Greengate School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 the 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.

2025-26 School Contact Information

School Name	Greengate School
Street	285 W. Beamer St.
City, State, Zip	Woodland, CA 95695
Phone Number	(530) 668 - 3800
Principal	Irene Segura
Email Address	irene.segura@ycoe.org
School Website	https://www.ycoe.org/Divisions/Educational-Services/Special-Education/Greengate-School/index.html
Grade Span	
County-District-School (CDS) Code	5710579 6077275

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

At Greengate School, home of the Gators, students are at the heart of everything we do. Located in Woodland, California, we proudly serve children and young adults with disabilities from birth through age 22, providing the support, education, and opportunities they need to learn, grow, and thrive. It is our mission to be a gateway for students to become interdependent valued members of their communities through a unique educational experience that improves the quality of life of students and their families. Our focus is to provide services and supports for students who have a range of disabilities and needs. The emphasis is to build independence and life skills that will serve our students and families beyond the school setting and into adulthood. Students who attend Greengate School are referred to the school by the Local Education Agencies in Yolo County via the Individualized Education Plan (IEP) team. Greengate School strives 1) To have a Positive Culture by developing a shared vision amongst all staff and communicating how the vision aligns with our everyday practices. 2) To Build Relationships with stakeholders by adopting a collaborative coaching style, listening attentively, and asking questions to encourage critical thinking. 3) To Set High Expectations for both students and teachers, believing in the ability of all students to realize their potential. 4) To Promote an Environment of Respect where respect is the norm among all stakeholders. 5) To Foster Individual Growth to understanding students as individuals, supporting their identity development, and recognizing racial, cultural, and economic differences. 6) To Improve Instructional Practices daily by enhancing, recognizing, acknowledging, and promoting effective methods of classroom instruction.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	3
Kindergarten	9
Grade 1	3
Grade 2	10
Grade 3	9
Grade 4	8
Grade 5	7
Grade 6	8
Grade 7	7
Grade 8	12
Grade 9	11
Grade 10	14
Grade 11	12
Grade 12	56
Total Enrollment	166

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	30.2
Male	72.2
American Indian or Alaska Native	0.6
Asian	10.5
Black or African American	9.9
Filipino	2.5
Hispanic or Latino	48.8
Two or More Races	1.2
White	29
English Learners	18.5
Foster Youth	0.6
Homeless	0.6
Socioeconomically Disadvantaged	54.9
Students with Disabilities	102.5

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.

2021-22 Teacher Preparation and Placement

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)	4.2	24.71	20.2	48.91	234405.2	84
Intern Credential Holders Properly Assigned	1.9	11.29	1.9	4.64	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	17.65	4	9.86	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	6.2	15	11953.1	4.28
Unknown/Incomplete/NA	7.8	46.29	8.9	21.52	15831.9	5.67
Total Teaching Positions	17	100	41.4	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

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)	4.3	29.2	21.3	53.2	231142.4	83.24
Intern Credential Holders Properly Assigned	1	6.67	1	2.49	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	13.33	3.1	7.72	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	5	12.61	11746.9	4.23
Unknown/Incomplete/NA	7.6	50.73	9.6	23.95	14303.8	5.15
Total Teaching Positions	15	100	40.1	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

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/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on 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.

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	2.00	1	
Misassignments	1.00	1	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	3.00	2	

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	
Local Assignment Options	0.00	0	
Total Out-of-Field Teachers	0.00	0	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.5	8	8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	18.4	4.5	4.5

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Textbook and instructional material adoptions are managed by the school districts within Yolo County. For YCOE classrooms located within these districts, or those directly overseen by the Yolo County Office of Education, the districts ensure that all students have access to the adopted instructional materials and textbooks appropriate to their grade level and course of study. In addition, YCOE supplements these resources by purchasing materials that align with the California Common Core Standards and address the individualized needs of students.	0
Mathematics	Textbook and instructional material adoptions are managed by the school districts within Yolo County. For YCOE classrooms located within these districts, or those directly overseen by the Yolo County Office of Education, the districts ensure that all students have access to the adopted instructional materials and textbooks appropriate to their grade level and course of study. In addition, YCOE supplements these resources by purchasing materials that align with the California Common Core Standards and address the individualized needs of students.	0
Science	Textbook and instructional material adoptions are managed by the school districts within Yolo County. For YCOE classrooms located within these districts, or those directly overseen by the Yolo County Office of Education, the districts ensure that all students have access to the adopted instructional materials and textbooks appropriate to their grade level and course of study. In addition, YCOE supplements these resources by purchasing materials that align with the California Common Core Standards and address the individualized needs of students.	0
History-Social Science	Textbook and instructional material adoptions are managed by the school districts within Yolo County. For YCOE classrooms located within these districts, or those directly overseen by the Yolo County Office of Education, the districts ensure that all students have access to the adopted instructional materials and textbooks appropriate to their grade level and course of study. In addition, YCOE supplements these resources by purchasing	0

	materials that align with the California Common Core Standards and address the individualized needs of students.	
Foreign Language	Textbook and instructional material adoptions are managed by the school districts within Yolo County. For YCOE classrooms located within these districts, or those directly overseen by the Yolo County Office of Education, the districts ensure that all students have access to the adopted instructional materials and textbooks appropriate to their grade level and course of study. In addition, YCOE supplements these resources by purchasing materials that align with the California Common Core Standards and address the individualized needs of students.	0
Health	Textbook and instructional material adoptions are managed by the school districts within Yolo County. For YCOE classrooms located within these districts, or those directly overseen by the Yolo County Office of Education, the districts ensure that all students have access to the adopted instructional materials and textbooks appropriate to their grade level and course of study. In addition, YCOE supplements these resources by purchasing materials that align with the California Common Core Standards and address the individualized needs of students.	0
Visual and Performing Arts	Textbook and instructional material adoptions are managed by the school districts within Yolo County. For YCOE classrooms located within these districts, or those directly overseen by the Yolo County Office of Education, the districts ensure that all students have access to the adopted instructional materials and textbooks appropriate to their grade level and course of study. In addition, YCOE supplements these resources by purchasing materials that align with the California Common Core Standards and address the individualized needs of students.	0
Science Laboratory Equipment (grades 9-12)	Textbooks and Instructional Materials adoptions are completed by the school districts within Yolo County. The school districts within the Yolo County SELPA that host YCOE classrooms or The Yolo County Office of Education ensure that all students have access to the adopted Instructional Materials and Textbooks based on grade level and course of study. YCOE continues to purchase supplementary materials that align to the California Common Core Standards and that meet individual student needs.	0

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

School Facility Conditions and Planned Improvements

Greengate School is a self-contained educational setting serving students with significant special needs, including autism and multiple disabilities. As part of the Yolo County SELPA, the school provides a safe, structured, and supportive environment where students can thrive academically, socially, and emotionally. The campus also hosts several support offices and services, including the First Steps Infant Program, Yolo County Children's Services Medical Therapy Unit, and YCOE therapists and specialists.

Recent improvements include a new roof, updated landscaping with fresh sod to create a welcoming atmosphere, and electric car charging stations for staff and families. Despite these upgrades, the buildings—serving students since the 1970s—require full modernization to ensure a secure, accessible, and well-equipped learning environment for decades to come.

Greengate School offers an individualized curriculum addressing academic, social-emotional, behavioral, self-help, community, vocational, and recreational needs. Parents, caregivers, student volunteers, community members, and staff are all essential partners in supporting student growth. While the facility is currently rated FAIR, ongoing investment is needed to maintain its vital role in promoting student safety, achievement, and a positive school environment.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	December 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			100%
Interior: Interior Surfaces			X	55.56% Action items include repairing holes in the walls, repairing chipped paint, and replacing flooring.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			100%
Electrical		X		77.78%
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			94.44%
Safety: Fire Safety, Hazardous Materials		X		77.78%
Structural: Structural Damage, Roofs	X			100%
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			100%

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	11	11	21	27	47	48
Mathematics (grades 3-8 and 11)	6	7	26	30	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	76	71	93.42	6.58	11.27
Female	30	28	93.33	6.67	10.71
Male	46	43	93.48	6.52	11.63
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	39	36	92.31	7.69	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	18	17	94.44	5.56	11.76
English Learners	15	14	93.33	6.67	14.29
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	43	93.48	6.52	6.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	76	71	93.42	6.58	11.27

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	75	69	92.00	8.00	7.25
Female	29	27	93.10	6.90	3.70
Male	46	42	91.30	8.70	9.52
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	39	36	92.31	7.69	8.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	17	15	88.24	11.76	13.33
English Learners	15	14	93.33	6.67	7.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	43	93.48	6.52	6.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	75	69	92.00	8.00	7.25

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	--	30.77	16.67	22.22	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	31	19	61.29	38.71	22.22
Female	--	--	--	--	--
Male	21	13	61.90	38.10	25.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	16	10	62.50	37.50	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	11	61.11	38.89	18.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	19	63.33	36.67	22.22

2024-25 Career Technical Education Programs

Greengate School partners with the Yolo County College and Career Readiness team to provide students with Career Technical Education (CTE) programs that build skills, prepare them for future careers, and support academic growth. Students may participate in programs aligned with the model curriculum standards under Education Code Section 51226, ensuring all coursework is meaningful and relevant to both learning and career goals.

CTE course sequences at Greengate include classes offered directly by the school district as well as through regional occupational centers and programs. These sequences, including the Work Ready Certificate program endorsed by the Yolo Workforce Innovation Board, are designed to give students progressive, hands-on experiences in real-world career pathways.

The district's CTE advisory committee, which includes members from a variety of industries who help guide program development and ensure alignment with workforce needs. With curriculum, tools, and targeted teacher training in place, Greengate students receive equitable access to career education and practical skills that support their success beyond school.

2024-25 Career Technical Education (CTE) Participation

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	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	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
Grade 5	78	89	78	78	78
Grade 7	50	50	50	33	100
Grade 9	60	66	60	53	66

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.

2025-26 Opportunities for Parental Involvement

Parental involvement is a vital part of the culture at Greengate School. The success of our students is closely connected to the strong partnerships we build with parents, caregivers, and families. There are many ways parents can participate in school life, including:

- Attending Individualized Education Plan (IEP) meetings annually, triennially, or as requested

- Participating in quarterly Parent-Teacher Conferences

- Joining Parent Nights

- Volunteering as classroom or campus helpers through the completion of applications

- Supporting and attending school-wide events

Parents may connect with Greengate School by phone at (530) 668-3800, by email at irene.segura@ycoe.org, or in person at 285 W. Beamer Street, Woodland, California.

In addition, families at Greengate have access to resources through the Yolo County Special Education Local Plan Area (SELPA). The SELPA hosts a Community Advisory Council (CAC), where parents can attend workshops, engage in professional development, and receive guidance on questions they may have. For more information, parents can reach out to patrick.mcgrew@ycoe.org or andy.martinez@ycoe.org

C. Engagement

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	80	100		43.6	88.6		8.2	8.9	
Graduation Rate	0	0		12.8	11.4		86.2	86.4	

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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

C. Engagement

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

This table displays suspensions data.

	Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
11.73%	11.52%		4.97%	5.44%		3.6%	3.28%	

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.

This table displays expulsions data.

	Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0%	0%		0.08%	0.07%	

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.

2024-25 Suspensions and Expulsions by Student Group

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

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

2025-26 School Safety Plan

The School Safety Plan is reviewed annually in collaboration with our safety committees, which include staff members, the Director of Student and Support Operations, the Director of Special Education, the Greengate Principal, and parent representatives. During these reviews, evacuation, lockdown, and earthquake procedures are discussed, and any necessary updates are provided. Universal precautions and emergency response protocols are also examined and revised as needed.

To ensure campus safety, all visitors are required to check in at the front office. Each classroom is equipped with an emergency backpack containing first aid materials and supplies tailored to the specific needs of students with significant medical requirements. Safety guidelines are clearly posted in every classroom.

In addition, the Yolo County Office of Education is actively participating in a countywide comprehensive safety initiative through the Emergency Operation Plan (EOP) District Planning Team. YCOE has assembled team members to guide and support the development and implementation of this comprehensive EOP.

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	1	1	0	0
2	2	1	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	5	2	0	0
Other	8	6	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	1	1	0	0
4	0	0	0	0
5	0	0	0	0
6	2	1	0	0
Other	7	7	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	21	0	0
Mathematics	3	11	0	0
Science	3	5	0	0
Social Science	2	13	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	24		
Mathematics	3	12		
Science	4	9		
Social Science	4	8		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

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

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$77,674	$77,641	$33	$67,089
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$11,146	
Percent Difference - School Site and State	N/A	N/A	-198.8	

Fiscal Year 2024-25 Types of Services Funded

At Greengate School, students receive a wide range of supports designed to help them succeed academically, socially, and emotionally. Our onsite behavior team, including a Board-Certified Behavior Analyst and Behavior Technician, works closely with students, classroom staff, teachers, and families to provide personalized behavior support aligned with each student's Individualized Education Plan (IEP). Students also have access to specialized therapy services tailored to their needs, including speech and language support from a Licensed Speech and Language Pathologist or Speech and Language Pathology Assistant, fine motor development through a Licensed Occupational Therapist, and gross motor growth with a Licensed Physical Therapist.

Students with vision or hearing differences receive targeted instruction from teachers with specialized credentials to ensure they can fully access the curriculum. In addition, our dedicated school nursing team—comprised of a Registered Nurse and Licensed Vocational Nurse—provides daily medical support and ensures that all Specialized Health Care Plans are carefully followed. These coordinated services create a safe, supportive, and individualized learning environment where every student can reach their full potential.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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		

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

At Greengate School, professional development is a vital part of supporting student success. On scheduled minimum days, all staff participate in training sessions focused on topics directly related to the needs of students with disabilities. These opportunities allow teachers and support staff to strengthen their skills, stay current with best practices in special education, and collaborate on strategies that enhance learning and independence. By investing in professional growth, Greengate ensures that students receive high-quality, individualized instruction and support.

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2