

Sutter High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Sutter High School
Street	2665 Acacia Ave
City, State, Zip	Sutter, CA 95982
Phone Number	(530) 822-5161
Principal	Rick Giovannoni
Email Address	rgiovannoni@sutterhigh.k12.ca.us
School Website	www.sutterhuskies.com
Grade Span	9-12
County-District-School (CDS) Code	51-71449-5137500

2025-26 District Contact Information

District Name	Sutter Union High School District
Phone Number	(530) 822-5161
Superintendent	Jedsen Nunes
Email Address	jnunes@sutterhigh.k12.ca.us
District Website	www.sutterhuskies.com

2025-26 School Description and Mission Statement

Principal's Message

Welcome to Sutter High School. We are very proud of our school's educational rigor, student participation in extracurricular activities, and commitment to community involvement. Sutter Union High School's mission is to "Maximize every student's academic potential, vocational skills, and personal responsibility." Our goal is to prepare our students to meet the challenges of their future. We believe that high standards of student behavior and good attendance enhance student achievement. We value high-quality student activity programs that complement and support our academic standards. We produce well-rounded, productive citizens prepared to become contributing members of society.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	175
Grade 10	196
Grade 11	162
Grade 12	201
Total Enrollment	734

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	47
Male	53
American Indian or Alaska Native	0.8
Asian	4
Black or African American	0.3
Hispanic or Latino	26.7
Two or More Races	6.8
White	61.3
English Learners	2.2
Foster Youth	0.1
Homeless	2.5
Migrant	0.1
Socioeconomically Disadvantaged	26.6
Students with Disabilities	7.5

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.

2021-22 Teacher Preparation and Placement

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)	24.9	72.81	27.5	71.62	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.9	20.43	7.2	18.83	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2	5.93	3.3	8.8	11953.1	4.28
Unknown/Incomplete/NA	0.2	0.79	0.2	0.7	15831.9	5.67
Total Teaching Positions	34.2	100	38.5	100	279044.8	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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

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)	24	73.14	25.9	73.75	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.9	24.09	7.9	22.55	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.8	2.62	1.2	3.56	11746.9	4.23
Unknown/Incomplete/NA	0	0.09	0	0.09	14303.8	5.15
Total Teaching Positions	32.8	100	35.1	100	277698	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

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)	27.1	76.72	28.2	73.67	230039.4	100
Intern Credential Holders Properly Assigned	0.3	0.9	0.3	0.83	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.6	15.8	5.9	15.37	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0.14	1.5	3.93	12112.8	4.34
Unknown/Incomplete/NA	2.2	6.41	2.3	6.17	13705.8	4.91
Total Teaching Positions	35.4	100	38.3	100	278927.1	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.50	0.3	0.9
Misassignments	6.40	7.5	4.6
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	6.90	7.9	5.6

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.80	0.3	0
Local Assignment Options	1.20	0.4	0
Total Out-of-Field Teachers	2.00	0.8	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	38.1	42.7	29.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9	8.6	5.3

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students are assigned textbooks in the core curriculum areas in language arts, mathematics, history/social science, and science. Books are aligned with the State Content Standards as adopted by the State Board of Education.

Year and month in which the data were collected

January 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Holt Literature & Language Arts (3rd - 6th Courses) Harcourt 2003 Vocabulary Workbooks Levels A - H (Sadlier) 2018 The Language Composition 3rd edition (Bedford, Freeman & Worth) 2018 Everything's An Argument 8th edition (Bedford, St. Martins, Macmillan Learning) 2019 Perrines Literature 13th edition (Harcourt Brace College Publishing) 2018 My Perspectives Volume 1 (SAVVAS) 2022	0%
Mathematics	Core Connections: Integrated III CPM Educational Program 2015 Core Connections: Integrated II CPM Educational Program 2015 Core Connections: Integrated I CPM Educational Program 2015 Financial Algebra - Cengage Learning 2014 Personal Financial Literacy 3rd Edition - Cengage Learning 2019 Statistics and Probability with Applications - Bedford, Freeman, & Worth 3rd edition 2017 Precalculus with Limits: A Unit Circle Approach - Pearson 6th edition 2007	0%

	Calculus: Graphical, Numerical, Algebraic AP Edition - Person 6th edition 2020	
Science	Inspire Earth Science (McGraw Hill) 2020 Inspire Life Science (McGraw Hill) 2020 Inspire Physics (McGraw Hill) 2020 Inspire Biology (McGraw Hill) 2019 AP Biology 14th edition (McGraw Hill) 2022 Inspire Chemistry (McGraw Hill) 2020 AP Chemistry 13th edition (McGraw Hill) 2020 Introduction to Veterinary Science (McGraw Hill) 2005	0%
History-Social Science	Glencoe Health (McGraw Hill) 2022 World History and Geography Modern Times (McGraw Hill) 2018 United States History & Geography (McGraw Hill) 2018 The American Pageant 16th edition (Cengage) 2019 American Government (Person) 2019 Government By The People (Person) 2014 Economics: Principles in Action (Person) 2019 AP Foundations of Economics (Person) 2007 Understanding Psychology (McGraw Hill) 2014	0%
Foreign Language	Avancemos! Spanish 1 / Houghton Mifflin Harcourt : Adopted 2018 Avancemos! Spanish 2 / Houghton Mifflin Harcourt : Adopted 2018	0%
Health	Heartsaver First Aid/American Red Cross: Adopted 2006	0%
Visual and Performing Arts	N/A	0%
Science Laboratory Equipment (grades 9-12)		0%
Note: Cells with N/A values do not require data.		

School Facility Conditions and Planned Improvements

Overall Rating based on February 12, 2025 inspection conducted by Eric Taylor, Director of Maintenance for SUHSD.

Year and month of the most recent FIT report

02/12/2025

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Ceiling tile damage in office and breakroom.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Watt Stopper lighting not working properly (District Office, Rooms B8 and B9).
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	49	52	48	49	47	48
Mathematics (grades 3-8 and 11)	24	27	23	25	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	160	157	98.13	1.87	52.23
Female	66	65	98.48	1.52	63.08
Male	94	92	97.87	2.13	44.57
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	48	46	95.83	4.17	52.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	54.55
White	95	94	98.95	1.05	51.06
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	13	13	100.00	0.00	38.46
Socioeconomically Disadvantaged	44	42	95.45	4.55	38.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	12	92.31	7.69	16.67

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	160	156	97.50	2.50	26.92
Female	66	65	98.48	1.52	29.23
Male	94	91	96.81	3.19	25.27
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	48	46	95.83	4.17	23.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	27.27
White	95	93	97.89	2.11	27.96
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	13	13	100.00	0.00	0.00
Socioeconomically Disadvantaged	44	41	93.18	6.82	17.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	12	92.31	7.69	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	23.59	27.67	22.76	25.88	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	362	354	97.79	2.21	25.21
Female	154	149	96.75	3.25	31.54
Male	208	205	98.56	1.44	20.59
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	78.57
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	100	98	98.00	2.00	13.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	20	100.00	0.00	15.00
White	225	219	97.33	2.67	28.44
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	35	35	100.00	0.00	8.57
Socioeconomically Disadvantaged	104	101	97.12	2.88	14.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	33	32	96.97	3.03	3.13

2024-25 Career Technical Education Programs

Sutter Union High School requires ten credits of vocational education to graduate. All ninth-grade students are enrolled in a Freshman Focus course, where topics presented include college and career information, vocational training information, resume writing, and job applications.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	695
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	69
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	99.33
Graduates Who Completed All Courses Required for UC/CSU Admission	42.08

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents are encouraged to participate at Sutter Union High School. They can be involved in the Booster’s Club, Grad Night Committee, School-wide Advisory Groups, Parent Advisory Committees, and the Curriculum Committee.

For more information on how to become involved, contact Rick Giovannoni, Principal, or Robert Bennette, Vice Principal, at (530) 822-5161.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	1.8	0	0	2.6	0	0.5	8.2	8.9	8
Graduation Rate	98.2	100	100	97.4	100	99.5	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	199	199	100.0
Female	89	89	100.0
Male	110	110	100.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	52	52	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	129	129	100.0
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	12	12	100.0
Socioeconomically Disadvantaged	83	83	100.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	19	19	100.0

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>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	742	738	128	17.3
Female	350	348	60	17.2
Male	392	390	68	17.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	29	29	1	3.4
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	203	199	41	20.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	50	50	10	20.0
White	451	451	73	16.2
English Learners	16	16	5	31.3
Foster Youth	--	--	--	--
Homeless	20	19	5	26.3
Socioeconomically Disadvantaged	215	211	65	30.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	58	57	21	36.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.73	2.94	1.21	3.25	3.35	1.56	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.21	0.00
Female	1.14	0.00
Male	1.28	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.99	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.55	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.86	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.72	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The district provides yearly training for all staff in emergency preparedness, CPR first aid, and disaster procedures. The school is preparing a Comprehensive School Safety Plan which will be completed by March 1st and brought to the school board for approval. Once approved this plan will be distributed and reviewed with staff, students, and parents. This plan will be used to provide details regarding strategies, programs, and procedures to support a safe school environment. This plan follows requirements of California Education Code sections 32280-32289.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	27	15	1
Mathematics	14	29	13	2
Science	15	17	7	0
Social Science	20	15	14	2

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	22	21	
Mathematics	13	34	13	
Science	17	17	9	
Social Science	16	23	11	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	23	19	
Mathematics	16	21	17	
Science	20	11	9	
Social Science	17	18	11	1

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	768

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.9

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	16589	3859	12730	\$64,167
District	N/A	N/A	16589	\$74,096
Percent Difference - School Site and District	N/A	N/A	-26.3	-14.4
State	N/A	N/A	\$11,146	\$84,462
Percent Difference - School Site and State	N/A	N/A	13.3	-27.3

Fiscal Year 2024-25 Types of Services Funded

The following is a list of Federal and State funded programs that are provided to students:

- Title I (Basic Grant)
- Title II (Supporting Effective Education)

Fiscal Year 2024-25 Types of Services Funded

- Title IV (Student Support & Academic Enrichment)
 - Special Education (IDEA, AB602)
 - Learning Recovery Block Grant
- * State Mental Health-Related Resources
 * A-G Access Grant
 * A-G Learning Loss Mitigation Grant

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,698	\$54,938
Mid-Range Teacher Salary	\$74,759	\$77,181
Highest Teacher Salary	\$95,512	\$105,502
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		\$149,893
Superintendent Salary	\$167,934	\$173,469
Percent of Budget for Teacher Salaries	25.4%	25.33%
Percent of Budget for Administrative Salaries	5.95%	6.27%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	9.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	2
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	5

Professional Development

Sutter Union High School conducts 5 days of in-service training at the beginning of each school year for all credential and classified staff members. In-service trainings focus on school-wide routines and procedures, instructional practices, school safety and specific information necessary for the beginning of school. Staff Collaboration days are scheduled every Wednesday with early release time for students. Wednesday collaboration days are used for articulation and coordination of the school's efforts to improve student achievement and PLC process. For the purpose of this report 7 days of Wednesday collaboration time = 1 day so there are 5 days at the start of the year plus another 5 days.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	8