

Yolo County Special Education
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address: 285 West Beamer St.
Woodland, CA , 95695-2510

Principal: Marty Remmers

Phone: (530) 668-3800

Grade Span:

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

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 (ALS); 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 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 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 educational staff.

Marty Remmers, Director of Special Education

Contact

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

Phone: (530) 668-3800

Email: marty.remmers@ycoe.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

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 2022–23)

School Name	Yolo County Special Education
Street	285 West Beamer St.
City, State, Zip	Woodland, CA , 95695-2510
Phone Number	(530) 668-3800
Principal	Marty Remmers
Email Address	jessica.burrone@ycoe.org
Website	www.ycoe.org
County-District-School (CDS) Code	57105796077275

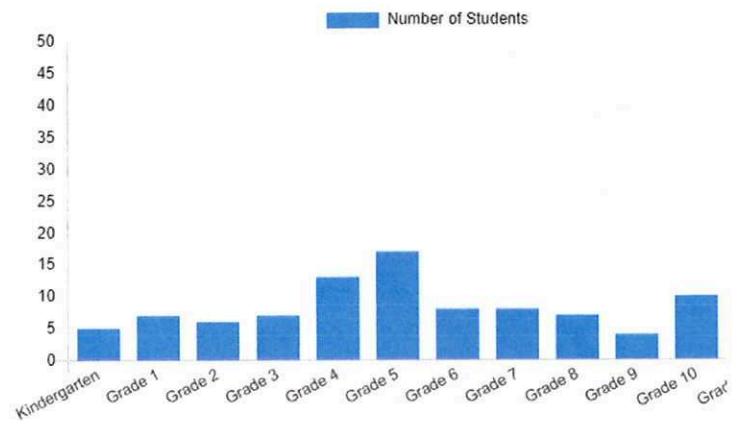
School Description and Mission Statement (School Year 2022–23)

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: 1/20/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	5
Grade 1	7
Grade 2	6
Grade 3	7
Grade 4	13
Grade 5	17
Grade 6	8
Grade 7	8
Grade 8	7
Grade 9	4
Grade 10	10
Grade 11	14
Grade 12	48
Total Enrollment	154



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/20/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	28.60%
Male	70.80%
Non-Binary	0.60%
American Indian or Alaska Native	0.00%
Asian	6.50%
Black or African American	7.80%
Filipino	2.60%
Hispanic or Latino	46.10%
Native Hawaiian or Pacific Islander	0.60%
Two or More Races	1.90%
White	34.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	16.20%
Foster Youth	2.60%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	44.80%
Students with Disabilities	100.00%

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)	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	11.00	57.89	12.40	26.83	18854.30	6.86
Total Teaching Positions	19.00	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: 1/20/23

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned 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: 1/20/23

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	2.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.00	

Last updated: 1/11/23

**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	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

Last updated: 1/11/23

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	
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	

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: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language 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 utilized by the YCOE classrooms. YCOE continues to purchase supplementary materials that align to the Common Core and that meet individual student needs. YCOE has created a library of textbooks/materials that are available to new students when they enter throughout the school year.	Yes	0%
Mathematics	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 utilized by the YCOE classrooms. YCOE continues to purchase supplementary materials that align to the Common Core and that meet individual student needs. YCOE has created a library of textbooks/materials that are available to new students when they enter throughout the school year.	Yes	0%
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 utilized by the YCOE classrooms. YCOE continues to purchase supplementary materials that align to the Common Core and that meet individual student needs. YCOE has created a library of textbooks/materials that are available to new students when they enter throughout the school 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 utilized by the YCOE classrooms. YCOE continues to purchase supplementary materials that align to the Common Core and that meet individual student needs. YCOE has created a library of textbooks/materials that are available to new students when they enter throughout the school year.	Yes	0%
Foreign Language	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 utilized by the YCOE classrooms. YCOE continues to purchase supplementary materials that align to the Common Core and that meet individual student needs. YCOE has created a library of textbooks/materials that are available to new students when they enter throughout the school year.	Yes	0%
Health	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 utilized by the YCOE classrooms. YCOE continues to purchase supplementary materials that align to the Common Core and that meet individual student needs. YCOE has created a library of textbooks/materials that are available to new students when they enter throughout the school year.	Yes	0%
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 utilized by the YCOE classrooms. YCOE continues to purchase supplementary materials that align to the Common Core and that meet individual student needs. YCOE has created a library of textbooks/materials that are available to new students when they enter throughout the school year.	Yes	0%
Science Lab Eqpmnt (Grades 9–12)	N/A	N/A	0%

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

Last updated: 1/25/23

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, 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 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 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 **GOOD**.

Last updated: 1/25/23

School Facility Good Repair Status

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

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

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	<p>1. Greengate Awing: HVAC supply needs to be reattached.</p> <p><i>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.</i></p>
Interior: Interior Surfaces	Fair	<p>1. Greengate Awing: Itinerate principles office needs to be painted. Paint on brick wall needs to be redone in nurses office.</p> <p>2. Greengate Bwing: Carpet is showing signs of its age. Hazard(s) appear in the flooring. (Torn carpeting, missing floor tiles, or holes appear). Rear restroom has trip hazard. Ceiling tiles have holes or stains in the main room, please glue tile back in place and use flat ceiling paint to cover the paint.</p> <p>3. Greengate Cwing: Casework is showing signs of age. Small holes need to be patched in drywall throughout.</p> <p>4. Greengate Dwing: Casework is past its useful life. Flooring past its useful life.</p> <p>5. Greengate E1: Need to paint the back wall in the bathroom.</p> <p>6. Greengate E2: Classroom needs paint.</p> <p>7. Greengate E3: Classroom generally needs paint.</p> <p>8. Greengate E4: Last cabinet on the left needs the strike repaired.</p> <p><i>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.</i></p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	<p>1. Greengate Awing: Hot water faucets need to be tightened in both rear bathrooms. Aerator needs to be replaced in nurses office.</p> <p>2. Greengate Bwing: Restrooms are NOT fully operational, training restroom shower needs to be finished. Need a cap on the unused sink drain.</p> <p>3. Greengate E4: Staff need the rear sink shut off. Toilets are slow draining.</p> <p><i>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.</i></p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Fair	<p>1. Greengate Bwing: Paint is peeling, chipping, or cracking on doors and door frames.</p> <p>2. Greengate Cwing: Paint is peeling, chipping, or cracking on door frames.</p> <p><i>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.</i></p>
Structural: Structural Damage, Roofs	Good	<p>1. Greengate Cwing: Need to remove old cabling no longer used suspended from ceiling.</p> <p>2. Greengate Dwing: Roofs, gutters, roof drains, and downspouts are NOT free of visible damage, gutter is beyond its useful life.</p> <p>3. Greengate E5: Block wall has a crack in it. Structural engineers will be evaluating it.</p> <p><i>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.</i></p>
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	<p>1. Greengate Cwing: Windows, doors, or gates are NOT functional and do NOT open, close, and do not lock as designed, (unless there is a valid reason). Office door directly to the left needs the lockset replaced. It is worn.</p> <p><i>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.</i></p>

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/26/23

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	8%	N/A	30%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	0%	N/A	26%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data. 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: 1/21/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	76	65	85.53	14.47	7.69
Female	25	21	84.00	16.00	4.76
Male	51	44	86.27	13.73	9.09
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	32	91.43	8.57	12.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	24	19	79.17	20.83	5.26
English Learners	19	18	94.74	5.26	11.11
Foster Youth	--	--	--	--	--
Homeless				0	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	33	84.62	15.38	9.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	63	87.50	12.50	7.94

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: 1/20/23

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	76	62	81.58	18.42	0.00
Female	25	21	84.00	16.00	0.00
Male	51	41	80.39	19.61	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	31	88.57	11.43	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	24	18	75.00	25.00	0.00
English Learners	19	17	89.47	10.53	0.00
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	31	79.49	20.51	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	60	83.33	16.67	0.00

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: 1/20/23

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	NT	6.25	NT	6.25	28.5	29.47

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

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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: 1/20/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	23	16	69.57	30.43	6.25
Female	--	--	--	--	--
Male	19	12	63.16	36.84	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	11	9	81.82	18.18	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	11	73.33	26.67	9.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	14	66.67	33.33	7.14

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

Last updated: 1/20/23

Career Technical Education (CTE) Programs (School Year 2021–22)

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. YCOE collaborates with district partners, community stakeholders, and families as a committee to ensure appropriate services and programs are being offered.

*Last updated: 1/25/23***Career Technical Education (CTE) Participation (School Year 2021–22)**

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: 1/20/23***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 1/20/23

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 2021–22)
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
5	62.5%	62.5%	50.0%	37.5%	75.0%
7	62.5%	62.5%	62.5%	62.5%	62.5%
9	0.0%	33.0%	33.0%	33.0%	33.0%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

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.

Last updated: 1/27/23

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 2022–23)

Parents of students enrolled in the YCOE programs have numerous 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/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 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;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate		80.00%			68.70%	65.50%	8.9%	9.4%	7.8%
Graduation Rate		0.00%			21.70%	20.70%	84.2%	83.6%	87.0%



Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
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	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities			

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>.
 Last updated: 1/20/23

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	182	161	108	67.1
Female	49	45	31	68.9
Male	132	115	76	66.1
American Indian or Alaska Native	1	0	0	0.0
Asian	11	11	8	72.7
Black or African American	14	11	9	81.8
Filipino	4	4	1	25.0
Hispanic or Latino	77	70	46	65.7
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	3	3	1	33.3
White	71	61	42	68.9
English Learners	29	28	14	50.0
Foster Youth	13	6	5	83.3
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	95	81	60	74.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	179	161	108	67.1

Last updated: 1/20/23

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 for School Year 2019–20 Only

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

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	10.58%	4.83%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	9.89%	0.62%	6.03%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/20/23

Suspensions and Expulsions by Student Group
(School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.89	0.00
Female	10.20	0.00
Male	9.09	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	9.09	0.00
Asian	0.00	0.00
Black or African American	35.71	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.49	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	9.86	0.00
English Learners	10.34	0.00
Foster Youth	46.15	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	13.68	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.06	0.00

Last updated: 1/20/23

School Safety Plan (School Year 2022–23)

The School Safety Plan is reviewed annually with all safety committees that include staff, the Director of Student and Support Operations, 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 participating in an organization-wide safety master plan with the Emergency Operation Plan District Planning Team – YCOE identified planning team members to facilitate the creation of the EOP.

Last updated: 1/25/23

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 2019–20

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	1.00	1		
6				
Other**	7.00	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 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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
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 (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	3.00	15		
Mathematics	4.00	6		
Science	3.00	8		
Social Science	2.00	9		

* 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 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
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)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
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.

Last updated: 1/20/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	.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: 1/20/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	0.40
Speech/Language/Hearing Specialist	2.00
Resource Specialist (non-teaching)	
Other	5.60

* 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: 1/20/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$60175.00	\$60068.00	\$107.00	\$64630.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/21/23

Types of Services Funded (Fiscal Year 2021–22)

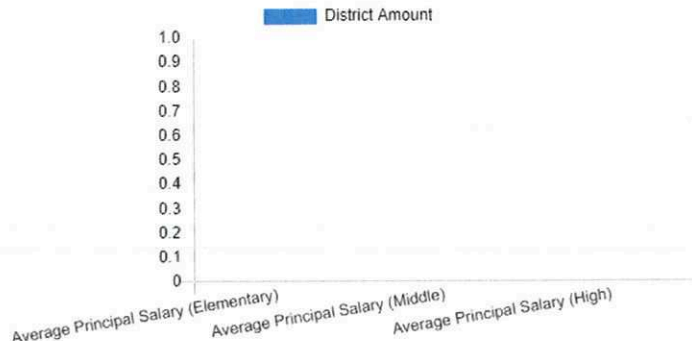
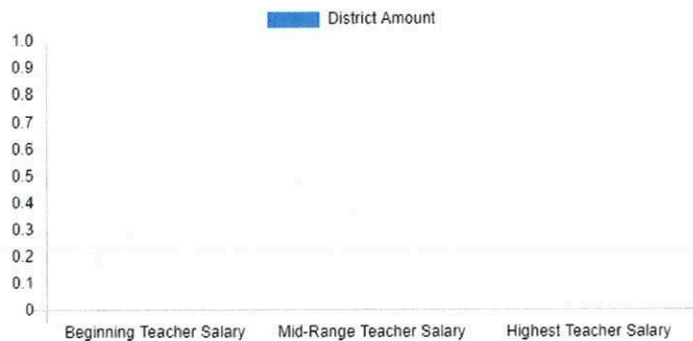
The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Last updated: 1/25/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
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/cs/>.



Last updated: 1/20/23

Advanced Placement (AP) Courses (School Year 2021–22)**Percent of Students in AP Courses**

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

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

Last updated: 1/20/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Last updated: 1/25/23

