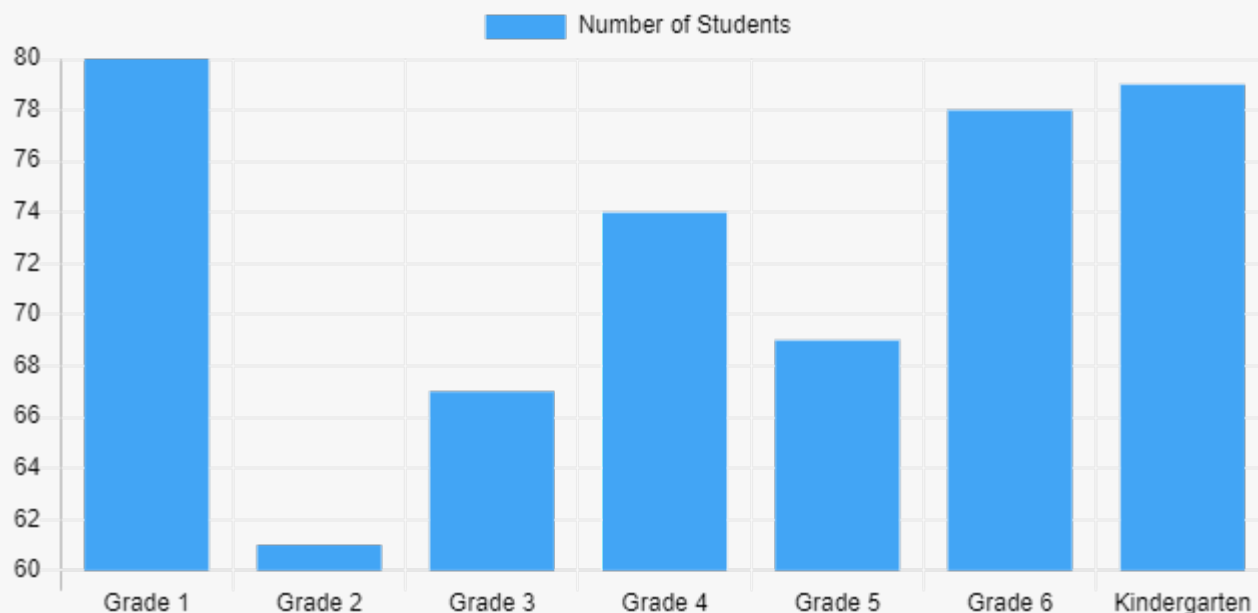
School Description and Mission Statement (School Year 2021—2022)

At Hayes Elementary School, we believe that every student can achieve at high levels. Therefore, a fundamental aim of our educational programs is to ensure that each student possesses the competence and confidence that would guarantee success at the next level. This plan is our roadmap for building and sustaining a strong and effective instructional core in every classroom. It is our articulation of the vision for student learning outlined in our district's Five-year Strategic Plan. Effective teaching, capable instructional leadership and strong relationships are crucial to realizing our community's hopes and dreams for student learning and development. This focus articulates the teaching practices, leadership practices and organizational practices that have become the norm throughout our school system. Our focus expresses our collective responsibility for student learning and motivates us all – school, home, and community – to collaborate in ways that will turn our good intentions into strong results for students. Hayes goals are in alignment with goals set forth and approved by the Board of Trustees in our District Local Control and Accountability Plan and Learning Continuity Plan for the 2021-22 School Year.

Last updated: 1/26/22

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

Grade Level	Number of Students
Grade 1	80
Grade 2	61
Grade 3	67
Grade 4	74
Grade 5	69
Grade 6	78
Kindergarten	79
Total Enrollment	508



Last updated: 1/26/22

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

Student Group	Percent of Total Enrollment
Female	50.00%
Male	50.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.40%
Asian	18.50%
Black or African American	3.50%
Filipino	4.50%
Hispanic or Latino	55.30%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	6.90%
White	10.60%

Student Group (Other)	Percent of Total Enrollment
-----------------------	-----------------------------

English Learners	26.80%
Foster Youth	0.00%
Homeless	0.60%
Migrant	0.00%
Socioeconomically Disadvantaged	36.00%
Students with Disabilities	8.90%

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>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2: Core Knowledge Lang. Arts (CKLA) Adopted 2015 3-8: Expeditionary Learning Adopted 2015	Yes	0%
Mathematics	K-5: EngageNY Adopted 2015 6-8: College Prep Math (CPM) Adopted 2015	Yes	0%
Science	K-5 Harcourt Science Adopted 2001 6-8 Prentice Hall Adopted 2007	Yes	0%

History-Social Science	K-5 Studies Weekly Adopted 2019 6-8 Discovery Adopted 2019	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/27/22

School Facility Conditions and Planned Improvements

Hayes Elementary was inspected on January 2022 and found to be in exemplary conditon. All facility categories were found to be in Good condition.

Last updated: 1/24/22

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: January 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Work order generated to replace thermostat.
Interior: Interior Surfaces	Good	Work order generated to replace stained ceiling tile.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No issues.
Electrical: Electrical	Good	Work order generated to relamp classigh light and ballast.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No issues.
Safety: Fire Safety, Hazardous Materials	Good	No issues.
Structural: Structural Damage, Roofs	Good	No issues.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No issues.

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Exemplary
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Last updated: 1/24/22

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.

Last updated: 1/27/22

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment

Grades Three through Eight and Grade Eleven

(School Year 2020—2021)

Total	Number	Percent	Percent Not	Percent Met or

Student Group	Enrollment	Tested	Tested	Tested	Exceeded
All Students	289	NT	NT	NT	NT
Female	136	NT	NT	NT	NT
Male	153	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	56	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	157	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	25	NT	NT	NT	NT
White	31	NT	NT	NT	NT
English Learners	89	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	143	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/26/22

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	289	NT	NT	NT	NT
Female	136	NT	NT	NT	NT
Male	153	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	56	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	157	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	25	NT	NT	NT	NT
White	31	NT	NT	NT	NT
English Learners	89	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	143	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/26/22

Local Assessment Test Results in ELA by Student Group

Assessment Name(s): iReady Diagnostic Reading Assessment

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	289	274	95	5	43
Female	136	128	94	6	49
Male	153	146	95	5	38
American Indian or Alaska Native	2	2	100	0	50
Asian	56	54	96	4	65
Black or African American	10	9	90	10	56
Filipino	41	38	90	10	58
Hispanic or Latino	154	146	95	5	30
Native Hawaiian or Pacific Islander	1	1	100	0	0
Two or More Races	13	13	100	0	41
White	32	30	94	6	63
English Learners	90	86	96	4	24
Foster Youth	--	--	--	--	--
Homeless	1	0	0	100	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	54	50	93	7	24

Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	40	39	98	2	23

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/26/22

Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s): iReady Diagnostic Math Assessment

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	289	280	97	3	30
Female	136	131	96	4	34
Male	153	149	97	3	28
American Indian or Alaska Native	2	2	100	0	0
Asian	56	54	96	4	56
Black or African American	10	10	100	0	10
Filipino	21	20	95	5	45
Hispanic or Latino	154	149	97	3	18
Native Hawaiian or Pacific Islander	1	1	100	0	0

Two or More Races	13	13	100	0	36
White	32	31	97	3	42
English Learners	90	88	98	2	20
Foster Youth	--	--	--	--	--
Homeless	1	1	100	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	54	51	94	6	12
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	27	27	100	0	11

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 1/26/22

CAASPP Test Results in Science for All Students

Grades Five, Eight and High School

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
Science (grades 5, 8, and high school)	N/A	NT	N/A	NT	N/A	28.72

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 testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020

school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/26/22

CAASPP Test Results in Science by Student Group Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	68	NT	NT	NT	NT
Female	33	NT	NT	NT	NT
Male	35	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	14	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	37	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	12	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0

Students with Disabilities	--	NT	NT	NT	NT
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Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/26/22

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

California Physical Fitness Test Results (School Year 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	--	--	--
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/26/22

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)

Despite COVID-19 and the way it has impacted transition back to in person instruction, Hayes is striving to keep all parents and guardians engaged, informed and connected. We will continue to inform families with all the dates and agendas for various parent meetings. Provide families with information in their primary language so they have access to the information for various parent meetings. Post all dates for parent meetings and school events on the school website, electronic marquee, school wide announcements, principal newsletters and weekly phone calls, text and emails to all families. In addition the school secretary and principal will work closely to ensure that our student information system is current and clean so that families will continue to receive our email and text communications. We will also continue to promote Hayes via social communication (Facebook, School Website, Parent Square)

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

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	546	532	45	8.5
Female	268	261	25	9.6
Male	278	271	20	7.4
American Indian or Alaska Native	99	97	3	7.4
Asian	3	3	0	0.0

Black or African American	19	19	2	10.5
Filipino	24	24	3	12.5
Hispanic or Latino	303	295	31	10.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	39	37	4	10.8
White	58	56	2	3.6
English Learners	158	156	10	6.4
Foster Youth	1	1	0	0.0
Homeless	5	4	2	50.0
Socioeconomically Disadvantaged	265	260	38	14.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	57	56	6	10.7

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	3.30%	0.00%	2.81%	0.02%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.00%	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	0.66%	0.84%	2.45%
Expulsions	0.00%	0.00%	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: 1/26/22

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)

Oak Grove School District

SB 187

Comprehensive

School Safety Plan

Process & Templates

Hayes School

5035 Poston Drive

San Jose, CA 95136

Phone: (408) 227-0424

Board Adopted _____

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TABLE OF CONTENTS

The following document is an addendum to the District Comprehensive Safety Plan. The District Comprehensive Safety Plan is the main body of the document. Each school has a site specific document

that works in tandem with the District’s plan. The Comprehensive Safety Plan is designed to be utilized as a resource for prevention/mitigation, preparedness, response and recovery planning and training as well as for meeting the guidelines of the Standardized Emergency Management System (SEMS), the National Incident Management System (NIMS) and Title 1, Division 4, Chapter 8 Government Code. It is a living document to meet site, district and community needs, forms or requirements. It is NOT to be a “grab and go” guide in an actual emergency.

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All sites will refer to the District Comprehensive Safety Plan for all emergency preparedness, safety and operation protocol. All procedures have been standardized throughout the District.

The following information is school site specific.

School Safety Planning Committee

The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. (Ed. Code 35294.1)

The school site safety committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)

Local law enforcement has been consulted (Ed. Code 39294,1) Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:

- ? A representative from the local law enforcement agency
- ? School Resource Officers
- ? Guidance counselor

- ? Special Education Department Chairperson
- ? One or more key community service providers
- ? Student representative(s)
- ? Disciplinary team member
- ? Staff leaders
- ? Additional parent representatives

HAYES SCHOOL SAFETY TEAM

The undersigned members of the Hayes School Safety Planning Committee certify that the requirements of the SB 187 Safety Plan have been met.

Tracy Cochran

Principal

Seana Gerard-Lanoie

Classroom Teacher

Mike Vasquez

Classroom Teacher

Anna Macias Garcia

Health Clerk

Lindsey Lewis

Parent Representative

District Safety Committee Chair

HAYES ELEMENTARY SCHOOL

Safety Plan Goals

Annual Safety Goals

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 35924.2)

While the School Safety Planning Committee reviews school, district and community crime data trends such as the California Safe School Assessment, other data can bring value to the discussions. Such data may include:

- ? Mental Health Data
- ? State, District or Site Surveys (such as the Youth Risk Behavior Survey)
- ? Disciplinary Data
- ? Community Police Data

Data may be more valuable if disaggregated by gender, age, zip code, ethnicity, etc. Current trends

should be reviewed as well.

Based on data analysis, the School Safety Planning Committee identifies one or two safety-related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate.

The goals are reported, with the Safety Plan, to the Board of Trustees and are shared with the school staff and community.

In order to keep the goals as a safety focus for the school year, it is recommended that at least three brief meetings be held to review data and progress. The progress can be reported to the School Site Council, staff, parent groups and the Board of Trustees.

The year-end assessment should be completed in May and reported.

Hayes Elementary School

Safety Plan Goals

2021-2023

GOAL 1: Establish systems and protocols to maintain the safety of all students and staff as we reopen schools during the COVID pandemic.

Strategy 1.1: Umbrellas provided for outdoor lunch and social distancing procedures at lunch.

Assessment 1.1: Umbrellas installed in designated areas.

Strategy 1.2: Establish and follow protocols when a student or staff member has been in contact with someone that has been diagnosed with COVID 19 or exhibits symptoms of COVID-19

Assessment 1.2: Protocol provided to staff and community.

Strategy 1.3: Use of signage, physical barriers, arrival/departure times to maintain physical distancing.

Assessment 1.3: Purchase and implementation of needed materials. Map with detailed plan of use of signage, physical barriers with plan for arrival/departure developed, posted and distributed.

Strategy 1.4: Staff and students will be trained on proper hand washing and use of sanitizer to take place several times a day with sanitizer stations throughout the school campus. Hand sanitizer is provided.

Assessment 1.4: Training scheduled and presented to staff and students on the first day of school.

Strategy 1.5: Students will be asked to wear face coverings throughout the day in their classrooms. Extra masks are provided as needed.

Assessment 1.5: Protocol communicated and posted to families, students and staff.

Strategy 1.6: Only essential visitors with COVID vaccine on campus

Assessment 1.6: Schedule developed and visitor/volunteer protocol communicated to families and community.

Strategy 1.7: Students sent home with any symptoms placed in an isolation area.

Assessment 1.7: Protocol developed and shared with the community.

Strategy 1.8: Designated outside eating areas to maximize social distancing

Assessment 1.8: Map with designated eating areas.

Strategy 1.9: Water fountains turned off and water filling stations available throughout the school

campus.

Assessment 1.9 Map showing water filling stations throughout campus.

Strategy 1.9: Mandated testing for exposed students. Bay PLS rapid response testing for close contacts provided.

Assessment 1.9 Information sent out to the community regarding Bay PLS.

Baseline Data 1.1: Since COVID-19 this is the first year returning to school, there is no baseline data to follow.

GOAL 2: School will update the ARCC to ensure adequate necessary supplies in the event of an emergency.

Strategy 2.1: Each class will receive a bin, along with a gallon sized zip top bag for every student. Parent letters will accompany the bags home, asking for snacks to be stored inside the ARCC.

Assessment 2.1: Confirm storage of classroom bins with zip top bags for every student by October.

Strategy 2.2: Updated materials include Rescue Backpacks and First Aid Supplies that are replaced every 5 years including such items as band aids, bandages, etc.

Assessment 2.2: Verify items have been delivered and placed in the ARCC by January.

Baseline Data 2.1 /2.2: ARCC materials are replaced on a rotating basis.

GOAL 3: Provide mental health support for students.

Student Services Pyramid : click on your school

Strategy 3.1: Mental Health Intern support for 2 days

Strategy 3.2: Social Worker Intern support for 2.5 days

Strategy 3.3: Outside agency referrals for mental health support through School Linked Services for Alum Rock Counseling

Strategy 3.4: Parents and students can be referred through Care Solace

Assessment 3.1 through 3.4: Number of students being served by mental health support systems.

Strategy 3.6: Professional Learning Community focus on Morning meetings

Strategy 3.7: Individual School Strategies, such as Calm Down Corners, Community Circles, SEL Lessons through Nearpod

Assessment 3.7: Connectedness and Belonging Survey Results

Baseline Data 2.1 /2.2: We don't have any baseline data since this is our first year providing such a variety of mental health support.

Review tardies, absenteeism, expulsion and suspension data.

DUE TO THE COVID-19 PANDEMIC AND MANDATED SCHOOL CLOSURES THAT BEGAN ON MARCH 13, 2020, DISCIPLINE AND ATTENDANCE DATA FOR 2019-2020 AND 2020-2021 IS NOT COMPARABLE TO PREVIOUS YEARS AND WILL THEREFORE NOT BE INCLUDED.

The table displays the suspension and expulsion rates at the school in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

Attendance Factor:

The attendance factor accounts for the difference between enrollment and attendance. It is the average percentage of enrolled students typically attending school on any given day. The factor is calculated annually using prior school year data.

? 2017-2018 Attendance Factor: 95.59%

? 2018-2019 Attendance Factor: 94.47%

Chronic absenteeism:

Students are considered chronically absent if they are absent at least 10 percent of the instructional days that they were enrolled to attend in a school. A distinguishing feature of this measure is that the goal is reversed.

? 2017-2018 Chronic Absenteeism Rate: 11.70%

? 2018-2019 Chronic Absenteeism Rate: 16.50%

School Facilities & Safety

Hayes strives to provide a safe and healthy environment for our students and staff.

Hayes School is one of 19 schools in the Oak Grove School District in South San Jose. Providing a safe school is a high priority for Hayes School. To this end, there are continuous improvement processes and collaborative efforts that provide comprehensive health education and a strong academic foundation within a safe and secure learning environment that ensure success for all students.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The data in the table was collected January 2017.

Cleaning Process

Hayes provides a safe and clean environment for students, staff, and volunteers. The district has adopted cleaning standards for all schools. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair A scheduled maintenance program is administered by Hayes's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a

scheduled maintenance program is administered by Oak Grove School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Additionally, due to COVID-19 pandemic:

Hand sanitizing stations are located in common areas such as lunch areas, front offices, and priority locations identified by the principal.

Water fountains are disabled. Students are encouraged to bring their own water bottles and water filling stations on campus.

The District will provide face masks for staff. All staff are required to wear fabric face coverings unless prevented due to health conditions or instructional/communication needs. In those instances, staff will be provided with a clear face shield. Additional disposable masks and gloves are also available, as needed. HVAC schedules will be set to run at least one hour before and after occupied hours.

HVAC systems have been serviced and inspected across the District to ensure proper operation and circulation of outside air.

The district provided mist disinfectant sprayers will enable custodial staff to more efficiently disinfect our campuses. The units spray a fine mist of disinfectant solution that is statically charged and then adheres to the surfaces in the room ensuring coverage. Detailed attention will be given to high-touch areas such as door handles, desktops, sink handles, handrails and restrooms throughout the day.

Strict cleaning and disinfecting protocols are in place throughout the school campuses. In classrooms, teachers and age-appropriate students will have access to non-toxic materials to maintain the cleanliness of their environment.

HAYES SCHOOL EMERGENCY PROCEDURES

HAYES ICS TEAM

Staging Areas – Hayes

Insert Primary and Secondary Locations

Command Posts

One indoor and one outdoor area for the Command Center to be stationed in the event of a district emergency.

Primary: Outdoor by emergency ark and map of United States on blacktop.

Secondary: Portable 9

Off Site School Evacuation Centers

To be determined in conjunction with the Director of Facilities

Unification Site Staffing

Edenvale Park by Hayes Mansion

All available staff

Emergency Response Teams

Operations

Team Team Leader: Staff Members:

Operations Chief Mike Vasquez

Olga Gonzalez

Security Tracy Cochran

Olga Gonzalez

Search & Rescue

Rohan Kamath

Nicholas Barry

Katlynn Baalke

Ken Wong

Medical

Student Attendance and Release

Anna Macias Garcia

Carla Dickerson Andrew Levers

Stacey Woodard

Planning

Team Team Leader: Staff Members:

Planning Chief

Tracy Cochran Mike Vasquez

Documentation

Joan Fossum

Situation Analysis Joan Fossum

Tracy Cochran

Natalie Viera

Logistics

Team Team Leader: Staff Members:

Logistic Chief

Carla Dickerson

Supplies/Facilities Mike Vasquez

Olga Gonzalez

Staffing Officer Tracy Cochran

Communication Tracy Cochran

Transportation

Anna Macias Garcia

Finance

Team Team Leader: Staff:

Finance Chief

Tracy Cochran

Timekeeping

Tracy Cochran

Purchasing Tracy Cochran

Carla Dickerson

Last updated: 1/26/22

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 (Elementary) School Year 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	23.00		4	
1	22.00		3	
2	25.00		3	
3	27.00		3	
4	31.00		3	
5	31.00		3	
6	31.00		3	
Other**				0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	24.00		4	

1	23.00	2
2	23.00	3
3	25.00	3
4	30.00	2
5	29.00	2
6	33.00	
Other**	29.00	2

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	20.00	3	1	
1	24.00		3	
2	23.00		2	
3	22.00	1	2	
4	31.00		2	
5	32.00		1	
6	33.00		1	
Other**	28.00		2	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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	0.20
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.60
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	\$11003.00	\$3004.00	\$7999.00	\$83519.00
District	N/A	N/A	\$8460.00	\$85750.00
Percent Difference – School Site and District	N/A	N/A	-3.77%	-1.77%
State	N/A	N/A	\$8443.83	\$85863.00
Percent Difference – School Site and State	N/A	N/A	-3.64%	-1.85%

Last updated: 1/27/22

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

Types of Services Funded (Fiscal Year 2020–2021)

Many of the services funded during Distance Learning have to do with technology. Hayes office staff have deployed one to one devices (Chromebooks) to all students who need one. Office staff have also deployed Hotspots to families who need one. We have replaced outdated and irreparable classroom technology (document projectors, screens, speakers, etc) with newer technology that teachers could use at home or in the classroom. Hayes has also secured online licenses for platforms teachers can use in their Distance Learning classrooms

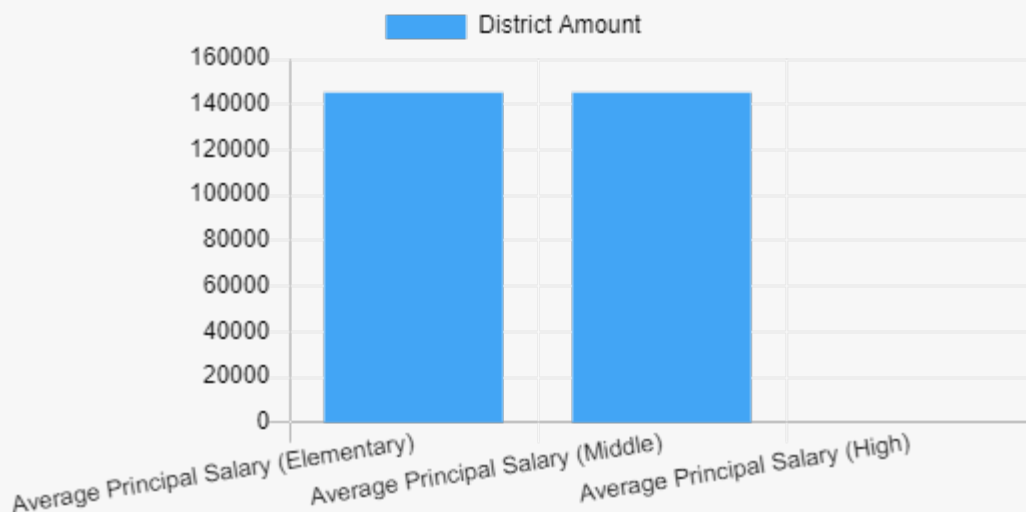
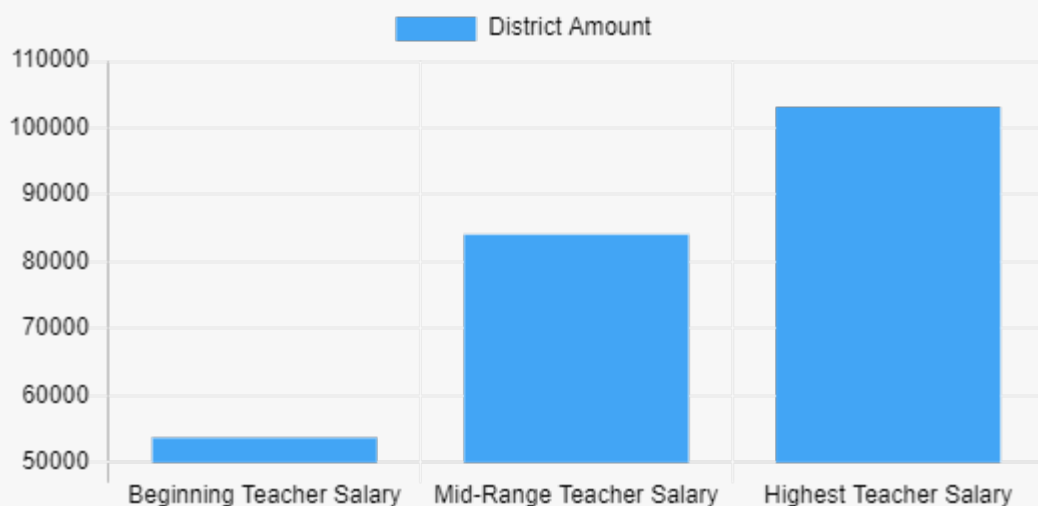
Last updated: 1/26/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53709.00	\$52060.00
Mid-Range Teacher Salary	\$84060.00	\$84043.00
Highest Teacher Salary	\$103129.00	\$107043.00
Average Principal Salary (Elementary)	\$141017.00	\$133582.00
Average Principal Salary (Middle)	\$145187.00	\$138803.00

Average Principal Salary (High)	\$0.00	--
Superintendent Salary	\$298043.00	\$240628.00
Percent of Budget for Teacher Salaries	35.00%	35.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0

English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 1/26/22

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	6226	4	0.06	99.94	--
Female	3021	0	0.00	100.00	--
Male	3205	4	0.12	99.88	--
American Indian or Alaska Native	14	0	--	100.00	--
Asian	1344	0	0.00	100.00	--
Black or African American	191	0	0.00	100.00	--
Filipino	197	0	0.00	100.00	--
Hispanic or Latino	3044	1	0.03	99.97	--
Native Hawaiian or Pacific Islander	57	0	0.00	100.00	--
Two or More Races	456	0	0.00	100.00	--
White	923	3	0.33	99.67	--
English Learners	1302	0	0.00	100.00	--
Foster Youth	18	0	0.00	100.00	--
Homeless					
Military	0	0	0	0	0

Socioeconomically Disadvantaged	2286	1	0.04	99.96	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	817	4	0.49	99.51	--

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/22

**LEA-Level CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	6226	4	0.06	99.94	--
Female	3021	0	0.00	100.00	--
Male	3205	4	0.12	99.88	--
American Indian or Alaska Native	14	0	--	100.00	--
Asian	1344	0	0.00	100.00	--
Black or African American	191	0	0.00	100.00	--
Filipino	197	0	0.00	100.00	--
Hispanic or Latino	3044	1	0.03	99.97	--
Native Hawaiian or Pacific Islander	57	0	0.00	100.00	--
Two or More Races	456	0	0.00	100.00	--
White	923	3	0.33	99.67	--
English Learners	1302	0	0.00	100.00	--
Foster Youth	18	0	0.00	100.00	--

Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2286	1	0.04	99.96	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	817	4	0.49	99.51	--

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/28/22

LEA-Level Local Assessment Test Results in ELA by Student Group

Assessment Name/s: iReady Diagnostic Reading Assessment

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	6181	5771	93	7	56
Female	3006	2806	93	7	60
Male	3175	2965	93	7	52
American Indian or Alaska Native	12	11	92	8	64
Asian	1334	1292	97	3	78
Black or African American	192	170	89	11	42
Filipino	412	398	97	3	71
Hispanic or Latino	2960	2674	90	10	39
Native Hawaiian or Pacific Islander	59	57	97	3	40

Two or More Races	293	284	97	3	70
White	910	876	96	4	68
English Learners	1275	1168	92	8	17
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	821	751	91	9	27
Students Receiving Migrant Education Services	45	43	96	4	2
Students with Disabilities	903	809	90	10	23

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/27/22

LEA-Level Assessment Test Results in Mathematics by Student Group

Assessment Name/s: iReady Diagnostic Math Assessment

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	6192	5833	94	6	41
Female	3011	2843	94	6	41

Male	3181	2990	94	6	40
American Indian or Alaska Native	12	11	92	8	36
Asian	1336	1300	97	3	72
Black or African American	192	172	90	10	26
Filipino	413	402	97	3	52
Hispanic or Latino	2964	2708	91	9	21
Native Hawaiian or Pacific Islander	59	57	97	3	14
Two or More Races	294	286	97	3	52
White	913	888	97	3	50
English Learners	1278	1170	92	6	13
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	821	758	92	8	16
Students Receiving Migrant Education Services	46	42	91	9	13
Students with Disabilities	814	721	89	11	13

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Last updated: 1/27/22

California Department of Education
1430 N Street
Sacramento, CA 95814