

# Sutter High School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

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

## 2022-23 District Contact Information

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

## 2022-23 School Overview

### 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.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	201
Grade 10	190
Grade 11	216
Grade 12	153
<b>Total Enrollment</b>	760

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.5
American Indian or Alaska Native	1.3
Asian	3.3
Black or African American	0.4
Filipino	0.1
Hispanic or Latino	26.6
Native Hawaiian or Pacific Islander	0.1
Two or More Races	5.3
White	62.6
English Learners	3.3
Foster Youth	0.0
Homeless	2.4
Migrant	0.0
Socioeconomically Disadvantaged	22.6
Students with Disabilities	7.8

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	28.00	85.71	29.20	82.47	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.30	0.92	1.20	3.38	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.30	10.34	3.60	10.17	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.30	1.19	0.80	2.25	12115.80	4.41
<b>Unknown</b>	0.50	1.80	0.50	1.66	18854.30	6.86
<b>Total Teaching Positions</b>	32.60	100.00	35.40	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	3.30	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>3.30</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.30	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	<b>0.30</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	39.70	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected		September 2020	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most	Percent Students

		Recent Adoption ?	Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	California Holt English Language Adopted 2006	Yes	0%
<b>Mathematics</b>	<p>Transitions to College Mathematics and Statistics McGraw Hill 2016</p> <p>Core Connections: Integrated III CPM Educational Program 2015</p> <p>Core Connections: Integrated II CPM Educational Program 2015</p> <p>Core Connections: Integrated I CPM Educational Program 2014</p> <p>Mathematics I Common Core; Integrated High School Mathematics Pearson 2014 Volumes 1&amp;2</p> <p>Mathematics II Common Core; Integrated High School Mathematics Pearson 2014 Volumes 1&amp;2</p> <p>Precalculus with Limits: A Unit Circle Approach Adopted 2007</p> <p>Calculus: Concepts and Applications Adopted 1998</p>	Yes	0%
<b>Science</b>	<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 &amp; Co.: Adopted 2012</p> <p>Strive for Five: Preparing for the AP Biology Exam/W.H. Freeman &amp; 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 &amp; Winston: Adopted 2007</p>	Yes	0%
<b>History-Social Science</b>	<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>	Yes	0%

	Magruder's American Government/Prentice Hall: Adopted 2003 Economics: Principles in Action/Prentice Hall: Adopted 2003 The American Pageant/Houghton Mifflin: Adopted 1998 Government by the People/Prentice Hall: Adopted 2007 Foundations of Economics AP Ed./Pearson: Adopted 2007 Understanding Psychology/McGraw Hill: Adopted 2014		
<b>Foreign Language</b>		Yes	0%
<b>Health</b>	Heartsaver First Aid/American Red Cross: Adopted 2006	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>		Yes	0%

### School Facility Conditions and Planned Improvements

OVERALL RATING BASED ON JUNE 14, 2021 INSPECTION CONDUCTED BY BUD MYERS, SUHSD SAFETY AND COMPLIANCE OFFICER

Year and month of the most recent FIT report

02/10/22

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

### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	65	N/A	63	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	26	N/A	25	N/A	33

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	217	207	95.39	4.61	65.22
<b>Female</b>	97	93	95.88	4.12	79.57
<b>Male</b>	120	114	95.00	5.00	53.51
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	51	49	96.08	3.92	57.14
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	12	100.00	0.00	66.67
<b>White</b>	143	137	95.80	4.20	66.42
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	13	12	92.31	7.69	58.33
<b>Socioeconomically Disadvantaged</b>	44	40	90.91	9.09	57.50
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	16	15	93.75	6.25	40.00

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	217	207	95.39	4.61	25.60
<b>Female</b>	97	93	95.88	4.12	24.73
<b>Male</b>	120	114	95.00	5.00	26.32
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	51	49	96.08	3.92	20.41
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	12	100.00	0.00	41.67
<b>White</b>	143	137	95.80	4.20	25.55
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	13	12	92.31	7.69	8.33
<b>Socioeconomically Disadvantaged</b>	44	40	90.91	9.09	15.00
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	16	15	93.75	6.25	6.67

## 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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	28	30.7	26.09	29.16	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	373	342	91.69	8.31	30.7
<b>Female</b>	172	151	87.79	12.21	31.79
<b>Male</b>	201	191	95.02	4.98	29.84
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	14	11	78.57	21.43	18.18
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	89	84	94.38	5.62	17.86
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	18	17	94.44	5.56	41.18
<b>White</b>	243	224	92.18	7.82	35.71
<b>English Learners</b>	12	11	91.67	8.33	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	25	24	96	4	29.17
<b>Socioeconomically Disadvantaged</b>	79	72	91.14	8.86	13.89
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	27	25	92.59	7.41	12

## 2021-22 Career Technical Education Programs

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.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	571
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	27.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## 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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.21
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	55.81

## 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.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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

## 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.

## 2022-23 Opportunities for Parental Involvement

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 Giovanoni, Vice Principal, at (530)

## 2022-23 Opportunities for Parental Involvement

822-5161.

### 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0	0		2.2	1.2		8.9	7.8
Graduation Rate		100	100		96.2	98.8		84.2	87

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

This table displays the 2021-22 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	152	152	100.0
<b>Female</b>	72	72	100.0
<b>Male</b>	80	80	100.0
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.0
<b>Hispanic or Latino</b>	38	38	100.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0
<b>Two or More Races</b>	--	--	--
<b>White</b>	96	96	100.0
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	59	59	100.0
<b>Students Receiving Migrant Education Services</b>	0	0	0.0
<b>Students with Disabilities</b>	13	13	100.0

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	789	776	153	19.7
Female	375	366	80	21.9
Male	414	410	73	17.8
American Indian or Alaska Native	10	10	1	10.0
Asian	25	25	4	16.0
Black or African American	4	4	1	25.0
Filipino	1	1	0	0.0
Hispanic or Latino	211	208	47	22.6
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	44	44	9	20.5
White	493	483	90	18.6
English Learners	30	30	11	36.7
Foster Youth	0	0	0	0.0
Homeless	19	18	5	27.8
Socioeconomically Disadvantaged	200	193	54	28.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	68	67	24	35.8

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.16	2.15	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.15	0.24	2.04	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.15	0.00
Female	0.53	0.00
Male	3.62	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.37	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.27	0.00
White	2.03	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	10.53	0.00
Socioeconomically Disadvantaged	4.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.88	0.00

## 2022-23 School Safety Plan

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 2020. 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 classroom 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.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	18	21	20	3
Mathematics	16	29	17	
Science	19	12	12	
Social Science	20	13	16	2

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	19	20	17	4
Mathematics	17	31	7	2
Science	19	11	12	1
Social Science	21	14	10	3

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	16	32	15	
Mathematics	14	31	16	1
Science	16	16	10	
Social Science	20	13	13	3

## 2021-22 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	844.44

## 2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0.1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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
<b>School Site</b>	\$10,837	\$515	\$10,322	\$64,167
<b>District</b>	N/A	N/A	\$10,322	\$64,350
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	-0.3
<b>State</b>	N/A	N/A	\$6,594	\$79,321
<b>Percent Difference - School Site and State</b>	N/A	N/A	44.1	-21.1

## 2021-22 Types of Services Funded

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

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$48,259	\$50,126
Mid-Range Teacher Salary	\$68,461	\$61,890
Highest Teacher Salary	\$88,644	\$99,120
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		\$128,609
Superintendent Salary	\$153,786	\$145,986
Percent of Budget for Teacher Salaries	32%	27%
Percent of Budget for Administrative Salaries	5%	6%

## 2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	14.3
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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	0
English	3
Fine and Performing Arts	2
Foreign Language	0
Mathematics	1
Science	2
Social Science	3
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	11

## Professional Development

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 and student emotional health.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	10	5	9