

**Yolo County Special Education**  
**2022–23 School Accountability Report Card**  
**Reported Using Data from the 2022–23 School**  
**Year**  
**California Department of Education**

<b>Address:</b>	285 West Beamer St. Woodland, CA , 95695- 2510	<b>Principal:</b>	Marty Remmers, Director
<b>Phone:</b>	(530) 668-3789	<b>Grade</b>	K-12
		<b>Span:</b>	

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

## Marty Remmers, Director

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 about the YCOE Special Education Programs. Our Special Education Department provides regional programs and services to serve students with multiple disabilities (MD), autism (ASD), emotionally disturbed (ED), and deaf/hard of hearing (DHH). We also operate an adult living skills program (ALS) in Davis, CA and provide special education services to students who have IEP services and attend our alternative education program at Cesar Chavez Community School (CCCS). YCOE also provides regional itinerant services including, vision services, deaf and hard of hearing services, adapted physical education, assistive technology, orientation and mobility, and other related services to students who attend our regional programs.

This report will provide you with information about a variety of topics to include 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 innovative programs 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 using evidence-based interventions to address 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 educational staff.

Marty Remmers, Director of Special Education

**Contact** 

---

Yolo County Special Education  
285 West Beamer St.  
Woodland, CA 95695-2510

Phone: [\(530\) 668-3789](tel:5306683789)

Email: [marty.remmers@ycoe.org](mailto:marty.remmers@ycoe.org)

## Contact Information (School Year 2023–24)

<b>District Contact Information (School Year 2023–24)</b>	
<b>District Name</b>	Yolo County Office of Education
<b>Phone Number</b>	(530) 668-6700
<b>Superintendent</b>	Lewis, Garth
<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">www.ycoe.org</a>

<b>School Contact Information (School Year 2023–24)</b>	
<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) 668-3789
<b>Principal</b>	Marty Remmers, Director
<b>Email Address</b>	<a href="mailto:marty.remmers@ycoe.org">marty.remmers@ycoe.org</a>
<b>Website</b>	<a href="http://www.ycoe.org">www.ycoe.org</a>
<b>County-District-School (CDS) Code</b>	57105796077275

*Last updated: 1/12/24*

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

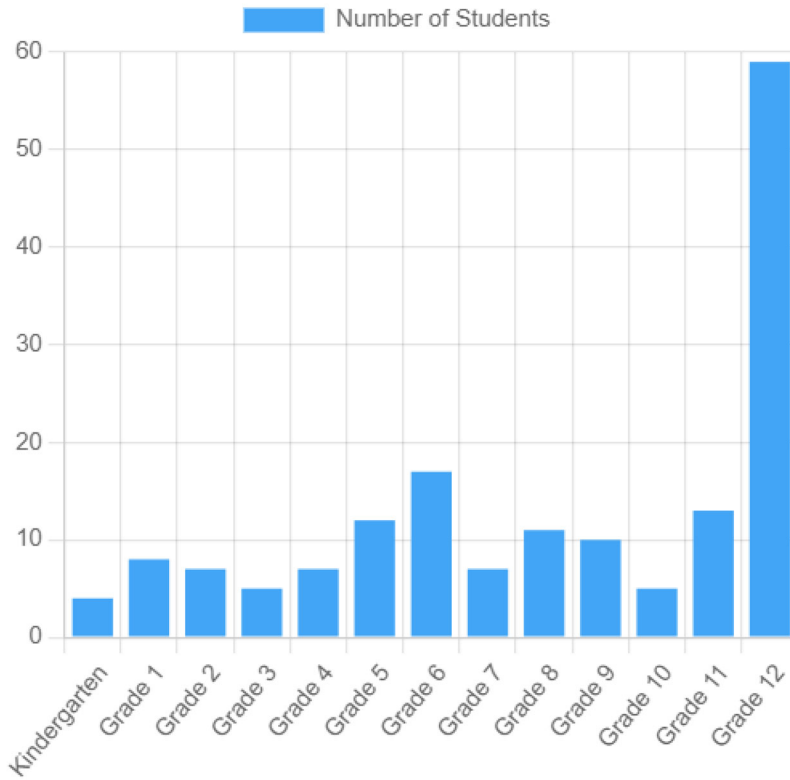
The Special Education Department of Yolo County Office of Education (YCOE) offers regionalized special education programs and services to the five school districts in Yolo County for students with disabilities aged 0-22 years. Our programs strive to provide a positive learning environment. Teachers provide 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; behavior services; speech and language services; assistive technology; occupational therapy; physical therapy and mental health services, as deemed appropriate through each student's Individualized Education Program (IEP). The YCOE educational team

works closely with parents and district representatives to ensure that students with special needs receive appropriate services.

*Last updated: 1/12/24*

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

Grade Level	Number of Students
Kindergarten	4
Grade 1	8
Grade 2	7
Grade 3	5
Grade 4	7
Grade 5	12
Grade 6	17
Grade 7	7
Grade 8	11
Grade 9	10
Grade 10	5
Grade 11	13
Grade 12	59
Total Enrollment	165



Last updated: 1/12/24

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

Student Group	Percent of Total Enrollment
Female	27.90%
Male	72.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	9.70%
Black or African American	8.50%
Filipino	2.40%
Hispanic or Latino	42.40%
Native Hawaiian or Pacific Islander	0.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	17.60%
Foster Youth	3.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	37.60%
Students with Disabilities	100.00%



<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Two or More Races	1.80%
White	34.50%

## **A. Conditions of Learning**

### **State Priority: Basic**

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

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

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

<b>Authorization/Assignment</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.00	26.32%	11.90	25.77%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1.00	5.26%	1.80	4.06%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	10.53%	6.40	13.92%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	13.50	29.34%	12115.80	4.41%
Unknown/Incomplete/NA	11.00	57.89%	12.40	26.83%	18854.30	6.86%
<b>Total Teaching Positions</b>	<b>19.00</b>	<b>100.00%</b>	<b>46.20</b>	<b>100.00%</b>	<b>274759.10</b>	<b>100.00%</b>

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

*Last updated: 1/12/24*

## 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)	4.20	24.71%	20.20	48.91%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.90	11.29%	1.90	4.64%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	17.65%	4.00	9.86%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	6.20	15.00%	11953.10	4.28%
Unknown/Incomplete/NA	7.80	46.29%	8.90	21.52%	15831.90	5.67%
<b>Total Teaching Positions</b>	<b>17.00</b>	<b>100.00%</b>	<b>41.40</b>	<b>100.00%</b>	<b>279044.80</b>	<b>100.00%</b>

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

*Last updated: 1/12/24*

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

<b>Authorization/Assignment</b>	<b>2020-21 Number</b>	<b>2021-22 Number</b>
Permits and Waivers	2.00	2.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.00</b>	<b>3.00</b>

*Last updated: 11/2/23*

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

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

*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)	0.00%	4.5%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	40.20%	18.4%

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: November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Instructional materials 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 used by the YCOE classrooms. 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 students when they enter our programs throughout the year.</p>	Yes	0
Mathematics	<p>Instructional materials 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 used by the YCOE classrooms. 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</p>	Yes	0

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
	available to new students when they enter our programs throughout the year.		
Science	Instructional materials 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 used by the YCOE classrooms. 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 students when they enter our programs throughout the year.	Yes	0
History-Social Science	Instructional materials 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 used by the YCOE classrooms. 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 students when	Yes	0

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
	they enter our programs throughout the year.		
Foreign Language	<p>Instructional materials 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 used by the YCOE classrooms. 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 students when they enter our programs throughout the year.</p>	Yes	0
Health	<p>Instructional materials 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 used by the YCOE classrooms. 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 students when</p>	Yes	0



Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	they enter our programs throughout the year.		
Visual and Performing Arts	Instructional materials 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 used by the YCOE classrooms. 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 students when they enter our programs throughout the year.	Yes	0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/12/24

### School Facility Conditions and Planned Improvements

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, Head Start, Yolo County California Children's Services Medical Therapy Unit, and various YCOE therapists and specialists. The 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 all important team members. The goal for all students is to engage in multiple opportunities for meaningful practice of functional life skills and independence. According to the California Department of Education School Directory Greengate School opened on July 1, 1980. Greengate School is aging and will need an infusion of funding to keep it running for another 50 years. Overall, the facility rating is FAIR.

*Last updated: 1/12/24*

### **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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	<p>1. Greengate Bwing: Missing floor tiles, flooring is past its useful life in rear training restroom. Carpet is torn in main room.</p> <p>2. Greengate E2: Walls appear to have hazards from tears and holes, storage room needs dry wall work - there is work in progress.</p> <p>3. Greengate E3: Carpet is torn, hole that needs to be filled in front of the storage room.</p> <p>4. Greengate E5: Carpet is torn, past useful life. Holes in wall by rear exit door.</p> <p>Each of the items will have a corresponding work order in our maintenance management system and will be addressed by either repairing, replacing, or removing the existing deficiency. Deficient items are addressed in priority order that places an emphasis on staff and student safety. Status updates on any or all deficient items are available upon request from the Director of Support Operations Services.</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	<p>1. Greengate Bwing: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access. A dedicated receptacle behind the fridge in the main kitchen needs to be installed. In MTU kitchen, diffusers are needed.</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
		<p>2. Greengate Dwing: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access, duplex outlet in rear office is missing in back corner.</p> <p>Each of the items will have a corresponding work order in our maintenance management system and will be addressed by either repairing, replacing, or removing the existing deficiency. Deficient items are addressed in priority order that places an emphasis on staff and student safety. Status updates on any or all deficient items are available upon request from the Director of Support Operations Services.</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains</p>	<p>Good</p>	<p>1. Greengate Cwing: Faucet loose. 2. Greengate Dwing: A leak is evident, main classroom faucet is dripping.</p> <p>Each of the items will have a corresponding work order in our maintenance management system and will be addressed by either repairing, replacing, or removing the existing deficiency. Deficient items are addressed in priority order that places an emphasis on staff and student safety. Status updates on any or all deficient items are available upon request from the Director of Support Operations Services.</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	<p>Good</p>	<p>1. Greengate Awing: Paint is peeling, chipping, or cracking in itinerate principal's office. 2. Greengate Cwing: Materials labeled "keep out of reach of children" are within reach of children also, there are no SDS sheets on site.</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
		<p>Each of the items will have a corresponding work order in our maintenance management system and will be addressed by either repairing, replacing, or removing the existing deficiency. Deficient items are addressed in priority order that places an emphasis on staff and student safety. Status updates on any or all deficient items are available upon request from the Director of Support Operations Services.</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	<p>Poor</p>	<p>1. Greengate Playground: Severe cracks are evident; this is a known issue and being addressed through CDE and OPSC. Roofs, gutters, roof drains, and/or downspouts are NOT free of visible damage, roofing issues are known and being addressed through OPSC and CDE.</p> <p>Each of the items will have a corresponding work order in our maintenance management system and will be addressed by either repairing, replacing, or removing the existing deficiency. Deficient items are addressed in priority order that places an emphasis on staff and student safety. Status updates on any or all deficient items are available upon request from the Director of Support Operations Services.</p>
<p><b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences</p>	<p>Fair</p>	<p>1. Greengate Bwing: Windows, doors, or gates are NOT functional and do NOT open, close, and lock as designed, (unless there is a valid reason). Entrance door to MTU that is access controlled is not working properly.</p> <p>2. Greengate E3: Windows, doors, or gates are NOT functional and do NOT</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
		<p>open, close, and lock as designed, (unless there is a valid reason), restroom door stop needs to be reinforced in the wall.</p> <p>3. Greengate E5: Windows, doors, or gates are NOT functional and do NOT open, close and lock as designed, (unless there is a valid reason), girls restroom handle needs a new spring on the interior.</p> <p>Each of the items will have a corresponding work order in our maintenance management system and will be addressed by either repairing, replacing, or removing the existing deficiency. Deficient items are addressed in priority order that places an emphasis on staff and student safety. Status updates on any or all deficient items are available upon request from the Director of Support Operations Services.</p>

**Overall Facility Rate**

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

Overall Rating	Fair
----------------	------

*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**

<b>Subject</b>	<b>School 2021– 22</b>	<b>School 2022– 23</b>	<b>District 2021– 22</b>	<b>District 2022– 23</b>	<b>State 2021– 22</b>	<b>State 2022– 23</b>
English Language Arts / Literacy (grades 3-8 and 11)	8%	24%	30%	28%	47%	46%
Mathematics (grades 3-8 and 11)	0%	14%	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)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	79	21	26.58%	73.42%	23.81%
Female	22	4	18.18%	81.82%	--
Male	57	17	29.82%	70.18%	17.65%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	11	1	9.09%	90.91%	--
Filipino	--	--	--	--	--



<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Hispanic or Latino	33	13	39.39%	60.61%	30.77%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	27	6	22.22%	77.78%	--
English Learners	16	11	68.75%	31.25%	27.27%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	40	12	30.00%	70.00%	16.67%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	79	21	26.58%	73.42%	23.81%

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)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	79	22	27.85%	72.15%	13.64%
Female	22	5	22.73%	77.27%	--
Male	57	17	29.82%	70.18%	11.76%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	11	1	9.09%	90.91%	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	13	39.39%	60.61%	23.08%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	27	7	25.93%	74.07%	--
English Learners	16	11	68.75%	31.25%	18.18%

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	40	12	30.00%	70.00%	16.67%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	79	22	27.85%	72.15%	13.64%

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**

<b>Subject</b>	<b>School 2021– 22</b>	<b>School 2022– 23</b>	<b>District 2021– 22</b>	<b>District 2022– 23</b>	<b>State 2021– 22</b>	<b>State 2022– 23</b>
Science (grades 5, 8, and high school)	6.25%	--	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)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	46	10	21.74%	78.26%	--
Female	13	1	7.69%	92.31%	--
Male	33	9	27.27%	72.73%	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	13	5	38.46%	61.54%	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	18	4	22.22%	77.78%	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	21	6	28.57%	71.43%	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	46	10	21.74%	78.26%	--

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)**

For students aged 14 and above, career education and transition goals are addressed through each student's individualized education plan (IEP). Students served by YCOE can take part in academic and Workability Programs for the development of career readiness skills. In addition to academic and workability programs, when appropriate, students take part in life skills programs that offer and support the development of work behaviors, functional daily living skills, communication skills, social-emotional skills, and career exploration. YCOE collaborates with district partners, community stakeholders and families as a committee to ensure proper services, community-based instruction and programs are being offered.

*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:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	56%	78%	56%	44%	78%
7	56%	78%	44%	53%	78%
9	27%	64%	64%	55%	64%

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)

Parents of students enrolled in YCOE programs have numerous opportunities for parental involvement. The primary opportunity is to be a part of their child's Individualized Education Program (IEP). The IEP is reviewed at least once per year and more often as needed/per parental request. Parents can also take part in the Special Education Local Plan Area (SELPA's) Community Advisory Council and/or



participate in workshops/training through SELPA/YCOE. Parents are given information about the Warmline Family Resource Center which offers parent-to-parent support and provides information about resources/training in our area. Parents are invited to take part in seasonal events (Harvest Festival, etc.) and specific parent engagement/training sessions throughout Yolo County are offered.

# State Priority: Pupil Engagement

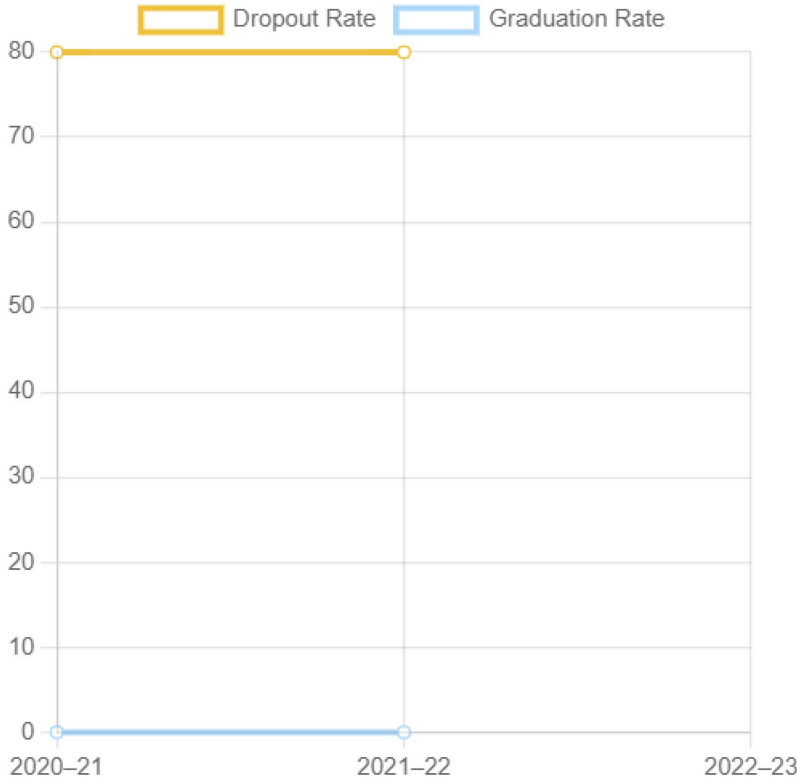
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- 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	80.00%	--	80.0%	68.70%	65.50%	43.6%	9.4%	7.8%	8.2%
Graduation Rate	0.00%	--	0.0%	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)**

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
All Students	15	0	0.0%
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	15	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)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	196	182	115	63.2%
Female	55	50	37	74.0%
Male	141	132	78	59.1%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	1	1	0	0.0%
Asian	18	17	8	47.1%
Black or African American	20	17	13	76.5%
Filipino	4	4	1	25.0%
Hispanic or Latino	83	76	42	55.3%
Native Hawaiian or Pacific Islander	1	1	1	100.0%
Two or More Races	3	3	3	100.0%
White	66	63	47	74.6%
English Learners	32	31	13	41.9%
Foster Youth	11	9	6	66.7%
Homeless	0	0	0	0.0%
Socioeconomically Disadvantaged	110	103	62	60.2%
Students Receiving Migrant Education Services	0	0	0	0.0%

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
Students with Disabilities	196	182	115	63.2%

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

<b>Rate</b>	<b>School 2020–21</b>	<b>School 2021–22</b>	<b>School 2022–23</b>	<b>District 2020–21</b>	<b>District 2021–22</b>	<b>District 2022–23</b>	<b>State 2020–21</b>	<b>State 2021–22</b>	<b>State 2022–23</b>
Suspensions	0.00%	9.89%	11.73%	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	11.73%	0.00%
Female	9.09%	0.00%
Male	12.77%	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	25.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	8.43%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	15.15%	0.00%
English Learners	0.00%	0.00%
Foster Youth	27.27%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	18.18%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	11.73%	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)**

The School Safety Plan is reviewed annually with our safety committees that include staff, the Director of Student and Support Operations, Director of Special Education, the Program Principal, and parents. Evacuation, lockdown, and earthquake precautions are discussed, and updates are 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 taking part in an organization-wide safety comprehensive plan with the Emergency Operation Plan (EOP) District Planning Team. YCOE has found planning team members to facilitate the creation of the EOP.

*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	1.00	1		
Other**	8.00	8		

\* 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)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	2.00	1		
1				
2				
3				
4				
5				
6	1.00	1		
Other**	8.00	8		

\* 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)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	0.00	0	0	0
1	1.00	1	0	0
2	2.00	1	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	5.00	2	0	0
Other**	8.00	6	0	0

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

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)  
(HIGH SCHOOL)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	3.00	21		
Mathematics	3.00	9		
Science	4.00	7		
Social Science	4.00	8		

\* 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)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	3.00	17		
Mathematics	3.00	9		
Science	4.00	6		
Social Science	3.00	8		

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

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

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	2.00	21	0	0
Mathematics	3.00	11	0	0
Science	3.00	5	0	0
Social Science	2.00	13	0	0

\* 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)**

<b>Title</b>	<b>Ratio</b>
Pupils to Academic Counselor*	165

\* 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)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	8.60

\* 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	\$77674.00	\$77641.00	\$33.00	\$67089.00
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)

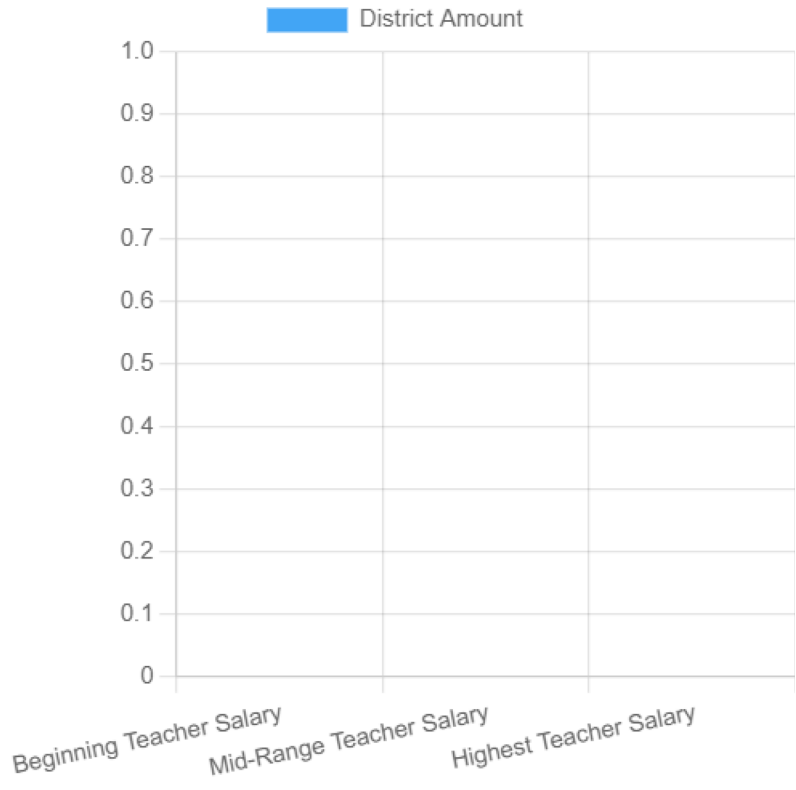
The information in this section is not included in the state priorities for LCFF.

*Last updated: 1/12/24*

## Teacher and Administrative Salaries (Fiscal Year 2021–22)

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
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 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

\* 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*