

Sutter County Special Education

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Sutter County Office of Education
Phone Number	(530) 822-2900
Superintendent	Tom Reusser
E-mail Address	tomr@sutter.k12.ca.us
Web Site	www.sutter.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	Sutter County Special Education
Street	970 Klamath Ln.
City, State, Zip	Yuba City, Ca, 95993-8961
Phone Number	530-822-2912
Principal Education	Barbara Hickman, Asst. Supt., Special Education
E-mail Address	barbarah@sutter.k12.ca.us
Web Site	www.sutter.k12.ca.us
County-District-School (CDS) Code	51105126069454

Last updated: 12/14/2018

School Description and Mission Statement (School Year 2018—19)

Mission Statement

Working Together for Student Success

Vision Statement

We believe...

...That all special education students can reach their highest possible standard of achievement.

...That special education students can become contributing members of our community.

...That special education programs will reflect only the finest in research-based practices.

...That ongoing staff development will focus on the refinement of instructional practices that reflect the unique needs of our students.

...That all special education activities will be meaningful, authentic, and engaging for our students.

...That all Sutter County Special Educators will be a model of excellence in their field.

Programs

The Special Education Department provides special education related services to the 12 school districts and four charter schools within Sutter County for students from birth to age 22 years. The Special Education Department consists of approximately 168 staff members, located throughout Sutter County which provide support to students and families.

In addition to providing specialized academic instruction, speech and language, and school psychologist services to the eleven smaller districts of Sutter County, Sutter County serves approximately 363 students, in 36 classes, on 17 sites, throughout Sutter County. These 363 students, aged 3-22 yrs., require specialized instruction in a self-contained class to accommodate their special needs. Additionally, we served 114 students in regional programs and 340 students with speech services.

For ages Birth to three, services include the Infant Development Program. Preschool students are served in various special day class settings. For ages Five to 22 years, special day class programs are provided for students with emotional disabilities, for students with severe cognitive, physical, and/or medical disabilities, students identified with behavioral needs, and students identified with autism. Specialized services include speech and language, behavior, school nurse, and school psychologist.

The following programs provide meaningful instruction that is focused on utilizing research based instructional strategies, curriculum, and interventions.

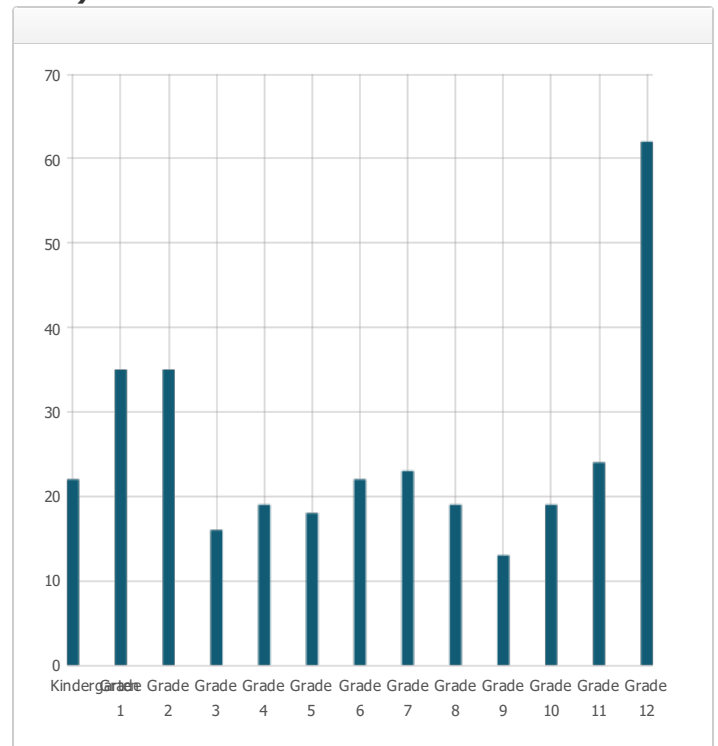
- Autism Spectrum Disorder
- Multiple Disability
- Severe Disability
- Adult Transition
- Deaf and Hard of Hearing
- Itinerant Deaf and Hard of Hearing
- Non-Categorical
- Infant Program
- Support Services
- Speech and Language
- School Psychologist
- School Nurses

Students in the Sutter County Schools program who have completed the requirements for a highschool diploma, receive their diplomas through their District of Residence.

Last updated: 12/4/2018

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	22
Grade 1	35
Grade 2	35
Grade 3	16
Grade 4	19
Grade 5	18
Grade 6	22
Grade 7	23
Grade 8	19
Grade 9	13
Grade 10	19
Grade 11	24
Grade 12	62
Total Enrollment	327



Last updated: 12/4/2018

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	3.1 %
American Indian or Alaska Native	1.2 %
Asian	8.3 %
Filipino	0.3 %
Hispanic or Latino	42.8 %
Native Hawaiian or Pacific Islander	0.3 %
White	36.1 %
Two or More Races	1.8 %
Other	6.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	67.0 %
English Learners	23.9 %
Students with Disabilities	100.0 %
Foster Youth	0.9 %

A. Conditions of Learning

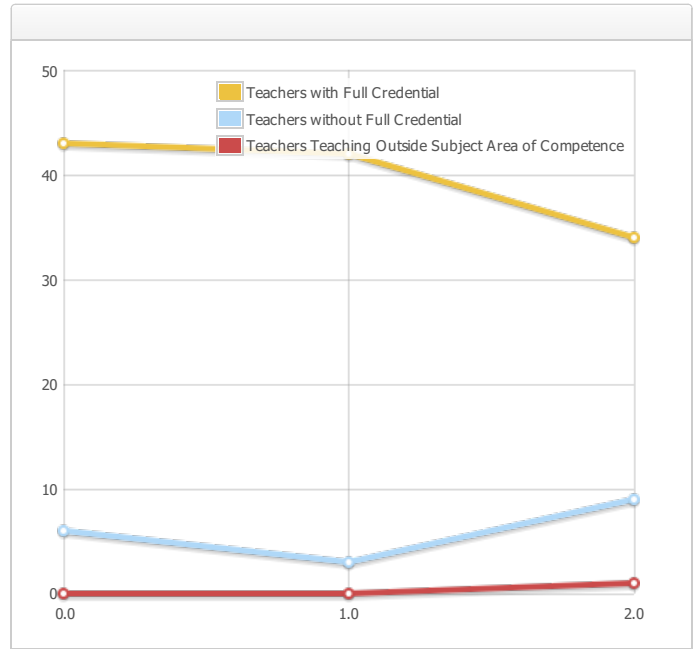
State Priority: Basic

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

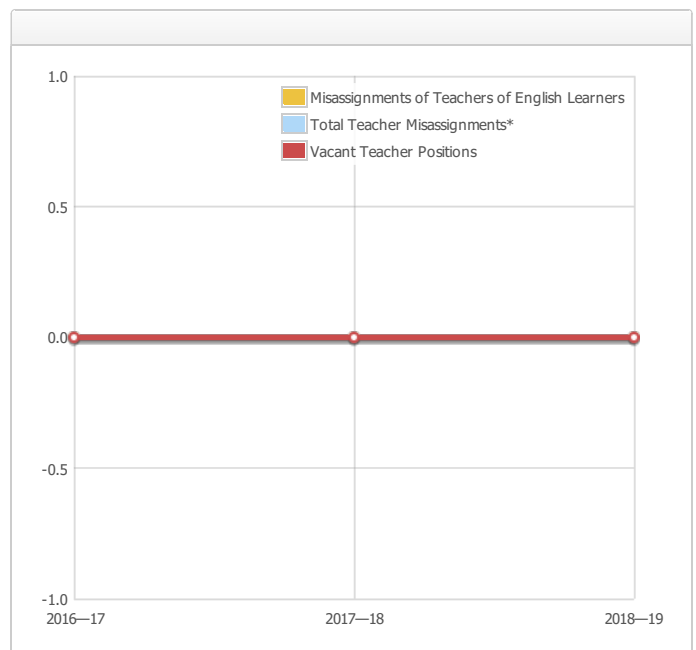
Teachers	School 2016 —17	School 2017 —18	School 2018 —19	District 2018— 19
With Full Credential	43	42	34	34
Without Full Credential	6	3	9	9
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	1



Last updated: 12/10/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016— 17	2017— 18	2018— 19
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.

Last updated: 12/10/2018

School Facility Conditions and Planned Improvements

Sutter County Superintendent of Schools (SCSOS) classrooms are guest tenants on various district campuses throughout Sutter County. The classrooms we are housed in are located on the following campuses: Andros Karperos, Butte Vista Elementary, Barry Elementary, Live Oak Middle School, Live Oak High School, Luther Elementary School, Gray Avenue Middle School, Central Gaither Elementary, Sutter Union High School, Yuba City High School, River Valley High School, Riverbend Elementary, Lincoln Elementary, Lincrest Elementary and Apricot Center. All of the classrooms are in good physical shape and are not in need of repairs.

Last updated: 12/10/2018

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	14.0%	7.0%	12.0%	7.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	6.0%	4.0%	5.0%	5.0%	37.0%	38.0%

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.

Last updated: 12/10/2018

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	77	45	58.44%	6.67%
Male	63	36	57.14%	8.33%
Female	14	--	64.29%	
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	30	16	53.33%	6.25%
Native Hawaiian or Pacific Islander				
White	36	19	52.78%	--
Two or More Races				
Socioeconomically Disadvantaged	57	37	64.91%	8.11%
English Learners	18	--	44.44%	
Students with Disabilities	77	45	58.44%	6.67%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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.

Last updated: 12/10/2018

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	88	45	51.14%	4.44%
Male	69	36	52.17%	5.56%
Female	19	--	47.37%	
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	37	16	43.24%	6.25%
Native Hawaiian or Pacific Islander				
White	38	20	52.63%	
Two or More Races				
Socioeconomically Disadvantaged	63	37	58.73%	5.41%
English Learners	19	--	42.11%	
Students with Disabilities	88	45	51.14%	4.44%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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.

Last updated: 12/10/2018

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

California Physical Fitness Test Results (School Year 2017—18)

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
5	0.0%	5.3%	0.0%
7	4.5%	9.1%	4.5%
9	0.0%	0.0%	0.0%

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.

Last updated: 12/10/2018

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 2018—19)

Parents participate in annual IEP meetings. Additionally, the Community Advisory Committee (CAC) that is facilitated by the Sutter County Superintendent of Schools SELPA is regularly asked for input regarding the programs, special program needs, special student needs, and policy developments. The CAC is an advisory body that meets regularly and is comprised of parents, community members and school representatives.

As our programs are hosted on school district sites, our parents are included in parent activities such as a Back-to-School night, Open House, parent conferences, and other special family and parent focused events such as a "Harvest Festival."

State Priority: Pupil Engagement

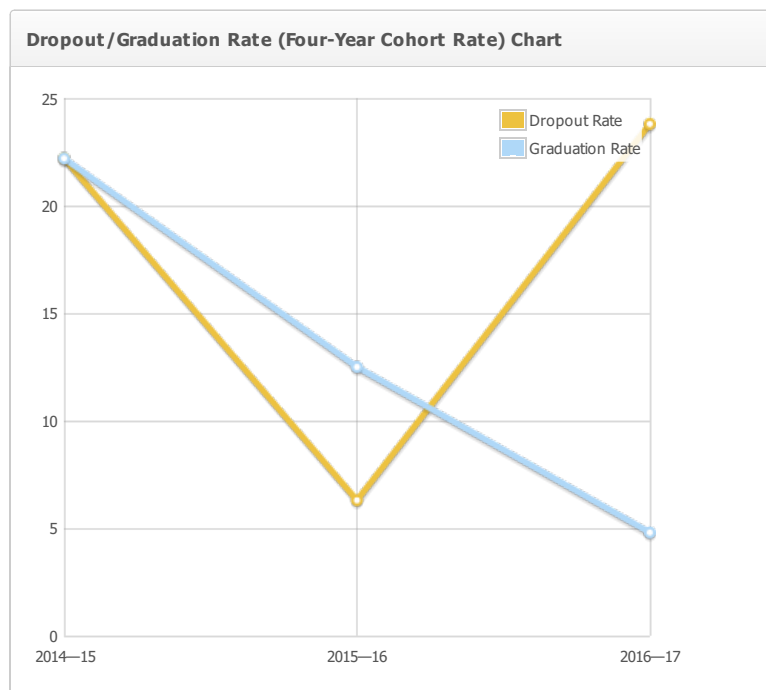
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	22.2%	6.3%	30.0%	26.8%	10.7%	9.7%
Graduation Rate	22.2%	12.5%	28.8%	41.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	23.8%	35.1%	9.1%
Graduation Rate	4.8%	24.3%	82.7%



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

Last updated: 12/10/2018

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	1.8%	24.5%	88.7%
Black or African American	0.0%	0.0%	82.2%
American Indian or Alaska Native	0.0%	0.0%	82.8%
Asian	0.0%	0.0%	94.9%
Filipino	0.0%	0.0%	93.5%
Hispanic or Latino	0.0%	12.8%	86.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	88.6%
White	4.6%	37.5%	92.1%
Two or More Races	0.0%	60.0%	91.2%
Socioeconomically Disadvantaged	0.0%	29.3%	88.6%
English Learners	0.0%	7.1%	56.7%
Students with Disabilities	1.8%	9.4%	67.1%
Foster Youth	0.0%	0.0%	74.1%

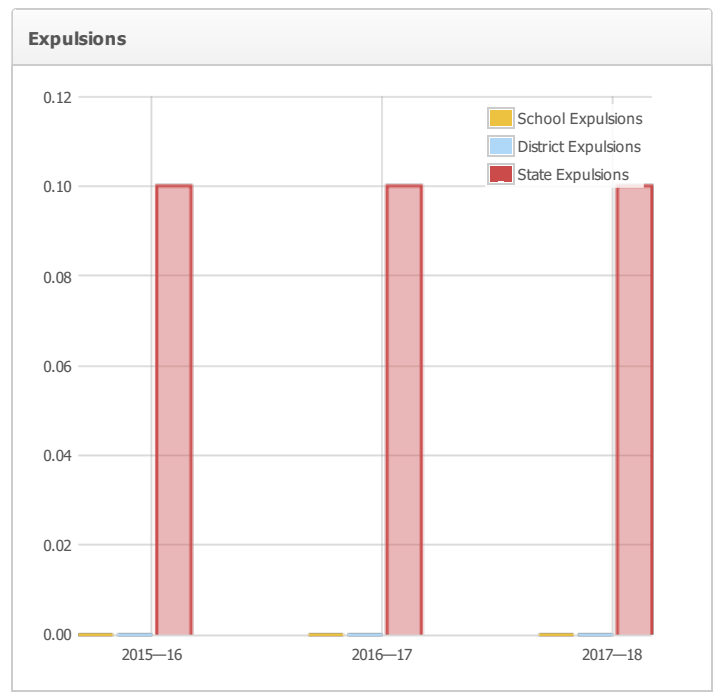
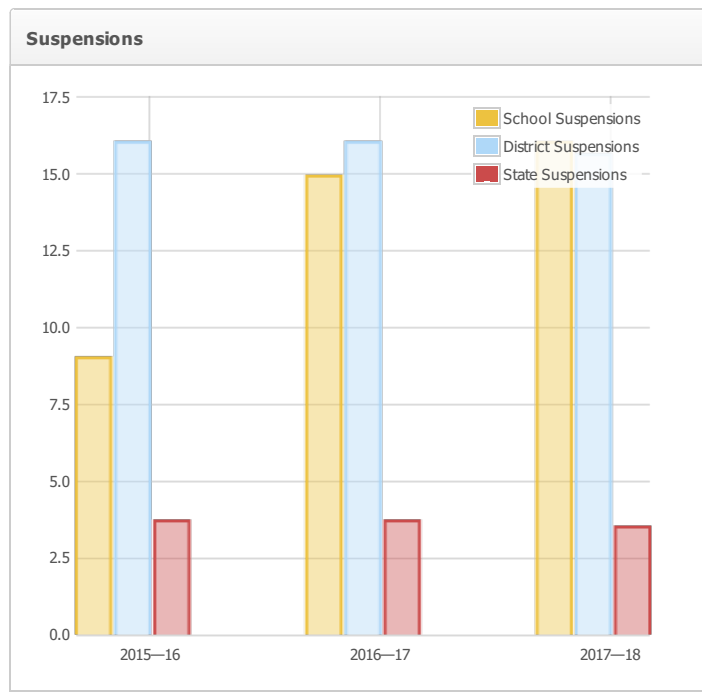
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	9.0%	14.9%	16.0%	16.0%	16.0%	15.6%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/10/2018

School Safety Plan (School Year 2018—19)

Sutter County Superintendent of Schools' (SCSOS) classrooms are guest tenants on multiple school campuses within Sutter County. Therefore, SCSOS staff and students adhere to host site safety plans. SCSOS does not participate in the development and review of safety plans for district schools where we are housed. However, the staff at each of these sites does participate in staff meetings with the host school that outlines the school site plan and procedures.

Last updated: 12/10/2018

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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	8.0	3		
1				
2	10.0	1		
3				
4	8.0	3		
5				
6	5.0	3		
Other**	11.0	4		

* 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 (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	8.0	3		
1				
2	11.0	1		
3	8.0	1		
4	5.0	1		
5	12.0	2		
6	1.0	1		
Other**	8.0	5		

* 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 (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	8.0	2		
1				
2	9.0	3		
3	8.0	1		
4	1.0	1		
5	7.0	2		
6	5.0	3		
Other**	10.0	5		

* 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.

Last updated: 12/10/2018

Professional Development

Sutter County Superintendent of Schools offers three full mandatory days of professional development to all teachers. The focus of this professional development is in the areas of:

Quality Instruction

Implementing Academic Interventions

EL Instruction and Interventions

Case Management and Educational Benefit

Behavior Management

Various Content Specific Areas (at teacher request)

We offer both in-house and conference options for staff to take advantage of. Teachers receive continued support to review in these areas of professional development focus throughout the school year.

Last updated: 12/10/2018