

Sutter High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Sutter High School
Street	2665 Acacia St.
City, State, Zip	Sutter, CA 95982
Phone Number	(530) 822-5161
Principal	Ryan Robison
Email Address	rrobison@sutterhigh.k12.ca.us
Website	sutterhuskies.com
County-District-School (CDS) Code	51-71449-5137500

Entity	Contact Information
District Name	Sutter Union High School District
Phone Number	(530) 822-5161
Superintendent	Ryan Robison
Email Address	rrobison@sutterhigh.k12.ca.us
Website	www.sutterhigh.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Principal's Message

Welcome to Sutter Union High School. We are very proud of our school's educational excellence, outstanding extracurricular performance, and active involvement in our community. Sutter Union High School'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. We believe that high standards of student behavior and good attendance enhance student achievement. We value high quality student activity programs that compliment and support our academic standards. We produce well-rounded, productive citizens that are prepared to become contributing members of society.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	191
Grade 10	200
Grade 11	175
Grade 12	171
Total Enrollment	737

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	1.8
Asian	3.7
Filipino	0.1
Hispanic or Latino	24.8
White	65.3
Two or More Races	3.9
Socioeconomically Disadvantaged	33.1
English Learners	1.4
Students with Disabilities	6.6
Foster Youth	0.3
Homeless	3

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 Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	34	34	34	34
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2017

All students are assigned textbooks in the core curriculum areas on language arts, mathematics, history/social science, and science that are aligned with the State Content Standards as adopted by the State Board of Education.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Holt English Language Adopted 2006	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	<p>Transitions to College Mathematics and Statistics McGraw Hill 2016</p> <p>Core Connections: Integrated III CPM Educational Program 2015 Core Connections: Integrated II CPM Educational Program 2015 Core Connections: Integrated I CPM Educational Program 2014</p> <p>Mathematics I Common Core; Integrated High School Mathematics Pearson 2014 Volumes 1&2</p> <p>Mathematics II Common Core; Integrated High School Mathematics Pearson 2014 Volumes 1&2</p> <p>Precalculus with Limits: A Unit Circle Approach Adopted 2007</p> <p>Calculus: Concepts and Applications Adopted 1998</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	<p>Concepts and Challenges Earth Science/Globe: Adopted 2003</p> <p>Earth Science/California/Prentice Hall: Adopted 2006</p> <p>Concepts and Challenges Life Science/Globe: Adopted 2003</p> <p>Physics for Scientists and Engineers:/Pearson: Adopted 2013</p> <p>Principles of Life/W.H. Freeman & Co.: Adopted 2012</p> <p>Strive for Five: Preparing for the AP Biology Exam/W.H. Freeman & Co: Adopted 2013</p> <p>Chemistry: Matter and Change/Glencoe: Adopted 2008</p> <p>Chemistry AP Edition/Engage Learning: Adopted 2014</p> <p>Modern Biology: California/Holt, Rinehart & Winston: Adopted 2007</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	<p>Glencoe Health/McGraw Hill: Adopted 2015</p> <p>World history and Geography Modern Times/McGraw Hill: Adopted 2018</p> <p>The American Vision: Modern Times/Glencoe: Adopted 2006</p> <p>Magruder’s American Government/Prentice Hall: Adopted 2003</p> <p>Economics: Principles in Action/Prentice Hall: Adopted 2003</p> <p>The American Pageant/Houghtin Mifflin: Adopted 1998</p> <p>Government by the People/Prentice Hall: Adopted 2007</p> <p>Foundations of Economics AP Ed./Pearson: Adopted 2007</p> <p>Understanding Psychology/McGraw Hill: Adopted 2014</p>	Yes	0%
Foreign Language		Yes	0%
Health	Heartsaver First Aid/American Red Cross: Adopted 2006	Yes	0%
Science Laboratory Equipment (grades 9-12)		Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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

Year and month of the most recent FIT report: 5/15/2017

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

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, which 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); and
- 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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	64	70	59	64	50	50
Mathematics (grades 3-8 and 11)	32	37	29	33	38	39

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	168	163	97.02	2.98	69.94
Male	81	79	97.53	2.47	59.49
Female	87	84	96.55	3.45	79.76
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	43	43	100.00	0.00	58.14
Native Hawaiian or Pacific Islander					
White	111	106	95.50	4.50	72.64

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	57	53	92.98	7.02	54.72
English Learners	--	--	--	--	--
Students with Disabilities	14	12	85.71	14.29	8.33
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	168	163	97.02	2.98	36.81
Male	81	79	97.53	2.47	35.44
Female	87	84	96.55	3.45	38.10
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	43	43	100.00	0.00	34.88
Native Hawaiian or Pacific Islander					
White	111	106	95.50	4.50	37.74
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	57	53	92.98	7.02	28.30
English Learners	--	--	--	--	--
Students with Disabilities	14	12	85.71	14.29	8.33
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

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.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	558
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	43.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	96.91
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	43.98

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	17.7	22.1	37.6

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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to participate in school life. Parents can be involved in Booster's Club, Grad Night Committee, School-wide Advisory Groups, Site Council, Curriculum Committees, and the Alumni Association.

For more information on how to become involved, contact Ryan Robison, Principal, or Rick Giovanonni, Vice Principal, at (530) 822-5161.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	0	1.2	0	2.6	2	2.1	9.7	9.1	9.6
Graduation Rate	100	98.3	100	97.4	96.9	97.9	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.0	1.9	3.3	5.1	3.1	3.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The most effective way to ensure 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. Sutter Union High School District invests a great deal of time establishing this climate on our campus.

The district's Emergency Preparedness plan is reviewed, updated and approved by the governing board each year. It was most recently reviewed, updated, approved and discussed with the school faculty in August 2017. In addition to the Emergency Preparedness Plan, the district has developed School Emergency Safety Procedures. These procedures are 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. Each class room is stocked with an emergency kit. The school district works in a cooperative effort with all local agencies regarding all aspects of school safety. All staff members have received active shooter training and follow ALICE protocols.

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)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
Other**												

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	19	21	18		20	19	17	3	20	14	20	3
Mathematics	18	19	15		19	19	15	1	18	21	15	1
Science	20	11	9		21	8	13		18	12	11	
Social Science	21	9	22		21	13	16	1	21	13	17	2

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	368.5

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.8

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,171	\$1,787	\$9,384	\$65,195
District	N/A	N/A	\$9,384	\$65,462.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$71,842.00
Percent Difference - School Site and State	N/A	N/A	2.7	-19.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The following is a list of Federal and State funded programs that are provided to students:

- Title I (Basic Grant)
- Title II (Teacher & Principal Training & Recruiting)
- Title II Technology
- Title III (for Limited English Proficient Students)
- Title IV (Safe and Drug-Free Schools and Communities)
- Title V (Innovative Programs)
- Economic Impact Aid-Limited English Proficient (EIA/LEP)
- Special Education
- School Library Grant
- Title III (Emergency Immigrant)
- AB1113 School Safety & Violence Prevention)
- Pupil Retention Block Grant
- School and Library Improvement Block Grant
- Art/Physical Education Grant

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,313	\$48,044
Mid-Range Teacher Salary	\$67,119	\$67,032
Highest Teacher Salary	\$84,180	\$89,023
Average Principal Salary (Elementary)	\$0	\$
Average Principal Salary (Middle)	\$0	\$
Average Principal Salary (High)	\$0	\$123,219
Superintendent Salary	\$148,271	\$138,074
Percent of Budget for Teacher Salaries	34%	28%
Percent of Budget for Administrative Salaries	5%	6%

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

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language		N/A
Mathematics	1	N/A

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Science	3	N/A
Social Science	5	N/A
All courses	13	21.8

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

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Sutter Union High School conducts 5 days of in-service training at the beginning of each school year for all credential and classified staff members. In-service trainings focus on school-wide routines and procedures, instructional practices, school safety and specific information necessary for the beginning of school. Staff Collaboration days are scheduled the last Wednesday of each month. There are usually seven or eight Collaboration days each school year. Collaboration days are used to coordinate the school's efforts to improve student achievement and articulate with elementary feeder schools. Due to recent societal trends, the district has scheduled the majority its in-service training to address school safety.