

# Sutter High School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<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>E-mail Address</b>	rrobison@sutterhigh.k12.ca.us
<b>Web Site</b>	sutterhuskies.com
<b>CDS Code</b>	51-71449-5137500

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

### School Description and Mission Statement (School Year 2017-18)

#### 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 2016-17)

Grade Level	Number of Students
Grade 9	185
Grade 10	194
Grade 11	177
Grade 12	180
<b>Total Enrollment</b>	<b>736</b>

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	2.2
Asian	2.6
Filipino	0.4
Hispanic or Latino	25.4
Native Hawaiian or Pacific Islander	0
White	63.6
Two or More Races	5.4
Socioeconomically Disadvantaged	27.3
English Learners	2.6
Students with Disabilities	7.5
Foster Youth	0

## 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			District
	2015-16	2016-17	2017-18	2017-18
<b>With Full Credential</b>	33	33	34	34
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	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 2017-18)

**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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	California Holt English Language Adopted 2006	Yes	0%
<b>Mathematics</b>	Transitions to College Mathematics and Statistics McGraw Hill 2016  Core Connections: Integrated III CPM Educational Program 2015 Core Connections: Integrated II CPM Educational Program 2015 Core Connections: Integrated I CPM Educational Program 2014  Mathematics I Common Core; Integrated High School Mathematics Pearson 2014 Volumes 1&2  Mathematics II Common Core; Integrated High School Mathematics	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Pearson 2014 Volumes 1&2  Precalculus with Limits: A Unit Circle Approach Adopted 2007  Calculus: Concepts and Applications Adopted 1998		
<b>Science</b>	Concepts and Challenges Earth Science/Globe: Adopted 2003  Earth Science/California/Prentice Hall: Adopted 2006  Concepts and Challenges Life Science/Globe: Adopted 2003  Physics for Scientists and Engineers:/Pearson: Adopted 2013  Principles of Life/W.H. Freeman & Co.: Adopted 2012  Strive for Five: Preparing for the AP Biology Exam/W.H. Freeman & Co: Adopted 2013  Chemistry: Matter and Change/Glencoe: Adopted 2008  Chemistry AP Edition/Engage Learning: Adopted 2014  Modern Biology: California/Holt, Rinehart & Winston: Adopted 2007	Yes	0%
<b>History-Social Science</b>	Glencoe Health/McGraw Hill: Adopted 2015  World history and Geography Modern Times/McGraw Hill: Adopted 2018  The American Vision: Modern Times/Glencoe: Adopted 2006  Magruder's American Government/Prentice Hall: Adopted 2003  Economics: Principles in Action/Prentice Hall: Adopted 2003  The American Pageant/Houghin Mifflin: Adopted 1998  Government by the People/Prentice Hall: Adopted 2007	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	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 (Most Recent Year)**

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**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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 5/15/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<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> Electrical	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 Rating (Most Recent Year)**

Year and month of the most recent FIT report: 5/15/2017				
Overall Rating	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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	69	55	66	54	48	48
Mathematics (grades 3-8 and 11)	23	36	21	35	36	37

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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	176	175	99.43	54.86
Male	84	83	98.81	44.58
Female	92	92	100	64.13
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	48	48	100	52.08
White	101	100	99.01	52
Two or More Races	14	14	100	71.43
Socioeconomically Disadvantaged	47	47	100	42.55
English Learners	11	11	100	27.27
Students with Disabilities	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	176	174	98.86	36.42
Male	84	83	98.81	32.93
Female	92	91	98.91	39.56
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	48	47	97.92	29.79
White	101	100	99.01	37.37
Two or More Races	14	14	100	50
Socioeconomically Disadvantaged	47	47	100	21.28
English Learners	11	11	100	0
Students with Disabilities	--	--	--	--

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	55	56	53	54	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**Career Technical Education Programs (School Year 2016-17)**

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 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	186
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	96.13
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	54.55

### 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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	18.5	23.9	38.6

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 State priority: Parental Involvement (Priority 3):

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

### Opportunities for Parental Involvement (School Year 2017-18)

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0	0	0	1.7	1.7	2.6	11.5	10.7	9.7
Graduation Rate	100	100	100	98.26	98.29	97.42	80.95	82.27	83.77



**Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)**

Group	Graduating Class of 2016		
	School	District	State
All Students	95.65	98.64	87.11
Black or African American	0	0	79.19
American Indian or Alaska Native	0	50	80.17
Asian	83.33	83.33	94.42
Filipino	0	0	93.76
Hispanic or Latino	95.65	100	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	96.26	98.23	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	100	100	85.45
English Learners	50	66.67	55.44
Students with Disabilities	80	100	63.9
Foster Youth	100	100	68.19

**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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.9	3.7	4.0	4.5	4.6	5.1	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2017-18)**

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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	11	20		24	11	18	2	19	21	18	
Mathematics	22	8	20		19	19	15		18	19	15	
Science	24	8	9	1	26	3	13	3	20	11	9	
Social Science	29	1	13	5	28	2	16	2	21	9	22	

Note: 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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	745
Counselor (Social/Behavioral or Career Development)	2.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.6	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist	0.0	N/A
Other	0.8	N/A

Note: Cells with N/A values 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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,171	\$1,787	\$9,384	\$65,195
District	N/A	N/A	\$9,384	\$65,195
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$9,134	\$79,128
Percent Difference: School Site and State	N/A	N/A	2.7	-19.3

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

**Types of Services Funded (Fiscal Year 2016-17)**

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 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,713	\$45,374
Mid-Range Teacher Salary	\$64,849	\$67,188
Highest Teacher Salary	\$81,705	\$91,637
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$107,289
Average Principal Salary (High)		\$123,947
Superintendent Salary	\$133,745	\$132,751
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 <http://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2016-17)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
<b>Computer Science</b>		N/A
<b>English</b>	2	N/A
<b>Fine and Performing Arts</b>	1	N/A
<b>Foreign Language</b>		N/A
<b>Mathematics</b>	1	N/A
<b>Science</b>	2	N/A
<b>Social Science</b>	2	N/A
<b>All courses</b>	8	23.5

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)**

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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.