

## Yolo County Special Education

### School Accountability Report Card Reported Using Data from the 2018—19 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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest

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

#### Internet Access

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

### Jessica Burrone, Director, Special Education

Principal, Yolo County Special Education

#### About Our School

Dear Parents, Guardians, and Community members,

We at the Yolo County Office of Education (YCOE) welcome your interest in our School Accountability Report Card (SARC.) This report card provides parents, guardians, and the community with valuable information regarding the YCOE Special Education programs. Our Special Education Department provides Regional programs and services to serve students with multiple disabilities (MD); Autism; Emotionally Disturbed (ED); Deaf/Hard of Hearing (DHH); Adult Living Skills (ASL); as well as students placed in YCOE's Alternative Education programs. YCOE also provides regional itinerant services including vision services, deaf and hard of hearing services, adapted physical education, assistive technology, and other related services to students in district operated programs. This report will provide you with information regarding a variety of topics including student achievement, school safety, teacher/staff information, and curriculum and instructional materials. YCOE is committed to continuous quality improvement in each of our programs and we continue to develop and implement new programs in order to increase student achievement and address the California Common Core State Standards (CCSS.) Our Special Education Department programs and services strive to prepare students with disabilities for employment, productive citizenship, and independent living by addressing the needs of the whole student. We hope you find the report card an informative and useful tool to become more familiar with YCOE's Special Education Programs. We welcome parent input as we continue to improve each student's educational experience and individual student achievement.

Our goal is to create positive school environments for our students, families, and our educational staff.

Sincerely,  
Jessica Burrone  
Director of Special Education

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95776

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**Contact**

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Woodland, CA 95695-2510*

*Phone: 530-668-3854*

*Email: [jessica.burrone@ycoe.org](mailto:jessica.burrone@ycoe.org)*

# About This School

## Contact Information (School Year 2019—20)

### District Contact Information (School Year 2019—20)

<b>District Name</b>	Yolo County Office of Education
<b>Phone Number</b>	(530) 668-6700
<b>Superintendent</b>	Garth Lewis
<b>Email Address</b>	<a href="mailto:garth.lewis@ycoe.org">garth.lewis@ycoe.org</a>
<b>Website</b>	<a href="http://www.ycoe.org">http://www.ycoe.org</a>

### School Contact Information (School Year 2019—20)

<b>School Name</b>	Yolo County Special Education
<b>Street</b>	285 West Beamer St.
<b>City, State, Zip</b>	Woodland, Ca, 95695-2510
<b>Phone Number</b>	530-668-3854
<b>Principal</b>	Jessica Burrone, Director, Special Education
<b>Email Address</b>	<a href="mailto:jessica.burrone@ycoe.org">jessica.burrone@ycoe.org</a>
<b>Website</b>	<a href="http://www.ycoe.org">http://www.ycoe.org</a>
<b>County-District-School (CDS) Code</b>	57105796077275

*Last updated: 12/17/2019*

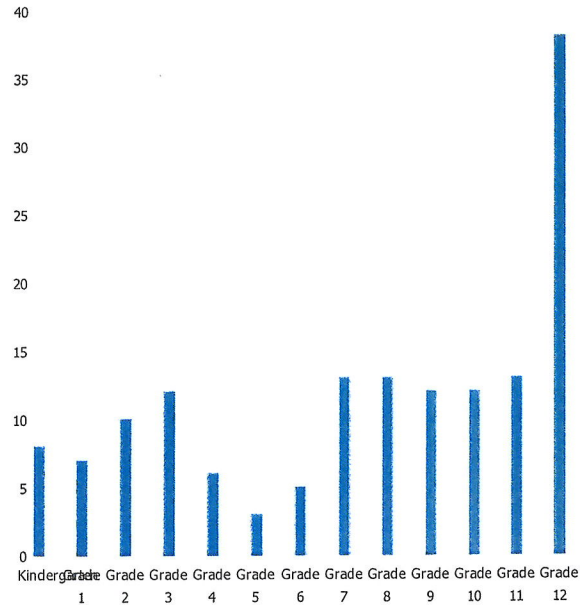
## School Description and Mission Statement (School Year 2019—20)

The Special Education Department of Yolo County Office of Education (YCOE) offers regionalized special education programs and services to the five school districts in Yolo County for students with disabilities aged 0-22 years. Our programs strive to provide a positive learning environment. Teachers provide instruction that addresses the state standards and can be adapted to meet the individual learning needs of each student. In addition to the instructional programs for students, YCOE provides special education services by qualified specialists in a variety of fields including vision services; orientation and mobility; deaf and hard of hearing services; adapted physical education; speech and language services; assistive technology; occupational therapy; physical therapy and mental health services, as deemed appropriate through each student's Individualized Education Plan (IEP). The YCOE educational team works closely with parents and district representatives to ensure that students with special needs receive appropriate services.

*Last updated: 12/17/2019*

### Student Enrollment by Grade Level (School Year 2018–19)

Grade Level	Number of Students
Kindergarten	8
Grade 1	7
Grade 2	10
Grade 3	12
Grade 4	6
Grade 5	3
Grade 6	5
Grade 7	13
Grade 8	13
Grade 9	12
Grade 10	12
Grade 11	13
Grade 12	38
<b>Total Enrollment</b>	<b>152</b>



Last updated: 12/17/2019

### Student Enrollment by Student Group (School Year 2018–19)

Student Group	Percent of Total Enrollment
Black or African American	4.60 %
American Indian or Alaska Native	1.30 %
Asian	6.60 %
Filipino	1.30 %
Hispanic or Latino	40.80 %
Native Hawaiian or Pacific Islander	0.70 %
White	41.40 %
Two or More Races	3.30 %
Other	0.00 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	51.30 %
English Learners	21.10 %
Students with Disabilities	100.00 %
Foster Youth	2.00 %
Homeless	%



# A. Conditions of Learning

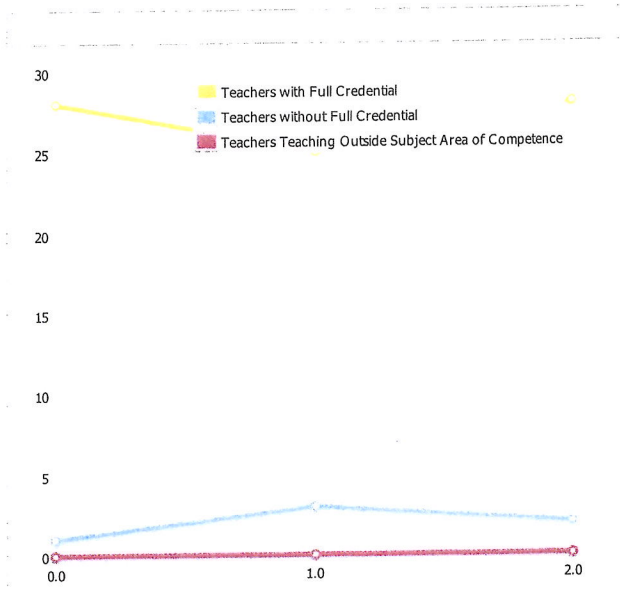
## State Priority: Basic

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

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

### Teacher Credentials

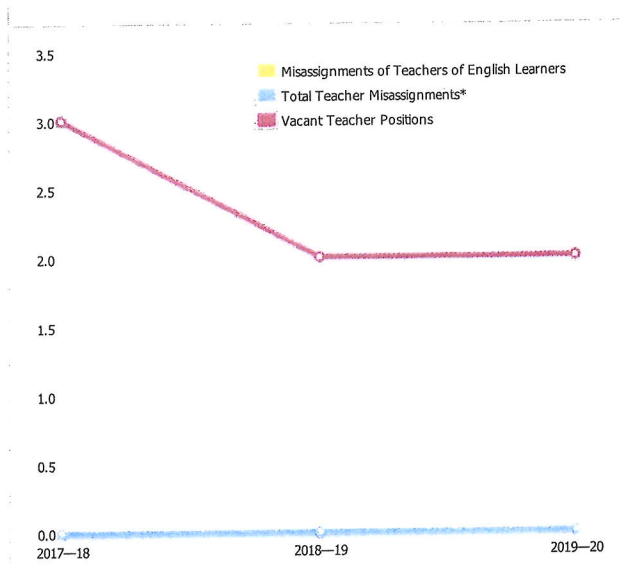
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	28	25	28	28
Without Full Credential	1	3	2	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/17/2019

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	3	2	2



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: 12/17/2019

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: November 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Instructional Material and textbooks are provided to students by the school districts within the SELPA or by YCOE. Textbook adoptions are completed by the school district that hosts the YCOE classroom and are utilized by the YCOE classrooms. YCOE continues to purchase supplementary materials that align to the Common Core and that meet individual student needs. New ELA curriculum has been adopted by Woodland Joint USD for elementary students for the 2017-2018 school year and purchased by YCOE for all elementary students. YCOE has created a library of textbooks/materials that are available to new students when they enter throughout the school year.	Yes	0.00 %
Mathematics	Instructional materials and textbooks are provided to students by the school district or by YCOE. Adoption is completed by the host district. YCOE has created a library of textbooks/materials that are available to new students when they enter throughout the school year.	Yes	0.00 %
Science	Instructional materials and textbooks are provided to students by the school district or by YCOE. Adoption is completed by the host district. YCOE has created a library of textbooks/materials that are available to new students when they enter throughout the school year.	Yes	0.00 %
History-Social Science	Instructional materials and textbooks are provided to students by the school district or by YCOE. Adoption is completed by the host district. YCOE has created a library of textbooks/materials that are available to new students when they enter throughout the school year.	Yes	0.00 %
Foreign Language	Instructional materials and textbooks are provided to students by the school district and YCOE students would attend a foreign language class through their host district	Yes	0.00 %
Health	Instructional materials and textbooks are provided to students by the school district or by YCOE. Adoption is completed by the host district. YCOE has created a library of textbooks/materials that are available to new students when they enter throughout the school year.	Yes	0.00 %
Visual and Performing Arts	Instructional materials and textbooks are provided to students by the school district and YCOE students would attend a visual and performing arts class through their host district.	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/17/2019

## School Facility Conditions and Planned Improvements

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).

Greengate School is a self-contained educational setting for students with significant special needs. As part of a regionalized system within Yolo County SELPA, Greengate School serves students with autism and multiple disabilities. Greengate is also the location of several administrative and staff offices, including the First Steps Infant Program, Yolo County California Children's Services Medical Therapy Unit, and various YCOE therapists and specialists. The first priority for Greengate School is to provide a physically and emotionally safe environment for all students. To support this priority, a variety of well-trained staff are available to provide a rich curriculum that addresses students' academic, social, emotional, behavioral, self-help, community instruction, vocational and recreational needs. Parents, caregivers, student volunteers, community members and administrators are important team members. The goal for all students is to engage in multiple opportunities for the meaningful practice of functional life skills and independence. According to the California Department of Education School Directory Greengate School opened July 1, 1980. Overall the site is maintained, but has numerous deficiencies due to age.

*Last updated: 12/17/2019*

### School Facility Good Repair Status

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Normal maintenance
<b>Interior:</b> Interior Surfaces	Poor	<ul style="list-style-type: none"> <li>Walls have damage from cracks, tears, holes or water damage, conference room has holes in the wall from previous smart board-needs holes need to be patched (A wing)</li> <li>Walls have damage from cracks, tears, holes or water damage, in small activity room on the right hand side walking in the holes need to be patched (C wing).</li> <li>Walls have damage from cracks, tears, holes or water damage, conference room has holes in the wall from previous smart board-needs to be patched (E1)                             <ul style="list-style-type: none"> <li>Floor Tiles missing damaged or loose (E2)</li> </ul> </li> <li>Walls have damage from cracks, tears, holes or water damage, holes need to be patched around baseboard to be reinstalled by rear entry (E3)</li> <li>Walls have damage from cracks, tears, holes or water damage, conference room has holes in the wall from previous smart board- holes need to be patched around smartboard (E4)</li> <li>Walls have damage from cracks, tears, holes or water damage underneath electrical panel (Building E5)</li> </ul>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	Normal maintenance
<b>Electrical:</b> Electrical	Poor	Maintenance needed
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Normal maintenance
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	<ul style="list-style-type: none"> <li>Normal maintenance &amp; inspections</li> <li>Updating current safety plan through the Emergency Operation Planning Committee (EOP) in progress</li> </ul>
<b>Structural:</b> Structural Damage, Roofs	Good	<ul style="list-style-type: none"> <li>Normal maintenance &amp; inspections</li> </ul>
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	<ul style="list-style-type: none"> <li>Normal maintenance &amp; inspections</li> <li>Playground modernization project pending with tentative start date for spring/summer 2020</li> </ul>

### Overall Facility Rate

Year and month of the most recent FIT report: November 2019

Overall Rating

Fair

*Last updated: 12/17/2019*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

**CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	11%	14%	36%	20%	50%	48%
Mathematics (grades 3-8 and 11)	0%	14%	34%	22%	38%	37%

Note: Percentages are not calculated when the number of students tested 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: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 12/17/2019*

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018–19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	42	30	71.43%		13.79%
Male	30	22	73.33%		0.00%
Female	12	8	66.67%		50.00%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian	--	--	--		
Filipino					
Hispanic or Latino	17	12	70.59%		0.00%
Native Hawaiian or Pacific Islander					
White	19	14	73.68%		23.08%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	26	20	76.92%		10.00%
English Learners	--	--	--		
Students with Disabilities	42	30	71.43%		13.79%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--		
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 12/17/2019*



**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	42	29	69.05%		13.79%
Male	30	22	73.33%		4.55%
Female	12	7	58.33%		42.86%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian	--	--	--		
Filipino					
Hispanic or Latino	17	11	64.71%		9.09%
Native Hawaiian or Pacific Islander					
White	19	14	73.68%		21.43%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	26	18	69.23%		11.11%
English Learners	--	--	--		
Students with Disabilities	42	29	69.05%		13.79%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--		
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 12/17/2019*

**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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8, and high school)						

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

*Last updated: 12/17/2019*

**Career Technical Education (CTE) Programs (School Year 2018–19)**

For students aged 16 and above, career education and transition goals are addressed through each student's individualized education plan (IEP.) Students served by the Yolo County Office of Education have the opportunity to participate in academic and Workability programs for the development of career readiness skills. In addition to academic and Workability programs, when appropriate, students participate in life skills programs that offer and support the development of appropriate work behaviors, functional daily living skills, communication skills, social emotional skills and career exploration.

*Last updated: 12/17/2019*

**Career Technical Education (CTE) Participation (School Year 2018–19)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

*Last updated: 12/17/2019*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2018–19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017–18 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

# 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 2018—19)

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	--	--	--
9	--	--	--

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## 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 2019—20)**

Parents of students enrolled in the YCOE programs have various opportunities for parental involvement. The primary opportunity is to be a part of their child's Individualized Education Program (IEP) meetings. The IEP is reviewed at least once per year and more often as needed/per parental request. Parents can also participate in the Special Education Local Plan Area (SELPA)'s Community Advisory Council; and/or participate in workshops/trainings through SELPA/YCOE. Parents are given information about the Warmline Family Resource Center which offers parent to parent support and provides information about resources/trainings in our area. Parents are invited to participate in seasonal events (Harvest Festival; etc) and specific parent engagement/training sessions are offered.

# State Priority: Pupil Engagement

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

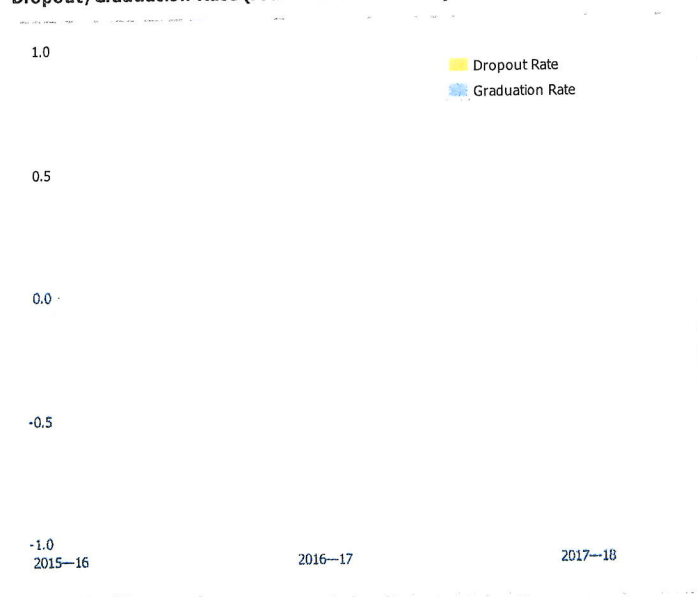
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	--	77.90%	9.70%
Graduation Rate	--	5.20%	--

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	--	--	80.20%	65.50%	9.10%	9.60%
Graduation Rate	--	--	17.80%	0.00%	--	--

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



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.



# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	--	--	--	--	--	--	--	--	--
Expulsions	--	--	--	--	--	--	--	--	--

*Last updated: 12/17/2019*

## School Safety Plan (School Year 2019—20)

The School Safety Plan is reviewed annually with all staff members. Evacuation, lock down, and earthquake precautions are discussed and updates provided. Universal precautions and emergency response procedures are reviewed and updated as needed. All visitors must check in at the front office. Each classroom has an emergency backpack with first aid and emergency supplies including those specific to the needs of students with disabilities. Safety guidelines are posted in each classroom. In addition, YCOE is in the process of participating in an organization wide safety master plan. The first planning meeting was held on 12/6/2019 as part of the EOP (Emergency Operation Plan) District Planning Team – YCOE identified planning team members to facilitate in the creation of the EOP.

*Last updated: 12/17/2019*

## 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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	8.00	1		
1				
2				
3				
4				
5	1.00	1		
6	5.00	1		
Other**	5.00	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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	1.00	1		
1				
2				
3	3.00	2		
4				
5				
6	3.00	3		
Other**	7.00	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 (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3	10.00	1		
4	7.00	1		
5				
6	9.00	1		
Other**	6.00	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 (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes *	Number of Classes *	Number of Classes *
		1-22	23-32	33+
English	3.00	13		
Mathematics	3.00	9		
Science	2.00	9		
Social Science	2.00	10		

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

### Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes *	Number of Classes *	Number of Classes *
		1-22	23-32	33+
English	4.00	10		
Mathematics	3.00	9		
Science	3.00	10		
Social Science	3.00	13		

\* 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—19)

Subject	Average Class Size	Number of Classes *	Number of Classes *	Number of Classes *
		1-22	23-32	33+
English	3.00	15		
Mathematics	3.00	12		
Science	3.00	11		
Social Science	3.00	10		

\* 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: 12/17/2019*

## Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

\*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.  
\*\*Average Number of Pupils per Counselor

## Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.00
Social Worker	
Nurse	1.60
Speech/Language/Hearing Specialist	3.00
Resource Specialist (non-teaching)	1.00
Other	4.70

\*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: 12/17/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$7.00	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$506.64	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 12/17/2019*

**Types of Services Funded (Fiscal Year 2018—19)**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

*Last updated: 12/17/2019*

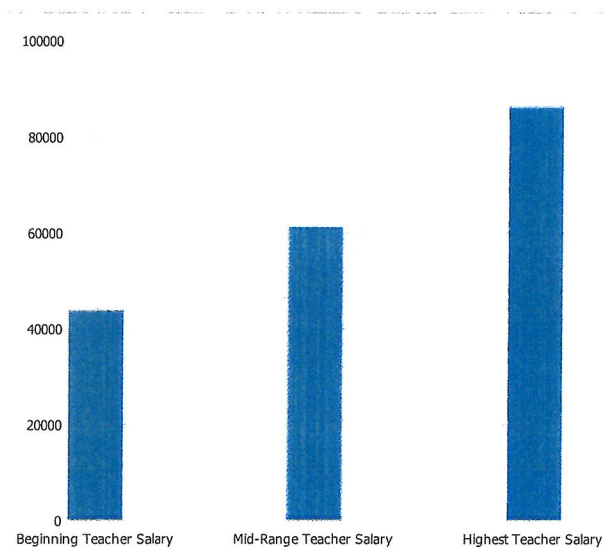


## Teacher and Administrative Salaries (Fiscal Year 2017—18)

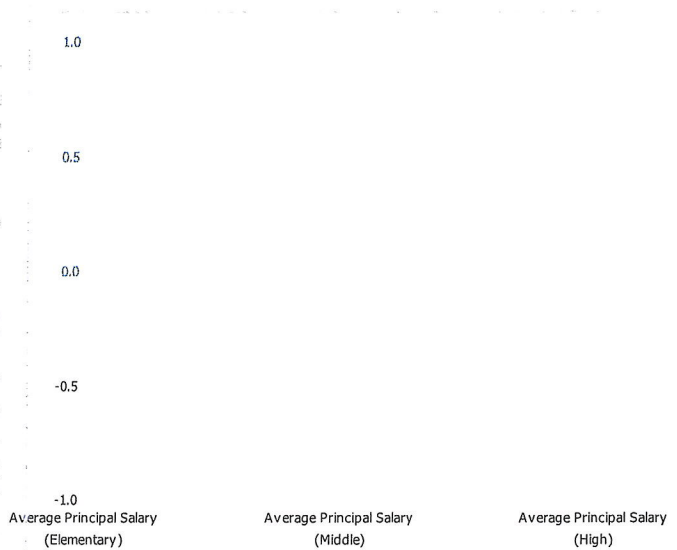
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,620	--
Mid-Range Teacher Salary	\$61,188	--
Highest Teacher Salary	\$86,128	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

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

**Teacher Salary Chart**



**Principal Salary Chart**



*Last updated: 12/17/2019*

## Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

*Last updated: 12/17/2019*