Sutter County Special Education

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-17 School Year

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 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)

District Contact Information (School Year 2017-18)	
District Name	Sutter County Office of Education
Phone Number	(530) 822-2900
Superintendent	Dr. Baljinder Dhillon
E-mail Address	bal.dhillon@suttercoe.org
Web Site	www.sutter.k12.ca.us

School Contact Information (School Year 2017-18)	
School Name	Sutter County Special Education
Street	970 Klamath Ln.
City, State, Zip	Yuba City, Ca, 95993-8961
Phone Number	530-822-2912
Principal	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: 11/13/2017

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

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 or 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: 11/13/2017

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	34
Grade 1	32
Grade 2	19
Grade 3	19
Grade 4	19
Grade 5	23
Grade 6	20
Grade 7	23
Grade 8	13
Grade 9	21
Grade 10	26
Grade 11	19
Grade 12	55
Total Enrollment	323
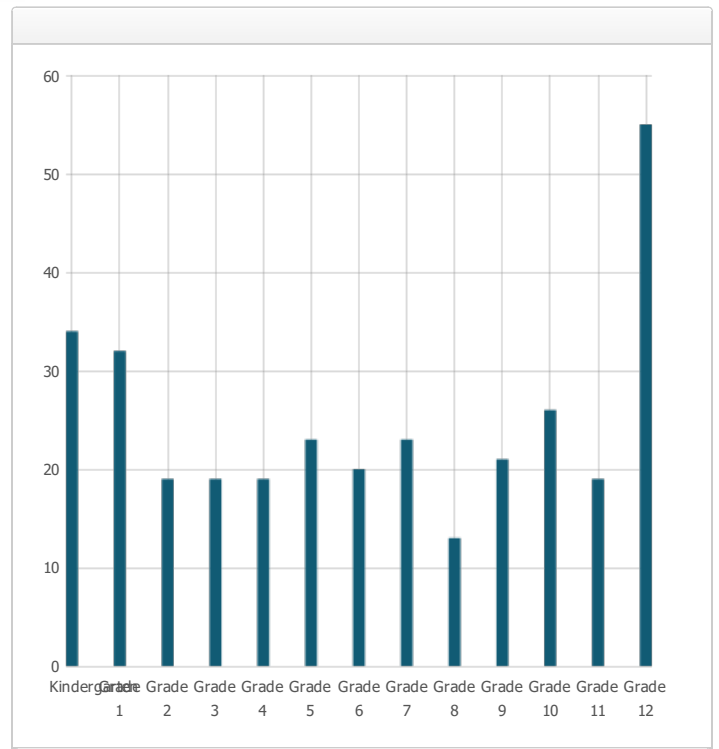
Last updated: 11/13/2017

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

Student Group	Percent of Total Enrollment
Black or African American	2.5 %
American Indian or Alaska Native	0.9 %
Asian	8.0 %
Filipino	0.6 %
Hispanic or Latino	40.2 %
Native Hawaiian or Pacific Islander	0.3 %
White	42.4 %
Two or More Races	1.2 %
Other	3.9 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	61.9 %
English Learners	20.1 %
Students with Disabilities	100.0 %
Foster Youth	0.3 %

Last updated: 11/13/2017

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
With Full Credential	43	37	42	42
Without Full Credential	6	4	3	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
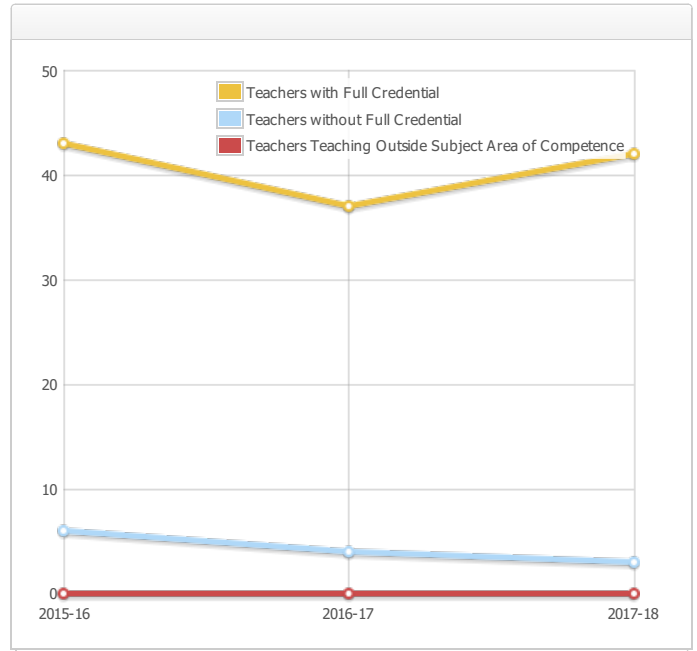
Last updated: 12/19/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
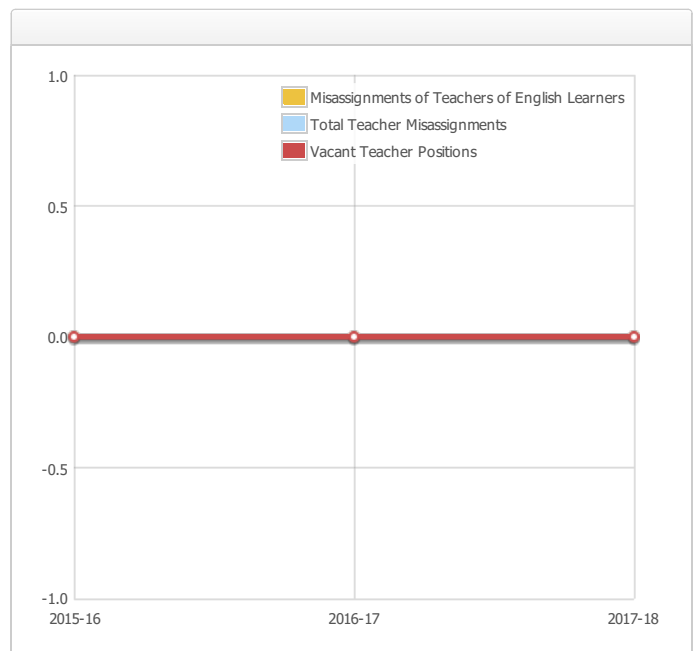
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 12/19/2017

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: 11/13/2017

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 (School Year 2016-17)

| Subject | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	2%	14%	4%	12%	48%	48%
Mathematics (grades 3-8 and 11)	5%	6%	5%	5%	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.

Last updated: 11/13/2017

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	3.0%	30.0%	5.0%	26.0%	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.

Last updated: 11/13/2017

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	14.3%	4.8%	--
7	6.7%	--	--
9	--	7.7%	7.7%

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: 12/19/2017

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 participate in annual IEP meetings. Additionally, the Community Advisory Committee (CAC) 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 memebers and school representatives.

As our programs are hosted on school district sites, our parents are included in parent activities such 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

Last updated: 11/13/2017

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	25.0%	22.2%	6.3%	37.0%	30.0%	26.8%	11.5%	10.7%	9.7%
Graduation Rate	16.7%	22.2%	12.5%	27.4%	28.8%	41.1%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
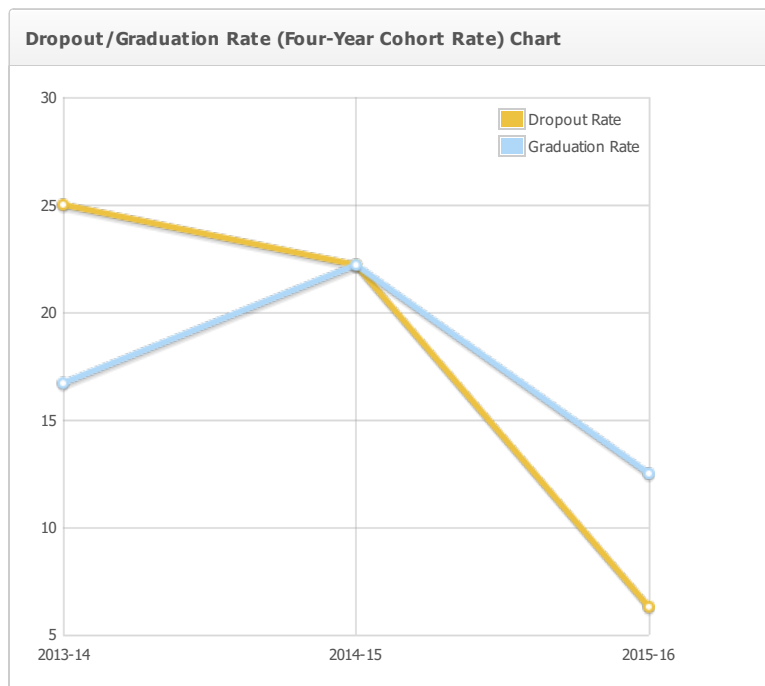
Last updated: 11/13/2017

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

| Student Group	School	District	State
All Students	5.5%	36.7%	87.1%
Black or African American	0.0%	16.7%	79.2%
American Indian or Alaska Native	0.0%	100.0%	80.2%
Asian	0.0%	0.0%	94.4%
Filipino	0.0%	0.0%	93.8%
Hispanic or Latino	4.6%	38.5%	84.6%
Native Hawaiian or Pacific Islander	0.0%	100.0%	86.6%
White	9.1%	36.8%	91.0%
Two or More Races	0.0%	50.0%	90.6%
Socioeconomically Disadvantaged	3.9%	40.0%	85.5%
English Learners	9.1%	15.8%	55.4%
Students with Disabilities	5.5%	16.9%	63.9%
Foster Youth	0.0%	0.0%	68.2%

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	12.3%	9.0%	14.9%	20.3%	16.0%	16.0%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
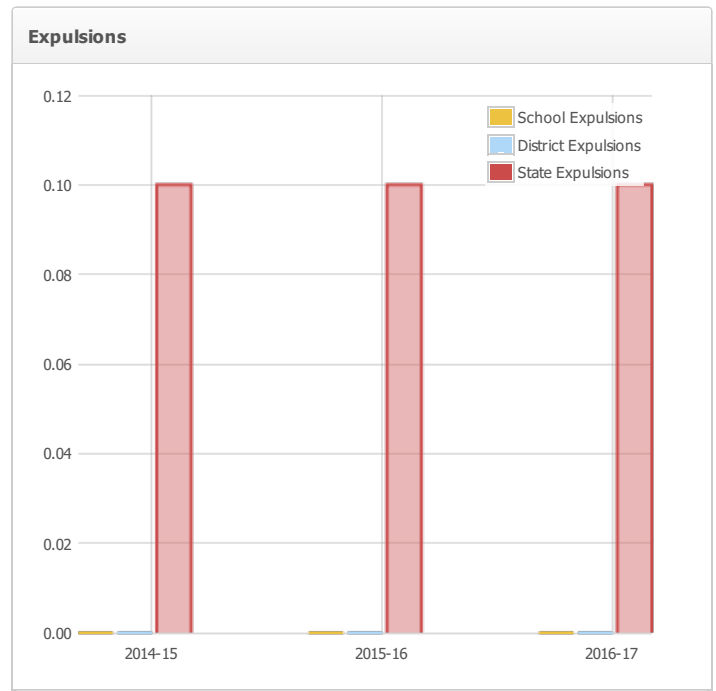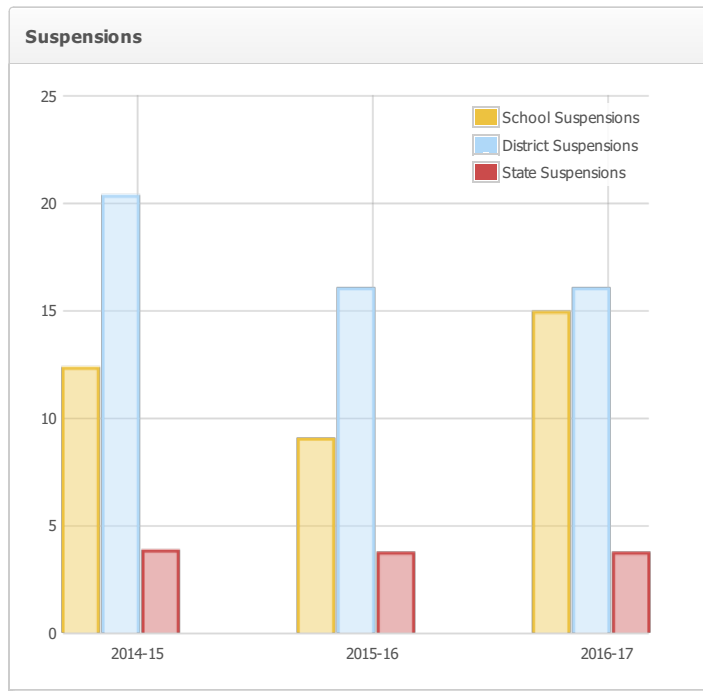
School Safety Plan (School Year 2017-18)

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.

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)

| | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	7.0	5	0	0	8.0	3	0	0	8.0	3	0	0
1	7.0	1	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	10.0	1	0	0	11.0	1	0	0
3	6.0	1	0	0	0.0	0	0	0	8.0	1	0	0
4	7.0	1	0	0	8.0	3	0	0	5.0	1	0	0
5	2.0	2	0	0	0.0	0	0	0	12.0	2	0	0
6	4.0	3	0	0	5.0	3	0	0	1.0	1	0	0
Other	9.0	6	0	0	11.0	4	0	0	8.0	5	0	0

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

Last updated: 11/13/2017

Types of Services Funded (Fiscal Year 2016-17)

Sutter County Superintendent of Schools Special Education programs serve students from the age of 3 - 22. Speech and Language services are provided to eligible students in those programs. We also provide special education services to students in regional programs located throughout 12 districts with the SELPA. Handicapping conditions include autism, intellectual disabilities, deaf and hard of hearing, emotional disturbance, speech and language impairments, learning disabilities, other health impairments, and multiple disabilties. Instruction is guided by a students Individual Education Plan (IEP).

Last updated: 11/13/2017

Professional Development

Sutter County Superintendent of Schools offers three full mandatory days of professoinal develoment 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 thee areas of professional development focus throughout the school year.

Last updated: 11/13/2017