

Sutter High

School Accountability Report Card Reported Using Data from 2016-17 School Year *Published During 2017-18 School Year*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local education agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. For more information about the LCFF or LCAP, visit the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.

- This report has been compiled by **Multiple Measures, LLC** (<http://www.multiplemeasures.com>).
- The data were acquired from both the school and the CDE (<http://www.cde.ca.gov/ta/ac/sa/>).
- A single asterisk in a cell (*) means that the size of the group was numerically insignificant.

I. About This School

District Contact Information (Most Recent Year)

District Name	Sutter Union High
Phone Number	(530) 822-5161
Superintendent	Robison, Ryan
E-mail Address	rrobison@sutterhigh.k12.ca.us
Web Site	www.sutterhigh.k12.ca.us

School Contact Information (Most Recent Year)

School Name	Sutter High
Street	2665 Acacia St.
City, State, Zip	Sutter, CA 95982-2254
Phone Number	(530) 822-5161
Principal	Ryan Robison, Principal
E-mail Address	rrobison@sutterhigh.k12.ca.us
Web Site	no data
County-District-School (CDS) Code	51714495137500

School Description and Mission Statement (Most Recent Year)

Sutter Union High School District's primary mission is to academically and vocationally educate the youth of our community while promoting high social and moral standards in preparing our students to meet the challenges of their future.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	190
Grade 10	204
Grade 11	138
Grade 12	161
Ungraded Secondary	0
Total Enrollment	693

Student Enrollment by Subgroup (School Year 2014-15)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.4%	White	68.1%
American Indian or Alaska Native	2.5%	Two or More Races	6.1%
Asian	1.9%	Socioeconomically Disadvantaged	28.9%
Filipino	0.4%	English Learners	3.2%
Hispanic or Latino	20.5%	Students with Disabilities	.3%
Native Hawaiian/Pacific Islander	0.1%		

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	31.5	32.5	34.5	34.5
Without Full Credential	0	0	0.5	0.5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	Highly Qualified Teachers	Non-Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (Most Recent Year)

Year and month in which data were collected: August, 2015

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	California Holt Literature and Language Arts	2010	0%
Mathematics	Prentice Hall Math California Edition Geometry California Edition-Glencoe California Algebra 2-Pearson Pre-Calculus with Limits-Pearson Calculus: Concepts and Applications Thinking Mathematically- Pearson	2008 2005 2008 2007 2008 2008	0%
Science	Modern Biology-Holt, Rinehart and Wilson Chemistry Matter and Change-McGraw Hill Earth Science/California-Prentice Conceptual Physics-Pearson Principles of Life-Sinauer	2007 2008 2006 2009 2012	0%
History-Social Science	World History-Glencoe The American Vision: Modern Times Magruder's American Government Economics Principals in Action	2006 2006 2003 2003	0%
Foreign Language	Teachers provide their own material		0%
Health	Health: Making Life Choices- NTC	2008	0%
Visual and Performing Arts	Teachers provide material		0%
Science Laboratory Equipment (grades 9-12)	Campus has 3 Science Labs that are fully accessible to all students with modern laboratory equipment.	2013	0%

School Facility Conditions and Planned Improvements - Most Recent Year

Sutter Union High School District successfully passed a bond measure in 2008 that allowed for construction of an on-site agriculture complex, an on-site continuation school, a cafeteria/gymnasium building, and a two-story learning center that houses 10 classrooms, library, conference center and computer lab. Modernization efforts on existing facilities began in the summer of 2012 with completion of hardscape resurfacing on campus, which included Americans with Disabilities Act (ADA) compliance upgrades to all restrooms. In 2013, significant structural and technological upgrades were completed to modernize classrooms and bathrooms in two wings of the older part of campus, as well as the school's North Gym and Music Room/Auditorium. In 2013, modernization of the B-wing was completed. This project updated bathrooms facilities and 8 math, science and business classrooms, one of which now houses a state-of-the-art science lab. Modernization will be completed in 2014 with the renovation of the administration wing (A-wing), featuring an expanded Career and Counseling Center with permanent walls erected between adjacent classrooms in the building.

School Facility Good Repair Status - Most Recent Year

Using the most recent 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 Overall Rating

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	x			
Interior: Interior Surfaces	x			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	x			
Electrical: Electrical	x			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	x			
Safety: Fire Safety, Hazardous Materials	x			
Structural: Structural Damage, Roofs	x			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	x			

Overall Facility Rate - Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
		x		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide Assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science(Grades 5, 8, and 10)	60%	64%	55%	56%	61%	53%	59%	60%	56%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMS), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2014-15)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	53%
All Students at the School	55%
Male	61%
Female	48%
Black or African American	no data
American Indian or Alaska Native	no data
Asian	no data
Filipino	no data
Hispanic or Latino	32%
Native Hawaiian/Pacific Islander	no data
White	59%

Two or More Races	84%
Socioeconomically Disadvantaged	40%
English Learners	no data
Students with Disabilities	6%
Students Receiving Migrant Education Services	no data

Note: Science assessments include (CSTs), (CMS), and (CAPA) in grades 5, 8, and 10

Note: Scores are not shown 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.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2015-16
English-Language Arts	63%			60%			44%		
Mathematics	29%			27%			33%		

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	5	6	6
Similar Schools	1	1	2

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	8	19	16
Black or African American	no data	no data	no data
American Indian or Alaska Native	no data	no data	no data
Asian	no data	no data	no data
Filipino	no data	no data	no data
Hispanic or Latino	-24	83	-25
Native Hawaiian/Pacific Islander	no data	no data	no data
White	19	16	18
Two or More Races		no data	no data
Socioeconomically Disadvantaged	7	65	7
English Learners	no data	no data	no data
Students with Disabilities	no data	no data	no data

Note: "ND" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. :C: means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2014-15)

Sutter Union High School requires both ten credits of vocational education and ten credits of computer studies to graduate. All ninth grade students are enrolled in a decision making course, where topics presented include college information, vocational training information, resume writing and job applications. On our campus, Sutter Union High School offers Career Technical Education (CTE) classes in applied photography, word processing, computer applications, graphic communications, farm mechanics and food service. Students have an option to take additional CTE classes off campus in Yuba City and Marysville. Many of these ROP courses are articulated with Yuba College and Butte College. Future Farmers of America and Future Business Leaders of America provide many enriching leadership and educational experiences outside of the classroom.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	540
Percent of pupils completing a CTE program and earning a high school diploma	100%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	80%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	56.7%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	47.13%

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	22.2%	26.7%	31.1%

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.

C. Engagement

State Priority: Parental Involvement

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

Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (Most Recent Year)

Parents are encouraged to participate in all aspects of student life. Parents can be involved in Booster’s Club, Grad Night Committee, School-wide Advisory Groups, Site Council, Curriculum Committees and Alumni Association. For more information on how to become involved, contact Ryan Robison, Superintendent or Francesca Ehrk, Director of Guidance at (530) 822-5161.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	2.1%	1.3%	0%	4.5%	5.8%	0.6%	14.7%	13.1%	11.4%
Graduation Rate	94.57%	97.89%	96.20%	91.19%	94.08%	91.91%	74.77%	76.26%	78.73%

Completion of High School Graduation Requirements – Graduating Class of 2014

Group	Graduating Class of 201		
	School	District	State
All Students	95.73	99.42	84.6
Black or African American	0.00	0.00	76
American Indian or Alaska Native	100	100	78
Asian	100.00	100.00	92.62
Filipino	0.00	0.00	92.20
Hispanic or Latino	96.43	96.88	81.28
Native Hawaiian/Pacific Islander	0.00	0.00	83.58
Two or More Races			82.8
White	100.85	100.81	90.15
Socioeconomically Disadvantaged	100	100	81.36
English Learners	100.00	66	50.76
Students with Disabilities	100.00	90.91	60.28

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.4%	2.3%	3.1%	2%	2.7%	4.1%	5.7%	5.1%	4.4%
Expulsions	0%	0%	0%	0%	0.4%	0%	0.1%	0.1%	0.1%

School Safety Plan - (Most Recent Year)

The most effective way to insure a safe and secure campus is to establish a climate based on trust and open communication between all the stakeholders involved in the educational process. We invest a great deal of time to establish this climate on our campus.

The Emergency Preparedness plan is reviewed and updated annually. It was most recently reviewed, updated, and discussed with the school faculty in August 2015. It is published in booklet form, and every teacher has been issued a personal copy as well as a classroom copy. The booklet includes emergency phone numbers, disaster procedures, campus disturbances/dangerous intruders plan, staff home address and telephone numbers, and a map of the school. Staff members have received extensive training as first responders including First Aid, CPR, and AED training. Each classroom is stocked with an emergency lockdown kit. The school district works in a cooperative effort with all local agencies regarding all aspects of school safety.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District
Met AYP Overall	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	N/A	N/A
MetPercent Proficient - Mathematics	N/A	N/A
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	no data	2012-2013
Year in Program Improvement	no data	Year 3
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		50

Note: Cells shaded in black do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
1	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
2	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
3	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
4	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
5	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
6	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data
Other	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data	no data

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24	10	13	4	21	17	14	1	23	11	20	0
Mathematics	23	14	9	3	23	10	13	3	22	8	20	0
Science	26	3	11	0	24	5	9	1	24	8	9	1
Social Science	28	0	16	3	30	1	13	4	29	1	13	5

* 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.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	350
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (Librarian)	1	
Library Media Services Staff (paraprofessional)	1	
Psychologist	.5	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	1	
Resource Specialist (non-teaching)	0	
Other	1	

Note: Cells shaded in gray do not require data.

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	9,934	1,742	7,892	62,759
District			7,892	62,759
Percent Difference: School Site and District			0%	0%
State			\$10,455	\$74,090
Percent Difference: School Site and State			19.6%	6%

Note: Cells shaded in gray do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2014-15)

Sutter Union High School's goal is to provide quality first instruction for all students. Teacher and administrative training has focused on Explicit Direct Instruction techniques for all staff members. In addition to improving instructional practice, staff development has also focused on developing RTI (Response to Intervention) techniques to provide additional support for underperforming students. Before and after school tutoring is available to all students. Our school provides on-line tutoring utilizing Skills-Tutor. An independent study period is available to all students each day before the busses leave on one of our five routes. Students have access to an academic advisor who can offer suggestions or schedule interventions to provide additional support.

Sutter Union High School receives state and federal funding to provide additional services for our students. The method of funding is in transition. The 2015/16 budget will be the first budget utilizing the new LCFF model. Sutter Union High School will continue to utilize all available funding it receives to help all students achieve at higher levels. Title I and Title III services are currently offered to low socio-economic students and students who are designated as Limited English Proficient. Economic Impact Aid provides additional services for LEP students. The amount of revenue, based on our schools demographics, rarely provides enough funding to meet the needs of our students. The district's general fund is encroached on an annual basis to support the district's commitment to its students.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,167	\$43,787
Mid-Range Teacher Salary	\$56,552	\$64,314
Highest Teacher Salary	\$67,660	\$85,084
Average Principal Salary (Elementary)	\$0	no data
Average Principal Salary (Middle)	\$0	\$103,661
Average Principal Salary (High)	\$0	\$111,896
Superintendent Salary	\$114,118	\$131,536
Percent of Budget for Teacher Salaries	36%	25.77%
Percent of Budget for Administrative Salaries	5%	4.52%

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

Advanced Placement Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	no data	
English	2	
Fine and Performing Arts	no data	
Foreign Language	no data	
Mathematics	2	
Science	3	
Social Science	4	
All courses	11	0.71%

Note: Cells shaded in black do not require data.

*Where there are student course enrollments.

Professional Development – Most Recent Three Years

Sutter Union High School conducts 5 days of in-service training at the beginning of each school year. The district is working within current budget constraints to try to add additional buy back days as well. Seven minimum days have been scheduled each year for the purpose of collaboration and articulation with academic departments and our five feeder school districts. Staff members are allowed to plan and schedule individual and department staff development activities to meet individual and district goals.

This SARC report was compiled on 1/25/2016 with version 15.0.2e by

Multiple Measures, LLC

www.k12multiplemeasures.com