

Dan Jacobs
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year
California Department of Education

Address: 2880 East Gibson Rd.
Woodland, CA , 95776

Principal: Jared Coughlan, Principal

Phone: (530) 406-5300

Grade Span: 7-12

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 and access to prior year reports, 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.

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.

About This School

Jared Coughlan, Principal

📍 Principal, Dan Jacobs

About Our School



Dear Parents, Guardians and Community Members,

Here at Dan Jacobs School (DJS) we welcome your interest in our School Accountability Report Card (SARC). This report card provides all stakeholders with statistical information regarding the Yolo County Office of Education's accredited juvenile Dan Jacobs School (CCCS) located in Woodland, CA. DJS serves juvenile offenders within Yolo County and are under the jurisdiction and protection of the county juvenile justice system and are incarcerated in juvenile hall. The juvenile court school is designed to provide mandated public education for juvenile offenders. DJS provides quality learning opportunities for students to obtain a high school diploma or GED. The students at DJS receive 240 minutes of core academic curriculum daily. The students at DJS are required to take all state and local assessments and upon their release or if the court terminates jurisdiction the students are required to continue their public education. The students are furnished with planning and transitional services that are critical for their successful transition back to a public school. Students are provided with the opportunity for credit recovery to overcome credit deficiencies as well as counseling services for behavior and social awareness. The administration and staff work tirelessly to build a strong partnership with every student to support their transition to the next phase of their educational plan. We

trust that you will find this information useful, and we welcome family and community input as we work to improve the educational experience of every student.

With gratitude,

Jared Coughlan, Principal

Contact

Dan Jacobs

2880 East Gibson Rd.

Woodland, CA 95776

Phone: [\(530\) 406-5300](tel:5304065300)

Email: jared.coughlan@ycoe.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Yolo County Office of Education
Phone Number	(530) 668-6700
Superintendent	Lewis, Garth
Email Address	garth.lewis@ycoe.org
Website	www.ycoe.org

School Contact Information (School Year 2023–24)

School Name	Dan Jacobs
Street	2880 East Gibson Rd.
City, State, Zip	Woodland, CA , 95776
Phone Number	(530) 406-5300
Principal	Jared Coughlan, Principal
Email Address	jared.coughlan@ycoe.org
Website	www.ycoe.org
County-District-School (CDS) Code	57105795730106

Last updated: 1/16/24

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

Dan Jacobs School serves students who are incarcerated at the Yolo County Juvenile Hall. The purpose of juvenile court school is to provide mandated, compulsory public education services for juvenile offenders who are under the protection or authority of the county juvenile justice system and are incarcerated in juvenile halls. Dan Jacobs School (DJS) is operated by the Yolo County Office of Education. Dan Jacobs provides the

opportunity for students to complete a course of study leading to a high school diploma or GED. Dan Jacobs School offers 240 minutes of core academic instruction daily. Students are required to take all state and local educational assessments. Upon release, or after the court terminates jurisdiction, students are required to continue their public education. Dan Jacobs students are provided planning and transition services critical to a successful transfer back to a public school, including the development of an individual learning plan. During students' time at Dan Jacobs School, we offer credit recovery for students deficient in credit for graduation, counseling for behavior and social awareness, and additional supports and activities to promote wellness and positive community involvement. Students can also earn a high school diploma from Dan Jacobs School. The administration and staff are eager to form strong partnerships with students to support their educational journeys within and beyond Dan Jacobs.

Mission Statement:

Empower students through education by providing them with the tools to conquer personal challenges, realize their potential, set and attain goals, and become positive members of their community. The mission of Yolo County Alternative Education is to provide a safe, affirming, and engaging learning environment and to provide the pathways and support students who need to achieve their personal, educational, and professional goals. Our students will develop strong positive relationships with peers and staff and will leave prepared for college and a successful career. Students will demonstrate the literacy and numeracy skills necessary to be critical consumers of information and engaged community members.

Last updated: 1/16/24

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

Grade Level	Number of Students
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Last updated: 1/16/24

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

Student Group	Percent of Total Enrollment
Female	0.00%
Male	0.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	0.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	0.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	0.00%
Students with Disabilities	0.00%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

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)	0.20	22.22%	11.90	25.77%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.80	4.06%	4205.90	1.53%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00%	6.40	13.92%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	77.78%	13.50	29.34%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	12.40	26.83%	18854.30	6.86%
Total Teaching Positions	0.90	100.00%	46.20	100.00%	274759.10	100.00%

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

Last updated: 1/16/24

Teacher Preparation and Placement (School Year 2021–22)

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)	0.10	16.67%	20.20	48.91%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.90	4.64%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00%	4.00	9.86%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	83.33%	6.20	15.00%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	8.90	21.52%	15831.90	5.67%
Total Teaching Positions	0.90	100.00%	41.40	100.00%	279044.80	100.00%

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

Last updated: 1/16/24

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Last updated: 11/2/23

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

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.70	0.70
Total Out-of-Field Teachers	0.70	0.70

Last updated: 11/2/23

Class Assignments

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

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

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>1) Edgenuity</p> <p>Staff have utilized curricular materials consistent with adoptions in partner districts. We are in the process of adopting materials for the 2024-2025 school year. YCOE continues to purchase supplementary materials that align to the Common Core Standards and that meet individual student needs. YCOE has created a library of textbooks/ materials that are available to new student when they enter our programs throughout the year.</p>	Yes	0
Mathematics	<p>1) Edgenuity</p> <p>2) Agile Mind Intensified Mathematics 1 (IMI1)</p> <p>Staff have utilized curricular materials consistent with adoptions in partner districts. We are in the process of adopting materials for the 2024-2025 school year. YCOE continues to purchase supplementary materials that align to the Common Core Standards and that meet individual student needs. YCOE has created a library of textbooks/</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	materials that are available to a new student when they enter our programs throughout the year.		
Science	<p>1) Edgenuity</p> <p>Staff have utilized curricular materials consistent with adoptions in partner districts. We are in the process of adopting materials for the 2024-2025 school year. YCOE continues to purchase supplementary materials that align to the Common Core Standards and that meet individual student needs. YCOE has created a library of textbooks/ materials that are available to a new student when they enter our programs throughout the year.</p>	Yes	0
History-Social Science	<p>1) Edgenuity</p> <p>Staff have utilized curricular materials consistent with adoptions in partner districts. We are in the process of adopting materials for the 2024-2025 school year. YCOE continues to purchase supplementary materials that align to the Common Core Standards and that meet individual student needs. YCOE has created a library of textbooks/ materials that are available to a new student when they enter our programs throughout the year.</p>	Yes	0
Foreign Language	1) Edgenuity - online program is available for foreign language courses.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Staff have utilized curricular materials consistent with adoptions in partner districts. We are in the process of adopting materials for the 2024-2025 school year. YCOE continues to purchase supplementary materials that align to the Common Core Standards and that meet individual student needs. YCOE has created a library of textbooks/ materials that are available to new student when they enter our programs throughout the year.</p>		
Health	<p>1) Edgenuity-online program for health is available for health-related courses. In addition, Dan Jacobs partners with community partner Communicare and Health and Human Services Agency to provide healthcare-related workshops.</p> <p>Staff have utilized curricular materials consistent with adoptions in partner districts. We are in the process of adopting materials for the 2024-2025 school year. YCOE continues to purchase supplementary materials that align to the Common Core Standards and that meet individual student needs. YCOE has created a library of textbooks/ materials that are available to a new student when they enter our programs throughout the year.</p>	Yes	0
Visual and Performing Arts	<p>1) Edgenuity-online program is available for visual and performing arts courses.</p> <p>Staff have utilized curricular materials consistent with</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>adoptions in partner districts. We are in the process of adopting materials for the 2024-2025 school year. YCOE continues to purchase supplementary materials that align to the Common Core Standards and that meet individual student needs. YCOE has created a library of textbooks/ materials that are available to a new student when they enter our programs throughout the year.</p>		
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/16/24

School Facility Conditions and Planned Improvements

Dan Jacobs School is located within the Yolo County Juvenile Detention Facility, first occupied in August of 2005. The classrooms are well maintained and properly equipped for student learning and success. The Yolo County Office of Education Support Operation Services is not responsible for the maintenance of the facility, however YCOE does conduct the F.I.T. report. The overall rating of the facility is EXEMPLARY.

Last updated: 1/16/24

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: December 2023

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: December 2023

Overall Rating	Exemplary
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Last updated: 1/12/24

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	--	--	30%	28%	47%	46%
Mathematics (grades 3-8 and 11)		--	26%	24%	33%	34%

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

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/12/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--				
Female	0	0	0%	0%	0%
Male	--				
American Indian or Alaska Native	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	--				
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--				
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--				
White	0	0	0%	0%	0%
English Learners	--				
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--				
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	0	0	0%	0%	0%

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 CAA divided by the total number of students who participated in both assessments.

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

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: 1/12/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	0	0	0%	0%	0%
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	0	0	0%	0%	0%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	0	0	0%	0%	0%

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 CAA divided by the total number of students who participated in both assessments. Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/12/24

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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)			6.25%	--	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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: 1/12/24

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--				
Female	0	0	0%	0%	0%
Male	--				
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--				
Filipino	0	0	0%	0%	0%
Hispanic or Latino	0	0	0%	0%	0%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--				
White	0	0	0%	0%	0%
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--				

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--				

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

Last updated: 1/12/24

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

The Yolo County Office of Education and Career Readiness Department makes resources available for Dan Jacobs school in the areas of career exploration and preparation for the world of work. There are no full CTE program sequences currently.

Last updated: 1/12/24

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

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

Last updated: 1/12/24

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/12/24

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2022–23)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

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

Last updated: 1/12/24

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2023–24)

Due to the safety and security of the facility and the confidentiality of the youth within the Juvenile Detention Facility, parental involvement is very limited; however, parents are invited to encourage their students to use their school time to their advantage while they attend Dan Jacobs School. Parents have contact with students by phone or may visit on Probation approved visiting days. Parents do have direct involvement in IEP meetings that are scheduled within the facility.

State Priority: Pupil Engagement

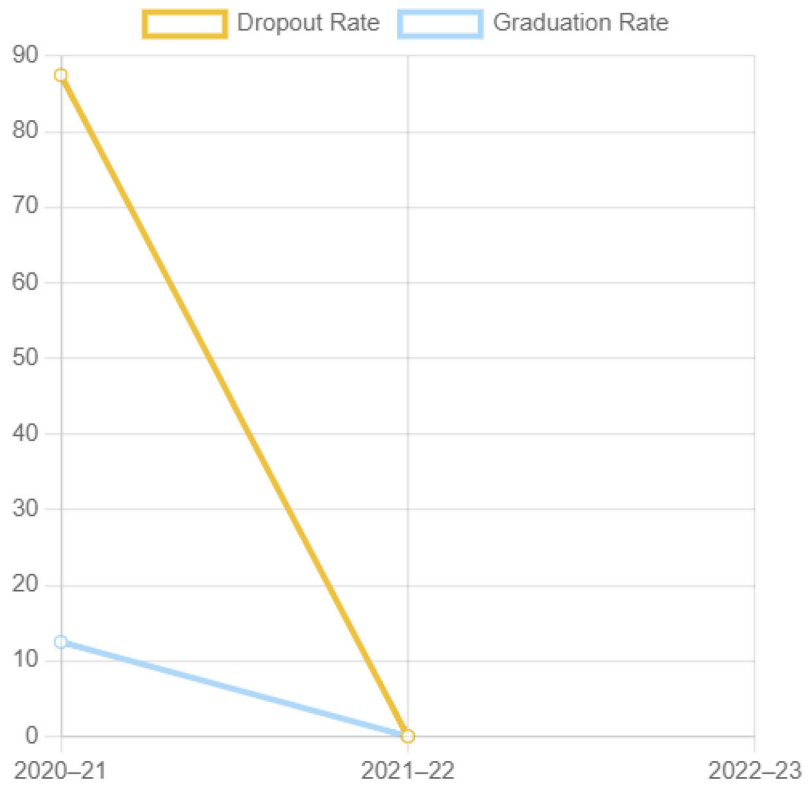
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Dropout Rate	87.50%			68.70%	65.50%	43.6%	9.4%	7.8%	8.2%
Graduation Rate	12.50%			21.70%	20.70%	12.8%	83.6%	87.0%	86.2%

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



Last updated: 1/12/24

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0%
Female	0.0	0.0	0.0%
Male	0.0	0.0	0.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	0	0	0.00%
Filipino	0	0	0.00%
Hispanic or Latino	0	0	0.00%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	0	0	0.00%
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	0.0	0.0	0.0%

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	0.0	0.0	0.0%

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

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

Last updated: 1/12/24

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

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	42	2	0	0.0%
Female	4	0	0	0.0%
Male	38	2	0	0.0%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	2	1	0	0.0%
Black or African American	11	1	0	0.0%
Filipino	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Hispanic or Latino	20	0	0	0.0%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	2	0	0	0.0%
White	7	0	0	0.0%
English Learners	5	0	0	0.0%
Foster Youth	4	0	0	0.0%
Homeless	0	0	0	0.0%
Socioeconomically Disadvantaged	42	2	0	0.0%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	8	1	0	0.0%

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

Last updated: 1/12/24

State Priority: School Climate

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

- Pupil suspension rates;

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

Suspensions and Expulsions

Rate	School 2020– 21	School 2021– 22	School 2022– 23	District 2020– 21	District 2021– 22	District 2022– 23	State 2020– 21	State 2021– 22	State 2022– 23
Suspensions	5.56%	0.00%	0.00%	0.62%	6.03%	4.97%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

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

Last updated: 1/12/24

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

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

Student Group	Suspensions Rate	Expulsions Rate
Students with Disabilities	0.00%	0.00%

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

Last updated: 1/12/24

School Safety Plan (School Year 2023–24)

Safety and security are high priorities within Dan Jacobs School and both the Yolo County Probation Department and the Yolo County Office of Education work together on these issues. School staff members attend meetings with the Probation Detention staff to review issues of joint concern, including safety. The Probation staff oversees emergency procedures for natural disasters, violent acts, health/safety, and other safety issues so that the school staff and students are provided with a safe learning environment.

Last updated: 1/12/24

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* 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 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* 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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
5				
6				
Other**				

* 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 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	1.00	1		
Mathematics	1.00	2		
Science	1.00	1		
Social Science	1.00	2		

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	1.00	3		

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
Mathematics	1.00	4		
Science	2.00	2		
Social Science	2.00	2		

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

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* 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: 1/12/24

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

Title	Ratio
Pupils to Academic Counselor*	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: 1/12/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	

Title	Number of FTE* Assigned to School
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	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.

Last updated: 1/12/24

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$0.00	\$0.00	\$0.00	\$44859.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/12/24

Types of Services Funded (Fiscal Year 2022–23)

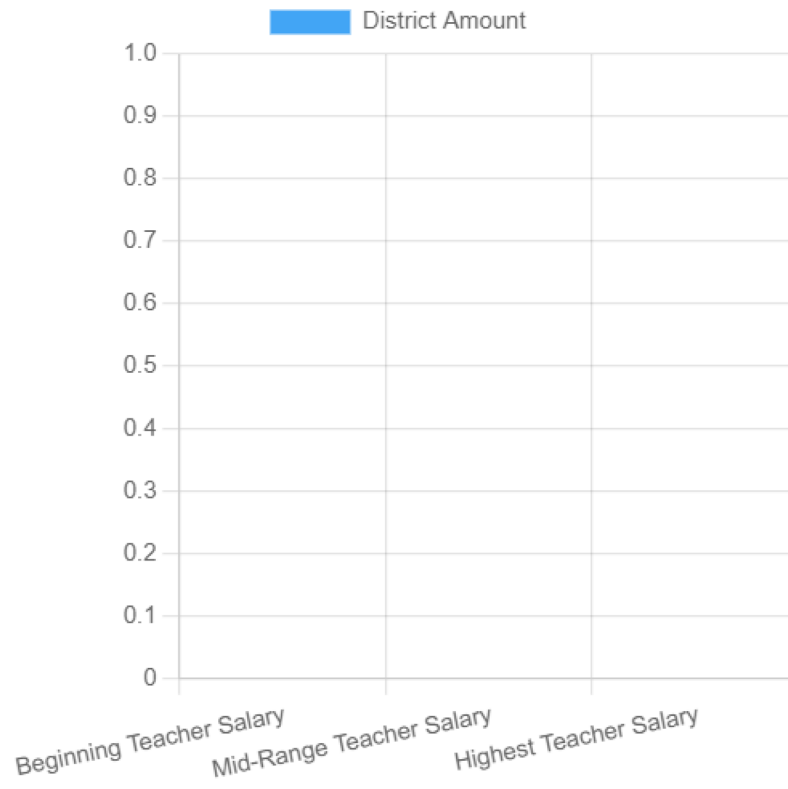
Dan Jacobs is staffed with a full-time credentialed teacher who provides individualized instruction to students based on their grade level and immediate needs. Students in Dan Jacobs with IEPs are provided with Special Education support from a credentialed Special Ed teacher. Dan Jacobs students also receive art instruction through Yolo Arts.

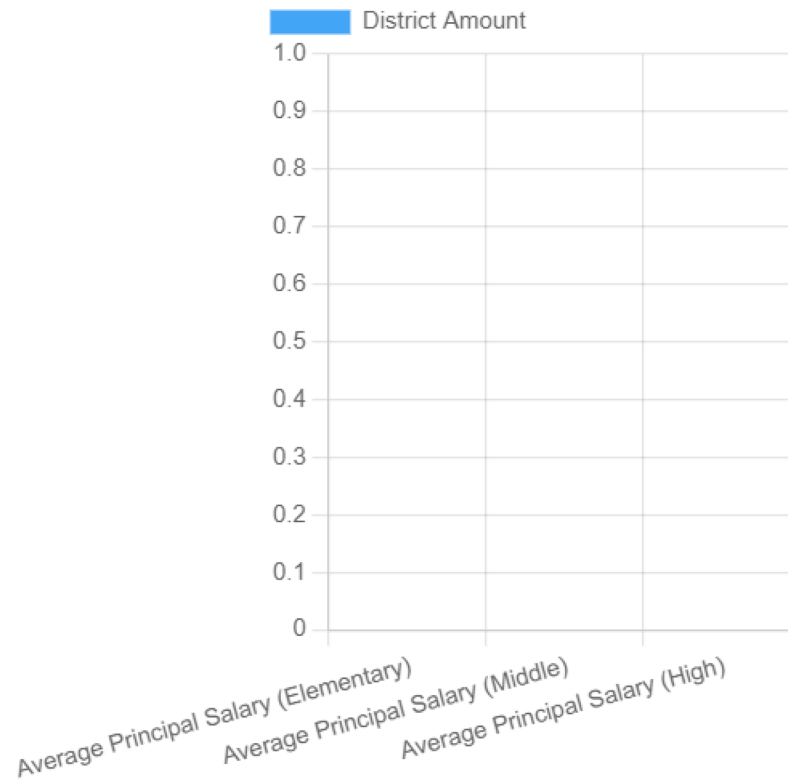
Last updated: 1/12/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$0.00	\$0.00
Mid-Range Teacher Salary	\$0.00	\$0.00
Highest Teacher Salary	\$0.00	\$0.00
Average Principal Salary (Elementary)	\$0.00	\$0.00
Average Principal Salary (Middle)	\$0.00	\$0.00
Average Principal Salary (High)	\$0.00	\$0.00
Superintendent Salary	\$0.00	\$0.00
Percent of Budget for Teacher Salaries	0.00%	0.00%
Percent of Budget for Administrative Salaries	0.00%	0.00%

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





Last updated: 1/12/24

Advanced Placement (AP) Courses (School Year 2022–23)

Percent of Students in AP Courses %

Subject	Number of AP Courses Offered*
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered*	

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

Last updated: 1/12/24

Professional Development

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Last updated: 1/12/24