Sutter County Special Education

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015-16 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 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 2016-17)

District Contact Information (School Year 2016-17)

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 2016-17)

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

School Description and Mission Statement (School Year 2016-17)

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.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	38
Grade 1	22
Grade 2	20
Grade 3	21
Grade 4	25
Grade 5	18
Grade 6	24
Grade 7	15
Grade 8	16
Grade 9	28
Grade 10	21
Grade 11	20
Grade 12	55
Total Enrollment	323
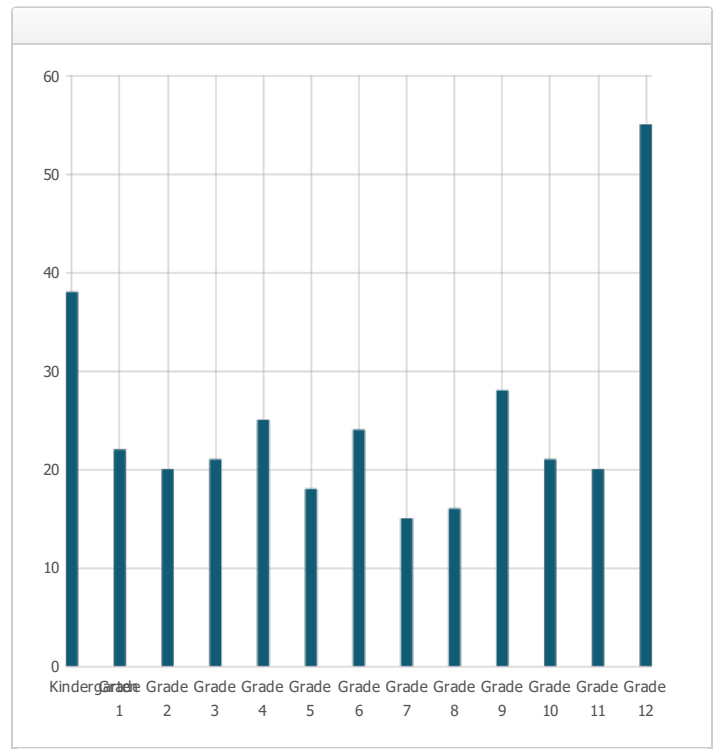
Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4.3 %
American Indian or Alaska Native	0.6 %
Asian	6.8 %
Filipino	0.3 %
Hispanic or Latino	39.3 %
Native Hawaiian or Pacific Islander	0.3 %
White	44.3 %
Two or More Races	1.5 %
Other	2.6 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	69.0 %
English Learners	19.5 %
Students with Disabilities	100.0 %
Foster Youth	0.6 %

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	40	43	37	37
Without Full Credential	3	6	4	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0
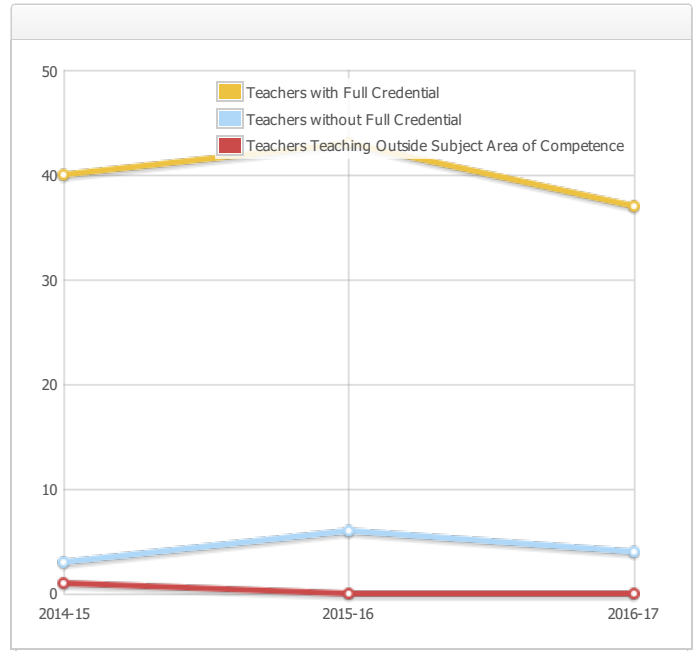
Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
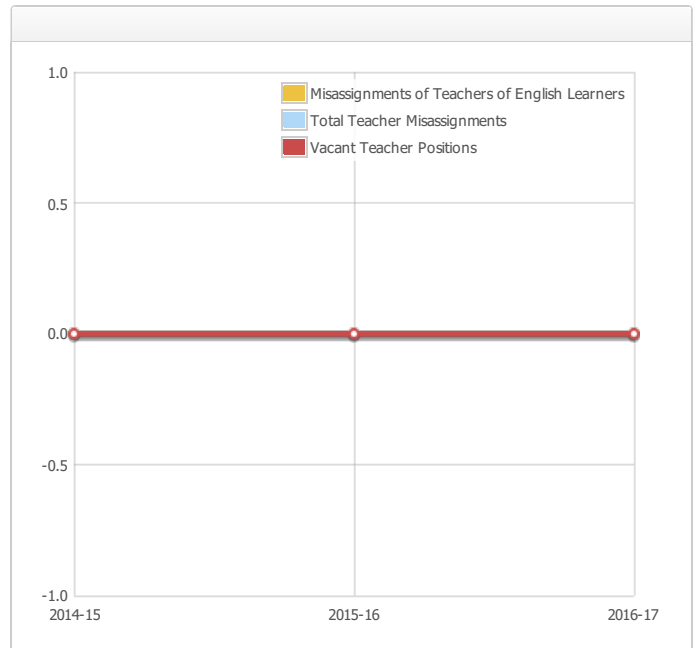
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers

This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/Language Arts K-6: Houghton-Mifflin Reading Program 7-12: High Point Intervention Unique Learning System - online based Special Education Curriculum	Yes	0.0 %
Mathematics	EnVision Math Scott Moresman-Addison Wesley Holt, Rinehart, and Winston Touch Math Intervention Curriculum	Yes	0.0 %
Science	Pearson Scott Foresman Holt, Rinehart, and Winston	Yes	0.0 %
History-Social Science	Pearson Scott Foresman Holt, Rinehart, and Winston	Yes	0.0 %
Foreign Language	N/A students receive Foreign Language instruction from their district of residence		0.0 %
Health	N/A students receive instruction in this area from their district of residence		0.0 %
Visual and Performing Arts	N/A students receive instruction in this area from their district of residence		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

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.

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

| | Percent of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	9.0%	2.0%	9.0%	4.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	5.0%	5.0%	4.0%	5.0%	34.0%	36.0%

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	21	21	100.0%	10.0%
Male	13	13	100.0%	8.3%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	17	100.0%	12.5%
English Learners	--	--	--	--
Students with Disabilities	21	21	100.0%	10.0%
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 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.

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.

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	25	24	96.0%	--
Male	20	19	95.0%	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100.0%	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.0%	--
English Learners	--	--	--	--
Students with Disabilities	25	24	96.0%	--
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 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.

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.

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	20	17	85.0%	--
Male	17	15	88.2%	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	11	10	90.9%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	12	92.3%	--
English Learners	--	--	--	--
Students with Disabilities	20	17	85.0%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	24	23	95.8%	--
Male	19	18	94.7%	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	18	94.7%	--
English Learners	--	--	--	--
Students with Disabilities	24	23	95.8%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	15	13	86.7%	--
Male	11	10	90.9%	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	15	13	86.7%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	17	15	88.2%	--
Male	15	14	93.3%	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	11	84.6%	--
English Learners	--	--	--	--
Students with Disabilities	16	15	93.8%	--
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 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.

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.

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	21	10	47.6%	--
Male	14	8	57.1%	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	7	53.9%	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	21	10	47.6%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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 2015-16)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	21	21	100.0%	30.0%
Male	13	13	100.0%	33.3%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	17	100.0%	37.5%
English Learners	--	--	--	--
Students with Disabilities	21	21	100.0%	30.0%
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	25	23	92.0%	--
Male	20	18	90.0%	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	14	93.3%	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	17	94.4%	--
English Learners	--	--	--	--
Students with Disabilities	25	23	92.0%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	20	17	85.0%	--
Male	17	15	88.2%	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	11	10	90.9%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	12	92.3%	--
English Learners	--	--	--	--
Students with Disabilities	20	17	85.0%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	24	23	95.8%	--
Male	19	18	94.7%	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	18	94.7%	--
English Learners	--	--	--	--
Students with Disabilities	24	23	95.8%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	15	13	86.7%	--
Male	11	10	90.9%	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	15	13	86.7%	--
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 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.

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.

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	17	15	88.2%	--
Male	15	14	93.3%	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	11	84.6%	--
English Learners	--	--	--	--
Students with Disabilities	16	15	93.8%	--
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 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.

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.

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	21	9	42.9%	--
Male	14	8	57.1%	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	6	46.2%	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	21	9	42.9%	--
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 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.

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

	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	3.0%	30.0%	4.0%	5.0%	26.0%	60.0%	56.0%	54.0%

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.

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	59	53	89.8%	30.2%
Male	46	41	89.1%	26.8%
Female	13	12	92.3%	41.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	28	27	96.4%	33.3%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	22	19	86.4%	31.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	40	38	95.0%	29.0%
English Learners	11	10	90.9%	30.0%
Students with Disabilities	58	53	91.4%	30.2%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.7%	0.0%	0.0%
7	21.4%	14.3%	0.0%
9	3.8%	7.7%	23.1%

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 2016-17)

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

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)

	School			District			State		
Indicator	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	9.7%	10.3%	9.1%	9.7%	10.3%	9.1%	11.4%	11.5%	10.7%
Graduation Rate	82.00	82.20	84.10	82.00	82.20	84.10			

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
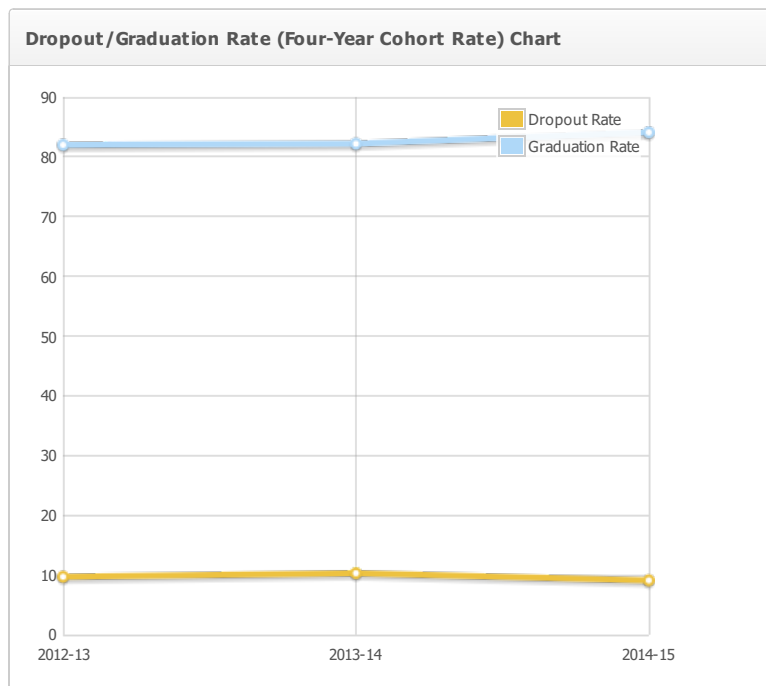
Completion of High School Graduation Requirements - Graduating Class of 2015

(One-Year Rate)

| Student Group	School	District	State
All Students	8	30	85
Black or African American	0	25	77
American Indian or Alaska Native	0	0	75
Asian	0	33	99
Filipino	0	0	97
Hispanic or Latino	0	28	84
Native Hawaiian or Pacific Islander	0	0	85
White	9	32	87
Two or More Races	67	60	91
Socioeconomically Disadvantaged	12	37	77
English Learners	0	20	51
Students with Disabilities	8	13	68
Foster Youth	--	--	--

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	14.4	12.3	9.0	18.4	20.6	16.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1
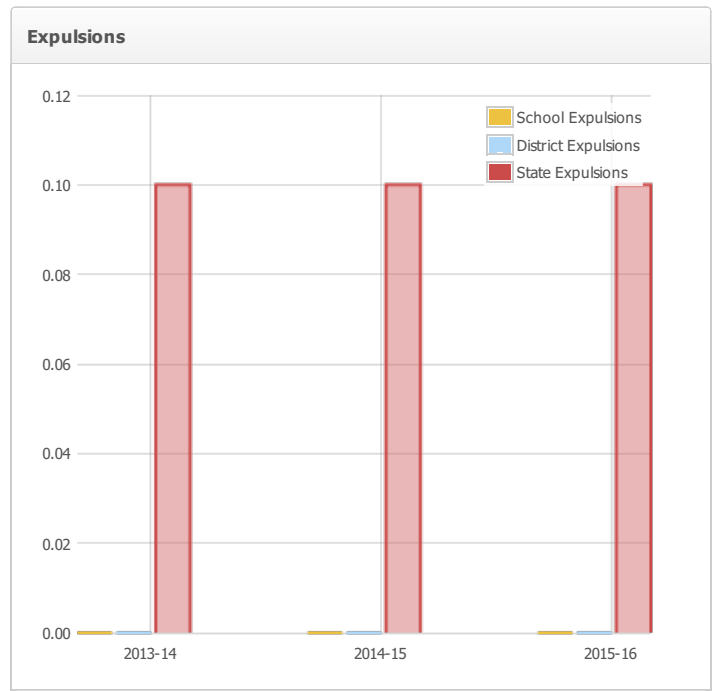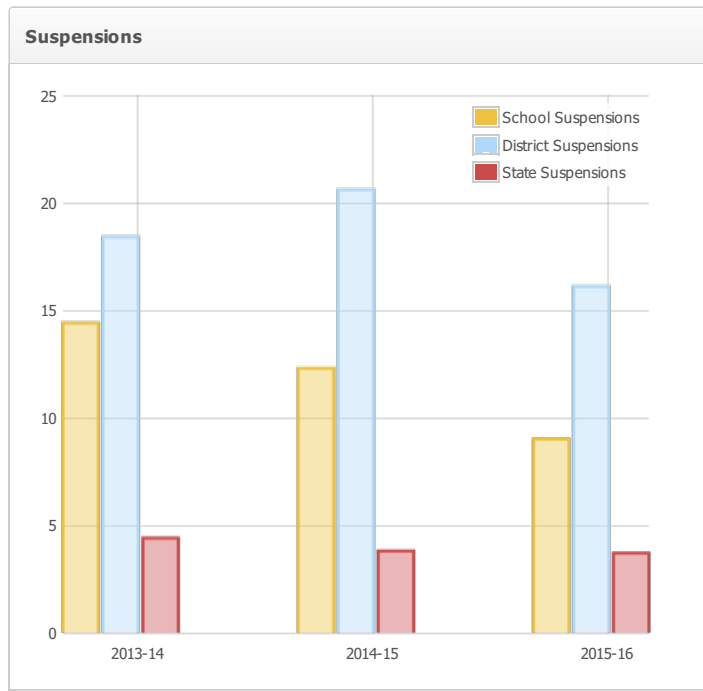
School Safety Plan (School Year 2016-17)

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
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	100.0%

Note: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

	2013-14				2014-15				2015-16			
		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	4.0	4	0	0	7.0	5	0	0				
1	0.0	0	0	0	7.0	1	0	0				
2	10.0	1	0	0	0.0	0	0	0				
3	0.0	0	0	0	6.0	1	0	0				
4	8.0	1	0	0	7.0	1	0	0				
5	8.0	1	0	0	2.0	2	0	0				
6	3.0	2	0	0	4.0	3	0	0				
Other	11.0	7	0	0	9.0	6	0	0				

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14 Average Class Size	Number of Classes * 1-22	23-32	33+	2014-15 Average Class Size	Number of Classes * 1-22	23-32	33+	2015-16 Average Class Size	Number of Classes * 1-22	23-32	33+
English	0.0	0	0	0	0.0	0	0	0				
Mathematics	0.0	0	0	0	0.0	0	0	0				
Science	0.0	0	0	0	0.0	0	0	0				
Social Science	0.0	0	0	0	0.0	0	0	0				

* 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.

Types of Services Funded (Fiscal Year 2015-16)

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).

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.