Sutter County Special Education

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/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).

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 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Sutter County Office of Education
Phone Number	(530) 822-2900
Superintendent	Tom Reusser
Email Address	tomr@sutter.k12.ca.us
Website	www.sutter.k12.ca.us

School Contact Information (School Year 2019—20)	
School Name	Sutter County Special Education
Street	970 Klamath Ln.
City, State, Zip	Yuba City, Ca, 95993-8961
Phone Number	530-822-2912
Principal	Bill Embleton, Asst. Supt., Special Education
Email Address	bille@sutter.k12.ca.us
Website	www.sutter.k12.ca.us
County-District-School (CDS) Code	51105126069454

Last updated: 1/7/2020

School Description and Mission Statement (School Year 2019—20)

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 three charter schools within Sutter County for students from birth to age 22 years. The Special Education Department consists of approximately 177 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 352 students, in 38 classes, on 17 sites, throughout Sutter County. These 352 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
Bi-County Itinerant Deaf and Hard of Hearing
Non-Categorical
Bi-County 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 high school diploma, receive their diplomas through their District of Residence.

Last updated: 1/22/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	21
Grade 1	15
Grade 2	35
Grade 3	35
Grade 4	18
Grade 5	20
Grade 6	20
Grade 7	22
Grade 8	23
Grade 9	19
Grade 10	14
Grade 11	15
Grade 12	63
Total Enrollment	320
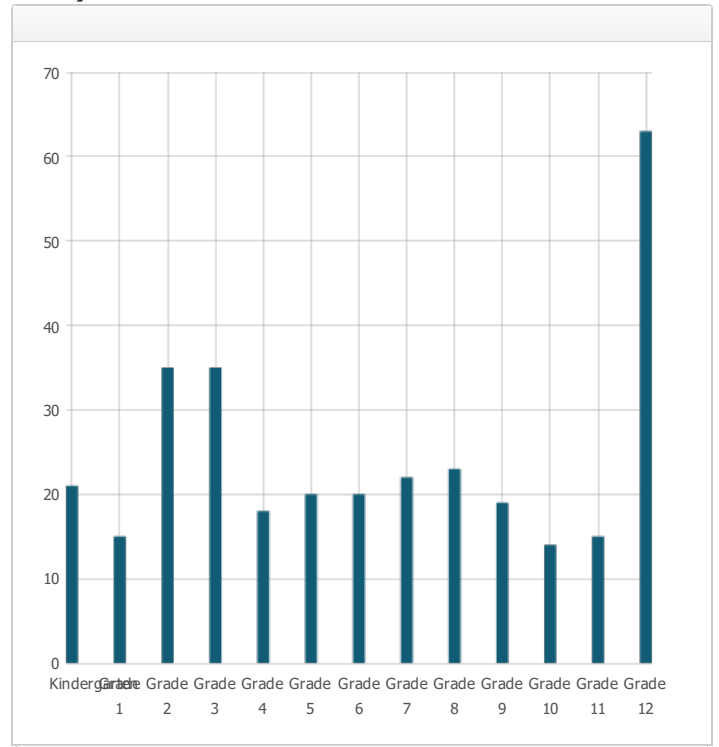
Last updated: 1/7/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	2.50 %
American Indian or Alaska Native	1.30 %
Asian	7.80 %
Filipino	0.30 %
Hispanic or Latino	42.80 %
Native Hawaiian or Pacific Islander	0.30 %
White	37.50 %
Two or More Races	1.30 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	73.80 %
English Learners	24.10 %
Students with Disabilities	100.00 %
Foster Youth	1.30 %
Homeless	0.60 %

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 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	42	34	38	
Without Full Credential	3	9	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	0	
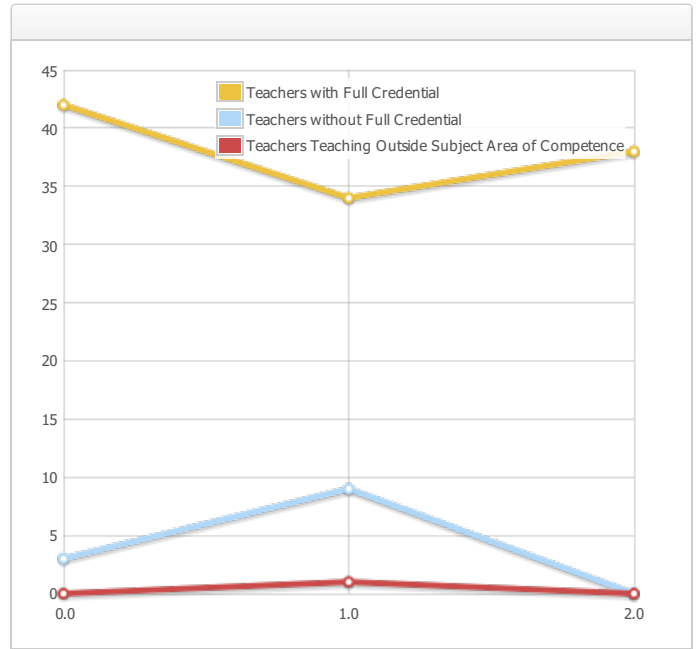
Last updated: 1/7/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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: 1/7/2020

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: 1/7/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

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

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	7%	11%	7%	12%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	4%	4%	5%	5%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/7/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	87	45	51.72%		11.11%
Male	74	37	50.00%		13.51%
Female	13	8	61.54%		0.00%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian	--	--	--		
Filipino					
Hispanic or Latino	33	18	54.55%		5.56%
Native Hawaiian or Pacific Islander					
White	37	19	51.35%		21.05%
Two or More Races					
Socioeconomically Disadvantaged	68	35	51.47%		8.57%
English Learners	21	11	52.38%		0.00%
Students with Disabilities	87	45	51.72%		11.11%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--		
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/14/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	87	45	51.72%		4.44%
Male	74	37	50.00%		5.41%
Female	13	8	61.54%		0.00%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian	--	--	--		
Filipino					
Hispanic or Latino	33	18	54.55%		5.56%
Native Hawaiian or Pacific Islander					
White	37	19	51.35%		5.26%
Two or More Races					
Socioeconomically Disadvantaged	68	36	52.94%		2.78%
English Learners	21	11	52.38%		0.00%
Students with Disabilities	87	45	51.72%		4.44%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--		
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/7/2020

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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/7/2020

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

	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19

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 2018—19)

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

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/7/2020

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 2019—20)

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

As our programs are hosted on school district sites, our parents are included in parent activities such 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
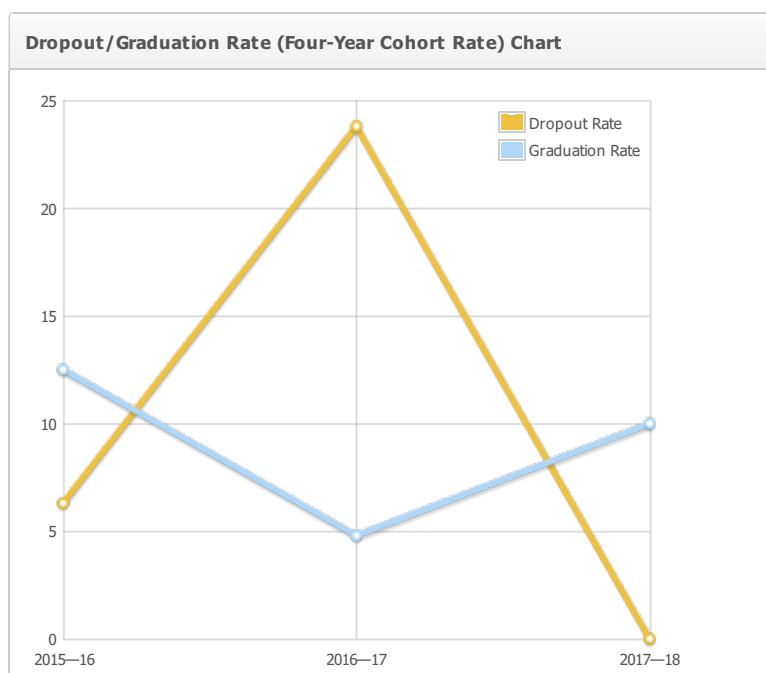
Last updated: 1/22/2020

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 2015—16	District 2015—16	State 2015—16
Dropout Rate	6.30%	26.80%	9.70%
Graduation Rate	12.50%	41.10%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	23.80%	0.00%	35.10%	31.30%	9.10%	9.60%
Graduation Rate	4.80%	10.00%	24.30%	29.20%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/7/2020

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	14.90%	16.00%	15.80%	16.00%	15.60%	16.40%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/7/2020

School Safety Plan (School Year 2019—20)

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

Last updated: 1/22/2020

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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	8.00	3		
1				
2	11.00	1		
3	8.00	1		
4	5.00	1		
5	12.00	2		
6	1.00	1		
Other**	8.00	5		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	8.00	2		
1				
2	9.00	3		
3	8.00	1		
4	1.00	1		
5	7.00	2		
6	5.00	3		
Other**	10.00	5		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	0.00	0		
1		0		
2		0		
3	0.00	0		
4	0.00	0		
5	0.00	0		
6	0.00	0		
Other**	0.00	25		

* 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 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	4.00	24		
Mathematics	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.

Last updated: 1/7/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*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.
**Average Number of Pupils per Counselor

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	5.00
Social Worker	
Nurse	3.00
Speech/Language/Hearing Specialist	10.40
Resource Specialist (non-teaching)	
Other	

*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 2018—19)

Services for students, counseling, mental health services, transportation, celebrations and other supports are funded using LCFF and/or other unrestricted funds. Grants are also sought out to support additional services to student

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	3