Sutter County Special Education

2020—2021 School Accountability Report Card

Reported Using Data from the 2020—2021 School Year

California Department of Education

Address:	970 Klamath Ln. Yuba City, CA , 95993-8961	**Principal:**	Josh Harris, Director of Special Education
Phone:	(530) 822-2911	**Grade Span:**	K-12

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/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Josh Harris, Director of Special Education

Principal, Sutter County Special Education

About Our School

Welcome to Sutter County Special Education Department

As your Director of Special Education, it is my sincere pleasure to work with our dedicated staff, parents and community to help provide an excellent educational experience for our students. We are committed to ensuring that students receive the best support to learn and grow. In our department we have three Special Education Principals, a Coordinator and a Program Specialist who are a part of your supportive administrative team and are here to support students and families through their academic career.

Our department goal is to provide a nurturing environment that meets the individual needs of each student, academically, socially, and emotionally. Our student population are those that have significant needs and our Special Education program works as a multi-disciplinary team to support each student and provide each student services per their Individual Education Program (IEP). Each student has goals that are set for them individually by the IEP team, and our focus is to support students in providing the appropriate learning environment, curriculum, supports and modifications in order to help them be successful to make progress on their IEP goals.

Families, teachers, support staff, community members, and administration all play a part in helping our students be successful. Together, we can make a positive difference. A strong partnership between home and school fosters greater success for our children. We reach out to families on a regular basis, but also encourage parents to communicate with teachers and staff to foster a successful partnership.

We are excited for the opportunity to work with all of our students and will provide a safe and productive learning environment for all. I encourage families to call me to share ideas, concerns, or questions at anytime.

Sincerely,

Josh Harris,
Director, Special Education

Contact

Sutter County Special Education
970 Klamath Ln.
Yuba City, CA 95993-8961

Phone: (530) 822-2911
Email: joshh@sutter.k12.ca.us

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Sutter County Office of Education
Phone Number	(530) 822-2900
Superintendent	Reusser, Tom
Email Address	tomr@sutter.k12.ca.us
Website	www.sutter.k12.ca.us

School Contact Information (School Year 2021—2022)

School Name	Sutter County Special Education
Street	970 Klamath Ln.
City, State, Zip	Yuba City, CA , 95993-8961
Phone Number	(530) 822-2911
Principal	Josh Harris, Director of Special Education
Email Address	joshh@sutter.k12.ca.us
Website	http://www.sutter.k12.ca.us
County-District-School (CDS) Code	51105126069454

Last updated: 1/27/22

School Description and Mission Statement (School Year 2021—2022)

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 on 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

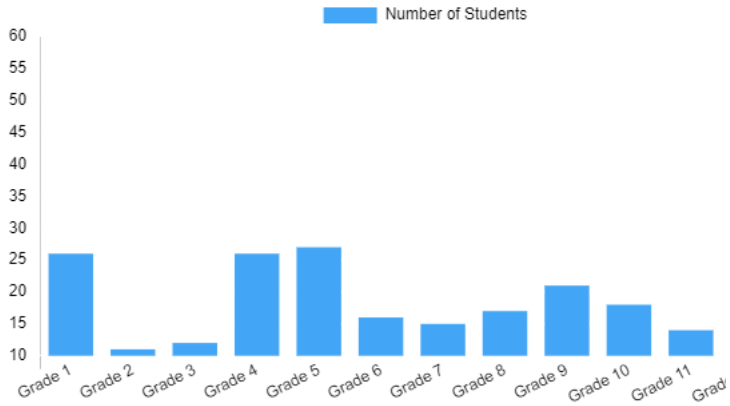
The Special Education Department provides special education related services to the 12 school districts and 3 charter schools within Sutter County for students from age birth to 22 years. The Special Education department consists of approximately 170 staff members located throughout Sutter County who 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 also provides intensive Special Education support in a Special Day class setting in 32 classrooms on 17 different school sites throughout Sutter County. These classrooms are located on district school sites. These students require special education services in self-contained special day classrooms to support their unique needs. For ages Birth to three, services include the Infant Development Program that is provided within the home setting. For ages Preschool-age 22, Special Day classroom programs are provided for students with severe cognitive, physical and/or medical disabilities, students identified with behavioral needs, and students identified with Autism. Specialized services include the following: Speech and Language, Psychologist services, Nursing and Behavior.

The overarching goal of the Sutter County Special Education program is to assist students in finding success and meeting their individual academic, functional, life/work skills and social/emotional/behavior needs in order to provide them with the skills they need in order to be successful in the future. Each student's program is uniquely designed to meet his or her goals. Students are all working toward either a diploma or Certificate of Completion. If a student receives a diploma, this is given by the student's school of residence. Sutter County's Adult Transition Program is for students from their completion of high school program through age 22 and is focused on working with student's on their work and life transition goals.

Last updated: 1/27/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	26
Grade 2	11
Grade 3	12
Grade 4	26
Grade 5	27
Grade 6	16
Grade 7	15
Grade 8	17
Grade 9	21
Grade 10	18
Grade 11	14
Grade 12	56
Kindergarten	23
Total Enrollment	282



Last updated: 1/27/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	26.00%
Male	74.00%
Non-Binary	0.00%
American Indian or Alaska Native	1.00%
Asian	12.00%
Black or African American	2.00%
Filipino	0.00%
Hispanic or Latino	44.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	2.00%
White	33.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	19.00%
Foster Youth	2.00%
Homeless	1.00%
Migrant	0.00%
Socioeconomically Disavantaged	82.00%
Students with Disabilities	100.00%

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 Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.9	45.4	23.1	45.8	228366.1	83.1
Intern Credential Holders Properly Assigned	0	0	0.9	2	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6	15.2	7	13.8	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2	5.1	4.9	9.7	12115.8	4.4
Unknown	13.4	34.2	14.4	28.6	18854.3	6.9
Total Teaching Positions	39.4	100	50.6	100	274759.1	100

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

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	5
Misassignments	1
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	6

Last updated:

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2020—2021)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	2
Local Assignment Options	0
Total Out-of-Field Teachers	2

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

Last updated:

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: Not Available

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Instructional materials and textbooks are provided to students by the school districts within the SELPA or by SCSOS. Textbook adoptions are completed by the school district that hosts the SCSOS classroom and are utilized by the SCSOS classrooms. SCSOS continues to purchase supplementary materials that align to the Common Core and that meet individual student needs. SCSOS has created a library of textbooks/materials that are available to new students when they enter throughout the school year.		0%
Mathematics	Instructional materials and textbooks are provided to students by the school districts within the SELPA or by SCSOS. Textbook adoptions are completed by the school district that hosts the SCSOS classroom and are utilized by the SCSOS classrooms. SCSOS continues to purchase supplementary materials that align to the Common Core and that meet individual student needs. SCSOS has created a library of textbooks/materials that are available to new students when they enter throughout the school year.		0%
Science	Instructional materials and textbooks are provided to students by the school districts within the SELPA or by SCSOS. Textbook adoptions are completed by the school district that hosts the SCSOS classroom and are utilized by the SCSOS classrooms. SCSOS continues to purchase supplementary materials that align to the Common Core and that meet individual student needs. SCSOS has created a library of textbooks/materials that are available to new students when they enter throughout the school year.		0%
History-Social Science	Instructional materials and textbooks are provided to students by the school districts within the SELPA or by SCSOS. Textbook adoptions are completed by the school district that hosts the SCSOS classroom and are utilized by the SCSOS classrooms. SCSOS continues to purchase supplementary materials that align to the Common Core and that meet individual student needs. SCSOS has created a library of textbooks/materials that are available to new students when they enter throughout the school year.		0%
Foreign Language	Instructional materials and textbooks are provided to students by the school districts within the SELPA or by SCSOS. Textbook adoptions are completed by the school district that hosts the SCSOS classroom and are utilized by the SCSOS classrooms. SCSOS continues to purchase supplementary materials that align to the Common Core and that meet individual student needs. SCSOS has created a library of textbooks/materials that are available to new students when they enter throughout the school year.		0%
Health	Instructional materials and textbooks are provided to students by the school districts within the SELPA or by SCSOS. Textbook adoptions are completed by the school district that hosts the SCSOS classroom and are utilized by the SCSOS classrooms. SCSOS continues to purchase supplementary materials that align to the Common Core and that meet individual student needs. SCSOS has created a library of textbooks/materials that are available to new students when they enter throughout the school year.		0%
Visual and Performing Arts	Instructional materials and textbooks are provided to students by the school districts within the SELPA or by SCSOS. Textbook adoptions are completed by the school district that hosts the SCSOS classroom and are utilized by the SCSOS classrooms. SCSOS continues to purchase supplementary materials that align to the Common Core and that meet individual student needs. SCSOS has created a library of textbooks/materials that are available to new students when they enter throughout the school year.		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/28/22

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**
  Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
  - Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.

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

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/18/22

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	133	60	45.11	54.89	6.67
Female	37	18	48.65	51.35	16.67
Male	96	42	43.75	56.25	2.38
American Indian or Alaska Native	--	--	--	--	--
Asian	17	10	58.82	41.18	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	64	33	51.56	48.44	9.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	43	14	32.56	67.44	0.00
English Learners	27	15	55.56	44.44	6.67
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	113	51	45.13	54.87	7.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	133	60	45.11	54.89	6.67

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.
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.

Last updated: 1/18/22

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	133	56	42.11	57.89	5.36
Female	37	17	45.95	54.05	11.76
Male	96	39	40.63	59.37	2.56
American Indian or Alaska Native	--	--	--	--	--
Asian	17	10	58.82	41.18	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	64	30	46.88	53.12	3.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	43	13	30.23	69.77	0.00
English Learners	27	14	51.85	48.15	0.00
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	113	47	41.59	58.41	6.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	133	56	42.11	57.89	5.36

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.
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.

Last updated: 1/18/22

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): N/A
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 12/22/21

Local AssessmentTest Results in Mathematics by Student Group
Assessment Name(s): N/A
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.
Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.
Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 12/22/21

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Science (grades 5, 8, and high school)	N/A	--	N/A	--	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.
Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/18/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	26	6	23.08	76.92	--
Female	--	--	--	--	--
Male	20	5	25.00	75.00	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	11	3	27.27	72.73	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	6	25.00	75.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	6	23.08	76.92	--

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/18/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

For students aged 16 and above, career education and transition goals are addressed through each student's individualized education plan (IEP.) Students served by SCSOS have the opportunity to participate in academic and Workability programs for the development of career readiness skills. In addition to academic and Workability programs, when appropriate, students participate in life skills programs that offer and support the development of appropriate work behaviors, functional daily living skills, communication skills, social-emotional skills, and career exploration.

Last updated: 1/28/22

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/18/22

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 2020—2021)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/18/22

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 2021-2022)

Each student in the Sutter County Superintendent of Schools' Special Education Programs is on an Individualized Education Program (IEP). The IEP process legally requires students and parents to actively participant in the educational process. Community Advisory Committee (CAC) is facilitated by the Sutter County SELPA to engage parents in the process of supporting students with disabilities in the community, as well as provide resources and information to parents and guardians. This group is comprised of parents, community members and school representatives. School events are also held where parents may become involved and participate.

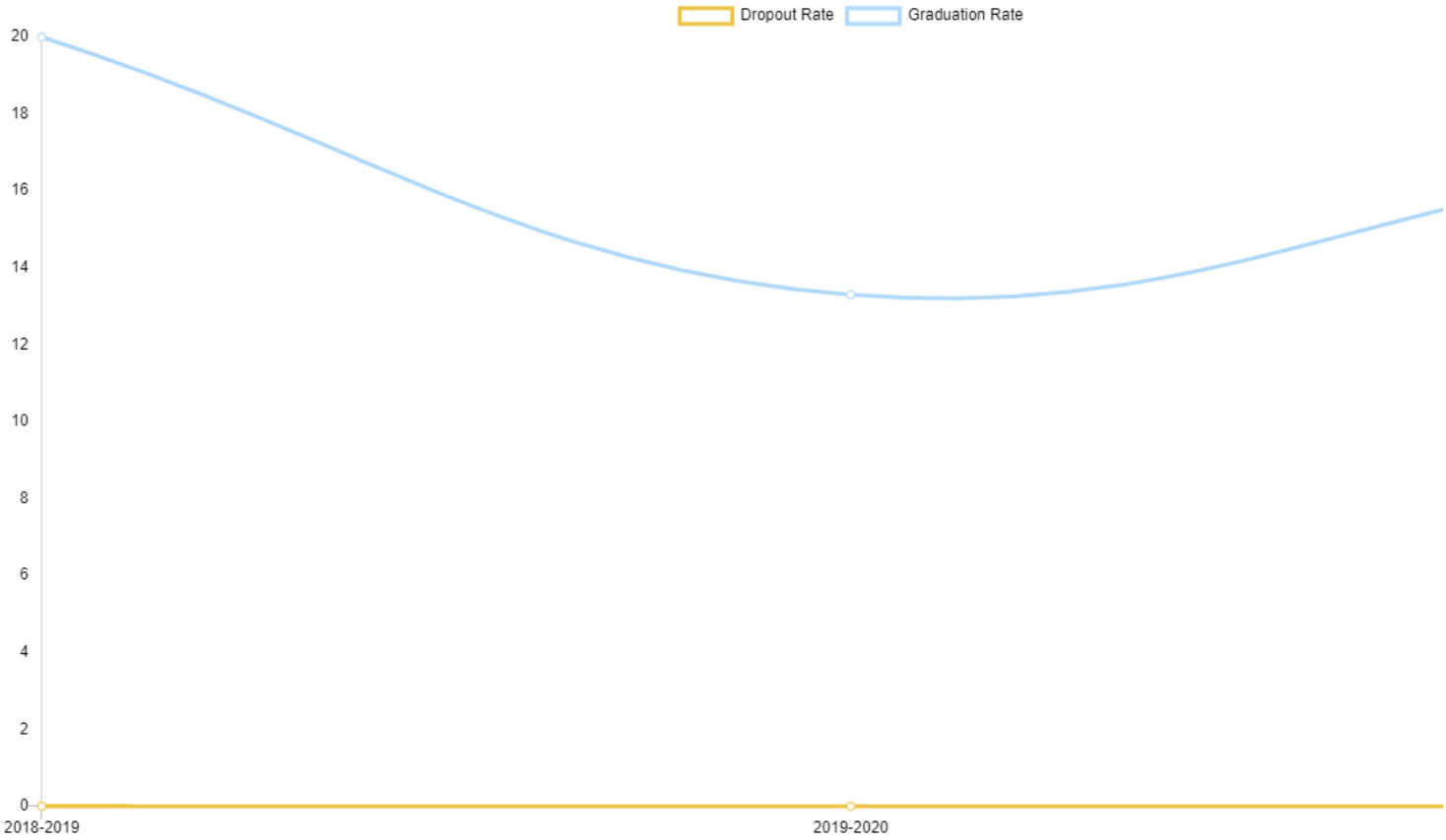
State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-2019	School 2019-2020	School 2020–2021	District 2018-2019	District 2019-2020	District 2020–2021	State 2018-2019	State 2019-2020	State 2020–2021
Dropout Rate	0.00%	0.00%	0.00%	19.60%	22.20%	34.90%	9.00%	8.90%	9.40%
Graduation Rate	20.00%	13.30%	16.70%	32.60%	28.90%	23.30%	84.50%	84.20%	83.60%



Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	12	2	16.7
Female	0	0	--
Male	0	0	--
Non-Binary	0	0	0.0
American Indian or Alaska Native	0	0	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	0	0	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	--
White	0	0	--
English Learners	0	0	--
Foster Youth	0	0	0.0
Homeless	0	0	--
Socioeconomically Disadvantaged	0	0	--
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	12	2	16.7

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Last updated:

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	311	293	114	38.9
Female	81	80	28	35.0
Male	230	213	86	40.4
American Indian or Alaska Native	36	35	18	40.4
Asian	2	2	0	0.0
Black or African American	7	5	0	0.0
Filipino	3	1	1	100.0
Hispanic or Latino	135	128	48	37.5
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	6	6	2	33.3
White	105	99	40	40.4
English Learners	61	60	27	45.0
Foster Youth	8	7	4	57.1
Homeless	5	5	3	60.0
Socioeconomically Disadvantaged	253	242	93	38.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	311	293	114	38.9

Last updated:

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
(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	15.82%	1.29%	16.36%	1.09%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019—2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	7.56%	8.01%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 1/18/22

Suspensions and Expulsions by Student Group (School Year 2020—2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.29	0
Female	1.23	0
Male	1.3	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.74	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	2.86	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.19	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.29	0

Last updated:

School Safety Plan (School Year 2021-2022)

Sutter County Superintendent of Schools' (SCSOS) classrooms are guest tenants on multiple school campuses within the County of Sutter. 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 our programs are located; however, the SCSOS staff at each of these sites do participate in staff meetings with the host school that outlines the school site plan and procedures.

Last updated: 1/27/22

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 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	9.00	2		
1				
2				
3	11.00	3		
4	8.00	1		
5	11.00	2		
6	5.00	3		
Other**	9.00	2		0

* 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 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	5.00	4		
1				
2				
3				
4				
5				
6	3.00	2		
Other**	9.00	17		

* 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 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	3.00	5		
1				
2				
3				
4				
5				
6				
Other**	8.00	16		

* 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 (Secondary) (School Year 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	4.00	24		
Math	5.00	16		
Science	5.00	14		
Social Science	3.00	18		

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019—2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	2.00	16		
Math	2.00	11		
Science	2.00	10		
Social Science	3.00	10		

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	2.00	4		
Math	2.00	3		
Science	6.00	2		
Social Science	2.00	2		

Last updated: 1/18/22

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	0

Last updated: 12/31/99

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	5.90
Social Worker	0.00
Nurse	3.00
Speech/Language/Hearing Specialist	2.80
Resource Specialist (non-teaching)	0.00
Other	1.00

Last updated: 12/31/99

* 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.

Types of Services Funded (Fiscal Year 2020–2021)

Students are provided services per their IEP. This may include: Specialized Academic Instruction, Speech, Psychological, Behavior, Nursing, Mental Health, Occupational Therapy, Physical Therapy, Assistive Technology, Orientation and Mobility, Visual Impairment, Deaf and Hard of Hearing, and Transition services.

Last updated: 1/4/22

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 1/18/22

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	6	4	8

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	147	68	46.26	53.74	5.88
Female	40	19	47.50	52.50	15.79
Male	107	49	45.79	54.21	2.04
American Indian or Alaska Native	--	--	--	--	--
Asian	17	10	58.82	41.18	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	69	38	55.07	44.93	7.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	47	14	29.79	70.21	0.00
English Learners	28	16	57.14	42.86	6.25
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	122	56	45.90	54.10	7.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	140	65	46.43	53.57	6.15

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.
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.

Last updated: 1/27/22

LEA-Level CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	147	64	43.54	56.46	4.69
Female	40	18	45.00	55.00	11.11
Male	107	46	42.99	57.01	2.17
American Indian or Alaska Native	--	--	--	--	--
Asian	17	10	58.82	41.18	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	69	35	50.72	49.28	2.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	47	13	27.66	72.34	0.00
English Learners	28	15	53.57	46.43	0.00
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	122	52	42.62	57.38	5.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	140	61	43.57	56.43	4.92

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.
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.

Last updated: 1/27/22