



[SARC Home](#) » San Jose Conservation Corps Charter

2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

Rahul Sharma, Principal

- Principal, San Jose Conservation Corps Charter



About Our School

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

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

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

Critical Thinking and Problem Solving

Communication

Digital Literacy

Civic Engagement

Personal Leadership

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

Sincerely,

Rahul Sharma

Contact

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

Phone: 408-595-3503

Email: rsharma@sjcccs.org

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	East Side Union High
Phone Number	(408) 347-5000
Superintendent	Chris Funk
Email Address	funkc@esuhsd.org
Website	www.esuhsd.org

School Contact Information (School Year 2020–2021)	
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	https://www.sjcccs.org/
County-District-School (CDS) Code	43694274330676

Last updated: 1/6/2021

School Description and Mission Statement (School Year 2020–2021)

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.

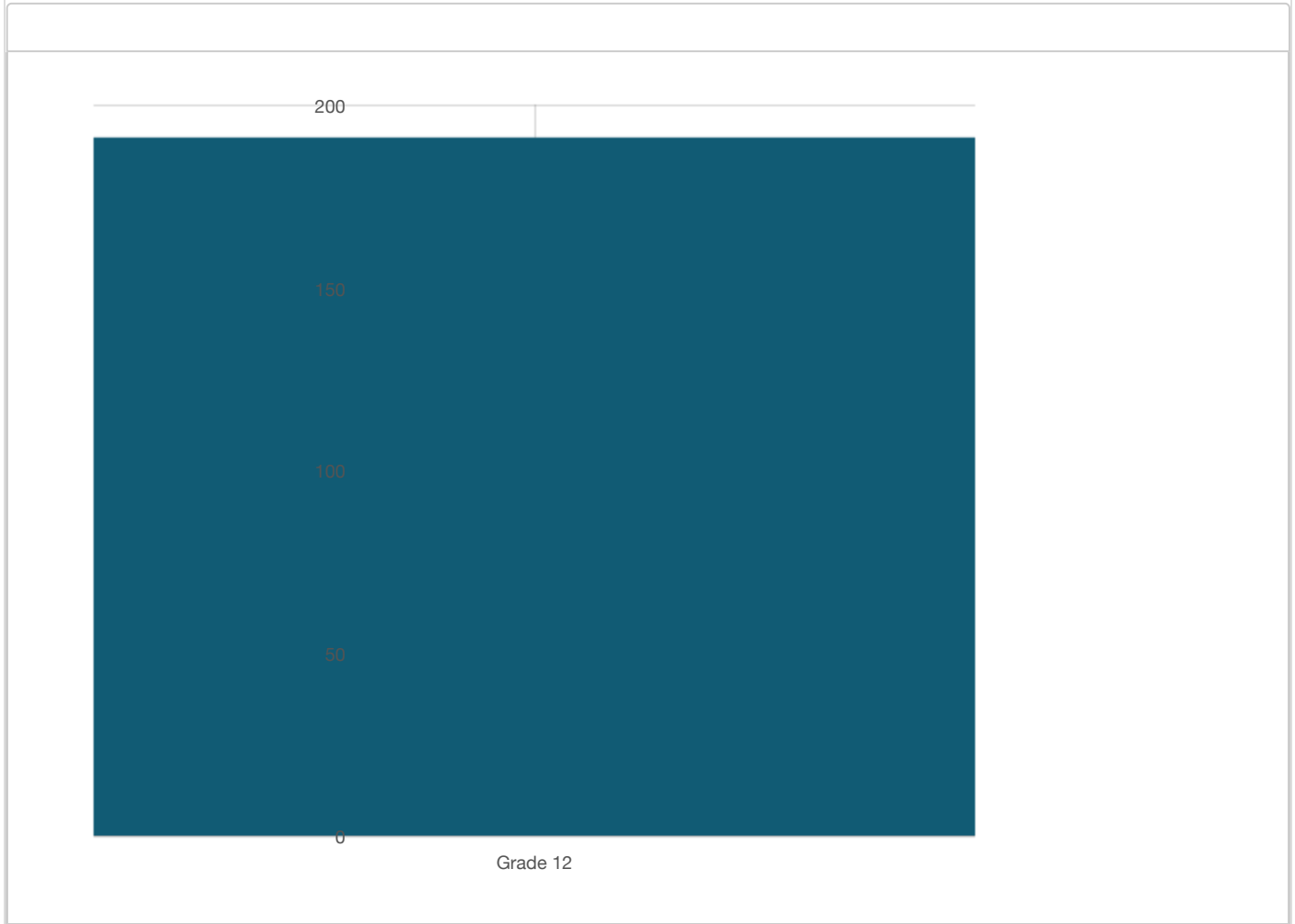
Where most people see little hope for these young people, we at the San Jose Conservation Corps see an opportunity – an opportunity to provide critical support, a positive learning environment, job training in a variety of technical areas, and lifelong skills to youth who, for the most part, have been 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: 1/6/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Grade 12	Total Enrollment
Number of Students	191	191



Last updated: 1/6/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or L
Percent of Total Enrollment	5.80 %	%	5.80 %	1.00 %	84.80 %
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
Percent of Total Enrollment	88.50 %	30.90 %	13.10 %	%	

State Priority: Basic

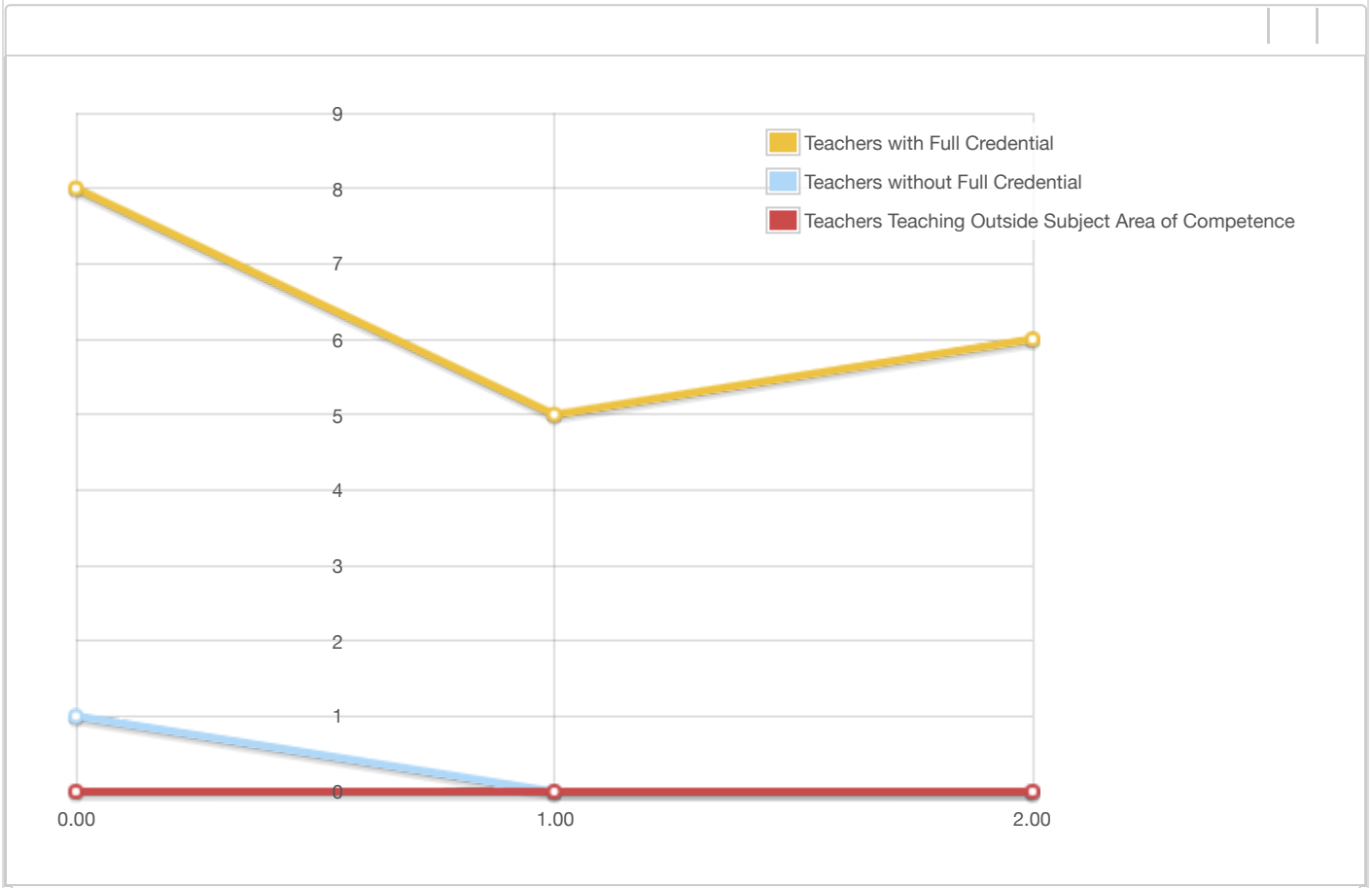
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	8	5	6	
Without Full Credential	1	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

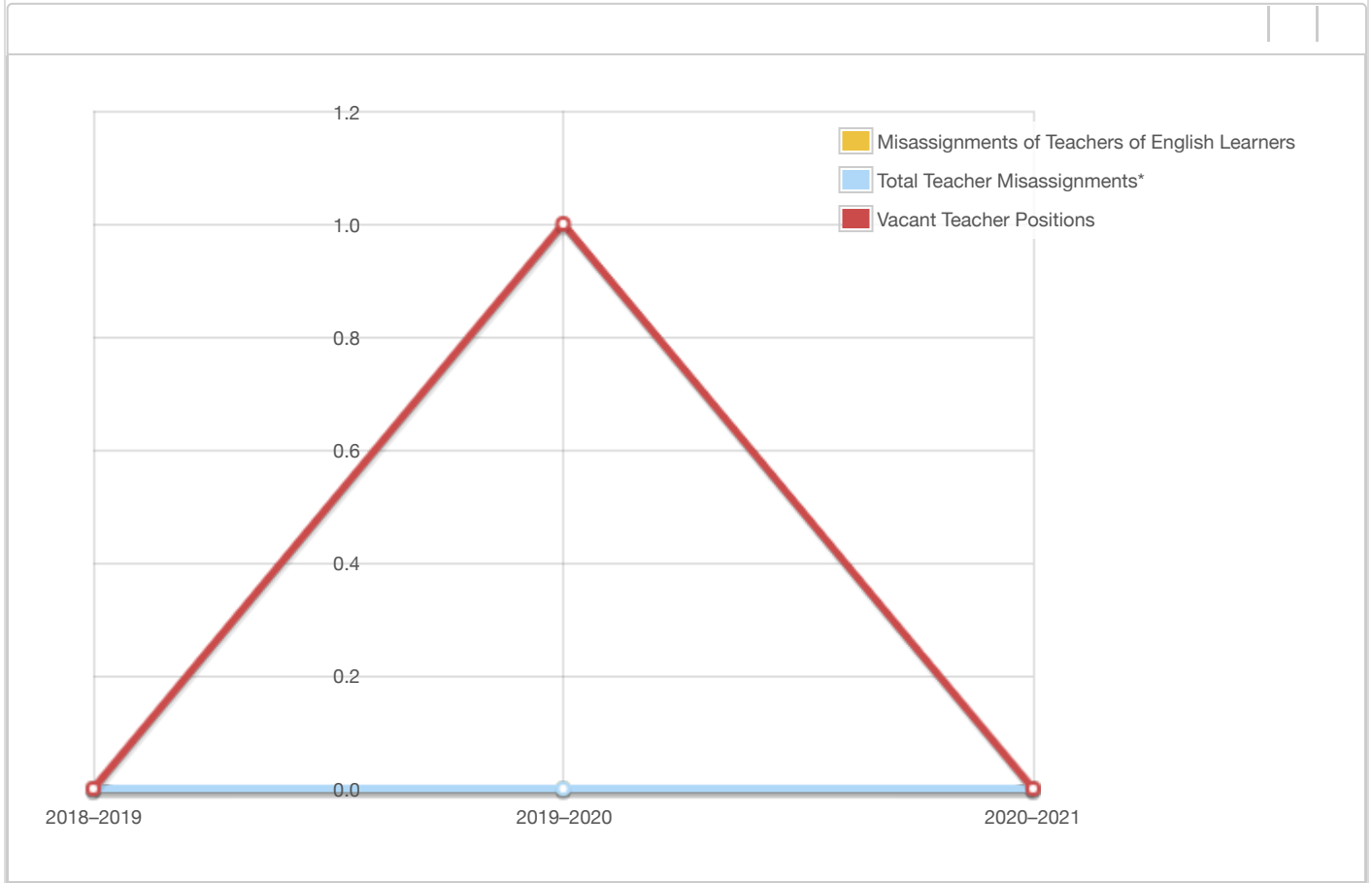


Last updated: 1/25/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0

Indicator	2018–2019	2019–2020	2020–2021
Vacant Teacher Positions	0	1	0



Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/6/2021

School Facility Conditions and Planned Improvements

Senter Road Campus

Fit rating of good

19-20 Improvements: Electric back gate installed, fence repair, washer and dryer installed, shower trailer/restroom trailer installed.

Planned Improvement: Room 5(communitiy room) re-model.

Last updated: 1/6/2021

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
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Last updated: 1/25/2021

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/6/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/6/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/6/2021

Career Technical Education (CTE) Programs (School Year 2019–2020)

Recycling

The Recycling Department is a program in which students learn valuable skills in the recycling industry while serving their community. On any given day, our recycling corpsmembers can be found throughout the County of Santa Clara serving a wide range of clients and recycling at over 170 special events. On the collections team, students gain driving experience in our large-scale trucks. They learn the basics of completing a collection route while providing excellent customer service. This team also performs the pre-inspection of their vehicle before starting their route, as mandated by the Department of Transportation. Driver and helper teams learn to navigate routes, read maps, operate GPS equipment while working safely to achieve monthly zero accident awards. Our Eco Academy team is the heart of our operation. In this team, students learn the basics of recycling through a 13-unit course with core curriculum that includes recycling and environmental education classes, processing of recyclables, and forklift certification. This team is directly responsible for the processing of all incoming recyclable material via our conveyor system, built by our very own students. This team also conducts the recycling/waste management of SJCC facilities.

Environmental Projects

The Environmental Projects Department provides entry-level positions for all new trainees. Following the orientation program, the new trainees are assigned to one of 6 Field Supervisors and a crew of 12 young people. Here they learn the work ethic the importance of being on time everyday, how to work with their supervisors and fellow trainees and the importance of showing up, ready to work, on a daily basis. Together, they work throughout the south bay area on environmental and community projects provided by our many sponsors, such as the Santa Clara Valley Water District, and the City of San Jose Parks, Recreation, and Neighborhood Services Department.

Advanced Career Technical Education

The Advanced Career Technical Education Department focuses on providing students skills and career pathways in weatherization/energy efficiency and solar PV. All programs have a hands on learning approach with “on the job” training. Students work alongside industry professionals during lighting retrofit projects and on residential/commercial rooftops installing solar PV systems. All of the ACTE program emphasize the team and not the individual. ACTE provides supervision and training from skilled staff and industry leading professionals. Also includes the construction of Tiny Homes.

Emergency Services

As of March 2019 SJCCCS has offered Emergency 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: 1/6/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	100
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	20.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 1/6/2021

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

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 2020–2021)

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

Last updated: 1/6/2021

State Priority: Pupil Engagement

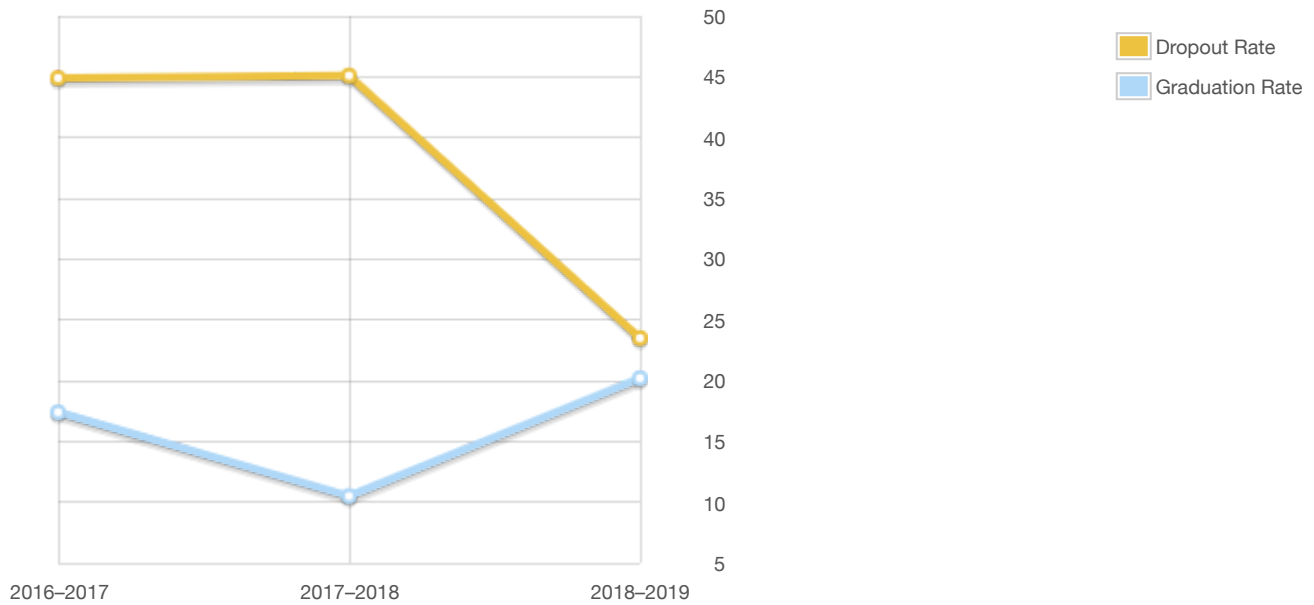
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2016 2017	School 2017 2018	School 2018 2019	District 2016 2017	District 2017 2018	District 2018 2019	State 2016 2017	State 2017 2018	State 2018 2019
Dropout Rate	44.90%	45.10%	23.50%	20.50%	17.80%	15.60%	9.10%	9.60%	9.00%
Graduation Rate	17.40%	10.50%	20.20%	71.50%	75.70%	77.50%	82.70%	83.00%	84.50%

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



Last updated: 1/6/2021

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	Suspensions	Expulsions
School 2017-2018	2.00%	0.00%
School 2018-2019	3.20%	0.00%
District 2017-2018	--	--
District 2018-2019	3.50%	0.10%
District 2018-2019	3.50%	0.10%

**State
2017-2018**

Suspensions and Expulsions for School Year 2019-2020 Only

State (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019-2020	0.00%	0.00%
District 2019-2020	--	--
District 2019-2020	--	--

**State
2019-2020**

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

Last updated: 1/6/2021

School Safety Plan (School Year 2020-2021)

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 June 2020. The plan was presented to all charter school staff in August 2020. The plan was also presented to all non-charter school staff in August 2020. The plan includes emergency contact information, evacuation procedures, and the steps to take in the event of emergency and community resources. Administrators, campus supervisor, campus officers, and all teachers at SJCC&CS share in the supervision of the campus. First aid kits and fire extinguishers have been placed in all classrooms and in key locations of the campus and visibly marked. The San Jose Conservation Corps Charter School is inspected yearly at both sites by the San Jose Fire Department. Additionally, the plan includes details for fire, earthquake, bomb, chemical, and shooter on campus scenarios.

Last updated: 1/6/2021

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 2017–2018)

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	English	Mathematics	Science	Social Science
Average Class Size	20.00	23.00	25.00	30.00
Number of Classes * 1-22	11	6	2	1
Number of Classes * 23-32	6	2	4	6
	3	1	1	3

**Number of Classes *
33+** * 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	English	Mathematics	Science	Social Science
Average Class Size	19.00	51.00	45.00	50.00
Number of Classes * 1-22	16			
Number of Classes * 23-32	3	1	4	6
	5			

**Number of Classes *
33+**

* 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: 1/6/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	0.0

*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: 1/6/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
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: 1/6/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14462.00	\$600.00	\$13862.00	\$67242.00
District	N/A	N/A	--	\$94375.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	\$90287.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/26/2021

Types of Services Funded (Fiscal Year 2019–2020)

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:

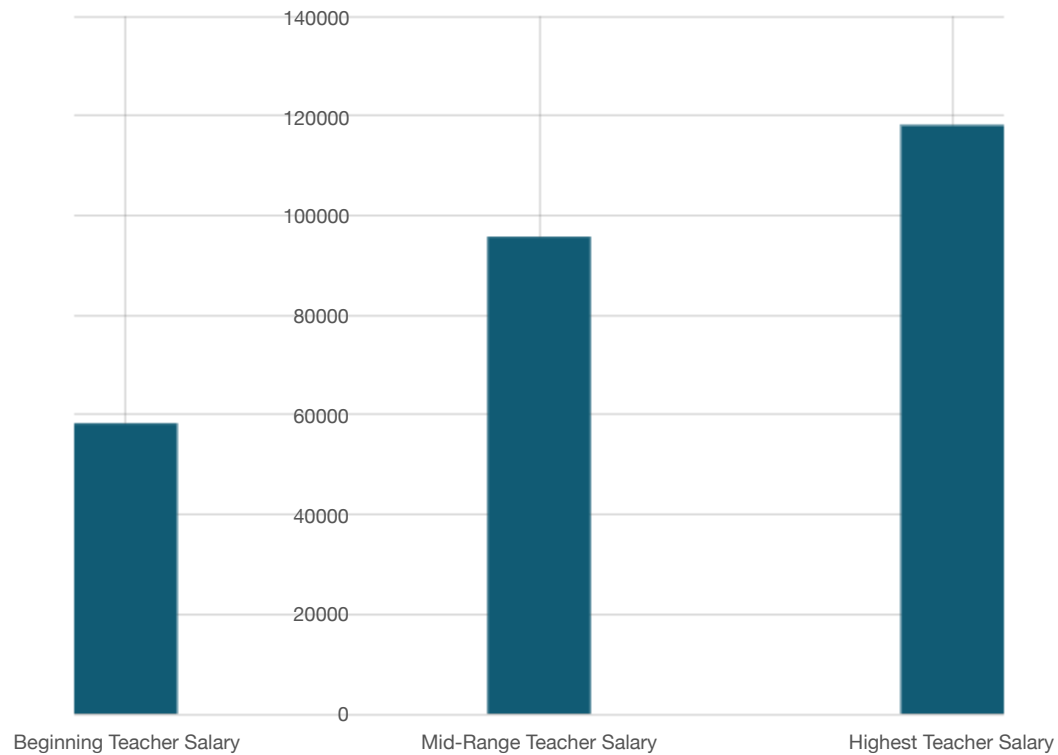
- A. Holistic Educational Approach
- B. Vocational and Career Technical Education
- C. Integration of Technology and 21st Century Skills
- D. Open Enrollment and Grading Periods
- E. Positive Learning Environment

Last updated: 1/26/2021

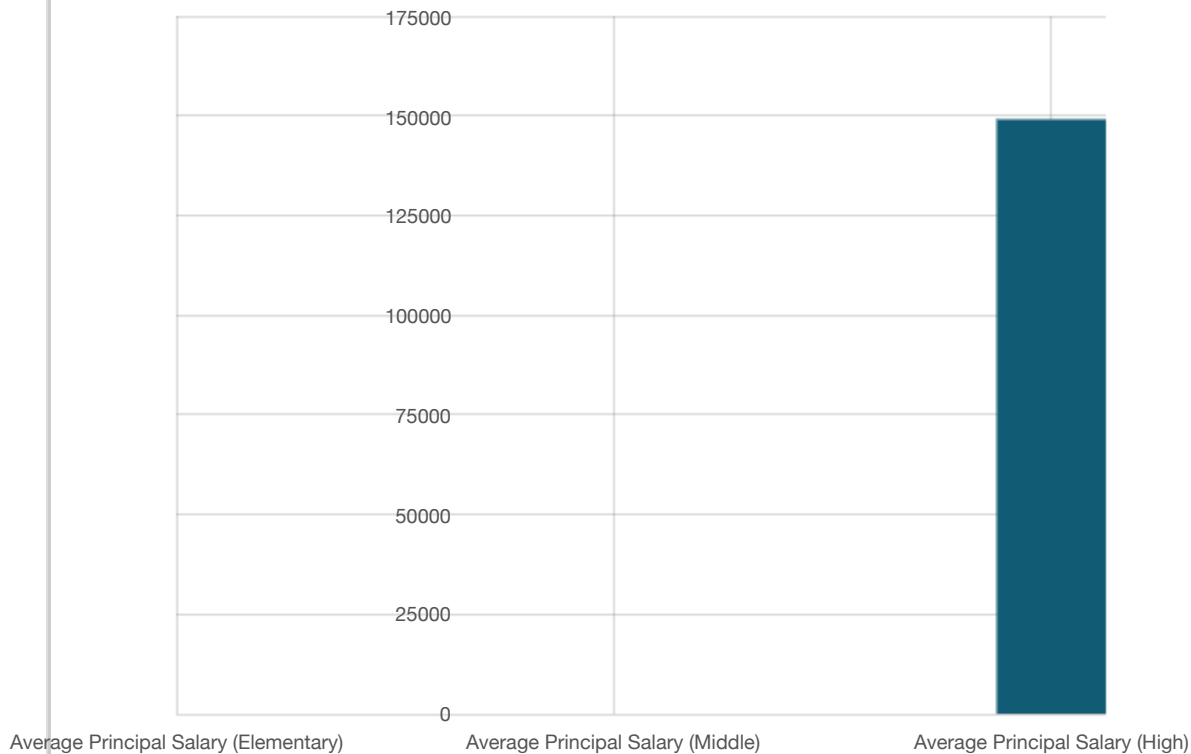
Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$58,291	\$52,670
Mid-Range Teacher Salary	\$95,712	\$89,660
Highest Teacher Salary	\$118,115	\$112,761
Average Principal Salary (Elementary)	\$	--
Average Principal Salary (Middle)	\$	\$142,638
Average Principal Salary (High)	\$149,107	\$158,074
Superintendent Salary	\$292,671	\$250,285
Percent of Budget for Teacher Salaries	32.00%	32.00%
Percent of Budget for Administrative Salaries	3.00%	5.00%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/26/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
 1430 N Street
 Sacramento, CA 95814