SUTTER UNION HIGH SCHOOL SELF-STUDY REPORT

2665 Acacia Avenue

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Sutter Union High School

May 2-5, 2021

ACS WASC/CDE Focus on Learning Accreditation Manual,

2019 Edition (2020-2021 SY Visits)

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Board of Education	**Administration**	**WASC Leadership**
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Preface

Sutter High School's WASC action plan is a guiding document for the school and its stakeholders. Progress made towards achieving WASC goals are discussed by departments and staff during set-aside weekly collaboration time. These goals also are the focus of ongoing staff development and school improvement.

Department PLTs meet individually on a weekly or biweekly basis to analyze local and schoolwide data referenced in this document. The WASC leadership team, composed of department heads and focus group leaders, also regularly reviews data and information during scheduled monthly meetings.

WASC progress reports – especially as they align with goals of the LCAP – are made to the Sutter Union High School board of trustees and community stakeholders for review and comment on a monthly basis. This formalized cycle culminates during June, when the school board reviews and receives public comment on LCAP and WASC reports. Final approval comes during a second board meeting in June.

In 2013, Sutter Union High School received a six-year accreditation with a two-day, three-year revisit. In 2019, Sutter High School received a one-year accreditation extension to align our WASC calendar with our LCAP calendar. Our scheduled May 2020 visit was cancelled due to the pandemic.

It's safe to say that this WASC process has been characterized by starts and stops mirroring the ups and downs of the pandemic and COVID-19 strictures placed on education delivery. The self-study was put on hold for months in 2020 while our staff's focus centered around providing a high-quality education for our students via distance and hybrid models. Time once used to collaborate over data and WASC goal updates were now devoted to "on the fly" implementation of online learning platforms and adopting online teaching strategies that would best serve our students.

While these proved trying times for students, parents, administration, and teachers alike, the level of synergy and shared expertise among staff was never greater. From this tragedy came an intense bond and camaraderie centered around helping our peers and our stakeholders through this ordeal.

SCHOOL PURPOSE

Sutter High School is proud of our school's educational excellence, outstanding extracurricular performance, and active involvement in our community. 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 develop well-rounded, productive citizens who are prepared to become contributing members of society.

STUDENT LEARNER OUTCOMES/ESLRs

Sutter Union High School will prepare students to become:

Socially responsible citizens who:
- Demonstrate integrity and honesty.
- Accept individual and group responsibility.
- Demonstrate respect for self and respect the needs, ideas, opinions, and property of others.

Critical and creative thinkers who:
- Identify, locate, acquire, and organize data.
- Use information to make informed decisions and solve problems independently and as a team.
- Apply learned skills to real-life situations.

Effective communicators who:
- Use basic communication skills – reading, writing, speaking and listening – to communicate ideas to others.
- Interpret, apply, and respond to verbal and written instructions.
- Express themselves in a variety of media, which include art, music, and theater.

Technologically literate individuals who:
- Use technology to solve problems and achieve goals.
- Use technology to acquire, evaluate, organize, interpret, and communicate data.
- Demonstrate a working knowledge of the computer, ability to use applications, and efficiently navigate the internet.

Productive and self-sufficient members of society who:
- Develop life skills necessary to succeed as a contributing member of a global society.
- Demonstrate solid work ethic, punctuality, and reliability.
- Commit themselves to become a lifelong learner through setting and obtaining personal and career goals.

MISSION

Sutter Union High School District's primary mission is to academically and vocationally educate the youth of our community while promoting high social and moral standards in preparing our students to meet the challenges of their future.

Chapter I: Progress Report

Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.

Since our last full visit, there have been significant changes in our enrollment, staffing levels, and academic focus, which have been driven primarily by established schoolwide WASC and Local Control and Accountability Plan (LCAP) goals.

Student Enrollment

Since hitting a low of 625 students in 2012-2013 after the opening of a new high school on the western edge of Yuba City, student enrollment has increased steadily. By the 2015-2016 school year, the SUHS student population had reached 723 students. Enrollment continues to grow, with a current population of 777 students. Our current staffing levels and facilities are best suited to serve a student population of no more than 800 students. So far, SUHS has not put a cap on enrollment of inter-district transfers, which currently make up 40 percent of our student population.

Retirements and staff changes

Sutter High School has the reputation as a destination school where educators plan to stay and finish their careers. As a result, our school's academic and athletic programs and their reputation in the community have benefited greatly from the continuity and longevity of teachers, coaches, and staff. However, many of these seasoned and experienced staff members have begun retiring. Since our last full visit, eight members of our teaching staff of 36 have retired, with at least two more planning to do so at the end of this school year. During this same time period, seven members of our classified staff -- including our librarian, head custodian, school psychologist, and chief business officer -- have retired as well. In the next six years, it is expected that another 6-8 members of our staff will retire. As we transition to a younger staff (some of whom are now teaching at their alma mater) these veterans are mentoring the next generation of educators who themselves bring new ideas, creativity and new types of expertise. This has been especially evident during our educational response to the pandemic, when these younger teachers took the lead in training veteran teachers in new technologies and ways to engage students via distance learning.

School funding

Sutter High School has been negatively affected financially in recent years by changes prompted by the state's Local Control Funding Formula (LCFF). Despite being one of the lowest funded high school districts in the state, Sutter High School remains one of the highest-performing schools in the region and continues to provide its students with a wide range of course offerings and academic opportunities.The chart below indicates certificated staff at SUHS is paid significantly less than the state average as a percentage of the budget. Classified staff is slightly lower than the state average. When looking at books and supplies, SUHS spends significantly more. This data suggests that Sutter staff, while paid less than the state average, place a high priority on making sure students have needed materials for student learning and activities.

General Fund Revenues					
2019-2020					
	Revenues			**Dollars/Student (ADA)**	
	Unrestricted	**Restricted**	**Total**	**This District**	**Statewide Average High School Districts***
LCFF Revenue	8,091,514.65	-	8,091,514.65	10,314.76	11,497.00
Federal Revenue	-	317,946.20	317,946.20	405.31	649.00
Other State Revenue	160,977.88	494,580.76	655,558.64	835.68	1,687.00
Other Local Revenue	146,188.17	32,096.20	178,284.37	227.27	918.00
Total Revenue	$8,398, 680.70	$844,623.16	$9,243,303.86	$11,783.01	$14,751.00

General Fund Expenditures					
2019-2020					
	Expenditures			**Dollars/Student (ADA)**	
	Unrestricted	**Restricted**	**Total**	**This District**	**Statewide Average High School Districts***
Certificated	2,636,933.51	552,443.29	3,189,376.80	4,065.70	5,811.00
Classified	1,418,060.12	108,286.31	1,526346.43	1,945.73	2,106.00
Employee Benefits	1,720,427.69	620,425.24	2,340,852.93	2,984.03	3,917.00
Subtotal Salary & Benefits	$5,775,421.32	$1,281,154.84	$7,056,576.16	$8,995.46	11,834.00
Books & Supplies	367,601.32	192,721.66	560,322.98	714.28	589.00
Services/Other Op Exp	837,059.52	293,887.48	1,130,947.00	1,441.69	1,498.00
Capital Outlay	213,624.34	32,096.20	245,720.54	313.24	-
Other Outgo/Transfer	-	(49.00)	(49.00)	(0.06)	-
Subtotal Other Expenditures	1,418,285.18	518,658.34	1,936,941.52	2,469.14	2,087
Total Expenditures	$7,193,706.50	$1,799,811.18	$8,993,517.68	$11,464.60	$13,921.00

*2018-2019 ed-data.org

Career Technical Education

Sutter High School has long placed an emphasis on providing students with opportunities for hands-on learning experiences that allow them to explore various "real-life" fields of interest that may lead to jobs and careers after graduation. These are often the most popular classes on campus.

That emphasis came into focus in 2019 as 14 CTE pathways were established that allow students an opportunity to complete pathways that will result in workforce ready certifications.

Agricultural Mechanics	Visual/Commercial Art
Agriscience	Cabinetry, Millwork, and Woodworking
Sustainable Agriculture	Architectural Design
Animal Science	Engineering Design
Ornamental Horticulture	Residential and Commercial Construction
Graphic Design	Financial Services
Animation	Marketing

Classes within each pathway may be taken as a standalone course, or they may be taken in a course sequence -- introduction, concentration, and capstone -- to receive certification. The rollout and growth of these formalized pathways has been impacted by COVID-19 school closures, but they are expected to gain traction when in-person schooling resumes and efforts to encourage pathway completion continues.

Sutter High School partners with the Sutter County Office of Education ROP program to provide students a new on-campus class in manufacturing (the mobile shop travels to the SUHS campus). Students may also attend off-campus nursing and culinary arts programs.

Dual enrollment

Since 2015, Sutter High School has expanded curricular opportunities for its students by offering dual enrollment at local community colleges (primarily Yuba Community College campuses in Linda and Yuba City) so they may accelerate their learning and prepare for college in fields of interest. Each year, an increasing number of students – especially seniors who have only a half day of classes because they have accumulated enough credits to be on track for graduation – have taken classes at the college to add transferable units and explore career paths. Some students have earned their associate's degree by high school graduation.

	Total number of students taking college classes	Total number of college classes taken
2015-2016	13	19
2016-2017	5	6
2017-2018	14	14
2018-2019	47	94
2019-2020	47	133
2020-2021	94	227

The classes students are taking vary across disciplines, but the most popular appear to be College Success (preparing students for college-level study skills) and classes that both satisfy their SUHS graduation requirements in junior and senior level English and Social Studies classes and are transferable to a four-year college. The sharp increase in student participation in this 2020-2021 school this year is likely due to students -- in lieu of completing online courses at SUHS -- complete online courses at the college for dual credit. Currently, no college classes are taught on the SUHS campus. The school continues to make efforts to publicize these resources for students as early as freshman year with the hope that more students will utilize and benefit from them.

Dedicated weekly PLT/Collaboration time

During this WASC cycle, the primary schoolwide academic focus has been the integration of Common Core literacy concepts throughout the curriculum. Professional development in this area has been built on the existing Professional Learning Team structure and monthly collaboration time. For the 2020-2021 school year, weekly PLT time was embedded into the master schedule each Wednesday, expanding from the previous monthly collaboration time allotted during the final Wednesday of each month.

The collaboration process began early in this WASC cycle by instituting a new bi-weekly intervention/engagement period, during which some students would receive assistance in math while the majority of others would work on schoolwide writing assignments intended to introduce expository, descriptive, and persuasive writing into every curricular area. These enrichment activities also included an emphasis on academic vocabulary. This process then moved into each teacher in each class producing literacy assignments and integrated lessons based on literacy outcomes and model lessons presented in the ELA/ELD Framework. This then led to increased cross-curricular lessons between departments, especially between English and social studies.

The next step, as recommended as a critical need by the visiting team during their original visit, was to update our curriculum maps in every subject. These new curriculum maps were to be composed of inquiry-based units that integrate discipline-specific content, literacy elements, and engagement strategies that make the curriculum more rigorous yet accessible to all students. Teachers and departments have begun developing many of these pieces, but work continues to compile them into single course documents. Some departments – including math and social studies – refer primarily to the scope, sequence, and instructional outlines provided in their new textbook curriculum, augmenting these curriculum resources as needed with their own inquiry questions, literacy assignments, and instructional strategies.

English Learner services

Our services to our EL students have seen a dramatic change and improvement. Moving away from a pull-out model in 2014, Sutter High School established one designated EL class taught by a credential, EL-authorized teacher with curriculum based on state ELD standards. The following year, students received EL services in one of two designated, proficiency-level ELD classes. These efforts have resulted in an increase in student success on the ELPAC and in the rate of reclassification, with particular caution given to reclassify only students who demonstrate grade-level language competence in their other core subjects.

In 2016, as outlined in our action plan, we established an English Learner Advisory Committee (ELAC) to communicate educational expectations and better serve the needs of EL parents and their students. The committee meets twice a year, but members have frequent,

ongoing contact with our bilingual academic advisor, who acts as an ELAC liaison throughout the year.

High-impact instructional strategies

Ensuring that all students – including those in EL, special education, and economically disadvantaged subgroups – have access to a rich curriculum in all of their classes has been the primary focus of our professional development efforts and LCAP resources.

Based on classroom observations, the original WASC visiting team noted a schoolwide need for more teacher engagement with students to promote learning for all students. The school had begun staff development efforts using instructional principles from Explicit Direct Instruction (EDI) and The Fundamental Five texts to implement best instructional practices and integrated ELD strategies into their classes. The decision was made in 2015 to accelerate these efforts by partnering with Clark Consulting & Training Inc., a Phoenix-area firm specializing in effective teaching methods in ELD classes and high-impact instructional principles for all classes.

In the first year, Clark Consulting worked with ELD and English teachers, followed by science and social studies in year two. Year three efforts reached into remaining subject areas, including math, special education, CTE, and foreign language.

The process first involved teachers receiving on-campus, out-of-class training in methods and strategies, followed by co-planning lessons with the consultant. Teachers are then coached in the use of these methods in their classroom. The training both affirmed what teachers know about best teaching practices and challenged teachers to think and act in new ways for the benefit of their students. The coaching, in which a consultant sits to the side and discretely provides directed input as needed during the lesson, was initially intimidating and challenging for many teachers. However, most teachers ultimately became more comfortable with the process – even seeking out coaching – and saw documented success in classroom rigor, expressed student comprehension, and improved scores on class assignments.

As part of a multi-year program rollout originally established when Clark Consulting coaching and training began, these efforts are led by an on-campus teacher/instructional coach trained and proficient in using these instructional practices in his own classes. This training has been mostly dormant for the last two years, but the post-pandemic focus will be cycling back to focus on new and selected English, social studies, and other teachers needing and/or requesting continued development.

Interventions

Sutter High School continues to have a 100 percent graduation rate, due in large part to proactive staff members and the school quickly recognizing at-risk students and intervening on their behalf to ensure their long-term success. Increasingly, departments are creating standards-based benchmarks to identify underperforming students and developing in-class interventions to address the needs of underperforming students. In 2015, as part of this intervention continuum, Butte View High School, Sutter Union High School District's continuation school, was completely reconfigured. Led by a teacher-administrator, the school has moved beyond simple credit recovery to include more direct instruction in small-group settings and a CCSS-aligned curriculum.

The math department has restructured its course sequence to offer classes to students needing more support and more time to master the topics in mathematics. These classes (Integrated Math 1a, 1b, 2a, and 2b) consist of the same content as Integrated Math 1 and 2 simply presented at a slower pace and with additional support.

It's all part of the district's ongoing effort to improve educational alternatives for underperforming students while providing a rigorous curriculum that meets the career and college preparation of the Common Core State Standards.

Technology on campus

As this WASC cycle has progressed, there has been an increasingly recognized need for more student access to computers and the need for more technology blended into our curriculum. Many of our students come from feeder schools where they had one-to-one access to tablets and Chromebooks on which they completed numerous assignments. They arrived on campus where teachers had access to three shared carts of tablets and limited access to two computer labs.

The pandemic brought a tidal wave of immediate training in online learning platforms and the need to purchase more tablets that could be checked out to students learning remotely during COVID-related school campus closures. We went from having 135 tablets and Chrombeooks to approximately 235 to serve a student population of about 775 students. During the pandemic, hot spots have been provided to families living in remote areas of our district with limited internet access.

We aren't quite 1:1 yet, but most students have significantly increased access to computers and those who need a computer are able to get them. Moving forward, there is still a need to replace antiquated desktop computers in the two labs and a computer applications classroom. There is a staff desire for more training in the most effective ways to carry over what we've learned during this period of distance education to best integrate technology platforms like Google Classroom and other related applications into effective 21st Century learning.

Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.

<u>Sutter Union High School LCAP Goals:</u>

Goal #1 -- STUDENT ACHIEVEMENT -- Increase academic performance for all students with a focus on narrowing the achievement gap for all underperforming subgroups.

Goal #2 -- ENGAGEMENT -- Develop safe, clean, and well-maintained schools where individual students feel connected and supported by all stakeholders to make healthy and responsible decisions.

Goal #3 -- CONDITIONS OF LEARNING -- Provide professional development specific to the implementation of California Content Standards, train highly qualified teachers, promote quality first instruction, develop new curriculum units and assessments aligned to content standards to ensure all students -- including underperforming subgroups -- achieve at a high level.

<u>Sutter Union High School Action Plan:</u>

Action Item #1 (aligned with LCAP Goal 1) - Identify the full spectrum of underperforming students using formative and summative assessments; reduce the achievement gap between subgroups and all students in achieving college and career readiness.

Action item #2 (aligned with LCAP Goal 3) - Establish Professional Learning Communities (PLCs) that routinely use local and statewide data to drive instruction (i.e., provide differentiated instruction) and meet the needs of students who need extra instructional time to master essential standards (intervention) and those who have met these standards and would benefit from additional educational opportunities (enrichment).

Action item #3 (aligned with LCAP Goals 1 and 3) - Prioritize instructional time and maximize active learning time in all classrooms; uniformly implement research-based teaching methodologies that ensure maximized use of instructional time.

The school's principal/superintendent regularly reviews LCAP goals, WASC goals, and supporting data at weekly staff meetings and at monthly school board meetings. The school action plan was refined for the mid-cycle report in 2016 and centered around collecting and analyzing data pertaining to the academic success of students in subgroups. During staff collaboration, data is shared with staff for the purposes of focusing our instructional efforts and creating interventions for students. This data is also shared and reviewed with all stakeholders, who are actively involved in implementing the LCAP's actions and services that are congruent with the WASC "Focus on Learning" Action Plan.

Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated *all schoolwide critical areas (growth areas for continuous improvement)* **from the last full self-study and all intervening visits.**

Below are the *Critical Areas for Follow-Up* **identified by the 2013 WASC Visiting Committee and reiterated by the 2016 WASC Mid-Cycle Visiting Committee.**
Critical area #1 -- *In order to achieve their intended outcomes, the revised WASC action plans*

must be adhered to. The WASC leadership team and school administration needs to initiate a continued and schoolwide focus on the goals of their action plan that includes: a definition of what is to be done, who is to do it, the clear delineation of measurable progress, specific accountability procedures related to the completion of all action items and reporting dates that promote reflection on what is or what is not occurring within each action plan. This process needs to be clearly understood and valued throughout the staff and school community.

The WASC action plans have been reviewed regularly to maintain focus and modify our efforts as needed. They are discussed in bi-monthly WASC leadership meetings and provide direction for staff meetings and professional development activities during our collaboration days.

Clarity of purpose for these goals is reinforced in almost every staff meeting and individual teachers are aware of their role in achieving these goals. Furthermore, the leadership team, composed primarily of department chairs, is accountable for keeping teachers in their subject areas progressing toward the objectives spelled out in the action plan.

Critical Area #2 -- *As a means of promoting a collaborative culture focused on meeting student learner needs and to promote a continued growth and renewal orientation, Sutter HS would benefit from an annual collaborative goal-setting process focused specifically on instructional methodology and intended to impact all students in every classroom. Schoolwide commitment to agree upon goals should transcend personal preference and should be observable, measurable, and amenable to evaluation.*

Collaborative goal setting is a process set forth by the action plan and facilitated annually primarily department by department. There is an agreed-upon need to focus on literacy demands of the new Common Core standards and providing instructional support for English Learners and members of all underperforming subgroups. Staff members have shown a willingness and capacity to learn and implement language-based instructional strategies (as part of the Action Plan) throughout the curriculum for the benefit of all students. The success of these efforts is evidenced by the growth in overall CAASPP ELA scores in the last three years and high performance by most subgroups, including our Hispanic and Socioeconomically Disadvantaged students.

Accountability is primarily peer based, with adherence the focus of walk-throughs by superintendent/principal to ensure uniform implementation of established instructional norms, such as requiring all teachers to have stated learning objectives containing academic vocabulary.

Almost all teachers have received extensive Clark Consulting training and have a working understanding of how high-impact instructional strategies can and should be used in their classrooms. The goal moving forward is to help teachers continue to use these strategies more routinely and effectively, with support from a peer coach and accountability to administration via classroom visits and evaluations. This would complement a schoolwide goal-setting process that allows teachers to purposefully create annual actionable goals that vertically align to department and school goals.

Critical area #3 -- *As a means of increasing the scope of instructional leadership activities, schoolwide improvement efforts, and oversight of WASC action plans, the board of education should give consideration to the administrative ratio at Sutter HS so that the principal/ superintendent or his designee can place more focus on those instructional, articulation, assessment, or data-related issues that directly impact student achievement at Sutter HS.*

A vice principal was hired in 2014. Furthermore, the superintendent/principal coordinated with a teacher leader and provided him release time to prepare and provide professional development at monthly collaboration meetings. The teacher leader, who was also the ELD chair, led the restructuring of the ELD program and worked on state assessment administration until a second counselor was hired in 2014. In 2017-2018, this same teacher leader was provided release time to oversee implementation of the Clark Consulting training and begin peer coaching in classrooms.

Critical Area #4 -- *As it relates to maximizing the leverage of a well-defined curriculum document and in light of the focus of the Common Core, there is need for each course offered at SUHS to be supported by a well-developed curriculum document that not only identifies standards and core concepts, but translates them into commonly understood terms. It would also assist in identifying assessment procedures. Such a document would serve as the primary resource for a new teacher or a teacher newly assigned to a class. It would also assist teachers in planning cross curricular projects, developing benchmark assessments, and developing pacing guides.*

Since many of our more experienced and long-tenured teachers were unfamiliar with the new expectations of the Common Core, a foundation was laid during the first two years to educate all teachers about new literacy standards and the instructional expectations of the new ELA/ELD Framework. They were provided lessons and given examples of "writing across the curriculum" assignments that were completed during schoolwide intervention/enrichment periods. In 2017, social studies teachers received training in the new frameworks and gained a new understanding of their rigor and literacy demands. Teachers in all subject areas have begun developing their own literacy assignments, but they have yet to finish the laborious task of creating course curriculum maps. However, recently adopted texts in math, social studies, and science include a detailed scope and sequence that integrates CCSS literacy standards, adheres to state frameworks, and provides more rigorous formative and summative assessments.

Chapter II: Student/Community Profile and Supporting Data and Findings

Located at the southern foot of the Sutter Buttes, known as the smallest mountain range in the world, the small agricultural town of Sutter is home to approximately 2,900 people. The local economy consists of raising beans, rice, safflower, almonds, prunes, tomatoes, and walnuts.

The Sutter Union High School District was established in 1893. The district has one comprehensive high school and one continuation high school. The current Sutter High School plant was built in 1964 after a fire destroyed the original school. The district students come from six population areas which encompass the five feeder elementary school districts: Brittan, Franklin, Meridian, Nuestro, and Winship/Robbins. The school also receives a significant number of inter-district transfer students from nearby schools in the Yuba City Unified School District, as well as Butte, Yuba, Colusa, and Yolo counties.

The population in three of the elementary districts is relatively stable, consisting largely of ranch owners or operators and an accompanying agricultural labor force. The school in Robbins, a very rural area with a high Hispanic population, has grown significantly in the last few years. These students feed into Sutter High School and have made the Hispanic and English Learner student population a sizable subgroup at Sutter High School.

The population in the two largest elementary feeder school districts (Franklin Elementary on the western edge of Yuba City and Brittan Elementary in Sutter) is growing due to people's desire to live outside the Yuba City limits. The population in these two communities is composed of a large number of professionals and semi-professionals and skilled tradespeople who work in the greater Yuba City-Marysville area or commute to work in the greater Sacramento region, including Placer County.

The enrollment at Sutter High School has been in flux the past 10 years due to two factors: fluctuating enrollment at feeder schools and Yuba City Unified School District building a new high school on Sutter Union High School District's eastern border. A few families living close to the new high school chose to send their children to the new high school for proximity reasons. In recent years, however, Sutter High School has seen its enrollment numbers grow and return to the levels they were before the neighboring high school opened. In 2017-2018, overall enrollment leveled off from anticipated growth due in large part to families relocating out of state for personal, financial, and job-related reasons. With a current enrollment of 777 students, Sutter is still a school of choice as it maintains an inter-district agreement population of 40-55 percent annually, reaching a high of 56 percent in 2016-2017.

A generous donation by a community member facilitated the remodel of Sutter Youth Organization's community pool (located across the street from the high school), which is now used by Sutter's swim team. Modernization efforts on existing facilities began in summer 2012 with completion of hardscape resurfacing on campus, which included Americans with Disabilities Act (ADA) compliance upgrades. In 2013, significant structural and technological upgrades were completed to modernize classrooms and bathrooms in two wings of the older part of campus, as well as the school's North Gym and Music Room/Auditorium. Modernization of the B-wing was also completed, updating bathroom facilities and 8 math, science and business classrooms, one of which now houses a state-of-the-art science lab. Modernization continued in 2014 with the renovation of the administration wing (A-wing), featuring an expanded Career and Counseling Center. Finally, in 2015-2016, remodel of the administration wing – including construction of ADA-compliant staff bathrooms – was completed. Solar paneling was installed in the spring of

2021 and plans are underway for the modernization of the football stadium and adjacent infrastructure.

The student population is 63 percent white; 25 percent Hispanic; 5 percent of multiple ethnic origins; 2 percent American Indian; 4 percent Asian; and less than 1 percent each of Filipino, Hawaiian, and African American.

Sutter High School provides seven periods of instruction for students each school day. This provides each student the opportunity to take a strong academic and vocational program. Graduation requirements include 250 credits and a senior Job Shadow & Career Portfolio project.

Though a small school, Sutter High School is proud of its wide selection of academic and vocational classes. The school also has a wide range of athletics and extracurricular programs for the students. Many of the 20-plus on-campus clubs and organizations such as FFA (Future Farmers of America) and DECA (Distributive Education Clubs of America) travel throughout California to compete successfully at the state and national level. FFA operates an on-campus 13-acre almond orchard (with proceeds funding their programs), with another 10 acres devoted to growing oat hay and another acre used to grow pumpkins for the club's annual pumpkin farm outreach to area elementary schools. Students also raise animals annually for show and sale at the Yuba-Sutter Fair. DECA, formerly the Future Business Leaders of America, routinely ranks in the top 10 nationally for their community service project and provides students a rich curriculum in marketing, entrepreneurship, and business related fields. Additionally, the Drama Club travels annually to the Oregon Shakespeare Festival in Ashland, Ore., and attends theater-related activities in the greater Sacramento area.

In recent years, two new clubs have been added that offer unique, real-world learning opportunities for students. The purpose of the CREATE Mentoring Program is to educate and inspire high school students to pursue careers and receive exposure to the world of architecture, construction, engineering and the building trades in the greater Sacramento area. With the guidance of local professionals in these fields, students create conceptual building projects that garner themselves awards in regional competitions and scholarships to pursue a college education in these STEM areas. The Sutter High School Junior Statesmen of America (JSA) club is a debate-centered national organization founded in the ideas of critical thinking, civic engagement, and student leadership. Activities include a mock congress where student-written bills are debated in hearing rooms in the state capitol building in Sacramento. Students in this speech and debate club regularly win or place high in local speech competitions sponsored by the Lions and Rotary clubs and the Sutter County Board of Supervisors.

Many Sutter High School students directly enter four-year universities (26% of 2020 seniors), while a significant number of our students (54% in 2020) elect to begin their college careers at a community college. Four percent of students in the Class of 2020 planned to join the military and 4 percent were set to attend a trade school. Another 12 percent of graduates immediately entered the workforce.

Sutter has very active parents and community members. The Sutter High Boosters organization is designed for parents of current students. The boosters put on fundraisers to support the sports teams and clubs at the high school. The Alumni Sports Association, for Sutter High alumni who wish to support the school, sponsors the annual "Tee Up for the Huskies" golf tournament to raise money to support various programs at the school. The SUHS Sober Grad Night Committee meets and plans the annual post-graduation event for the graduating seniors. This event is supported by numerous local businesses and families who wish to support students in making good decisions and preparing for the move to college. Raffle door prizes given away at

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Grad Night include items to set up a dorm room or home, as well as money to help with living expenses associated with the move to college. Other organizations which are run by parents and community members are shooting sports (trap and rifle teams), high school rodeo, a fishing club, Sutter Area Little League, Youth Soccer, AAU Basketball, Jr. Huskies Football, curriculum review committee, and the Sutter Youth Organization. Other outside organizations which provide support include Sutter and Meridian Lion Clubs, Kiwanis, and Rotary clubs.

There are numerous local memorial scholarship programs available for graduates annually. Sutter has established long-lasting relationships with local and regional businesses.

Enrollment – Sutter High School's enrollment has steadily increased in recent years and is slowly approaching its high water mark of 805 students in the 2004-2005 school year. In recent years, a few Sutter High School families have left the state for economic and personal reasons. It is unknown whether this will remain a trend. As noted below, Sutter remains a school of choice for parents and students.

Enrollment	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Grade 9	190	212	185	214	191	239
Grade 10	204	184	194	186	200	186
Grade 11	138	189	177	178	175	190
Grade 12	161	138	180	177	171	162
Inter-district transfers	232	367	412	318	326	307
Inter-district transfer % of enrollment	33%	51%	56%	42%	44%	40%
Total	693	723	736	755	737	777

Enrollment by gender

Gender	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Male	353	366	373	381	358	379
Female	340	357	363	374	379	398
Total	693	723	736	755	737	777

Enrollment by ethnicity – As forecasted in our original self-study report in 2013, our Hispanic population is now consistently our largest and fastest-growing minority population. In 2010, our student population was 76% White and 17% Hispanic.

Ethnicity	2014-2015	% pop	2015-2016	% pop.	2016-2017	% pop.	2017-2018	% pop.	2018-2019	% pop.	2019-2020	% pop
American Indian	16	2%	13	2%	16	2%	17	2%	13	2%	12	2%
Asian	16	2%	21	3%	19	3%	22	3%	27	4%	29	4%
Filipino	0	0%	0	0%	3	<1%	2	<1%	1	<1%	0	0%
Hispanic	141	20%	172	24%	187	25%	204	27%	183	25%	196	25%
Black	4	<1%	3	<1%	3	<1%	2	<1%	3	<1%	1	<1%
Hawaiian	1	<1%	0	0%	0	0	0	0	0	0%	2	<1%
Multiple	45	6%	39	5%	40	5%	36	5%	29	4%	36	5%
White	470	68%	475	66%	468	64%	472	63%	481	65%	489	63%

English Learners – The total number of ELs is declining due to the success of our ELD program and steady reclassification rates. Due to its low numbers the California School Dashboard considers this an insignificant subgroup. However, serving members of this subgroup in both designated ELD classes and integrated ELD instruction throughout the curriculum remains a targeted focus of our academic improvement efforts.

English Learners	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
EL students	24	27	21	16	10	12
RFEP students	38	59	64	74	74	69
% of student population	9%	12%	12%	12%	11%	10%

Economically Disadvantaged Status – This continues to be a numerically significant subgroup and is a targeted focus of our academic improvement efforts.

Socioeconomic status	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Free Lunch	168	184	119	203	182	181
Reduced Lunch	33	49	28	47	56	43
Total	201	233	147	250	238	224
% of population	29%	32%	20%	33%	32%	29%

Special Education enrollment – This continues to be a numerically significant subgroup and is a targeted focus of our academic improvement efforts in RSP classes and throughout the curriculum.

Special Education	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Total	49	47	55	47	49	46
% of student population	7%	7%	7%	6%	7%	6%

Parent Education Level

Parent Education	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Grad School	72	97	117	127	108	121
College Grad	106	164	176	186	207	200
Some College	205	278	274	253	248	277
HS College Grad	62	79	89	105	98	101
Not HS Grad	28	37	30	29	21	24
Declined to State	17	24	43	55	55	54

Staff/teacher demographics – The teaching staff was down to 30 members in 2011-2012 after the economic downturn and a resulting reduction in force. The staff returned to 33 teachers in 2015-2016 and has since grown to respond to increased enrollment. All teachers are appropriately assigned and credentialed in their subject areas.

Staff Demographics	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
#Teachers FTE	32.17	32.83	34.5	34.84	33.0	36.
Total Teachers	33	33	36	35	34	36
Male	19	19	22	21	19	21
Female	14	14	14	14	13	15
Administrators	2	2	2	2	3	3
Counselors	2	2	2	2	2	2
Pupil Services	1.5	1.5	1.5	1.5	2	2
Classified	18	18	18	18	21	21.5
Bachelor's Deg.	3	3	4	4	3	6
Bach. Deg. +30	30	29	31	31	30	30
Master's Degree	7	7	7	8	4	5
Doctorate Deg.	0	0	0	0	0	0
#Years/District	15.72	12.4	12.09	12.34	12.75	11.69
#Years/Teaching	18.42	15.37	12.5	13.53	14.7	13.49

Discipline/graduation rate – Sutter's graduation rate has consistently reached 100% the last six years due to an intentional, coordinated system of academic and social interventions – involving teachers, counseling staff, and administration – to provide students various opportunities to finish high school.

Discipline/graduation	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Suspensions	29	31	12	20	22	15
In-house suspensions	7	2	22	12	8	2
Expulsions	0	0	0	0	0	0
Graduation rate	100%	100%	100%	100%	100%	100%

Post-secondary status -- The variety of post-secondary paths taken by graduates reflects the diversity of college- and career-readiness opportunities provided to them while at Sutter High School. As part of their program, the school's Future Farmers of America monitors student job and career placement after graduation. The Counseling Department follows up each year with alumni to document their status, but few former students respond to school phone calls and emails once they leave the Sutter campus.

Graduating year	2016-2017	2017-2018	2018-2019	2019-2020
# of graduates	174 graduates	166 graduates	166 graduates	157 graduates
4-year University	28%	23%	23%	26%
Community College	56%	57%	64%	54%
Trade School	.5%	3.5%	3.5%	4%
Military	5%	3.5%	2.5%	4%
Apprenticeship /Internship	1%	1%	1%	0%
Straight to work	9%	12%	6%	12%

Student Achievement Data

Students meeting A-G requirements – The percentage of students taking and passing classes that meet CSU and UC A-G requirements has remained steady in recent years. Students typically fall short of eligibility requirements because while they take classes that are required for graduation, they fail to take an extra foreign language or VAPA class that would meet A-G requirements. Additionally, many students do not receive credit in these A-G courses because they did not earn a "C" or better (see Ds and Fs below).

The following steps have been taken to address these issues: Counselors clearly delineate A-G requirements to incoming seniors during parent conferences when students are selecting courses; the math department has created a new course matrix designed to adjust to the pace of a student's learning while teaching with the same A-G rigor; teachers in all subjects are being trained in instructional strategies designed to engage low-performing students who may be in danger of failing.

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
Meet A-G requirements	UC A-G	CSU A-G	UC A-G	CSU A-G	UCA -G	CSU A-G	UC A-G	CSU A-G	UC A-G	CSU A-G	UC A-G	CSU A-G
# Grads	166		142		181		167		171		162	
% Meet A-G	36%	42%	42%	39%	39%	44%	37%	41%	40%	47%	40%	46%

CTE completion -- The school's CTE offerings attempt to balance exploration and completion. While it is preferable for students to complete a pathway, it's possible that a student may complete the introduction and concentration courses before finding interest in another area and failing to complete the capstone course to completing the pathway. The California Dashboard places great pressure on schools to produce CTE completers. As a result, there have been some preliminary discussions at SUHS about making it a graduation requirement to complete either A-G requirements or complete a CTE pathway to achieve college- or career-readiness. However, there is great concern among staff, parents, and students that this requirement would put students as early as the 8th grade in the position to make choices that will impact their entire high school career -- stifling opportunities for mobility and exploration. When enrolling students, academic counselors clearly explain the process to students and parents for completing CTE pathways. The school expects that post-pandemic CTE completion rates will rise as students become more aware of the school's newly established 14 CTE pathways and the benefits of completion.

CTE completers	2017-2018	2018-2019	2019-2020
Total #	28	31	13
%	4%	4%	<1%

Ds and Fs – The reduction of Ds and Fs by 10 percent annually is one measure of academic improvement outlined in our original WASC Action Plan. Overall, we have seen a general decline, attributed in large part to the classroom-based and schoolwide interventions. The Ds and Fs list is regularly discussed during collaboration and evaluated by PLT for the purposes of creating subject- and class-based interventions.

A focus on Ds and Fs has occurred while we simultaneously increased the rigor in all core academic classes. All of these core classes are now CSU or UC approved and taught at grade level. Also, this period marked the introduction of integrated Common Core math, which was new to many students who may have had little or no familiarity with this new way of learning in their elementary school. (A majority of the Ds and Fs were earned in these new math classes). To support students who may be failing these core subjects, language-based instructional strategies have been enhanced in all subject areas and numerous interventions have been instituted to help failing math students. Since the introduction of this new math, the focus has been on identifying struggling students and providing them additional tutoring outside of class or providing classes taught using more direct teaching methods. To further address this, the math department for the 2018-2019 school year created a new class matrix that allows students to move through these courses at a modified pace while taught with the same rigor. Data in the table below suggests this may be working, as Fs have been cut in half since this restructure took place. We will continue to monitor this to see if a trend develops.

Sutter's academic response to the pandemic was different than most schools in the state. Once schools were shut down in march 2020, the staff took a week to develop a plan for distance learning and immediately began providing consistent online education through the end of the semester. Per state policy, no student who was passing a course at the end of third quarter failed their classes at semester, but SUHS maintained and administered letter grades for the spring 2020 semester.

Not surprisingly, due to the pandemic, this current 2020-2021 school year has seen a jump in Ds and Fs. For the 2020-2021 school year, Sutter adopted the Edgenuity online curriculum platform, which provides asynchronous lessons supported by synchronous daily Google Meets with teachers. For the fall semester, there were a total of 159 Ds and 102 Fs. To address this, an academic counselor has been assigned this spring to provide seven periods of credit recovery for 53 students who failed a class in the fall.

Ds and Fs	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
Term	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Students receiving a D	118= 23%	86= 12%	166= 23%	167= 23%	189= 26%	174= 24%	211= 28%	224= 31%	176= 24%	136= 18%	136= 18%	165= 21%
Students receiving an F	64= 9%	76= 12%	61= 8%	95= 13%	74= 10%	79= 11%	78= 10%	88= 12%	43= 6%	54= 7%	32= 4%	49= 6%

AP classes -- For a school its size, Sutter High School is proud to offer many College Board-audited Advanced Placement courses to challenge our students. AP courses in physics and chemistry have been added, with AP Art offered in 2016-2017 for the first time. Those who choose to take the AP exams do reasonably well when compared to the national average, especially in English and Biology. The low percentage of enrolled students who take the test (especially in the social science courses) may be attributed to a few factors: 1.) At a small school, students take AP courses in lieu of honors courses offered at larger schools; they may be looking for a university prep class and a 5-point grading scale, but they have no intention of taking the test; 2.) Students who are enrolled in numerous AP classes may limit how many tests they take due to cost and test fatigue; 3.) Students in semester-long AP Government and AP Economics have told teachers they are daunted by tests designed for a year-long curriculum.

In reviewing this data and interviewing students about why they don't take the test, many admit to simply wanting the grade bump and others say they do not feel prepared to pass the test and consider attempts to be a "waste of time and money." Action must be taken to address the low participation and success rates, particularly in the social science AP classes. One considered solution includes mandating that students who enroll in AP classes must agree to take the test (with scholarships offered to those who qualify financially). Another recent factor impacting our AP programs: dual enrollment. Parents have expressed to staff that a clearer path to achieving transferable college credit for their student is to take a community college course in lieu of an oftentimes more rigorous AP course and passing the test with a 3 or better to receive college credit. There has not yet been a large number of students doing this, but we have begun to monitor the impact of this trend. Along these same lines, the school also has considered replacing the offered AP social studies classes with "Honors" classes (with no AP grade bump) and encouraging students who want to attain college credit in subjects such as US History, Government, and Economics to take them via dual enrollment.

AP Courses	2014-2015			2015-2016			2016-2017		
	Enrolled	Tests Taken	Passed w/ a 3+	Enrolled	Tests Taken	Passed w/ a 3+	Enrolled	Tests Taken	Passed w/ a 3+
English 11 (Lang. and Comp.)	24	20	12	23	20	13	35	30	14
English 12 (Literature)	24	10	6	32	11	8	29	21	14
Biology	34	27	8	40	24	18	25	17	10
Calculus	27	14	2	19	14	3	19	14	2
Chemistry	21	5	0	7	2	1	**N/A	**N/A	**N/A
Psychology	**N/A	**N/A	**N/A	*N/A	*N/A	*N/A	**N/A	**N/A	**N/A
Physics	19	5	2	18	3	0	20	6	2

US History	59	15	2	75	5	1	79	9	3
Government	66	0	0	75	5	1	79	9	3
Studio Art 2D	**N/A	**N/A	**N/A	**N/A	**N/A	**N/A	2	2	2
Studio Art Drawing	**N/A	**N/A	**N/A	**N/A	**N/A	**N/A	1	1	1

*N/A signifies that a student took the class at a different school.
**N/A signifies that the classes were not offered at SUHS that year.

	2017-2018			2018-2019			2019-2020		
AP Courses	Enrolled	Tests Taken	Passed w/ a 3+	Enrolled	Tests Taken	Passed w/ a 3+	Enrolled	Tests Taken	Passed w/ a 3+
English 11 (Lang. and Comp.)	28	19	7	21	17	7	45	42	18
English 12 (Literature)	33	20	5	34	11	2	19	12	5
Biology	23	12	4	27	25	14	21	14	5
Calculus	9	8	4	10	8	0	10	3	0
Chemistry	22	6	1	**N/A	**N/A	**N/A	**N/A	**N/A	**N/A
Physics	26	4	1	21	1	0	23	8	5
US History	68	6	1	58	3	2	97	18	5
Government	73	2	1	82	1	1	63	4	0
Micro-economics	69	1	0	76	0	0	62	2	0
Studio Art Drawing	5	4	3	4	3	3	1	0	0

*N/A signifies that a student took the class at a different school.
**N/A signifies that the classes were not offered at SUHS that year.

English Learner Reclassification – The ELD program was completely revamped for the 2014-2015 school year. Instruction moved from a pull-out program with an EL aide to students being assigned to one designated ELD class taught by a credentialed, EL-authorized teacher using a curriculum aligned to state ELD standards. In the second year, 2015-2016, teachers teamed with consultants from Kevin Clark Consulting to provide grammar-based instruction in ELD classes and language supports in all ELA classes. EL students were then placed in one of two leveled ELD classes based on teacher evaluation and placement test results demonstrating English language proficiency. The success in reclassification has now resulted in having one ELD with differentiation within the class based on performance level and English proficiency.

As the data below reveals, this restructuring and the introduction of these EL-focused instructional strategies have proven successful for students for two primary reasons: 1.) The new grammar-based instruction provides EL students transferable language skills that initially improved CELDT scores and made an increasing percentage of them eligible for RFEP (Reclassified Fluent English Proficient) re-designation by scoring in the Advanced and Early Advanced levels in the test's four domains; and 2.) The instructional strategies, when used by ELA and other subject-area teachers, have provided additional support for current EL students in their mainstream classes while also presenting an ongoing language safety net for reclassified students no longer receiving ELD services. The transition to the more rigorous ELPAC in 2017-2018 dropped the overall success rate, but many of those students rebounded in 2018-2019 moved to the Well-Developed (Level 4) required to pass. Some students who passed the test, however, did not reclassify because they were failing a core subject or did not meet schoolwide grade-level benchmark criteria.

| Overall Performance Level (CELDT)	2014-2015	2015-2016	2016-2017	Overall Performance Level (ELPAC)	2017-2018	2018-2019	2019-2020
Advanced	4/15%	1/15%	2/13%	Well-Developed	0	5/45%	1/7%
Early Advanced	13/48%	11/52%	7/47%	Moderately Developed	3/27%	3/27%	10/71%
Intermediate	8/30%	7/33%	6/40%	Somewhat Developed	6//55%	3/28%	2/14%
Early Intermediate	2/7%	1/5%	0%	Beginning	1/9%	0	1/7%
Beginning	0%	1/5%	0%				
#Students Tested	27	21	15	#Students Tested	11	11	14
#Students Reclassified	6/22%	4/19%	4/27%	#Students Reclassified	0	2/18%	0

CAASPP performance data

Math -- The first year of the CAASPP in 2014-2015 provided a baseline for comparison of results since. While the math scores in early years of testing caused concern, it is important to note that the juniors who took these tests had little or no experience in the "new math." It was expected that the 2016-2017 math scores would improve -- which they did -- as this was the first testing cohort that had completed all integrated Common Core-based math classes leading up to the test. While there was a 6 percent dip in students meeting or exceeding standard in 2018, the percentage of students in the lowest achievement level decreased. In 2019, the number of students scoring in the lowest category remained lower and the number of students meeting or exceeding standard returned to the level reached in 2017.

Sutter Union High School 11ᵗʰ Grade Math Scores 2015-2019 (%)

Year	2015	2016	2017	2018	2019
Standard Exceeded	3	3	9	6	14
Standard Met	26	19	28	25	23
Standard Nearly Met	29	33	24	33	28
Standard Not Met	42	44	40	35	35
Total Standard Met or Exceeded	29%	22%	37%	31%	37%
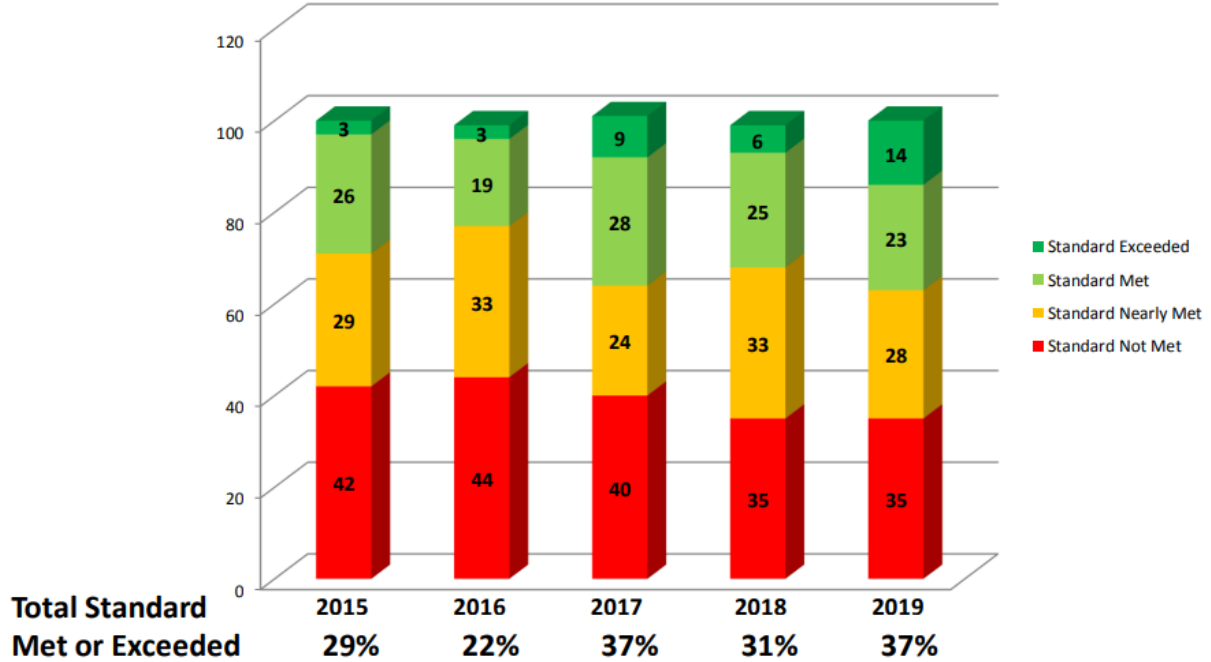
English -- The percentage of Sutter High School students meeting or exceeding standard on the CAASPP ELA test reached a school-best 70 percent in 2019, continuing a consistently high pattern of performance in recent years. The dip in scores in 2017 is attributed to the ill-advised decision to administer the test in the days immediately after returning from Spring Break, when weary students were not ready to focus on the test. It's a mistake that has not been repeated.

	2015	2016	2017	2018	2019
Standard Not Met	11	8	19	13	10
Standard Nearly Met	25	23	26	23	20
Standard Met	42	46	30	39	34
Standard Exceeded	22	23	25	25	36
Total Standard Met	**64**	**69**	**55**	**64**	**70**
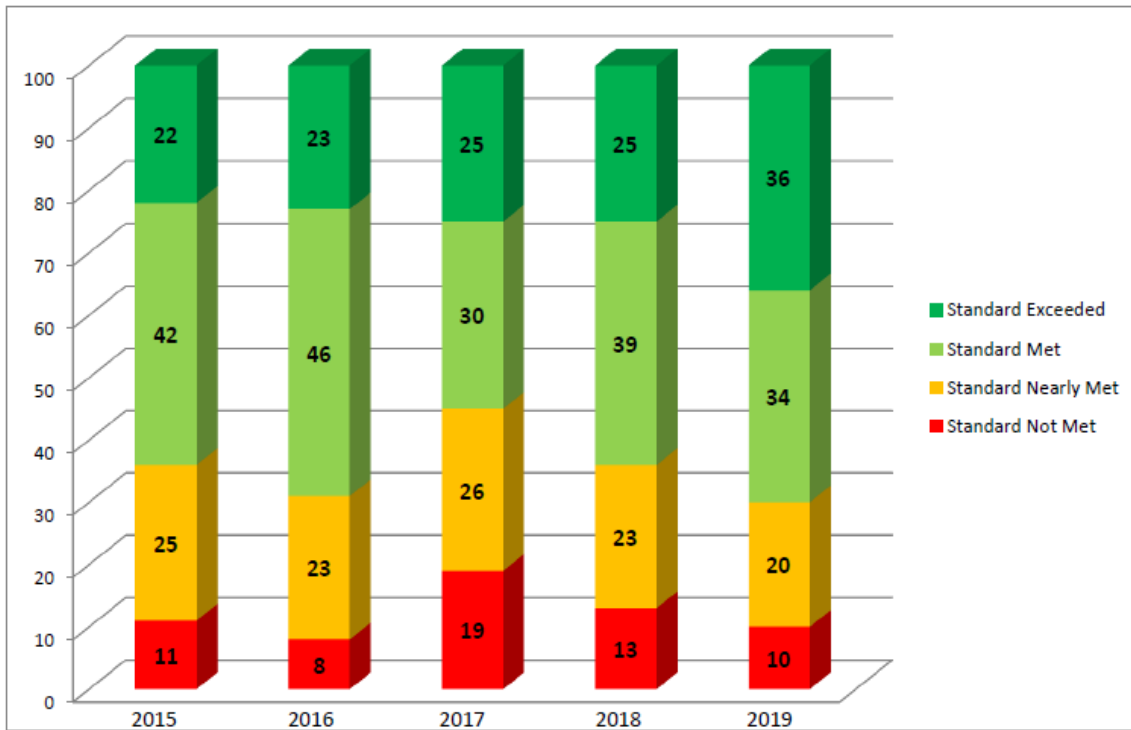
Total Met or Exceed	64%	69%	55%	64%	70%

CAASPP performance by subgroups – CAASPP subgroup data was available for the first time in 2015-2016. The success of students in these subgroups is the primary focus of our WASC improvement efforts and LCAP spending priorities, which are intended to address the academic disparity ("achievement gap") revealed in some of these scores. Our work during the last three years appears to be bearing fruit. For ELA, many subgroups – including socioeconomically disadvantaged students and many ethnic minorities – are performing on average within 10 percentage points of their white counterparts and the school as a whole. There is still work to be done, but this is encouraging because our ongoing professional development efforts have been in language-based instructional strategies that focus on ensuring these students have full access to and success with rigorous curriculum in core classes.

SUHS Hispanic Student Growth CAASPP 2015-2019 (%) Math

	2015	2016	2017	2018	2019
Standard Not Met	59	63	51	51	42
Standard Nearly Met	27	25	19	30	23
Standard Met	14	13	23	16	26
Standard Exceeded	0	0	6	3	9
Total Standard Met	**14**	**13**	**29**	**19**	**35**
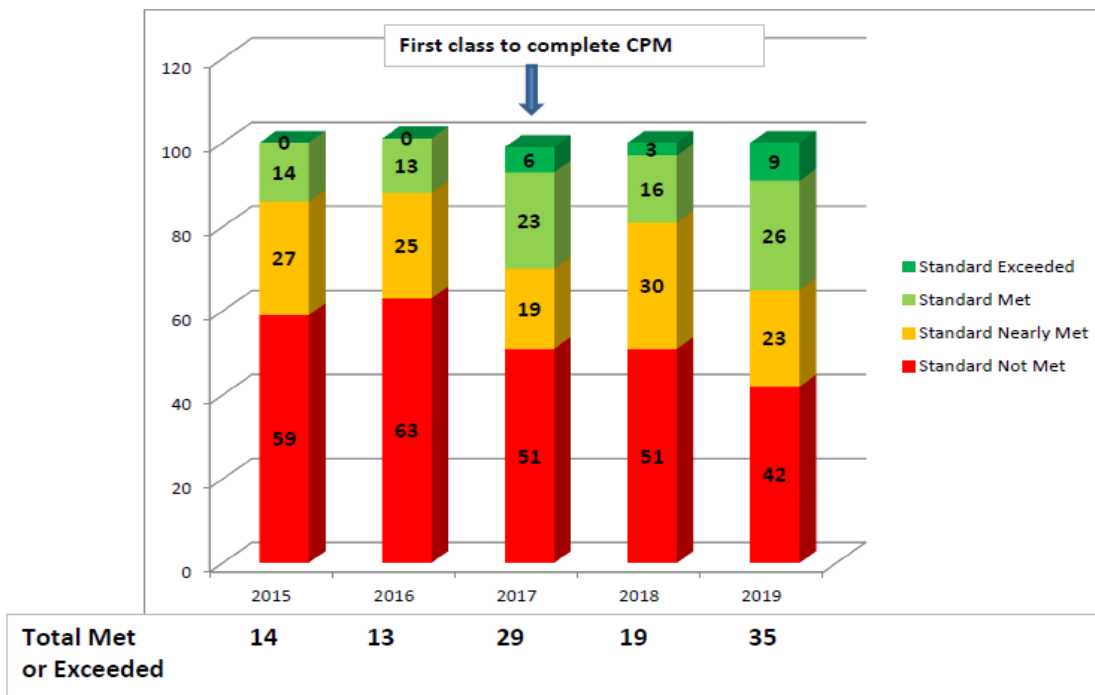
SUHS Hispanic Student Growth CAASPP 2015-2019 (%) English

	2015	2016	2017	2018	2019
Standard Not Met	14	18	20	21	16
Standard Nearly Met	41	33	27	32	26
Standard Met	45	40	31	26	30
Standard Exceeded	0	10	20	21	28
Total Standard Met	**45**	**50**	**52**	**47**	**58**
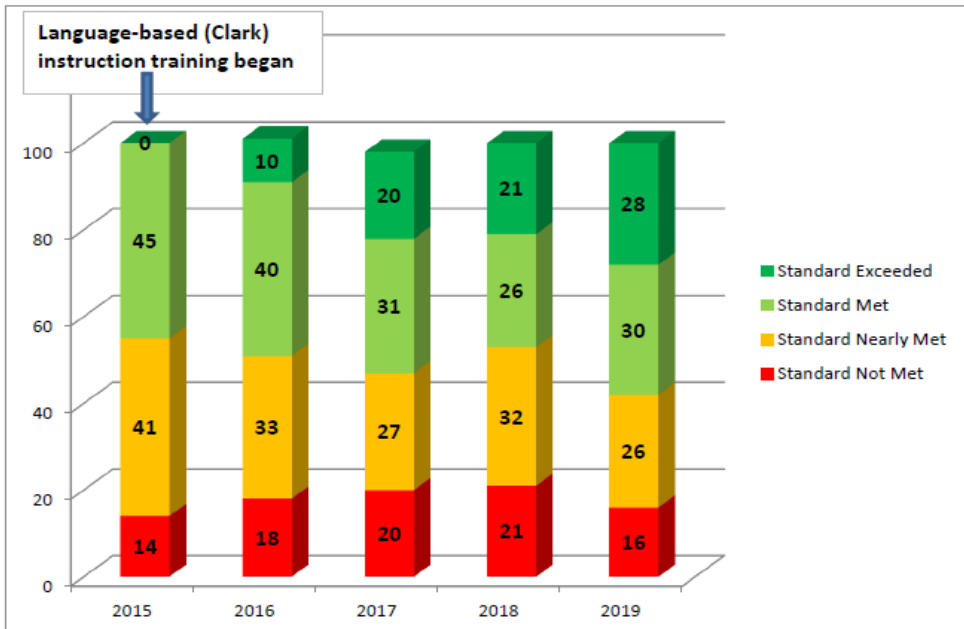
	2015	2016	2017	2018	2019
Total Met or Exceeded	45	50	52	47	58
Schoolwide	64	69	55	64	70

SUHS Economically Disadvantaged Student Growth CAASPP 2015-2019 (%) Math

	2015	2016	2017	2018	2019
Standard Not Met	42	63	48	42	47
Standard Nearly Met	29	21	32	42	25
Standard Met	29	14	20	13	23
Standard Exceeded	0	2	0	3	6
Total Standard Met	**29**	**16**	**20**	**16**	**29**
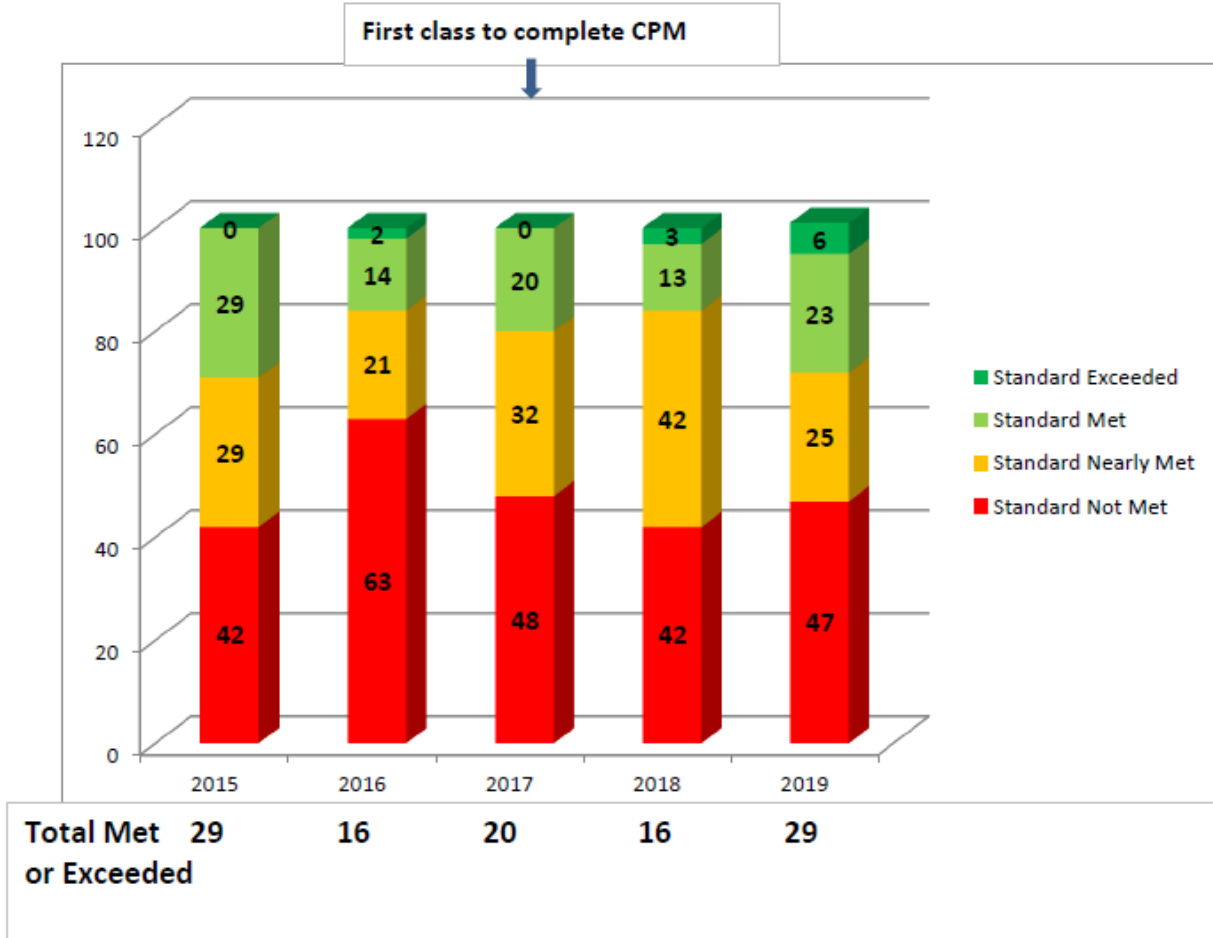
First class to complete CPM

	2015	2016	2017	2018	2019
Total Met or Exceeded	29	16	20	16	29

SUHS Economically Disadvantaged Student Growth CAASPP 2015-2019 (%) English

	2015	2016	2017	2018	2019
Standard Not Met	8	16	34	19	19
Standard Nearly Met	30	25	23	26	26
Standard Met	46	49	28	42	28
Standard Exceeded	16	10	15	13	27
Total Standard Met	**62**	**59**	**42**	**55**	**55**

Kevin Clark training began

	2015	2016	2017	2018	2019
Standard Exceeded	16	10	15	13	27
Standard Met	46	49	28	42	28
Standard Nearly Met	30	25	23	26	26
Standard Not Met	8	16	34	19	19

Total Met or Exceeded: 62 59 42 55 55
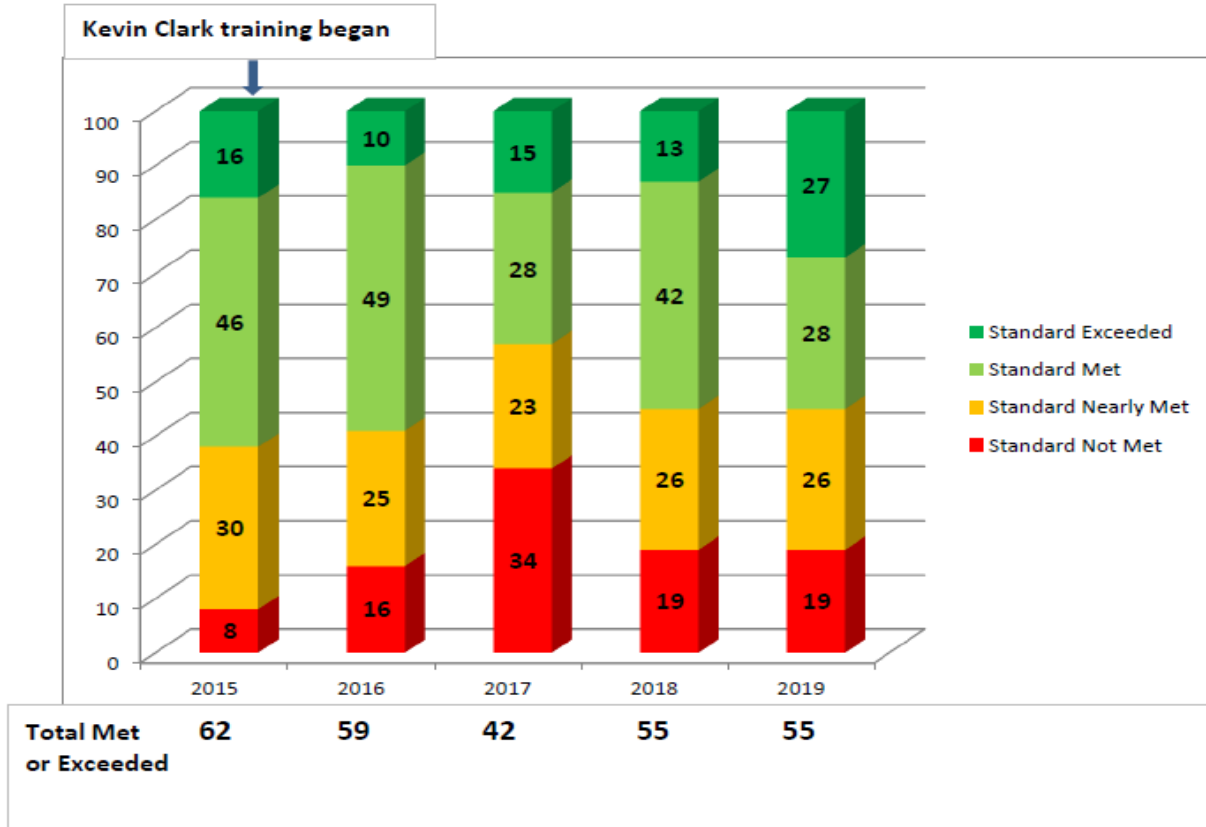
SUHS CAASPP Scores vs. other schools in state and county -- While increasing math and English scores is a high priority at Sutter High School, our student performance on both tests compares favorably to the state, county, and other schools in our area.

SUHS Math CAASPP Scores vs. Others

	State of Cal	Sutter County	East Nicholas	Live Oak	Yuba City	River Valley	Sutter Union
Standard Not Met	45	50	41	31	42	46	35
Standard Nearly Met	22	28	39	40	33	23	28
Standard Met	18	16	16	26	18	21	23
Standard Exceeded	14	7	4	4	7	11	14
Total Standard Met	**32**	**23**	**20**	**30**	**25**	**32**	**37**
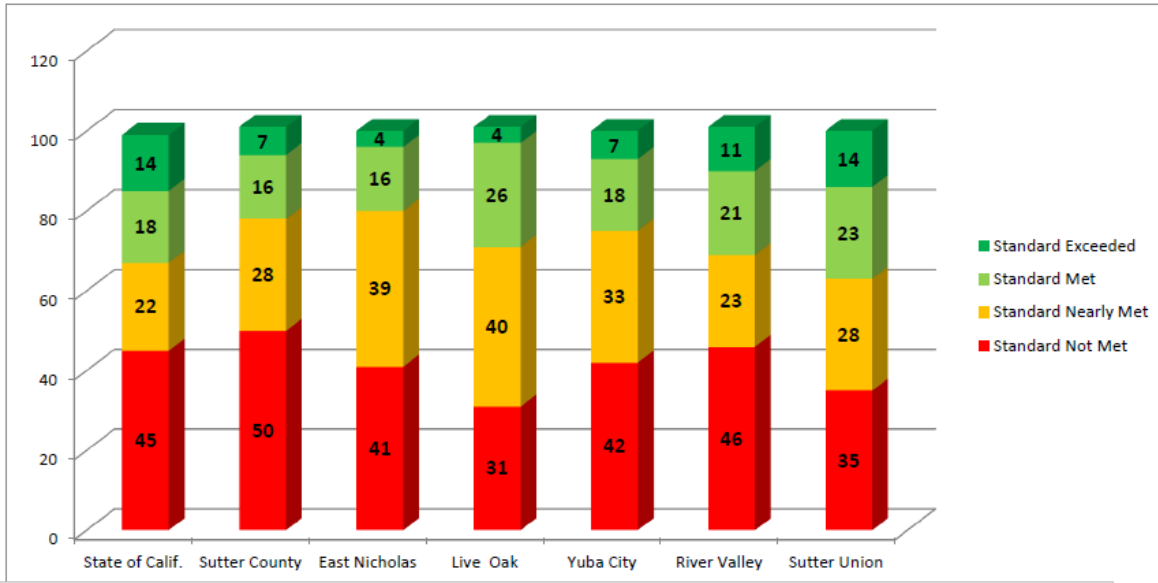
	State of Calif.	Sutter County	East Nicholas	Live Oak	Yuba City	River Valley	Sutter Union
Total Met or Exceeded	32%	23%	20%	30%	25%	32%	37%
2018 Scores	31%	24%	30%	28%	19%	35%	31%

SUHS English CAASPP Scores vs. Others

	State of Cal	Sutter County	East Nicholas	Live Oak	Yuba City	River Valley	Sutter Union
Standard Not Met	27	21	18	11	26	20	10
Standard Nearly Met	22	24	25	22	25	19	20
Standard Met	29	33	38	45	29	35	34
Standard Exceeded	22	22	19	22	20	26	36
Total Standard Met	**50**	**55**	**57**	**67**	**49**	**61**	**70**
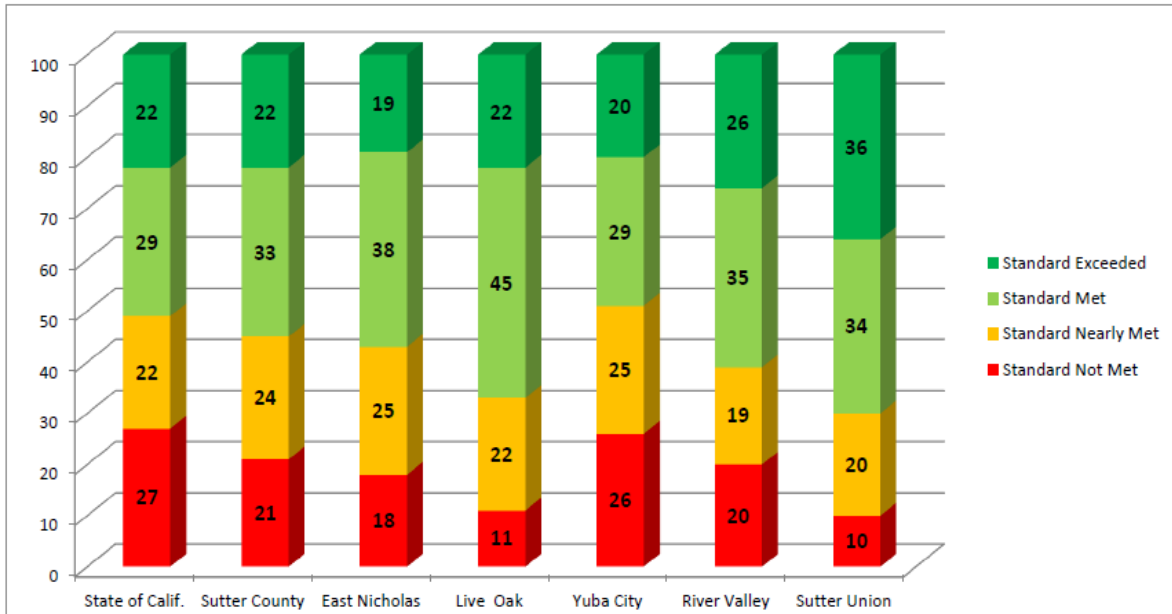
Total Met or Exceeded	50%	55%	57%	67%	49%	61%	70%
2018 Scores	56%	57%	63%	68%	59%	64%	64%

SATs -- SAT data shows that Sutter High School students are well prepared for the academic rigors of college.

Sutter High School Scores

Select a Report: [SAT ▾]

Year: [2019-20 ▾]

To protect privacy, astrisks (*) appear in place of test data when the number of test takers is less than 15 students.

Name	Grade 12 Enrollment	Grade 12 Number Tested	Grade 12 Number and (Percent) Meeting ERW Benchmark	Grade 12 Number and (Percent) Meeting Math Benchmark	Grade 11 Enrollment	Grade 11 Number Tested	Grade 11 Number and (Percent) Meeting ERW Benchmark	Grade 11 Number and (Percent) Meeting Math Benchmark	Grade 12 Number and (Percent) Meeting Both Benchmarks	Grade 11 Number and (Percent) Meeting Both Benchmarks
Sutter High	162	43	32 (74.42%)	25 (58.14%)	190	21	17 (80.95%)	16 (76.19%)	23 (53.49%)	15 (71.43%)
Sutter Union High	181	43	32 (74.42%)	25 (58.14%)	206	21	17 (80.95%)	16 (76.19%)	23 (53.49%)	15 (71.43%)
Sutter County	1,845	303	225 (74.26%)	163 (53.80%)	1,867	128	97 (75.78%)	84 (65.63%)	157 (51.82%)	76 (59.38%)
Statewide	486,592	161,989	109,027 (67.31%)	77,628 (47.92%)	479,381	96,493	58,954 (61.10%)	45,596 (47.25%)	73,285 (45.24%)	43,321 (44.90%)

Year: [2018-19 ▾]

To protect privacy, astrisks (*) appear in place of test data when the number of test takers is less than 15 students.

Name	Grade 12 Enrollment	Grade 12 Number Tested	Grade 12 Number and (Percent) Meeting ERW Benchmark	Grade 12 Number and (Percent) Meeting Math Benchmark	Grade 11 Enrollment	Grade 11 Number Tested	Grade 11 Number and (Percent) Meeting ERW Benchmark	Grade 11 Number and (Percent) Meeting Math Benchmark	Grade 12 Number and (Percent) Meeting Both Benchmarks	Grade 11 Number and (Percent) Meeting Both Benchmarks
Sutter High	171	49	44 (89.80%)	32 (65.31%)	175	43	39 (90.70%)	30 (69.77%)	32 (65.31%)	30 (69.77%)
Sutter Union High	189	49	44 (89.80%)	32 (65.31%)	192	43	39 (90.70%)	30 (69.77%)	32 (65.31%)	30 (69.77%)
Sutter County	1,827	359	297 (82.73%)	189 (52.65%)	1,831	352	275 (78.13%)	217 (61.65%)	187 (52.09%)	207 (58.81%)
Statewide	489,650	170,411	116,500 (68.36%)	81,551 (47.86%)	474,843	206,642	144,318 (69.84%)	108,635 (52.57%)	77,178 (45.29%)	103,915 (50.29%)

Year: [2017-18 ▾]

To protect privacy, astrisks (*) appear in place of test data when the number of test takers is less than 15 students.

Name	Grade 12 Enrollment	Number Tested	Number Meeting Current ELA Benchmark	Number Meeting Previous ELA Benchmark	Total Number Meeting ELA Benchmarks	Percent Meeting ELA Benchmarks	Number Meeting Current Math Benchmark	Number Meeting Previous Math Benchmark	Total Number Meeting Math Benchmarks	Percent Meeting Math Benchmarks
Sutter High	177	63	50	0	50	79.37%	36	0	36	57.14%
Sutter Union High	186	63	50	0	50	79.37%	36	0	36	57.14%
Sutter County	1,747	446	344	1	345	77.35%	242	1	243	54.48%
Statewide	489,221	236,492	167,556	442	167,998	71.04%	119,412	423	119,835	50.67%

Year: [2016-17 ▾]

To protect privacy, asterisks (*) appear in place of test data when the number of test takers is less than 15 students.

Name	Grade 12 Enrollment	Number Tested	Number Meeting Current ELA Benchmark	Number Meeting Previous ELA Benchmark	Total Number Meeting ELA Benchmarks	Percent Meeting ELA Benchmarks	Number Meeting Current Math Benchmark	Number Meeting Previous Math Benchmark	Total Number Meeting Math Benchmarks	Percent Meeting Math Benchmarks
Sutter High	180	88	67	2	69	78.41%	43	0	43	48.86%
Sutter Union High	191	88	67	2	69	78.41%	43	0	43	48.86%
Sutter County	1,671	473	360	14	374	79.07%	260	9	269	56.87%
Statewide	484,169	221,433	144,893	15,103	159,996	72.25%	98,504	13,887	112,391	50.76%

Current English Language Arts or Mathematics Benchmark is the benchmark established by the College Board based on the **New** 2016 SAT test format (i.e., as of March 2016)

Examination of perceptual data (surveys)

In the spring of 2020, SurveyMonkey surveys were sent via email, school Website, and Google Classroom to staff, parents, and students as part of the WASC and LCAP process. Their feedback was analyzed by staff to determine the perceptions and student learner needs expressed by stakeholders at Sutter Union High School.

<u>Teacher Survey (31 of 36 teachers responded)</u>

1.) A vast majority of staff (more than 90 percent) agreed or strongly agreed with following statements:
   - "There is an atmosphere of teamwork among administration, faculty and staff members on the Sutter campus."
   - "The principal is an instructional leader."
   - "The school implements strategies and programs to facilitate transitions to college, career, and other post-secondary high school options."
   - "I am supported by the administration (principal/Assistant Principal/Counselors) when I have concerns about a student or parents."
   - "The administration supports professional development opportunities when requested by teachers."
   - "The principal treats staff with professionalism and respect."
   - "SUHS is a pleasant place to work."
2.) There also was a strong majority in agreement when it comes to the cleanliness and safety of the campus, to quality of work expected of staff, teachers and administrators working together on student disciplinary issues, and the high level of respect staff feels from students and parents.
3.) Almost all teachers agreed or strongly agreed with the following: their courses include rigorous, relevant, and coherent curriculum that includes real-world application; they engage all students using and provide universal access; they employ a variety of instructional methods and they analyze assessments to modify teaching.
4.) Approximately 22% of teachers disagreed or were neutral on the statement "Teachers receive adequate professional development in instructional strategies to serve SUH's EL and Special Needs populations."
5.) About 22% of teachers disagreed or were neutral on the statement "I receive useful staff development throughout the academic year."
6.) 23% of teachers disagreed, strongly disagreed, or remained neutral on the statement "I am satisfied with SUHs's disciplinary policies and procedures.
7.) Approximately 49% of teachers (15) disagreed, strongly disagreed, or remained neutral on the statement "I am satisfied with the staff performance evaluation at SUHS"
8.) In all, 61% of teachers disagreed or remained neutral on the statement "The administrator observes and evaluates staff work and provides feedback."

Notable Findings from Teacher Survey
- A majority of the staff finds SUHS to be a safe, clean, and pleasant place to work.   - The principal/superintendent is an instructional leader who fosters an atmosphere of

professionalism and teamwork on campus.
- Almost all teachers believe they are providing instruction that is engaging, accessible to all students, and containing a high level of rigor.
- There is a desire from staff for increased formal administrative evaluations and feedback.

Student Survey (231 of 777 students responded)

1.) More than 80 percent of students say they check their grades online, e-mail their teachers for help, and access teacher web sites for assignments and information.
2.) A majority of students report being well-informed or somewhat informed about behavior expectations, attendance policies, graduation requirements, and college admission requirements, and access to AP classes.
3.) More than 93 percent of students agreed or strongly agreed with the statement "My teachers are available to answer questions and provide support as needed."
4.) When it comes to the appropriate amount of homework in English, about 16 percent of students disagreed or strongly disagreed, while another 8 percent had no opinion.
5.) When it comes to using a variety of instructional materials and strategies to engage students in math, about 16 percent disagreed or strongly disagreed, while another 10 percent had no opinion.
6.) When it comes to teachers providing students with a challenging, comprehensive, and relevant curriculum in World Languages, almost 14 percent of students disagreed or strongly disagreed, while another 17 percent had no opinion.
7.) When it came to the amount of homework, course rigor, use of class time, and teacher use of a variety of assessment strategies, "No opinion" received more than 20 percent for Visual and Performing Arts (VAPA), CTE, and Special Education. Based on follow-up discussions with students, this was the answer given by students who are not in these programs and have little familiarity with them.
8.) About 78 percent of students agreed or strongly agreed (12% with no opinion) that there are a variety of classes and programs available to help students reach their post high school plans (college, trade school, military, etc.)
9.) Almost 64 percent agreed or strongly agreed with the statement "Discipline is administered in an effective and consistent manner, with 27 percent having no opinion and 9 percent of students disagreeing or strongly disagreeing.
10.) Approximately 82 percent of students agree or disagree that "SUHS offers a large variety of clubs and extracurricular activities for students."
11.) More than 80 percent of students said the campus is clean and well-maintained, they feel safe on campus.
12.) In all, 92 percent of students agreed with the statement "There is at least one adult on campus that I can go to if I have a problem or concern."

Notable Findings from Student Survey
- A strong majority of students are using technology to access their grades, check class assignments, and communicate with teachers. - Most students said they have a clear understanding of school policies, behavior

expectations, graduation requirements, and college admissions.
- Most students are satisfied with the number and quality of classes, clubs, and sports activities provided at SUHS.
- One of the statements receiving the lowest agreement was "Discipline is administered in an effective and consistent manner."
- In some classes, there is a discrepancy between the rigor teachers say they provided and perceived rigor students report.
- Students feel safe on campus.
- Students trust their teachers, as evidenced by the overwhelming number of students who said they can ask them for school-related assistance or go to them if they have a problem or concern.

Parent Survey (166 parents responded)
1.) Almost 94 percent of parents said they are "greeted warmly and courteously when they visit or contact Sutter High School."
2.) More than 90 percent of parents expressed that their child had not complained about the cleanliness of the school bathrooms or campus overall.
3.) About 88 percent of parents agreed or strongly agreed (16 percent no opinion) that their student feels that he/she belongs at Sutter High School.
4.) More than 90 percent of parents feel their students are safe at school.
5.) 87 percent of parents regularly access the Aeries Parent Portal to review their student's grades.
6.) More than 20 percent of parents disagreed or strongly disagreed (14 percent had no opinion) with the statement "Teachers at Sutter Union High School effectively communicate with parents regarding students' grades and what is happening at school."
7.) 80 percent of parents agreed or strongly agreed with the statement "Sutter Union High School teachers are supportive and accessible for my child."
8.) More than 87 percent of parents agreed or strongly agreed with the statement "Sutter Union High School effectively communicates with me as a parent."
9.) About 76 percent of parents agreed or strongly agreed (15% with no opinion) with the statement "Sutter Union High School teachers and staff respond to my questions or concerns in a timely manner."
10.) Another 77 percent of parents agreed or strongly agreed (17% with no opinion) that "Sutter Union High School prepares my child for post-secondary education, vocational education, or the workforce."
11.) More than 84 percent of parents agree or strongly agree that "Sutter Union High School personnel respect and care about their students."
12.) In all, 96 percent of parents said they understand the discipline policies at Sutter Union High School and another 80 percent agreed or strongly agreed that discipline policies at SUHS are fair.
13.) 80 percent of parents agreed or strongly agreed that "Sutter Union High School has given me an opportunity to be involved in my child's education."
14.) More than 80 percent of parents agreed or strongly agreed with the statements "Sutter Union High School staff values my views and concerns regarding my child" and "SUHS is meeting the needs of the community."

Notable Findings from Parent Survey
● A strong majority of parents are using the Aeries parent portal to check their students' grades.   ● Most parents report being treated warmly and respectfully by school staff.   ● Most parents understand the school discipline policy and believe it's administered in a fair manner.   ● Some of the least-agreed upon statements by parents had to do with staff not responding to their concerns in a timely manner and teachers not notifying them about their students' grades and what's happening at school.   ● A strong majority believe their student belongs at Sutter Union hIgh School.   ● Most parents recognize the school's opportunities for them to be involved in their student's education.   ● Most parents view Sutter Union High School as a place that values parent concerns and is meeting the needs of the community.

A brief summary that includes: Implications of the data and Identification of 2–3 preliminary major student learner needs.

Based on our findings in Chapter II, it is clear from the performance and perceptual data that Sutter Union High School offers students a safe and clean learning environment where they have many academic, vocational, and extracurricular opportunities to prepare them for post-graduation pursuits. Data shows that in most cases students are excelling in core curricular areas and receiving help from staff when they are not. However, there are some preliminary major student learner needs emerging as we move forward.

- Students may not yet be clear about how to complete CTE pathways.
- Students and staff lack access to technology required for the rigor and engagement of 21st century learning.
- Students are in classes taught by new teachers, many of whom may benefit from clarity about school policies, administrative evaluation and feedback, and professional development in instructional engagement strategies.

Chapter III: Self-Study Findings

Focus Group A - Organization Chair - Stewart Peterson Math	
Kelly McNeil English	**Katie Zwissig** ASB Secretary
Ann Reynolds Physical Education	**Dawn Heraty** Chief Business Officer
Jake Wheeler Agriculture/Shop	**Doug Ahlers** CTE
Gary Mason Social Studies	**Bud Myers** Safety Coordinator

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the indicators; include supporting evidence.*

Findings	Supporting Evidence
A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: *The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.* Sutter High School's Mission Statement and Expected Schoolwide Learning Results (ESLRSs) clearly delineate what we want our students to become: socially responsible students, critical and creative thinkers, effective communicators, technologically literate individuals, and productive and self-sufficient members of society. The purpose of Sutter Union High School is evident in the academic and vocational educational education opportunities provided to students. The administration, staff, students, community, and school board share a common objective in establishing educational experiences which challenge and support students in becoming academically and vocationally successful. Students are expected to maintain high moral character in the school and in the community. The guiding principles and goals of Sutter Union High School can be found in the shared commitment between the administration, staff, students, community, and the school board. Sutter High School's Mission Statement demonstrates the commitment to maintain goals that foster collaboration and positive relationships in the community while focusing on student achievement and results. These values and principles are frequently discussed and form the foundation for in-service training, weekly staff meetings, and schoolwide collaboration.	**A1.1. Evidence** Mission Statement ESLRs in classrooms SUHS Handbook Sports programs SUHS Web site Activity and Club Facebook/Instagram pages District communication Principal's monthly newsletter Principal's weekly all-calls (during pandemic) Student activities calendar Daily Bulletin Curriculum Committee Community scholarships Back to School Night 8th Grade Preview Day Freshman Orientation Awards/Assemblies
A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: *There are effective processes in place to ensure*	**A1.2 Evidence**

involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.	SUHS Web site Course catalog
Sutter High School's Vision, Mission, and Schoolwide Learner Outcomes (ELSRs) are printed in the school's course catalog as well as parent/student handbooks and staff handbooks. They are posted on the school website and discussed with both students and staff during WASC-related discussions.	
A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: *Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.* Stakeholder support for Sutter High School's Vision, Mission Statement, ESLRs and their connection to the goals of the district's LCAP is evidenced in the form of community scholarships; community involvement in Senior job shadowing projects and evaluation of senior portfolios; community guest speakers in senior social science classes and on College Information Night; and senior check-ups by Sutter High School counselors to assist seniors in preparation for graduation and post-graduation plans. Student success is also enhanced by the following community-affiliated organizations: the school-operated farm, the Sutter High School Alumni Association, the Boosters Club and documentation by the local newspaper of school and sports activities. The Sutter Union High School Web site allows for increased awareness of schoolwide policies, goals and developments for parents, students, and the community. A Daily Bulletin is announced each morning with the use of the public-address system and is posted on the school Web site which provides regular communication for parents and the community as well as access to teachers, curriculum, clubs, sports, and special events information. Monthly newsletters and school club correspondence are mailed to families and community members for review and to increase awareness of schoolwide progress. Students are also offered opportunities to gain information about on-campus and community service clubs during the annual Club Awareness Day. An 8th Grade Preview Day is offered in the spring that includes informational sessions, school tour, and small-group interaction with current ASB Leadership students. The staff, students, parents, board and district personnel are provided opportunities to share in the ongoing process of fulfilling Sutter High School's vision through events such as Back to School Night, Open House, Freshmen Orientation, Club Awareness Day, state and local fair events, student presentations in the fine arts, community rallies and outreaches, award ceremonies and graduation ceremonies. Students at Sutter High School are provided information which allows for a clear understanding of their commitment in fulfilling the vision of success in a comprehensive academic curriculum. The process for completing senior graduation requirements is detailed in	**A1.3 Evidence:** Senior portfolios Senor job shadowing Art displays at local and state fair FFA at local and state fair Budget documentation of supplies and conferences Partnerships with Lions/Kiwanis/Rotary clubs

effective instruction which is monitored through the teaching staff and counseling department. All seniors are required to prepare and present a senior portfolio and participate in job shadowing along with meeting academic and attendance requirements. Teachers are provided systems for analyzing, reflecting and improving teaching and learning. The staff is provided Web access to sites such as Turnitin.com, Web Assign, and College Board, allowing teachers to produce meaningful curriculum based on student strengths and weaknesses. Staff endeavors to meet student needs is supported by the school in form of supplies, equipment, curriculum materials, in-service training, conferences and clinics. In addition, teachers are provided the following resources: information regarding national and state educational issues; disaggregated CAASPP and AP testing results; and collaboration time with middle schools to evaluate articulation processes in English and math.	

A2.   Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

A2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the indicators; include supporting evidence.*

Findings	Supporting Evidence
A2.1. Understanding the Role of the Governing Board and District Administration: *The school community understands the governing authority's role, including how stakeholders can be involved.* Stakeholders are involved and kept up-to-date on school happenings in the following ways: monthly school board meetings are held that are open to all interested; the principal/superintendent has an open door policy; monthly newsletters and the daily bulletin are posted on the school website; grades are sent home every 4-5 weeks; a phone call system notifies parents about attendance; weekly all-call phone communication from the superintendent (during the pandemic); parent access to Aeries gradebook; and mass email communication via Aeries/Parent Portal.	**A2.1 Evidence** Aeries Gradebook Parent Portal Edgenuity/ICEV/Google Classroom School website
A2.2. Relationship between Governing Board and School: *The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.* The governing board's decisions, expectations, and initiatives are regularly communicated to all stakeholders. Administration routinely discusses these decisions to staff, who in turn respond to the board's priorities as they implement school initiatives.	**A2.2 Evidence** School board meeting agenda and minutes Student/parent handbook and school website.

Board meeting agendas are posted in a public place before each board meeting (7-10 days). Board minutes are posted after each meeting on the district website. Archived board meeting minutes on the school website and agendas routinely posted in the window of the school front office and in the staff room.	
A2.3. Uniform Complaint Procedures: *The school leadership understands and utilizes the Uniform Complaint Procedures from the district.* The Uniform Complaint Procedures are made available to parents and stakeholders via the district Website, student/parent handbook and in the course catalog. Complaints also are addressed in-person by the principal/superintendent.	**A2.3 Evidence** Student/parent handbook and school website. Course catalog

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the indicators; include supporting evidence.*

Findings	Supporting Evidence
A3.1. Broad-Based and Collaborative: *The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.* Teachers collaborate weekly at minimum and sometimes more to discuss data, testing, and curriculum among other things. The Math department utilizes common assessments and is largely synchronous in their pacing. The English Department regularly meets to develop common instructional practices. CTE classes collaborate to build similar projects or lessons and create cross-curricular activities. Earth Science collaborates with the Math department to include Math refresher lessons in Earth Science, as well as with Chemistry to include instruction on the Periodic table and basics of Elements. **A3.2. School Action Plan/SPSA Correlated to Student Learning**: *The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.* The Principal/Superintendent regularly reviews LCAP data with stakeholders in correlation with WASC goals to drive our daily	**A3.1 Evidence** School calendar shows weekly collaboration time dedicated to teachers **A3.2 Evidence** LCAP

instructional practices and foster staff wide discussion and adherence to those goals. Data from the dashboard has been reviewed during weekly meetings with instructional staff to help close the achievement gap. **A3.3. Collective Accountability to Support Learning**: *The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.* Monthly department meetings are held where department heads meet with administration to discuss decisions being made that impact all stakeholders. Department heads then go and meet weekly with their departments to implement those decisions. **A3.4. Internal Communication and Planning**: *The school has effective existing structures for internal communication, planning, and resolving differences.* The Superintendent's open door policy is effective for staff members to resolve differences in our school. Email, regular staff meetings, and personal conversations as needed are helpful to plan and communicate on what is best for students.	**A3.3 Evidence** Leadership/Department chair meetings

A4.   Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the indicators; include supporting evidence.*

Findings	Supporting Evidence
A4.1. Qualifications and Preparation of Staff: *The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.* All teachers have appropriate degrees and certifications to teach at their particular level and classes. AP teachers have taken preparatory training. Professional development is regularly provided to teachers in all disciplines across the campus.	**A4.1 Evidence** Master schedule Seniority list Bilingual ELD teacher
A4.2. Professional Development and Learning: *The school effectively supports professional development/learning with time,*	**A4.2 Evidence**

personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.	CATE ERWC CPM training Kevin Clark Consulting California Ag Teacher Association
The district sends the English department to the California Association of Teachers of English (CATE) conference annually where they receive current training on new teaching methods and strategies and also learn about new resources available. English teachers receive training from the California State University system on techniques to teach reading comprehension and writing strategies. The Ag Department also meets yearly at the California Ag Teachers Association for training on teaching strategies and instructional methods. The Math department was afforded training multiple years in a row as they rolled out a new CPM curriculum. All staff were trained through Kevin Clark Consulting to implement strategies for English Language Learners across their curriculum. Social Studies teachers were able to attend training for instructional practices as well. All athletic coaches attended the better coaching speaker and training	
A4.3. Measurable Effect of Professional Development on Student Learning: *There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.*	**A4.3 Evidence** Teachers use ERWC pre-tests, vocabulary pre- and post-tests, etc. PSAT data CAASPP data AP test data AET Record Book
The English department uses many formative and summative assessments to gauge student learning. The success of English teacher training is evidenced by in class assignments and results of the English portion of the PSAT, the CAASPP, and the AP Test. The Ag Department utilizes the AET Record Book to track student progress throughout the school year. This is an effective tool to measure students' success in applying their career-ready skills they learned while in school. The Math Department has seen a steady increase in their CAASPP scores since implementing the CPM curriculum.	
A4.4. Supervision and Evaluation: *The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.*	**A4.4 Evidence** Tri-Counties Induction Program (TCIP)
New teachers are supported by the department through meetings, conferences, and observations. They also go through a local induction program where they are paired with a more experienced teacher and frequently undergo observations and more training. New teachers need 11 hours of professional development, such as trainings, webinars, lesson plannings etc.	
Teachers meet frequently to discuss teaching strategies and lessons.	
A4.5. Communication and Understanding of School Policies and Procedures: *The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices,*	**A4.5 Evidence** Assessments and lessons are shared by grade level.

decision-making processes, and relationships of leadership and staff.	
All departments meet frequently to coordinate lessons by class level. Time is given at the beginning of the school year to go over policies and procedures but at the present time the staff handbook we have needs to be updated.	

A5.   Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the indicators; include supporting evidence.*

Findings	Supporting Evidence
A5.1. Resource Allocation Decisions: *The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.*	**A5.1 Evidence** LCAP Report and annual school budget
The District Superintendent collects information from all stakeholders and works with staff to develop the LCAP. The CBO and the Superintendent review the Goals and Actions of the LCAP and identify the financial resources available and include those in the District budget.	
A5.2. Practices: *There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.*	**A5.2 Evidence** Annual audits
The CBO & Principal/Superintendent work together to develop a fiscally sound annual budget. The budget is presented to the board and the CBO follows generally accepted school accounting principles to maintain the budget.	
The District & ASB Office are audited by an external audit service two times per year. They follow FCMAT (Fiscal Crisis & Management Assistance Team) guidelines. This includes a multi-level review & approval of spending. The audit report identifies any findings and corrective action necessary. The board reviews and certifies the audit results. The school implements changes when suggestions are made.	
A5.3. Facilities Conducive to Learning: *The school's facilities are safe, functional, well-maintained, and adequate to meet the*	

students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).	**A5.3 Evidence** Clean bathrooms and campus
The faculty and staff work closely together to ensure that facilities are clean and safe and allow for maximum learning and minimal distractions. With the onset of the pandemic the district has invested in hand sanitizers and air purifiers for many classrooms as well as touchless face recognition software for students and staff that measures temperatures daily for all people on campus. The school also has multiple hand washing stations throughout campus. Custodians make sure classrooms are stocked with cleaning supplies such as wipes, sanitizing spray, hand sanitizer, etc. When something needs to be repaired or addressed, the custodians and maintenance staff resolve the issue quickly. The technology staff is always available and quick to respond even during class. **A5.4. Instructional Materials and Equipment**: *The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.* The procedure of acquiring new instructional materials typically goes through department chairs, then on to the Superintendent for approval. A teacher may request additional instructional materials or support as necessary. The department chair and Superintendent approve as described previously. Weekly department meetings are held and instructional materials are discussed as needed. Each Department has a budget for such instructional materials. **A5.5. Resources for Personnel**: *Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.* Resources are available to provide professional development opportunities to staff. Requests are provided to department chairs and approved by the Superintendent as described above. Administration and the counseling department are conscious of supporting teachers and provide effective, constructive feedback to encourage positive professional growth and development in all departments.	

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.

Areas of Strength

1. The district provides all departments with requested and needed professional development to best meet student learning needs.
2. Community involvement and buy-in to the school's mission.
3. The small school culture allows for more personal interaction and relationships between staff and students.
4. The school leadership has established a high level of professionalism and trust among staff members. They have established a collaborative culture and a family like atmosphere which has been especially apparent during the pandemic.

Areas of Growth

1. Consistent follow through of applying areas of growth through the WASC process.
2. Making sure all teachers are properly authorized and trained to implement EL strategies.
3. All staff would benefit from a more formalized evaluation and observation process, performed by peers and/or administration.
4. The staff would benefit from a staff handbook updated yearly.

Focus Group B - Curriculum Chair - Eric Mackensen Math	
Gina Cole English	**Mandy Dowden** Agriculture/CTE
Mike Ayotte Special Education	**Robert Bennette** Social Studies/Butte View
Keisha Henry Spanish	**Jonelle Eggers** English/Butte View
Dustin Ford Social Studies	**Jill Little** Librarian

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the indicators; include supporting evidence.*

Findings	Supporting Evidence
B1.1. Current Educational Research and Thinking: *The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.* Sutter Union High School provides a rigorous, relevant, and coherent standards based curriculum. For example, the mathematics department has adopted College Preparatory Math (CPM). This curriculum is based on the latest educational research incorporating problem based group learning. The Spanish department adopted new textbooks for students which other local high schools in the area use. In addition, online language activities and resources are used in order to engage students with Spanish language and culture, such as: the new textbook online activities, visual flashcards, audio exercises, games, Spanish novels, short stories, and authentic Spanish songs and Spanish cultural videos. Since Covid-19 started, the Spanish classes have been using the Edgenuity online curriculum as well as doing Google meets and in class instruction (when possible) to explain, practice and enrich the online curriculum. Sutter Union High School provides an effective, rigourous, relevant and coherent curriculum by implementing teaching strategies proven to be effective by educational research. Sutter High School implemented Clark Training high-impact instructional strategies to provide all students access to a rich curriculum. These strategies and techniques are proving effective in teaching ELL students, students with learning disabilities, and gifted students. Sutter Union High School District has two teachers currently being trained to be Health Education Framework Teacher of Teachers. These teachers will be prepared to teach our staff how to interpret, implement and teach the revised California State Health Framework. All English teachers have attended training for the Expository Reading and Writing Course (ERWC). The Science department is transitioning to NGSS (Next Generation Science Standards), which was interrupted by Covid-19.	**B1.1 Evidence** College Preparatory Math (CPM) Avancemos textbooks with online Spanish activities, authentic Spanish songs, novels, readings and cultural videos

To facilitate online learning, Sutter Union High School has adopted the online Edgenuity program for most core subjects. Edgenuity classes are aligned to the Common Core, NGSS, and California State Standards. Courses also meet California a-g standards as well as AP standards and NCAA Clearinghouse standards.

To facilitate online learning, Sutter Union High School has adopted the online ICEV program, for the Career Technical Education Programs. ICEV is designed to meet the Common Core Standards and Career Cluster standards for each CTE program.

The annual California Association of Teachers of English (C.A.T.E.) Conference keeps Sutter High English teachers informed of up-to-date research and the most effective lessons through a variety of workshops,

CSU-developed Expository Reading and Writing Curriculum (ERWC)

B1.2. Academic and College- and Career-Readiness Standards: *The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.*
'

The mathematics department has clearly defined academic standards and indicators. Every class is closely aligned with the State Standards and applicable classes meet UC "a-g" requirements. There is also an approved AP Calculus class.

B1.2 Evidence
Revised textbooks and textbook materials
CPM curriculum
AP Calculus curriculum

The social science department utilized textbooks with the California State Content Standard clearly listed at the beginning of each unit to be taught. Students are made aware of these standards in numerous ways which include class objectives being based off of state standards. The social science department has clearly defined academic standards and indicators. Every class is closely aligned with the State Standards and applicable classes meet UC "a-g" requirements.

Revised textbooks and textbook materials

The Agriculture department curriculum adheres to CTE Frameworks, A-G Standards and UCCI Standards.

Sustainable Ag, Agriculture and Soil Chemistry, and Agriscience Systems Management (UCCI courses) meet "b" lab science

The ERWC (Expository Reading and Writing Curriculum) is a college preparatory, rhetoric-based English language arts course designed to develop academic literacy in rhetorical and analytical reading, writing, and thinking. It is aligned with the California Common Core State Standards for English Language Arts and Literacy. Modules with designated English Language Development (ELD) are available for grades 9-12.

Pre-Vet meet "b" lab science
Art and History of Floral Design meets fine arts credit

ERWC materials both in print and online.

The many online platforms (as stated above) have clearly defined standards. Edgenuity classes are aligned to the Common Core, NGSS, and California State Standards. Courses also meet

California a-g standards as well as AP standards and NCAA Clearinghouse standards. ICEV is aligned with Common Core Standards and Career Cluster Standards for the CTE programs.	
Butte View High School and the district's independent study program utilize Edmentum's online curriculum. This curriculum covers state standards. Some special education students (along with ISP students) use the online curriculum Edmentum, which in part mirrors state standards. Google Classroom has been universally adopted by all teachers as a central communications tool.	Edmentum online curriculum
B1.3. Congruence with Student Learner Outcomes and Standards: *There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*	**B1.3 Evidence** CPM curriculum
In addition to being closely aligned to college and career readiness indicators, the math curriculum engages students in the Expected Schoolwide Learning Results identified by the school. Students are held to high standards of behavior and integrity. The CPM curriculum emphasizes problem solving and critical thinking. Math students are expected to not just "get an answer"...they also are expected to clearly explain, both in writing and verbally, the reasoning and processes followed. Math students learn to use the latest technology such as calculators, graphing apps and eBook resources.	
BITA students can complete the CTE pathway to earn certifications to enter the construction industry in the next four years. These skills learned in these classes directly correlate to workforce readiness.	
B1.4. Integration Among Disciplines: *There is integration and alignment among academic and career technical disciplines at the school.*	**B1.4 Evidence** Math - Record Books, soil labs English - career units with resume, cover letter, and job applications
CTE programs consistently integrate most disciplines -- including classes such as BITA, metal shop, photo, digital arts -- by applying math and history into the curriculum. Cross curricular literacy between the art dept. and the english dept to incorporate more writing through analysis and critique or historical artworks. Math and Science staff regularly, though informally, discuss "crossover" topics and how they manifest in our classes.	History - FFA Unit and how FFA history is influenced by US history Raising animals - Communication skills AND financial management Power Points
B1.5. Community Resources and Articulation and Follow-up Studies: *The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of*	

	B1.5 Evidence
the curricular program.	
Ag Field Days are held at UC's, CSU's and JC's throughout the state, as well as the annual California Agriculture Teachers Association at Cal Poly.SUHS also partners with Butte College.	Develop relationships with the institutions and the instructors
The Ag Advisory Committee includes community members, business owners and former students. The Future Farmers of America Club also has a formal process for following up with graduates from the club.	Metal shop was re-built with money from a partnership grant from Yuba College
The mathematics department met regularly with math teachers from or main feeder schools, most using the middle school version of CPM. We have met with math teachers from the local community college in addition to having one on our staff. Follow up on effectiveness in typically informal.	Advisory Committee Roster
The Spanish department regularly has a representative speak on cultural exchanges that are available internationally as well as locally by hosting international students in their own homes.	AFS Intercultural Programs
The special education department is required to complete a post-secondary questionnaire for all students that graduated the prior year.	
Each year, 11th graders complete and submit resumes in their English class. Students also perform a job shadow of a local person in the student's area of interest and write about their experience. English classes at the 9th grade level integrate Toastmasters, a local youth leadership program, which helps build communication and self-confidence through public speaking.	
The English department provides information and support for all students, grades 9 -12, entering the annual Poetry Out Loud recitation contest, which is sponsored by the Yuba-Sutter Arts Council. This arts education program helps students connect with their peers at the local, state, and national levels.	
Sutter High School Interact Club, in connection with Yuba City High School and River Valley Interact Clubs, provide the community with invaluable events, such as planting trees for Arbor Day, and laying wreaths at the gravestones of military men and women for Wreaths Across America. The local Rotary Club, which sponsors the Interact Club, also gives students a chance to apply for the Rotary Youth Leadership Association (R.Y.L.A.) Camp for leadership training.	
The annual Yuba City Rotary Speech Contest gives students an opportunity to show parents, advisers, and prominent business persons of the community their polished and well-rehearsed speeches as they compete against students from local schools for an opportunity to move on to the next level of the contest.	

B2.   Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

B2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the indicators; include supporting evidence.*

Findings	Supporting Evidence
B2.1. Variety of Programs — Full Range of Choices: *All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.*	**B2.1 Evidence** Math offerings
In addition to the "traditional" college prep pathway in mathematics, various alternatives are also offered for students pursuing technical training and moving directly into the workforce. Five different classes are available to seniors (AP Calculus, Precalculus, Transition to College Math and Statistics, Accounting, and Personal Financial Literacy). Also, classes are available for students needing more support and more time to master the topics in mathematics. These classes (Integrated Math 1a, 1b, 2a, and 2b) consist of the same content as Integrated Math 1 and 2 simply presented at a slower pace and with additional support. There is also an honors option (Integrated Math 2H and 3H) especially suited for students interested in pursuing a STEM major.	CTE Pathways - Page 6 of the Course Catalog
Many Career and Technical Education programs now focus on areas typically associated with associate or bachelor's degrees, such as engineering or business. Because Career and Technical Education classes of all kinds are increasingly seen as roads to additional study after high school, they are meant to be more academically rigorous than those of a previous generation. Sutter Union High School offers rigorous college-prep classes for CTE students, while also providing them with hands-on learning that lets them apply academics to real-world problems, like designing and building a garden shed in our Residential and Commercial Construction Pathway. Sutter Union High School offers students the opportunity to be certified program completers in many areas of the Career and Technical Education Sectors.	
B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.	**B2.2 Evidence** Greenhouse Floral Cooler Orchard Equipment Animal Unit Welders
The school provides 14 CTE pathways that offer workforce-ready certifications. The agriculture department operates a 13-acre almond orchard, with proceeds used to fund FFA and agriculture	

programs on campus.	CNC Plasma Laser Engraver
All of the Integrated Math classes described in B2.1 above are built on the rigorous problem based curriculum of CPM. A student who started in Integrated Math 1a, after successfully completing 1a and 1b, is able to transition to the traditional Integrated Math 2 class or stay in the more supported 2a and 2b course. The content is the same.	CPM Math Curriculum ERWC modules on Fake News, Media Bias and Juvenile Justice.
Students in the Spanish department are able to obtain a High School State Seal of Biliteracy The ERWC has materials and themes that engage student interest. The modules foster critical thinking about topics to aid students in being better citizens and informed voters.	Sustainable Ag, Agriculture and Soil Chemistry, and Agriscience Systems Management (UCCI courses) meet "b" lab science
B2.3. Student-Parent-Staff Collaboration: *Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.*	**B2.3 Evidence** IEPs
Incoming freshmen create a 4-year plan with the counseling department. Individualized Education Plans are developed for all special education students	**B2.4 Evidence** College Information Night Financial Aid Night
B2.4. Post High School Transitions: *The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.*	Senior Job Shadow project, ASVAB test Career Cluster Interest Surveys College Research Project
Through agriculture field days, students are exposed to campus events, and we help them make connections with instructors, so they are able to make a smoother transition. The math and science departments regularly evaluate state test results such as CAASPP and AP scores and compare them to state and local scores. AP Biology and AP Chemistry use college board pretests and instructional videos to assist curriculum. All AP courses are audited and approved by the College Board.	

ACS WASC Category B. Curriculum
Summary, Strengths, and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.

Areas of Strength

1. The curriculum at Sutter Union High School is a rigorous, relevant, and coherent standards-based curriculum that is based on most recent standards that supports the achievement of the schoolwide learner outcomes, academic standards, and the college and career-readiness standards.
2. There is a wide variety of clearly defined and adequate supported pathways for a student to take, from the 4-year college to career ready.
3. Sutter Union high School has implemented an adequate online curriculum in order to overcome the challenges of the current "lock down" conditions.
4. Counseling dept. provides clear guidance to students about academic needs.

Areas of Growth

- Sutter Union High School would benefit from school wide teacher training to ensure that the latest techniques in online and blended education are widely and effectively used.
- More technical training in the various platforms currently being used would be helpful, especially as some of these tools will continue to be used even as the school resumes "normal" operations.
- A more effective means of monitoring a student's progress toward their educational goals including meaningful and early intervention.
- Procure updated NGSS textbooks.
- Teachers may be able to better evaluate the effectiveness of curriculum through the use of growth models. This would require teachers to learn how to implement growth models and how to analyze the data provided through the use of growth models.

Focus Group C - Learning and Teaching Chair - Stefanie Danna English	
Michael Landa Academic Advisor	**Kate Wilson** Agriculture/CTE
Mike Brantingham Science	**Anne-Marie Jones** Math
Michael McPeters Spanish	**Mariana Collazo** Academic Advisor
Charm Hopkins Business/CTE	**Robert Miller** Information Technology

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the indicators; include supporting evidence.*

Findings	Supporting Evidence
C1.1. Results of Student Observations and Examining Work: *The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.*	**C1.1 Evidence** Staff development Classroom visitations
Teachers at SUHS have been working actively on increasing the rigor and importance of their instructional approach to learning. The teachers have completed Clark Training to increase critical thinking, problem solving, and communication in the classroom. There has also been a focus on incorporating meaningful class objectives that are posted in every classroom. We currently have a Clark trained teacher on campus who makes classroom visits and provides valuable feedback to all teachers.	
Collaboration has increased across the English and Social Studies departments. 9th Grade students collaborate on mental health, semester long magazine projects, and starting a research paper format next school year. 10th Grade students collaborate on World War II and concentration camps. 11th and 12th Grade teachers are currently working on incorporating lessons into their courses. Math and science are currently working to find a common crossover for collaboration, but this can be challenging because math students do not all take the same science classes. This is an ongoing process that SUHS started in 2018-2019.	Lesson Plans/ Class activities
Technology In March 2020, SUHS administration and faculty devised and adopted a plan to use the Google G-Suite for Education (now rebranded as Google Workspace for Education - October, 2020) and other applications to instruct and connect with students using Social Distancing due to COVID-19. Students use a variety of devices to access their Google Classrooms to communicate and collaborate with both their teachers and their fellow classmates in and out of the classroom.	
Our staff is trained and experienced in instructional strategies, our faculty has also recognized that we need to improve our professional development by incorporating Google Classroom into our curriculum. Have the ability to increase the technology used	Google Workspace

both in our classroom and at home to better prepare our students to enhance their productivity. SUHS offers all students the opportunity to take challenging courses throughout high school; so long as students meet the prerequisites for the courses in question. On campus, we offer college preparatory, university preparatory, honors, and advanced placement course options in various subject areas.	
Counselors, advisors, and teachers speak with every student in order to provide them with high school course options that will meet college admission eligibility requirements for community colleges, CSU's and UC's. Students who wish to explore private schools and/or out of state schools can meet with a counselor to let them know where their college interests lie. This usually requires multiple meetings and research on the counselors' part. Since most colleges and universities have recently waived the ACT/SAT testing admissions requirement. Students will need to research testing requirements for specific private schools to which they will apply.	SUHS Master Schedule SUHS Course Catalog CSU/UC A-G Requirements Flier CSU Application Checklist for Freshmen CSU ACT & SAT College Readiness Scores UC Admission Requirements for Freshmen UC Admissions, Test Scores, GPA, and A-G requirements
Parts of college admissions eligibility requirements are to have accumulated extra-curricular activities during high school, if possible as early as primary school. Doing so will increase a student's chances of having their admissions applications approved.	
SUHS requires students to take at least one full year of a Vocational Education course in order to meet their graduation requirements. All courses in the Agriculture Department, Business Department, Psychology, as well as all on and off campus CTE/ROP courses will meet this requirement.Some teachers offer challenging lessons and keep students engaged.	
Most teachers display the objective of the day on their boards. Math Integrated 1, 2 and 3 math classes start with a warm up to pre-teach, reteach or reinforce concepts. Students spend their time in groups and support each other in their learning process. The teacher is a coach, walking around and managing questions. Students do rotating homework, i.e., questions are constantly brought back from previous chapters to ensure understanding. A practice test is given and corrections are encouraged. After the chapter test, corrections are required, as many questions will rotate back into other assignments or assessments.	
Integrated 1A, 1B, 2A and 2B start with a review or will pre-teach a concept needed for the lesson. Direct instruction with some periods of coaching/group work are used to get students to assimilate the required concepts.	Lesson plans, books, student interviews
Pre-Calculus, Calculus and Statistics are using a direct approach, as they are college-level classes.	
Since March 2020, Google Classroom is at the center of each math	Google Classroom

lesson. Teachers introduce concepts, provide extra videos and examples and meet with students to teach, reteach or reinforce concepts. One-on-one time is available four times a week, in the afternoon, on Google Meets. Each lesson starts with a warm up, instruction, summary of key concepts, assignment and quiz.	
In agriculture, students learn fundamentals of raising livestock, maintain school orchards, greenhouse management, variety of crop production (hay, pumpkins), demonstrate an understanding of the Agriculture Industry, keeping detailed records and data collection. Students acquire real world skills and apply these skills.	AET record books Differentiated instructional techniques In the field experience Industry Tours Agriculture article reviews Commodity Fridays Rubrics
The Ag Department, Ag mechanics classes have been working with the help of BITA on the roof and fence building projects along with new panels for increasing the number of pens needed in the barn. BITA has been building projects such as roof building and fence building.	
Other examples of real-word applications include science labs, project-based learning in art, and theater productions.	

English: AP and UP courses are offered at all grade levels. Implementing the ERWC course ensures that students at all levels of learning are analyzing and writing in order to show a higher level of thinking.
Students are annotating and drawing conclusions from varied types of text; video, art, informational, historical, etc.
In many of the English classrooms you will see varied types of rigours assessments in order to gain an understanding of a students knowledge.
      Critical thinking projects
      Speeches
      Multiple choice tests
      Essays (formal, informal)
Students are provided the opportunity to be involved in extracurricular activities and clubs such as; CJSF, Interact, Literature, etc. in order to continue promoting a high academic standard that meets the needs of our students.
English department communicates with RSP students to modify work based on the students' needs.
	Master schedule
	Clubs & sports
	Minimum day schedule
	FFA activities, projects and competitions
	Art exhibits
	Science labs
	Performing arts

Spanish: Teachers create a variety of learning experiences that allow for opportunities to explore real world topics.Students are encouraged to be involved with curriculars to enhance their college opportunities.Our teachers engage in regular collaboration with their	

department teams to examine student work and make instructional adjustments accordingly.

Business: Our Career Technical Education pathways have expanded significantly in the past five years. The business department has two new complete pathways including Marketing and Finance. In addition, we are the only school in Northern California that has a nationally-recognized DECA chapter. These courses, partnered with the co-curricular DECA program, embed real-world skills and applications and are focused intently on relevance for college and careers. Our students participate in a variety of activities—leadership conferences, state competition, community service projects, interviews, role plays, job search, and project management events—that enrich their educational experience.

Science: Learning objectives are placed up on the projector screen prior to instruction and are presented to students daily. Instructors circulate through the room to monitor students' work on current assignments and to assist students with any questions they may have on current work being completed.Differentiated instruction is implemented to offer the best learning experience for students with IEP's and ELL's.

Currently because of Covid-19 Pandemic protocols, all instruction is administered through the forum of Google Classroom where the instructor conducts class with all students (either distance learners or students who have chosen to be back in the classroom at SUHS) and students are then prompted to go and login to complete assignments, Virtual labs, quizzes and tests on the Edgenuity online platform. Instructors can monitor individual students' progress down to the minute on work they are doing in Edgenuity.

Social Studies: The Health framework is currently being revised throughout California, our health curriculum was established to make this transition smooth. We had worked on aligning with the new standards as they were in discuss.Two health teachers and one administrator are currently working with our county office training for other health teachers. We are currently working on adding our Health course to our A-G offerings for freshmen.

All students are offered AP classes in US History, Government, and MicroEconomics. Students also have the ability to use dual enrollment with Yuba or Butte College to receive both high school and college credit in all our Social Studies classes. This option of dual enrollment allows students to experience college level courses while maintaining their high school experience.

Teachers use a variety of assessments in order to gauge a student's grasp of the knowledge. Some examples include oral presentation, group presentation, multiple choice tests/quizzes, exit tickets, and essays.	
C1.2. Student Understanding of Learning Expectations: *The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.*	**C1.2 Evidence** Syllabi, websites, grade books Edgenuity
The SUHS Academic Advisor meets with all seniors, and their parents if they are available, for a 45-minute session; The College and Career Planning Session.	
During the College and Career Planning Session the Academic Advisor will go over and return the students portfolio (which they created during their spring semester of their junior year). This portfolio will then be updated and turned into their senior portfolio. We also discuss the Job Shadow experience assignment and the deadlines of the assignments that will go along with this project. Students are then asked a multitude of questions to determine what their goals are for life after high school. We go over college applications, scholarships, SAT and ACT testing, etc.	
Math: Most teachers provide rubrics and a breakdown of the grades. All classes have the same breakdown and same policies to ensure the performance levels are fair. The mathematics paths are explained to all students; students choose according to their skill levels and performances in math classes. The Math Department has identified students who are lacking basic skills and/or struggle and introduced new classes in 2018-2019: Integrated 1A & B and Integrated 2A and B. These classes are designed to give more support to students and have a slower pace.	Course Syllabus Course outline Assignment rubrics
Agriculture: Quizzes to ensure the students are learning the covered material, even if it's a small unit, checking for understanding as you go through a set of directions.	Lesson plans Posted objectives Exit quizzes
English: AP courses have summer homework and must turn in their completed assignments per each deadline to turnitin.com. Students work at their own pace and are graded at the conclusion of the summer. Vocabulary.com is a resource that accompanies the Sadler-Oxford vocabulary books. Students are encouraged to complete the activities that accompany each vocabulary unit in preparation for their formative assessment of each unit. Google classroom is used for students who are absent and is where all work is posted.	
Students are given rubrics for projects, essays, presentations, etc. that outline the main criteria for the given assignment.	

Students are often provided sample assignments prior to the start of a major assignment. This can include essays from each grade standard on the rubric or a completed project. All of the English teachers use the Jane Schaffer and MLA format for writing an essay (TS,CD,CM,CM,CD,CM,CM,CS), this helps create consistency for our students as they further their English education. The AP teacher writes practice essays and takes practice tests using the released exam questions and answers. All English teachers have a projector and document camera in their classroom. In some of our English classes students are expected to turn in essays to turnitin.com. Students can create different types of projects based on their interests (Prezi, website, online game, TED Talk, etc.) Spanish: Teachers are encouraged to daily instruct students on the objectives/learning goals for each lesson. Teachers have been trained in developing effective goals that align with the standards and depth of knowledge level of learning, Students reflect upon their learning and performance at the end of each lesson. Teachers utilize this assessment to help plan for future lessons. Teachers collaborate per subject level and department to strengthen their instruction of the standards. During collaboration, teachers evaluate instructional strategies to increase proficiency in their students. Every course has a syllabus and is shared with students and parents and on record with administration. Most teachers post their syllabi on either a school website.In Spanish classes, students have the opportunity to see example essays before attempting to create their own. Business: Each business course has a syllabus which defines the goals and objectives of the class. Students are provided rubrics for projects and are also shown examples of proficient work. All role plays, interviews, and DECA projects include performance indicators (and 21st century skills indicators). Science: Students are provided with the class syllabus at the beginning of the semester, and it is posted on the official school webpage for each teacher. The syllabus outlines the scope and sequence of the science course and also gives the grading scale for each possible grade attainable in Science. Social Studies: Every course has a syllabus and the syllabi are posted on each teacher's school website. Teachers post their daily objectives/learning goals for each lesson. All teachers hired before the COVID have been trained in developing effective goals that align with the standards and depth of knowledge level of learning. Students are provided with rubrics and/or detailed descriptions of the expectations for all assignments or projects. Students and parents are provided with a breakdown of the grading policy for	Minimum day schedule (collaboration meetings) Share's (Spanish) Test Corrections (Spanish)

each class. Teachers work with IEP Case Managers and the 504 Coordinator to ensure that all modifications are being met for individual students.	

C2.   Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the indicators; include supporting evidence.*

Findings	Supporting Evidence
C2.1. Teachers as Facilitators of Learning: *Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.* Math: While working mathematics problems, students are grouped and required to explain their understanding verbally. Prior knowledge is accessed to acquire new knowledge. Different resources are used to engage students' interest; textbook, posters, outside lessons and new technology (calculators, Desmos, clinometers apps). Remedial classes have been added to our catalog in 2018-2019: Integrated 1A & 1B and Integrated 2A and 2B. These classes offer students a slower pace, review of content and more support. Lunch as well as before and after-school tutoring if offered by most math teachers. All teachers are available outside of class time to answer students' questions. The CPM curriculum offers over 20 different strategies to teach students. A variety of visual, tactile, reading, listening and talking methods are used to meet students' needs. Technology including smartboards, projectors, Desmos and graphing calculators help students see connections in between different formats of functions. Math teachers meet weekly to plan lessons, write tests, discuss progress and share strategies. All CPM books are online and include an online tutor to help students complete their homework. Some lessons include a video demonstrating how to solve certain problems. All chapters include online extra practice with examples and answers.Most teachers use their smartboards, calculators and tablets to offer students a wide range of technology aids.	**C2.1 Evidence** Course catalog, class room visits, syllabi Math book, observations in classrooms Google slides, docs for lab reports. microscopes 3D printer CNC router (shark) for cutting out wood projects Metal CNC machine CNC mat board cutter and framing station projectors smart boards incubators ceramic wheels for throwing pottery

For the 2020-2021 school year, Google Classroom gives a chance to meet students online, reach students through emails and easily send documents and videos.	
English: Students are engaged in lessons through the use of TED Talks and Prezi and PowerPoint presentations that enhance the lesson being given on a specific topic.	
All English teachers have a projector and document camera in their classroom. In some of our English classes students are expected to turn in essays to turnitin.com Engaging students through Pear Deck or nearpod. Having students upload presentations to Flipgrid.	Quizlet Remind App Powerpoints Youtube videos Google Classroom Social media AET Record book Layout skills
Spanish: Utilization of technology as a resource has been an emphasis at Sutter High School. Many teachers use multimedia internet resources as part of instruction. The Spanish department shows YouTube videos to teach grammar and culture.Spanish language acquisition is aided through the use of repetitive and catchy musical lyrics.	
Spanish language acquisition is aided through the exposure to authentic Spanish once a week when students watch movies and educational dramas.	Multiple computer labs Digital projectors in all classrooms Document cameras in all classrooms Smart board in many classrooms.
Spanish classes use a variety of instructional strategies including direct instruction, guided and independent practice. Most classes are conversational in nature. A story of some kind is shared with the class in Spanish. Students are equitably selected to provide details for stories and questioned to check for understanding, all in Spanish. After a period of discussion, students review the story by reading a story and translating it into English. After which, students are given the opportunity to retail and rewrite the story in their own Spanish.	Sr. Wooly curriculum Movie day Destinos, Mi Vida Loca, ¿Eres tu Maria? Extra Class Stories Written stories (for Reading and translating) Sticks Story retells Timed Writes (story rewrites)
A variety of games are played in Spanish classes to reinforce story vocabulary and provide alternate opportunities for vocabulary usage, Slide presentations allow for the teacher to have a mobbing agenda to help pace the classroom and provide visuals for lecture content. Teachers have been trained, explored, or observed many multiple modes for assessments, presentations, discussion, classwork and reflection.	Games (vocabulary puzzles, #'s flashcard game, Quizlet live, 21 questions) Vocab slide shows
Many different teaching models are utilized through SUHS. Focusing on student centered instruction, teachers use high/low pairing and collaborated groups, scaffolding, flipped classroom,	Paid professional development (conferences and workshops)

modeling, open ended questioning strategies, inquiry based learning and research, and reading comprehension strategies.	Student work is posted in room
Science: Students are put through a variety of rigorous online activities through the platform of Edgenuity, including reading online text that is designed as a Warm Up activity, which leads into online instruction segueing into an online assignment with question prompts they must answer correctly before moving on to interacting with a Summary of the lesson. Students then have a spiral review prior to working on taking a short quiz on the material learned.	Peardecks Whiteboards Padlets Inquiry labs
Social Studies: Students are engaged in lessons through the use of video clips, news reels, historical documents and PowerPoint presentations that enhance the lesson being given on a specific topic. Social studies have a classroom set of laptops that are shared throughout the school year. This allows teachers to utilize historical documents and other multimedia sources through their lessons.	
C2.2. Creative and Critical Thinking: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.	**C2.2 Evidence** Classroom and classroom observations
In math, students are asked to read, write, problem solve, create posters, build 3D objects, discuss, contrast, etc. Some activities are individual, while others are group lead. Discovery lessons are at the core of our mathematics classes and lead to an objective of the day. Problems-based learning happens every day.	Ag Alert newspapers New Horizons Magazine Internet (researching)
During the 2020-2021 school year, students are using Edgenuity to provide them with lessons that use a multitude of learning instructional settings: thinking, completing problems, writing down their own steps and more.	Collaboration (phone, email, in person) lesson plans/ instruction
Business: Our business department has been trained in Project Based Learning through the DECA Amped Advisor Conference and Courses. Hands-ons applications in the business and ag departments provide students with the opportunity to learn by doing and assists the depth of knowledge being gained by our students as they participate in PBL projects.	CTE and PBL projects in business courses
Science: Students complete online projects and virtual labs at the end of which they must create their own documents to complete and attach as a file online at Edgenuity.	student created lessons role plays community giving project, program of work DECA

Students interact with online tutorials that provide video as well as textual information that they must assimilate to be successful on short prompts that they must answer to move on to each section online at Edgenuity.	Project Management curriculum
English: Coaching Strategies: Students are often placed in the teacher role through the activity of Literature Circle and Common Place. The students are expected to read to a certain chapter in a novel and prepare questions or a handout for the following day. This allows the students to collaborate and further their understanding of a novel with their peers in groups or breakout rooms in Google Classroom.. Non-didactic: Students complete a critical thinking project based on a novel of their choice. This allows the students to create anything they want to demonstrate their understanding of high order thinking skills such as analyze, evaluate or create. Students have created games, case studies, dioramas, pamphlets, etc. Most English classes require their students to complete a warm-up that activates prior knowledge as a lead in to the main learning target for that day. Teachers have been trained to rewrite objectives and questions and incorporate higher-order thinking activities in their daily lessons.	Peardecks Whiteboards Padlets Inquiry labs
C2.3. Application of Learning: *Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.* Math: Our textbook loops constantly and students are asked to demonstrate their knowledge and build from it. Students are encouraged to learn from their mistakes and correct their practice test. After the test, corrections are required and ensure a good understanding of all concepts covered. Corrections promote self-evaluation and meta-cognitive skills. Tests are always composed of 50% or more of review material. In Edgenuity, spiral review questions show up on each unit test, to ensure students keep in mind the previously learned concepts. The art dept provides critiques and reflections of previous work to build and develop artistic skills. English: The history department collaborates with the English department during their World War II unit. The students are able to apply what they have learned in history and English to the	**C2.3 Evidence** Book, syllabi, lesson plans, tests Edgenuity Lab reports Time cards Open ended projects-final projects Projects Collaboration Essays

assignments within each class. The English Department also collaborates with the Health teacher during their mental health unit. Students are exposed to cross-curricular vocabulary throughout the unit. During their freshman year students learn the structure of an essay using the MLA and Jan Schaffer format. As they move through each grade level they learn new techniques and skills pertaining to writing and build on the foundation that was established their freshman year. Business: Students have opportunities to research, inquire, discover, and apply knowledge as they matriculate through the Marketing or Finance pathways in the business department. These skills are exhibited through a variety of assignments and/or projects: community giving projects, role plays, competitions and leadership conferences, Shark Tank, promotional campaigns, job shadows, partnership with business. Science: Spiral reviews are required before taking quizzes on Edgenuity. Students complete Projects and Labs through the online platform Edgenuity in which they generate their own written responses from prompts provided using complete sentences, correct syntax and applicable vocabulary. Inquiry labs allow students to develop their own lab based on learned content. **C2.4. Career Preparedness and Real World Experiences**: *All students have access to and are engaged in career preparation activities.* SUHS students begin to work on their Job Shadow & Career Portfolio graduation requirement as of their freshmen year. They build it gradually, mainly through their Social Studies and English classes, every year in high school until the final product (Career Portfolio) is turned in and the actual Job Shadow Experience is conducted towards the end of their senior year. During their freshman year, students research different careers that they are interested in via californiacolleges.edu through their Social Studies class. They select a Career Pathway, which interests them, and is offered by SUHS, when the time comes to select the courses that they will take in their sophomore year. They also create a resume through their English class that will eventually be included in their senior Career Portfolio. In their sophomore year, students delve further into the careers that they are considering for themselves. They once again confirm their Career Pathway, or opt to change into a different Career Pathway of their choosing. Students are able to not only explore careers through their Social Studies classes, but also to explore the different colleges and universities that offer the major of study they wish to pursue (via californiacolleges.edu). In their junior and senior years the Career Portfolio is created and finalized, the Job Shadow Experience is conducted so that they may	FFA activities, projects and competitions Art exhibits Science labs Performing arts **C2.4 Evidence** Career Pathway Overview & Selection Form "So You Want To Go To College" flier Career Portfolio and Job Shadow Brochure Junior "Create A Portfolio" Project Senior "Checklist To Update Your Career Portfolio"

follow a professional during one work day to see what their daily activity consists of, SAT and ACT exams are taken, and applications to colleges, universities, and trade schools are submitted. Freshmen completed a course in GoEnnounce. The lessons focus on social media and the social and economical impact of the items that you post online. In math, we offer college-level classes and remedial classes. The CPM curriculum stresses group cooperation and makes use of projects to allow students to discover information and concepts. Students are engaged in the types of reasoning and problem solving activities that will be required from them in college. Other classes, such as Pre-calculus, Calculus and Statistics offer a more direct approach and get students ready for college lectures and independent work. Sutter High School offers college fairs, financial information nights for parents and students, and host visits from a variety of colleges on campus. There are school field trips to Yuba College. Students are encouraged to use Google Docs when writing essays or creating presentations. Students often use Prezi or PowerPoint to create a presentation. Most of the English classes use Turnitin for essay submission.Students will annotate informational documents like articles from UP Front magazine, diary entries, pamphlets and political cartoons. Students write at least one speech through our Toastmasters unit.	

ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.

Areas of Strength

1. By incorporating the graduation requirements of the Job Shadow and Career Portfolio along with career exploration into the curriculum of the Social Studies and English departments, students are able to connect to these assignments and ideas in a way that enables them to really delve into what they want to accomplish for themselves and how to go about researching these choices.
2. Mathematics teachers meet on a weekly basis to evaluate students' learning, create assessments and plan lessons.
3. English teachers work collaboratively both by grade level and as a department to create and implement rigorous, yet engaging lessons.
4. English and Social Studies teachers have begun working on co curricular lessons to enrich the learning experience and engage students across the curriculum.
5. The recent distance learning has created teachers that are more willing to embrace technology and alternate methods of instruction (Google Workspace).
6. Our Career Technical Education pathways have expanded significantly in the past five years. The business department has two new complete pathways including Marketing and Finance.
7. Project Based Learning and real-world experiences are a major strength in the CTE department instruction.
8. Dual enrollment offers students more curricular opportunities.

Areas of Growth

1. It would be beneficial for students to be able to have access to technology, specifically computer labs, more often during the year. This way they can research as much as they wish and come up with questions for their counselors, advisors and teachers regarding their options for life after high school.
2. We need to have a district wide grading policy. Some areas include; weighted vs. non weighted, percentage of assignment towards overall grade, extra credit vs. no extra credit.
3. All teachers should be held to consistent standards for classroom and gradebook management.
4. As a staff we need to completely and effectively use the time we are given in each class period.
5. Effectively using designated collaboration time, in order to design and implement lessons that are cross-curricular.
6. Administrators rarely observe instructors and students learning thus are unable to provide meaningful feedback to teachers based on observations.
7. Foreign language courses do not use a common assessment for each semester final. This has been an area of frustration for some students and parents because the transition from one teacher to the next, one year to the next. Students should be aware that the final assessment will be the same regardless of the teacher.
8. SUHS has technology in the classrooms that is at or past the End of Life (EOL) cycle for the nominal life expectancy for that technology and needs to be replaced or refurbished.
9. SUHS will need to provide the technology, tools and resources to accommodate the current and future educators who will be able to instruct our students with valuable educational experience and to enhance their productivity in growth for today's society and culture.
10. Due to today's and future technology is so prominent on power and the internet, SUHS is also an Evacuation Center for the Sutter Community, where we should have a power generator that can accommodate this need in case of a power outage or natural disaster.
11. There is a need for more high-quality cameras in photography and yearbook classes.

Focus Group D - Assessment and Accountability Chair - Stephen Tranberg Art	
Ryan Reynolds Social Studies	**Jake Winship** Shop/CTE
Taylor Ernst Science	**Brandon Supernaw** Math
Starla Reynolds Special Education	**Amy Runyan** Secretary/Butte View
Cole White Health/Physical Education	**Rick Tuttle** English

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the indicators; include supporting evidence.*

Findings	Supporting Evidence
D1.1. Professionally Acceptable Assessment Process: *The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.* SUHS uses a variety of assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. The CAASPP tests provide assessments for Math, Science, and English for all Juniors at SUHS. The data collected from these three assessments is displayed on the school Dashboard. The Dashboard is publicly available via the website: www.caschooldashboard.org/. The Dashboard provides disaggregated data from the current CAASPP tests and gives a performance reading based on prior years performance. As well, the individual results from each CAASPP assessment is mailed to the parents or guardians of each student. The leadership and instructional staff analyze the data from the CAASPP tests to determine academic areas of need, academic areas of growth, the performance of specific subgroups, and to get a generalized picture of the school performance as a whole. The Special Education Department assesses individual students with the WIAT III test to determine their qualification, advancement, or disqualification for placement in general education courses. This data is used in conjunction with the individual students' IEP accommodations to make effective placement into general education courses. Teacher recommendations and class performance, to determine individual class placement and to determine areas that may need to be reassessed. As well, the math department meets every Wednesday to analyze curriculum test scores between math teachers. This data is used to drive curriculum, such as reteaching a standard or for advancement to the next lesson. This method allows for teachers to effectively address areas of need and has been successful in meeting students' needs.	**D1.1 Evidence** CAASPP ESLRs PSAT SAT ACT AP ELPAC WIAT-III

The Art Department uses the AP Studio Art test as a driving force for classroom curriculum for the advanced levels of Art. The AP Studio Art is a performance test that requires AP Studio Arts students to create a portfolio of artworks that address an essential question or theme. Current Advanced Art (2nd and 3rd year students) and AP Studio Art (Seniors) students analyze and critique previous AP student's portfolios and examples provided by the College Board. This analysis is done to guide student development of creative ideas and to promote skill refinement.

The AP Biology course uses the AP College Board practice test to help prepare students for their exams. The AP Biology teacher and students use these practice tests to help guide instruction and to address areas of deficiency.

All teachers at SUHS use Aeries as an online gradebook and Aeries Portal. Teachers input grades from classwork, tests, and quizzes on a daily basis to keep an accurate account of student progress. Parents and students have access to their personalized information via the Aeries Portal. This allows parents and students to monitor classroom performance. Aeries tracks the performance of each student and provides the leadership and instructional staff with a trend of student progress that is used to address student needs or areas of growth. Progress reports are submitted using Aeries every 4 ½ weeks and are mailed to parents or guardians of students.

D1.2. Basis for Determination of Performance Levels: *The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.*

As a staff we make sure communicating about grades, growth and performance levels in each grade and class is a priority. In order for us to ensure great communication across all departments we meet weekly for staff and department meetings to discuss these indicators. From these meetings our school has been able to develop modifications, resources, and programs for our students to continue their academic success no matter their educational level. For instance the math department has created Int1A and Int1B remedial courses to help students that struggle with the understanding and pace of our original Int1 course. Int1A focuses only on material in the first semester of Int1, and is made into a full school year course. Int1B is the same but covers the 2nd semester of our Int1 course. This allows our struggling students to excel in mathematics due to extra time to work with and digest material. Sutter has also made a 4 year math requirement for students. This reassures our teachers that their students have developed the proper comprehension of material needed to be successful moving on from high school.

Through several staff/department meetings teachers have

developed courses to follow strict guides set by CCSS. Each teacher at Sutter Union High School creates a syllabus describing objectives, state standards, and grading policies. To ensure parents and students are aware of their progress we mail out progress reports every 4 ½ weeks. Each progress report shares the student's grades and classroom performance. This is one way we as teachers communicate grades, growth and performance levels to our parents and students. As teachers we also revise progress reports to be better prepared ourselves to help each and every student.

Both our English and Math departments have created placement exams in Edgenuity to test incoming freshmen to assure they are correctly placed in their math and English courses. From these placement exams our teachers observe which students should be placed where. In English courses students can take English 9 or UP English 9 (advanced). In Math courses our students have the option between Int1 and Int1A. Sutter also uses the CAASPP to help see growth in our junior class (11th grade). The CAASPP helps the school and teachers see the growth and performance levels in their students. Teachers then reflect and alter course objectives and standards (if needed) to better suit their students for success in the CAASPP.

All teachers at Sutter continue to analyze weekly grades, specifically looking to discuss D's and F's with certain students. This allows for teachers and students to discuss possible rearrangements, modifications, and interventions. Emails/calls can be sent out to parents to discuss the possible adjustments for the student's success in class. If comprehension continues to be a struggle with the student, teachers will schedule meetings with parents/counselors to discuss more modifications if necessary. This all ensures the growth of each student here at Sutter Union High School.

D1.3. Monitoring of Student Growth: *The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.*

Monitoring and Reporting student progress is done through multiple platforms. These include Aeries, Google classroom, Edgenuity and ICEV. Aeries is our formal grade reporting platform. In addition, these platforms are linked via email and are accessible to parents and students.

Through these platforms teachers are able to monitor student progress and get an accurate measure of student performance. Each platform is utilized to ensure each student is meeting our school-wide Learning results. These learning outcomes include but are not limited to Socially Responsible Citizens, Critical and Creative

D1.2 Evidence
Staff/Department meetings
Course Syllabi
1A and 1B remedial course
Progress reports
Edgenuity
CAASPP
UP English 9 (advanced)
D's and F's emails/discussions

D1.3 Evidence
Aeries
Google Classroom
Edgenuity
ICEV
CTE online

Thinkers, Effective Communicators, Technologically Literate Individuals and Productive/Self-sufficient members of society.

All online coursework is assigned through Edgenuity, Google classroom and ICEV. They are broken down by standard and blended with individual instruction in areas of need. Each course can be modified to fit student's needs and assess individual learning standards.

Teachers create and deliver standard based assignments that not only challenge the students but stimulates and encourages positive individual growth.

Career Technical education classes utilize CTE online and ICEV to introduce new skills which then are applied to real life situations. These platforms, used in conjunction with hands-on instruction, are designed to challenge our students and expand on their knowledge outside the typical classroom setting. Instructors of CTE courses are able to directly monitor student performance and growth through a variety of means. Brainstorming, learning by teaching, and observational learning are just a few active learning strategies instructors employ. The main goal of these courses are to expand student creativity, encourage exploration of career fields, and to produce self-sufficient members of Society.

D1.4. Assessment of Program Areas: *In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

The school leadership and instruction staff assess and evaluate the schoolwide programs yearly in addition to when a new curriculum is added. Also, completing this WASC is a collaborative effort among the administration, school leadership, and instructional staff to assess school wide programs and expectations.The district and school leadership have also assigned department chairs who meet regularly to address the curriculum needs and the expectation set in each department. During these meetings discussions addressing the concerns of course expectations and program requirements are had. Department chairs then meet weekly with instructional staff to discuss expectation, course work, homework, and student needs. During department chair and instructional staff meetings topics such as scheduling, assignments, instruction strategies, and assessments are evaluated. Recently, during the evaluation of our school wide curriculum our superintendent and school board have been open to adding new courses to our catalog. These courses include: AP Studio ART, BITA, Foundations of Business and Marketing, Choir/Band, Social Media Marketing, Sports Entertainment Marketing, AP World History, math pathways,

Webassign gives different questions if missed (scrambled), to discourage cheating

Quizlet -- Spanish

Math -- CPM online homework help, parent guide -- CPM.org

ICEV -- An online platform used to instruct students on a wide range of Career Technical Education. Construction, welding, graphic design, drafting

Counseling -- uses Multiple Measures to determine next-level class placement, such as grades, on-time homework, work completion, work ethic, attendance

TurnItIn.com -- essays, plagiarism

Personal Financial Literacy, and Sustainable Agriculture. These courses were then added to the course catalog with a detailed explanation of the credits earned by students, grading policy, and requirements. In addition, grading policies may be included in teacher syllabi to expand on information stated in the course expectation.

Graduation requirements are communicated with leadership, at both the school and district level, instructional staff, students, and parents from freshman year and every succeeding year. As students register for class they are informed of the graduation requirements by the counseling and career center. In addition, the student handbook addresses the grading policy. There is a consistent grading policy set in place by leadership and agreed upon by instructional staff for all classes. In addition to the grading policy the student handbook addresses student expectations both in class and on campus, course completion information, and graduation requirements. Departments and teachers elaborate on these policies in their syllabi. For example, the math department has a consistent grading policy for all math classes and the science department has a consistent grading scale for both formal and informal assessments, which are outlined in the syllabus.

Students' needs are met through a challenging, coherent and relevant curriculum by the wide range of classes offered. These classes include adding more A-G approved courses and adding CTE classes. Adding courses to the school curriculum that are A-G approved allows for more course options for students to remain relevant to their college/career goals. For example, adding a personal and financial literacy course prepares graduating seniors for the relevancy of bills, taxes, and an understanding of banking. Adding a sustainable agriculture course keeps students who are interested in pursuing a career in agriculture engaged and relevant to their interests. Having a school in a rural county, agriculture impacts the students on a daily basis. Offering courses relevant to agriculture and its impact on the economy/environment challenges students to understand and also remains relevant to interests. In addition, adding new AP courses such as AP World History, would allow for more challenging courses for students.

D1.4 Evidence
In-Class assessments
Standardized test results
Journal writing
Think-Pair-Share discussions
Journal writing
Presentations
Poster projects
Portfolios
Labs
Webassigns
Construction competitions
Essays
Performances
SAT
ACT
AP Exams
CATs
Physical Fitness Tests

D1.5. Schoolwide Modifications Based on Assessment Results:
The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

Assessment results have caused changes in the school program professional development and resource allocation. The assessment results are effective in driving change due to modification in curriculum through professional development. Restructure of the Math curriculum with the adoption of Common Core Math. Most recently staff has received Clark Training and in-service in the

D1.5 Evidence
Benchmark Assessment Analysis
Dashboard Assessment Analysis
Clark Training
Fundamental Five Training
EDI Training
RTI Training

"Fundamental Five" engagement strategies. One example of using data to allocate resources and modify the instructional program, first- and second-year math classes were created to address the needs of struggling learners. Based on a noted increase in Ds and Fs in math classes and a desire to improve math CAASPP performance, Integrated 1 and Integrated 2 classes were divided into A and B sections, with underperforming students enrolled in B section until their skills returned them to Simillary, based on state mandates and a data-driven need for improved designated and integrated English Language Development (ELD) instruction, the school assigned a credentialed teacher to provide a period of designated ELD instruction each day. The school also designated significant resources as part of a schoolwide initiative to intensively train all teachers (using Phoenix-based Kevin Clark and Associates consultants) how to implement integrated EL strategies into their instruction to help all English Learners in all subjects.	

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teach

D2.3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches. From immediate, effective classroom feedback to end of semester grades, SUHS teachers use a wide variety of assessment strategies to evaluate student learning. Teachers use everything from individual white boards to laptops, and electronic feedback devices.to check for immediate effectiveness of a lesson. Additionally, multiple standardized tests are administered to students and the disaggregated data is evaluated and utilized to evaluate student achievement gaps. Specifically, to modify and adjust curricular instruction for SPED students, the following apply: Analysis of formative and summative assessments and modifications provided to adjust curricular and instructional approaches in the area of special education. Special Education prioritizes in the individualization of personal student achievement as well as the academic approaches of each instructor. These assessments, whether formative or summative, are completed	**D2.1 Evidence** In-Class assessments Standardized test results Journal writing Think-Pair-Share discussions Journal writing Presentations Poster projects Portfolios Labs Webassigns Construction competitions Essays Performances SAT ACT

through a variety of means and options other than the original means or directives. For example, where a written response might be expected, perhaps a student can first attempt the written response (original means) and then respond differently such as verbally. Also, where a student might attempt responding with the initial directives, alternative methods suffice in which an instructor works one-on-one providing aural communication when a student may have difficulty reading or understanding verbiage provided in written format. Sometimes alternative means of scoring are provided due to the student's difficulty with written responses and spelling as well as lack of memory retention. Most importantly, and according to each individual IEP, accommodation/modification are provided directly to the individualized education plan for each student according to their needs which vary.	AP Exams CATs Physical Fitness Tests
D2.2. Teacher and Student Feedback: *Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.*	
Teachers establish clear expectations for learning from the beginning of class through the course syllabi, which are posted to each class Web site and regularly referenced during class.	**D2.2 Evidence** Course syllabi ESLRs Content standards Rubrics
Lessons are designed to address student learner outcomes (ESLRs), meet content standards, and provide relevance to college- and career-readiness rigor and experiences. Assignments ranging from essays to art work are often based on rubrics and feedback is provided that aligns with meeting the expectations of the rubrics. Sutter High School's focus is on the whole student, and efforts are made regularly to tie in-class instructions to real-life relevance as often as possible.	
Timely feedback is provided by teachers on staff who have been trained to provide frequent opportunities throughout a lesson for students to demonstrate understanding of content. Think-pair-share and other checks for understanding allow for teachers to provide immediate feedback to ensure students are learning. Teachers have also been trained to use these opportunities to push correct answers with higher-order follow-up questions that promote rigor and deeper understanding.	Think-pair-share Higher-order questions
In addition to detailed, in-class responses written on assignments or attached as notes on Google Classroom documents, grades from assignments are entered in a timely manner in our school's Aeries online gradebook, which students and parents can access.	Aeries gradebook Student surveys

Some teachers also use surveys to solicit end-of-lesson or end-of-term feedback from students about lessons that are of most interest and engagement. Many class-based projects are created to provide "real-life" applications and certifications. Yearbook, drama, and CTE courses (business, agriculture, metal shop) are among those that provide skills students may use to gain employment. In addition to culinary, sports medicine, and manufacturing classes provided to Sutter High School students through the county office, Sutter High School has created and is home to the Building Industry Trades Academy (BITA). This CTE pathway has been created to prepare students with work-ready skills in the construction field. In its second year of full implementation, participation in these "hands on" classes has been adversely impacted by COVID-related distance learning. When fully implemented, students will follow a clearly delineated sequence for completing CTE pathways that culminate with industry-recognized certifications that may be used as prerequisites for employment.	Yearbook Drama Business Welding Agriculture Building Industry Trades Academy (BITA) CTE pathways

ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.

Areas of Strength

1. Existing and burgeoning CTE programs provided on campus and in conjunction with the county office provide students with skills and industry-specific assessments that make students career ready.

2. Teachers, counselors, and administrators effectively use disaggregated data to determine student placement, evaluate student performance, and provide in-class and whole-school interventions.

3. Beginning in the 2020-2021, the school's master schedule was adjusted to turn monthly collaboration time into weekly collaboration time. This time is used to evaluate class-based assignments by department, develop interventions for students with Ds and Fs, analyze implications of standardized data, and assure that instructional focus adheres to LCAP/WASC goals.

4. Students and parents have access to a regularly updated Aeries gradebook.

Areas of Growth

1. Promote completion of CTE pathways that culminate with industry-recognized certifications that may be prerequisites for employment.

2. More consistent PLC review of data to inform instruction.

3. More varied forms of assessments using 1:1 computer use (in class and in labs) -- would be used more if available -- quicker access to formative data.

4. Professional development/training in use of technology for online, class-based assessments. add online technology training, professional development for teaching online etc.

5. Improved Wifi access for teachers and students.

6. Consistent enforcement of school rules, policies, and procedures.

Focus Group E - Culture Chair - Lori Franco Social Studies	
John Olivera Science	**Lew Ferrin** Spanish
Bryce Fryan Health/Physical Education	**Brandon Supernaw** Math
Rosealine Lemette Yearbook/Photography	**Elie Ocampo** English/ELD
Kay Holcomb Food Service	**Angie Cooper** Attendance Secretary
Michael Dobson Information Technology	

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process.

E1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the indicators; include supporting evidence.*

Findings	Supporting Evidence
E1.1. Parent Engagement: *The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.* Sutter High School actively seeks communication between school and home in order to support students. Parents are greeted in the front office and directed to whatever person or location they seek. If parents need to communicate with a teacher they may e-mail or leave a voicemail. Sutter High School's Web site contains information about Sutter's programs, activities, and contact information for teachers and administrators. Current and upcoming events are posted on our marquee, advertised on our school Website, and listed in our Daily Bulletin – which is also published on our Website as well. The administration also utilizes a computerized home calling system notifying parents of special events Implemented in the spring of 2019, parents are notified the same day when students have an unexcused absence from class Parents have access to Aeries Browser Interface (ABI) which serves as a regular communication tool about grades, attendance and classroom behavior. Parents are active in the teaching/learning process on campus. Parents play an important role of the planning and execution of their student's education program by participating in: individual meetings, counseling sessions, and Back To School Night. They are part of various leadership teams, including advisory and development committees. Parents also play a key role in the support of extra-curricular activities such as drama, DECA, FFA, and sports. As the population of English Learners, especially Hispanics, has increased over the past several years, steps have been taken to ensure they are able to read information in their native language. Parents of English Learners also participate in the school's ELAC (English Language Advisory Council), providing input on the level of designated and integrated language support English Learners are receiving. All English Learner notifications are sent home in	**E1.1 Evidence** Home calling system Marquee School Website Superintendent Weekly Updates Daily Bulletin Morning Announcements Teacher email Parent Portal gradebook 8th grade parent/counselor planning meetings 8th Grade Preview Day Freshmen Orientation Back To School Night Open House Student Study Teams/IEP/504 Meetings Parent Portal Financial Aid Night Senior Check-up Parent/Counselor Meeting Curriculum Development Committee Title I Advisory Committee Ag Advisory Board Yearly Library Survey Booster's Club SHS Alumni Association Sports Parent Meetings Financial Aid Information in Spanish Career and Counseling Center Credit Recovery Programs

the student's primary language. An ELPAC instructor tests each EL student and proper notifications are given to each parent and as well as the students and teachers. The Spanish teacher and Bilingual Academic Adviser are available to translate during all meetings. General information on the Sutter High School Website may be translated into a number of different languages. The counseling department has financial aid information available in Spanish.	

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
E2.1. Safe, Clean, and Orderly Environment: *The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.* The environment at Sutter High School is generally safe, secure, clean and orderly. Facilities are appropriately maintained to provide a safety-first campus. There are procedures in place that provide for student safety and discipline, campus security, facility maintenance and staff support that reflect an on-going desire to foster and maintain a safe, secure, clean and orderly school environment. A positive school culture is characterized by professionalism, trust and respect. Faculty and staff tend to believe that they are valued as members of the Sutter High School educational community as demonstrated through collaboration, staff development and trainings, department and staff meetings and various opportunities provided by administration for staff input into the overall school program. Staff members share a common sense of purpose and are encouraged to increase their effectiveness in helping students reach their academic potential. Teachers, custodians and administrators work with students as a team to maintain a safe, clean and orderly environment. Most teachers agree that, while they would enjoy smaller class sizes, the contractually agreed-upon sizes are acceptable and, although not optimal, are manageable. It was noted that while high numbers in some classes is desirable for more diversity and participation, it is not beneficial for shop and lab courses and makes it more difficult to focus on writing in English classes.	**E2.1 Evidence** WASC Teacher Survey WASC Student Survey WASC Parent Survey Custodian cleaning staff Work Order procedures Vending machines closed during class time Daily Bulletin warnings STOPit Anonymous Bullying Reporting Yellow Ribbon Program Training Aeries Student Information System Safety drills & fire inspections regularly Critical Issues in Campus Safety training binder Emergency Cards Disaster buckets in every classroom Map of emergency exits in every classroom New quad lighting Security cameras Administrator attends all school activities

Procedures to facilitate work orders seem to be working with the majority of teachers, stating their custodial work order requests are handled within a day or two and that classrooms and restrooms are maintained in safe and working order. When a problem is noticed on campus that is best handled by the custodial staff most faculty members either filled out a work order or requested help from the head of the custodial staff or another member of the custodial staff.

Administrative support and policies that ensure a safe environment are generally effective.

Administration employs a well-thought-out and thorough plan for disaster drills. Fire and earthquake drills are regular and conducted efficiently by administration and staff. Administrators are consistently present in gathering areas during lunch and break to support a safe environment. Security cameras are in place around campus. Student disruptions such as fights are rare and effectively controlled. There is little or no gang activity at Sutter High School. Many activity-based classes review safety guidelines and procedures.

Order is maintained in the Sutter High School campus, library and computer labs in a number of ways. All students and parents are required to sign a computer usage contract and students must use their school photo ID card to check out all books and equipment. A student ID number may be logged into the computer system only once thus stopping students from sharing accounts. It was suggested that the habit of sharing computer ID numbers needs to be minimized.

*As students have returned to campus in hybrid learning cohorts due to the COVID outbreak, procedures for sanitation in the classroom have included, sanitation of classrooms by teachers between classes, weekly deep cleaning by custodial staff and the installment of touchless hand sanitizer dispensers in all classrooms. In addition, each classroom is provided a Breathe Smart Air Purifier and students are required to wear facial masks and to have their temperatures recorded upon school entry to the campus by way of a OneScreen temperature scanner and entryway management device.

E2.2. High Expectations/Concern for Students: *The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.*

Sutter High School demonstrates caring, concern, and high expectations for students in an environment that respects individual differences in students, which in turn contributes to learning.

Sutter High School promotes a rigorous, relevant, and comprehensive program through AP classes, CSU and UC requirements, and co-curricular activities.

Library extended hours
Student/Parent Information Booklet
Sutter County resource officer
CPR/First Aid
Science and shop classes safety training
Food Service procedures
Photo ID
Technology Contract
Computer log-in protocol
"No Final Grade Release" policy for fines or overdue books
Bar codes on all books and equipment check-out

E2.2 Evidence
Master Schedule
Course Catalog
Academic Adviser
Career and Counseling Center Support
AP curriculum
IEP goals
Mainstreaming of most RSP students
One F/2.0 participation policy
Parents receive a report card

Sutter High School promotes high social and moral standards in preparing students to meet the challenges of their futures. • There is an academic code of honesty and integrity. • Co-curricular clubs reinforce a community service focus. • Athletes are held to a code of conduct as well as academic eligibility. • Good sportsmanship is demonstrated by athletic teams as modeled and reinforced by coaches. • Student Government and other campus clubs and organizations host community service projects throughout the year. • Examples: Annual Blood Drives, Food Drives, Collections for deployed local troops, Wreaths Across America, Disaster Relief volunteer etc. each school year • "No hat " policy in classrooms • "No cell phone use" policy in classrooms • Administrator, teacher, and student dress code Caring and high expectations for all students is demonstrated in a variety of ways. • Teachers volunteer their before-school, lunch period, and after-school time for tutoring, club activities and other support activities. • Academic Adviser is utilized to identify "bubble" students who would benefit from extra instruction. • 10% attendance grade policy • Student/Parent Information Booklet is available online to all parents and students at the beginning of each new school year and to all new students after the beginning of the school year The addition of Edgenuity Curriculum and Google Classroom has provided opportunities for students to access curriculum using modes that can be tailored to fit the changing needs of students and parents. Students have access to "live" classroom instruction and experiences through Google Meets.	8 times yearly Teachers communicate deficiency notices as needed Teachers communicate with students/parents regarding academics Teacher supervised "Breakfast Club" for athletes with academic deficiencies Career and College coaching for seniors/parents Edgenuity Google Classroom Google Meet
E2.3. Atmosphere of Trust, Respect, and Professionalism: *The entire school community has an atmosphere of trust, respect, and professionalism.* In 2008 a multi-million-dollar bond was voted in by the community based on trust and respect for the high school, teachers, coaches and students. The bond allowed for construction of a new library, 10 new classrooms, a new gymnasium and cafeteria. With the new and improved campus a higher respect for property has been observed. Field trips are a continued privilege for students due to their on-going respect for others and professionalism in public. SUHS students volunteer as counselors for Shady Creek and as assistants at Blood Drives, Book Drives, Rotary and Kiwanis events	**E2.3 Evidence** Co-curricular clubs reinforce a community service focus & promote positive citizenship and ethical values Student volunteer activities (Shady Creek, Blood Drives, Book Drive, Food Drives, Troop Collections, Wreaths Across America, Pink October Breakfast, etc.)

as well as volunteers for other local community service events. An enforced dress code upholds respect for the staff and highlights student professionalism. Our Superintendent/Principal provides weekly stakeholder communications to staff and families. Weekly staff meetings and collaboration meetings allows the staff to provide input in developing a school environment that benefits all stakeholders. The staff is willing to work together to provide flexibility in assuring that needs of students, families and other staff members can be addressed.	Teacher/staff dress code Weekly Staff/Collaboration Meetings Superintendent/Principal Weekly Stakeholder Communications

E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and in the community.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence*.

Findings	Supporting Evidence
E3.1. Academic Support Strategies for Students: School leadership develops and implements strategies and personalized, multi-tiered support approaches to meet academic student needs. The Career Center is an extension of the counseling office providing many students with pertinent occupational information and resources to explore vast employment and educational opportunities. Many agencies in the community actually have personnel attending planning meetings with parents, students and school staff as they prepare for life after high school. In addition, referrals to community agencies for support and counseling for both on campus counseling, in home individual counseling, family counseling and parenting support are made on an as needed basis. Occupational training is provided for students with disabilities by referral to agencies specifically focused on youth moving from school into work. Any student who has an illness or other reason that requires an extended absence from school site will be referred to the Home Hospital program and curriculum will be provided in the home. Any student who needs to work independently in the home setting may choose to enroll in the independent study program wherein a teacher provides the curriculum weekly and the student works independently towards completion of graduation requirements. The implementation of Edgenuity and Google Classroom allows digital access to rigorous curriculum. Academic Peer Tutoring is also available to our students. A county school psychologist is available to come to SUHS to	**E3.1 Evidence** School Psychologist IEP records 504 records Student Study Team notes Home Hospital program Independent Study Program On and Off-site Occupational Training Programs On and Off-Site counseling Academic Peer Tutoring Credit Recovery Program

support students in crisis through screening and referral to behavior support agencies. Referrals are made for emotional and mental health services through the Sutter County Mental Health program. In collaboration with special education staff, support is provided for accommodation and or modification to the student's curriculum, research-based interventions, and positive behaviors supports are put in the student's educational plan. Training to general education staff about IEP goals for students is conducted regularly throughout the year. Staff attends IEPs as necessary to collaborate and consult on the services and supports for special education students to assist the student in accessing the general education curriculum. Special Education teachers and staff at SUHS meet at the end of each academic year with the special education teams of the Elementary School staff to articulate the current IEP information from the 8th grade program as the student moves into the High School setting. When a student with an IEP or Section 504 plan is ready to graduate from SUHS with a high school diploma, the last IEP includes a Transition Plan summary. When a student with an IEP is working towards a Certification of Completion articulation with either the next school setting (i.e. Yuba College Program) or a vocational plan is developed with agencies in the community. SUHS staff has access to a Student Resource Officer (SRO) at all times. When a student is in crisis and may cause harm to self, the counselor or administrator will contact the SRO to meet with the student and evaluate his/her safety. When necessary the SRO will contact the Yuba-Sutter Mental Health Crisis team and transport the student to a mental health team for evaluation. Counselors, the school psychologist, administrators and other school staff make referrals when appropriate for support services. When a student is facing individual, family or schoolwide problems, they are provided with a list of resources in their community to help them learn to cope with the issues and become successful in life and at school.	
E3.2. Multi-Tiered Support Strategies for Students: *School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of students.*	**E3.2 Evidence** 8th grade parent meeting with counselors Individualized Career

The Counseling and Career staff prides itself in its personalized support system that is available to each student. It begins in the spring of a student's eighth grade year where a member of the counseling staff meets with the student and their parents and maps out the freshman year and beyond. Once the new year begins, all students are encouraged to sign up for personal meetings with a counselor. Specialized classes such as English Language Development is available to students who are struggling. In the early fall the Academic Adviser meets individually with each freshman to discuss career choices and academic weak areas as well as conducts in-depth personal career and college coaching sessions with the seniors and their parents.	Pathway letter with registration packets Student career planning Career Portfolio - Jr./Sr. Job Shadow experience Aeries Conference Records Personal Career & College coaching sessions 2 Counselors/Academic Adviser 1 bilingual Academic Adviser SHS Education Technology Plan Course Catalog Course Catalog on Web site Preview Day schedule Tri-County ROP Website
Technology includes 4 computer labs, LCD projector in classrooms, home access of library information, and Smart Boards in most math and science classrooms. The school has also purchased and distributed approximately 135 student ChromeBooks and 70 tablets for use in online curriculum and instruction. Students have access to school WiFi and hotspots creating easier access to online curriculum.	
Early each spring, counselors meet with students during their Social Science class regarding class registration for the upcoming school year. Students are provided with individualized career pathway packets based on their choice of career and/or college. This information is to be reviewed by parents and returned with the parent's signature. Counselors then review each class selection sheet and meet with individual students regarding concerns.	
Counselors meet with each incoming 9th grade student and their parents for personalized class selections. Graduation and college preparation is discussed at this time. Incoming 9th graders are then invited to attend SUHS Preview day where Student Body Officers share their experiences as they relate information about classes, Campus Clubs and athletic opportunities. Students are also given an informal campus tour in small groups.	
ROP programs, both on and off campus classes, are open to students 16 years or older which expands the available course offerings.	
There are online summer school classes offered through the high school. The Parent Committee noted that they appreciated it for two reasons: the classes offered are not just remedial but students can make up credits for college prep classes. In addition it provides access to students from rural, outlying areas of our district such as Robbins, which is a 25-30-minute drive one way.	
Processes and strategies for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success include Freshmen Preview Day, Freshmen Orientation, Resource Specialist Program classroom, regular grade reporting,	Freshmen Preview Day Freshmen Orientation Computer Labs Counseling Center Progress Reports

and access to technology across campus. Incoming freshmen experience a Freshmen Preview Day; a day in the spring where students from surrounding feeder schools visit the campus, tour classrooms, and meet with Student Body Officers. The incoming freshmen also have an evening set aside in the fall to tour the campus and meet their teachers with their families. New students are also supported by the counseling staff in the counseling center ready to answer all of their questions. An All-School Orientation in small cohorts was provided for Online/Distance Learning education to aid students in accessing Edgenuity curriculum and Google Classrooms. Each student was provided individual and small group training and given opportunities to ask questions and "trouble-shoot" during the training process. Ongoing IT support is provided to the students throughout the school year by the IT staff. Student success is monitored by means of quarterly grade reporting. Parents receive progress reports by mail four times a semester with personalized teacher comments. Students and parents also have access to Aeries Parent Portal which provides them with access to their real time grade breakdown. Students who find themselves in need of additional support may apply for an Individual Education Plan (IEP) or 504 and have access to the Resources Specialist Program for additional individual help. Students that qualify for an IEP or 504 meet with their Special Education advisor on a routine basis as they monitor student grades and provide the necessary access to academic assistance. Alternative settings are available for students with special needs who are not able to access learning in the regular educational setting. A variety of resources and support activities are available to help students achieve the rigorous standard-based curriculum and the expected school-wide learning results. Students can also request individual teacher support before school, during, and after school. For higher performing students, advanced and AP courses are offered. Students can also request concurrent enrollment at Yuba College, reorganized math programs, alternative high school, Special Education programs, and Independent Study Programs. The counseling department includes two full-time Counselors and one Academic Adviser and one Bilingual Adviser. The county psychologist is on campus each week. Beginning with their 8th grade year, counselors meet with each student yearly to review their 4-year plan, test scores and course selections. In addition, parents, students, teachers or counselors may schedule conferences at any time to discuss student progress and support methods. Counselors are usually able to schedule conferences within 2-3 days following a request. The Senior Class counselor informs the American Government/Economics classes monthly of graduation, UC, CSU, & scholarship information. An informal "heads-up" referral system is in place to help	Aeries Parent Portal Resource Specialist Program Room IEP/504 Independent Studies Program. All-School Orientation for Online/Distance Learning

students before they fall through the cracks. As needed, an in-depth Student Study Team may be assembled for struggling students. Though infrequent, IEP and Section 504 referrals may be initiated, formalized and distributed to all involved teachers. Approximately 8% of the Sutter student body receives services through the Special Education Program. Parents or students may also request their current grade at any time by carrying a "Weekly Progress Sheet" to each class.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: *The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.*

The multi-tiered support system impacts student learning and well-being because it creates the infrastructure necessary to maintain order and productivity in the school system. A multi-tiered support system should allow for positive behavioral interventions with ideals of academic growth. In the beginning of the school year, the students read and sign a school handbook containing the behavior expectations for the entire student population. First, student support begins in the classroom, teachers become closely involved with the students and are able to recognize their normal behavior patterns. When a students behavior pattern becomes concerning, the teacher may contact the counseling department or administration for intervention. If the concern is greater than an individual classroom, a parent conference will be initiated. If a student cannot meet the attendance or behavior expectation of an on campus classroom there are alternative education opportunities such as Butte View or Independent Studies. If a student has violated a school policy, they are required to serve detention and assigned counseling if necessary.

The goal of a multi-tiered support system is to address the concerning situation early. In order to help us do so, the administration has routinely provided training in harmful substances such as vape products to help teachers become aware, identify, and prevent these products from being used on campus. Freshmen students are provided an educational curriculum in their Social Science classes regarding the harmful effects of drug and vape use. If we can address student behavior issues early, we can redirect their focus to more productive school activities.

Overall the school discipline structure allows for the routine lesson completion in most classes. When a student behavior interferes or becomes offensive, they serve detention or are provided another consequence. It is important for schools to offer students a restorative justice option, to create the action that counters their negative behavior. Sutter could offer a more regimented discipline process, clearer behavior expectations stated to both teachers and students, and a stronger basis around restorative justice.

E3.3 Evidence
Behavior Handbook
Intervention Counseling
Staff training on vape products
Student education of harmful substances
Parent Conferences
Counseling department mediation
Independent Studies
Butte View

Support System offerings available to all students of Sutter High School are academic counseling, personal counseling, technology access, health services, and other support services. There are two School Counselors and two Academic Advisors. These counselors help students register for classes, explore college opportunities, and act as the mediator between staff, peers, parents, and administration. The Sutter County School District also provides counseling for students who have made choices that have had a negative impact on themselves or their community. In addition, students have access to Sutter County Mental Health Services.	
All students have access to technology on campus. This gives all students an opportunity to work with technology and complete digital assignments. Students who ride the bus can be limited to their on-campus computer use, given the bus window does not allow students with limited access to work before and after school. This limitation also restricts a students ability to work in the library or meet with teachers. However, many students have been issued school devices for use at home or away from campus and all students have access to curriculum and the ability to contact teachers through email, Google Classroom or "real-time" Google Meets. All students have access to their teacher's Google Classrooms and their Google Classroom Office Hours for assistance with assignments and instruction.	Two Staff Counselors Two Academic Advisors District provided counseling services School WiFi Google Classroom Google Meets Staff/Student Email Student Devices
Counselors and advisors now offer appointments via Zoom and/or over the phone, in addition to traditional in person meetings on campus. These added forms of contact allow for more parent and student interaction from persons who otherwise may not have the transportation to attend meetings with SUHS staff.	
E3.4. Co-Curricular Activities: *The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.* Sutter High School believes that all of one's experiences are part of the educational process and that learning is not confined to the classroom alone. Because of this belief, Sutter encourages students to actively participate in co-curricular activities. The co-curricular teacher is available to assist students in selecting activities that will allow them to expand their interests and fulfill their non academic potential. Parents/guardians are asked to encourage their children to take full advantage of the co-curricular programs offered at Sutter. A variety of student activities are available and offer opportunities for a wide range of student involvement and student experiences. Students are given the opportunity to seek out and join the many campus clubs at the beginning of each school year. Students are	**E3.4 Evidence** SHS Website Appeal-Democrat newspaper School and Club Social Media platforms Google Classrooms for Clubs Club Awareness Day Campus Clubs and Organizations School Social Media Platforms Google Club Classrooms On-Campus Staff Club Advisers Coaching Staff

provided a Club Awareness Day where they are able to meet with the Advisors and other Club members and access information regarding each organization's details and purpose to determine activities that are suitable to their interests.

Students are provided many opportunities for socialization while participating in co-curricular activities. Many clubs focus on school and community services and projects and often our school clubs aid adult community service organizations such as the Rotary Club, the Kiwanis Club, and the Lions Club. Students are given occasions to meet regularly with their Advisers and other club members, plan and execute projects and access volunteer opportunities of community and school service. Many students are offered scholarship opportunities through their clubs and volunteer work. The following activities are available:

- Student Government
- FFA (Future Farmers of America)
- DECA
- CSF (California Scholarship Federation)
- CREATE (Mentor program for Industry Build professions)
- Literature Club
- Youth Alive
- Key Club
- Interact Club
- Drama
- JSA (Speech and Debate)
- Live Stream/TriCaster Club
- Amateur Radio Club
- Yearbook
- Art Club
- Design Build
- BITA (Building Industry Technology Academy)
- Drumline
- Student Loud Crowd
- After school sports programs (football, basketball, volleyball, tennis, softball, baseball, track & field, air rifle, trap shooting, soccer, swim, wrestling, golf, sideline cheer, competitive cheer, cross country and rodeo)
- SHS Website

Students have learned to accommodate and to be flexible in their abilities to participate in activities during the past year due to the COVID outbreak. Advisers have provided virtual meetings and service projects appropriate for students. Campus Clubs have had to "think outside the box" and to utilize their problem-solving skills to continue to provide services for students and club members. For example, the school has implemented Drive-Thru Rallies and Drive-Thru Club events involving clubs and organizations that would allow all students to participate in social distancing activities while still meeting county requirements. These types of activities have allowed the school to continue to address the socialization needs of the students while providing a means for school involvement and providing students a sense of belonging.

ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.

Areas of Strength

- Consistent overall growth in student activities with the development of new co-curricular clubs and organizations (ie: Design Build, Key Club, Literature Club, JSA, Live-Stream, etc.)
- New methods of communication include RoboCalls, Google Classrooms, Google Meets, updated Website, the use of apps such as Remind for students and multiple social media platforms for student clubs and activities (i.e., Student Activities, FFA, CSF, yearbook, sports, etc.) have helped bridge the gap between school and home/community.
- Counselors meet with incoming students during their eighth grade year and initiate information regarding expected student achievement and academic standards. Students are given a four-year course catalog with prerequisites with a four year action plan. A counselor and an academic advisor meet with students collectively and individually during their four years at Sutter High School concerning their academic progress and post high school plans.
- Multiple methods of instruction have been implemented that have included Edgenuity, Google Classroom and Google Meets with "live" instruction.
- Advanced technology has been implemented and used by both staff and students for both academics and co-curricular activities. Students have better access to online sources.
- Extracurricular activities have continued to be offered even during Distance/Hybrid Learning (ie:, Google Classroom, Google Meets, Remind, Drive Thru Rallies and Club Events)
- Students are provided a large number of opportunities and activities to support student learning.
- Students have better access to school laptops and tablets for instruction and now have access to school WiFi/Internet with personal devices.
- Credit Recovery programs have been implemented to aid students that struggle with online learning.
- Weekly staff meetings have allowed staff to provide input in the academic process for student success.

Areas of Growth

- Teachers have expressed concerns regarding some students that have not been engaged in online learning. Even though teachers provide outreach to students and/or parents there is often no response.
- Continue to provide improved modes of communication using online methods such as Google Classroom and Google Meets so all students have access (ie: online lectures and assignments for students absent from class due to illness, posting weekly class agendas, etc.)
- Student Leadership needs to be addressed. Students are often asked to attend zero period meetings, lunch meetings and after school meetings to plan and implement student activities. As a result, student leadership has steadily declined along with peer participation in school spirit activities due to lack of student leadership commitment.
- Sutter could offer a more regimented discipline process, clearer behavior expectations and consequences stated to both teachers and students.

Strengths from Categories A through E

- The district provides all departments with requested and needed professional development to best meet student learning needs.
- The school has a community culture that allows for more personal interaction and relationships between staff and students and community involvement and buy-in to the school's mission.
- By incorporating the graduation requirements of the Job Shadow and Career Portfolio along with career exploration into the curriculum of the Social Studies and English departments, students are able to connect to these assignments and ideas in a way that enables them to really delve into what they want to accomplish for themselves and how to go about researching these choices.
- Our Career Technical Education pathways have expanded significantly in the past five years. The business department has two new complete pathways including Marketing and Finance. The Agriculture department has five complete pathways; including Agriculture Mechanics, Agriscience, Sustainable Agriculture, Animal Science and Ornamental Horticulture.
- Extracurricular activities have continued to be offered even during Distance/Hybrid Learning (ie:, Google Classroom, Google Meets, Remind, Drive Thru Rallies and Club Events)

Prioritized Areas of Growth Needs from Categories A through E

- Sutter Union High School would benefit from school wide teacher training to ensure that the latest techniques in online and blended education are widely and effectively used. More technical training in the various platforms currently being used would be helpful, especially as some of these tools will continue to be used even as the school resumes "normal" operations.
- All staff would benefit from a more formalized evaluation and observation process, performed by peers and/or administration.
- Mental health readiness/preparedness for a crisis or preventing a crisis.
- Identifying at risk students before they fail and be more proactive with interventions.
- As a staff we need to completely and effectively use the time we are given in each class period.
- Improved Wifi access for teachers and students.
- Making sure all teachers are properly authorized and trained to implement EL strategies.
- Due to a perceived unfairness in enforcing school expectations at the teacher and administration levels, there should be consistent enforcement of school rules, policies, procedures, and practices. This could include allowing staff to be a part of establishing rules and consequences.
- CTE pathway completion.
- SUHS provides the technology, tools and resources to accommodate our current staff and educators needs. SUHS will need to accommodate technology for future educators that have trained on newer technology in other school districts to provide students with valuable educational experiences and growth in today's society.
- Provide a device to every student for one to one (1:1) learning.
- It would be beneficial for students to be able to have access to technology, specifically computer labs, more often during the year. This way they can research as much as they wish and come up with questions for their counselors, advisors and teachers regarding their options for life after high school.

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

Based on the data generated from our Self-Study, the profile, the California Dashboard, stakeholder surveys, Sutter Union High School's major student learner needs are as follows:

Access to technology for 21st Century learning

As one of the lowest funded high school districts in the state, Sutter Union High School's staff members have become quite skilled at doing more with less. For many years, however, incoming freshmen and new teachers have arrived at Sutter Union High School to find far less access to current technology than they found at their elementary school or former school sites.

Despite that Sutter students have thrived. By many measures, including CAASPP scores and college- and career-readiness, students take advantage of the varied academic, vocational, and extracurricular opportunities provided them at Sutter Union High School.

However, after students, parents, and teachers were completely and unwittingly thrust into a virtual learning environment by the COVID-19 pandemic, they have now acquired a taste of technology and the additional learning tools it can provide. They want to continue using it in effective ways as we enter our post-pandemic educational landscape.

While many of the items on the school's technology wish list may not be answered in the WASC process -- improved WiFi access for teachers and students, upgrades of antiquated desktop computers in labs, and 1-to-1 device access for students -- we are once again determined to do more with less if we have to.

Staff has expressed a desire to continue to provide improved modes of communication using online methods such as Google Classroom and Google Meets so all students have access (ie: online lectures and assignments for students absent from class due to illness, posting weekly class agendas, etc.)

The hope is that SUHS will be able to provide the technology, tools and resources to accommodate the current and future educators who will be able to instruct our students with valuable educational experience and to enhance their productivity in growth for today's society and culture.There is so much more that can be done and Sutter teachers are eager to learn.

Teacher development

A major realization that occurred during this process is that since our last full visit and into the next cycle, about one-third of our teaching staff will have turned over, mostly due to retirements. As these new teachers sat in our Focus Groups for the first time and became acquainted with the WASC process, some needs emerged: an updated employee handbook, increased formal evaluations, understanding of ESLRs, and being part of a schoolwide collaborative goal-setting to address WASC Action Plan goals (an unmet goal from our previous WASC cycle). This collective goal-setting process could also lead to more cross-curricular collaboration as well.

Survey and academic performance data in some classes suggests professional development is needed for new and experienced teachers as well in effectively implementing new curriculum and using high-impact instructional engagement strategies, coupled with formalized evaluations used to ensure adherence to ESLRS, rigor, and use of class time.

Administrative evaluations and feedback

The quality of instruction students receive is improved when their teachers receive a more formalized evaluation and feedback, whether performed by peers and/or administration. Teacher survey results make it clear that this is something that they would value and appreciate as they develop as educators to better serve their students.

CTE completion

Sutter High School students are blessed with many options when it comes to the curricular offerings available to them. From the 14 newly implemented CTE pathways to dual enrollment college opportunities to off-campus ROP classes, choosing the right path can be daunting for students and parents alike.

Compared to larger nearby schools, Sutter wants to provide more choices. However,maintaining all of these programs at a small school is equally challenging, as enrollment in one program or pathway can negatively impact the number of students needed to justify another class.

With so many curricular options for students -- and pressure from the state to increase CTE pathway completion -- there is a need to clarify the school's shared vision to all stakeholders that helps students navigate coursework and acknowledges student choice and exploration. All this while protecting established programs while meeting graduation requirements and college- and career-readiness.

The rollout of the CTE pathways has been hampered by the COVID-related school closures, but we should have a clear plan moving forward

Interventions

Students were in need of academic interventions and socioemotional supports before the pandemic, and there is reason to believe this need will be as great or greater as we come out of it.

The school has already responded with RTI and credit recovery to address the high number of Ds and Fs for the fall semester of 2020, and it is expected that this summer there will be a need for a robust summer school program that helps students get back on track academically.

Similarly, a pre-pandemic tragedy in the fall of 2019 involving a Sutter student brought into focus the increasing mental health needs our students have. As our student survey data showed, students trust teachers and are often the first people they talk to. In the wake of the 2019 tragedy, many students reached out to teachers who were burdened with not always knowing what to do or say.

The school regularly provides information and in-services to address this issue, but there is a desire from teachers for training and a more systematic schoolwide approach for identifying and helping students dealing with students with mental health challenges.

Many teachers have heard from students and parents about the toll distance learning has had on their mental health, and it remains to be seen what residual impacts will follow them when they return to in-person learning and the social stress of dealing with people in person. There is a need to prepare staff to deal with the emerging mental health issues for our students.

Discipline/Schoolwide consistency of procedures
One of the reasons parents want their children to attend Sutter High School is because of the emphasis the school places on maintaining high academic and behavioral standards.

However, based on findings in our Focus Groups and survey feedback from parents and students there is a perception that sometimes discipline isn't fairly administered and that school rules school rules, policies, and procedures aren't uniformly enforced.

There is a desire by staff to be a part of a collaborative effort to create a more regimented discipline process, clearer behavior expectations and consequences stated to both teachers and students. This could include the establishment of more consistent standards for teachers that include classroom and gradebook management and enforcement of school rules in each class.

Chapter V: Schoolwide Action Plan

Area of improvement #1	**Develop the capabilities of both new and experienced staff to ensure *all students* meet the technical and learning challenges of the 21st century classroom.**
Alignment with 2021 LCAP	LCAP Goal #1 -- Increase academic rigor and career technical education opportunities for all students. LCAP Goal #3 -- Provide professional development that addresses all areas of academic instruction, mental health awareness, pedagogical skills growth, and a highly effective school culture.
Rationale	● One-third of SUHS teachers will have 5 or less years of experience during this WASC cycle. ● Students who may or may not have access to technology at home will depend on school to be trained in skills required of the future workforce. ● High-impact instructional strategies improve the academic performance of all students, especially those in underperforming subgroups

Action Steps	1. Implement an instructional support and professional growth plan for new and veteran teachers that includes the following:
	   a. Development and distribution of an employee handbook that reflects updated schoolwide policies and procedures.
	   b. Ongoing induction and department-based peer mentoring.
	   c. In-house training and professional development in the areas of quality first instruction, high-impact instructional strategies, and implementation of newly adopted curriculum.
	   d. Formal evaluations of new and established teachers by administrators.
	   e. Targeted professional development for the staff that's specific to WASC/LCAP goals and areas of growth.

	2. Improve the uses of technology in the curriculum and stakeholder communication through updated equipment and professional development in the use of technology.
	   a. Assess the current technological needs and prioritize availability of technology for use by teachers in classrooms.
	   b. Research and establish best practices for using technology effectively in the classroom, making use of both outside resources and in-house expertise in varied applications and platforms (Google Classroom, Kahoot, Screencastify, etc).

	c. Create a schedule for staff to receive in-house training and professional development in 21st century technology skills based in California frameworks. d. Explore possible new CTE pathways specific to the use of technology. e. Train staff to effectively use the full spectrum of available Aeries gradebook/communication tools. f. Update school and district Websites to make them a more user-friendly hub of information for students, parents, and community members.
Staff	Administration, teachers, IT personnel
Assessment Tools	● Ds and Fs list ● College readiness indicators (students meeting CSU/UC requirements) ● Career-readiness indicators (CTE certification/completion) ● Number of students receiving dual enrollment college credits ● Performance on ELPAC, CAASPP, AP, SATs, and other standardized measures ● Reclassification data ● PLC benchmark data ● Professional development completion (certifications)
Connection with ESLRS	Technologically literate individuals who: ● Use technology to solve problems and achieve goals; ● Use technology to acquire, evaluate, organize, interpret and communicate data
Timeline	Fall 2021 and ongoing

Area of improvement #2	**Formalize school processes for analyzing data from benchmark assessments to inform instruction, conducting formal performance evaluations, and setting annual goals based on the WASC Action Plan and LCAP goals.**
Alignment with 2021 LCAP	LCAP Goal #3 -- Provide professional development that addresses all areas of academic instruction, mental health awareness, pedagogical skills growth, and a highly effective school culture.
Rationale	- Students, especially those in underperforming subgroups, benefit from the structure provided by the consistent enforcement of academic and behavioral expectations. - New and experienced teachers benefit from formative evaluations of their performance. - Local and curriculum-based benchmark data disaggregated by student by standard will help determine which students are in need of intervention and on what standard(s), helping to close the achievement gap for low SES, EL, and SPED students.

Action Steps	1. Establish a formalized PLC structure using the following steps and for the delineated purposes:
	  a. Schoolwide training in Professional Learning Communities (PLCs) to establish the model and educational philosophy.
	  b. Staff training in creating department curriculum maps and standards-based common assessments used to provide specific, timely data to identify students in need of academic intervention.
	  c. Dedicated weekly collaboration time will be used to analyze data from these assessment tools and determine appropriate strategies to be implemented to address the needs of students who are not succeeding.academic intervention program that helps struggling students.
	  d. Intra- and inter-disciplinary growth of PLCs used to address consistent standards and policy for effective use of class time, gradebook management, student behavior expectations, and growing as a professional.

	2. As a staff, review and revise goals annually to provide year-by-year direction and drive growth in achieving WASC and LCAP goals.
	  a. Dedicate a time and manner for an annual collaborative goal-setting process.
	  b. Establish yearly goals for each individual staff member, department, and schoolwide.

	c. Create a school/district vision statement.

	3. Institute an updated evaluation process that includes formal evaluations by administrators on a regular basis.
	  a. Establish a format and schedule for formal evaluations conducted by administrators.
	  a. Provide training for teachers and instructional leaders to perform and engage effectively in peer observations that provide new and established teachers formative feedback and opportunities for cross-curricular collaboration.

Staff	Administration, leadership team, all staff
Assessment Tools	● Discipline referrals ● Stakeholder surveys ● Completed performance evaluations ● Documented annual individual, department, and schoolwide goals ● Created benchmark assessments ● Disaggregated assessment data
Impact on ESLRs	Socially responsible students who demonstrate integrity and honesty and accept individual and group responsibility
Timeline	Fall 2021 and ongoing

Area of improvement #3	Identify and provide interventions for students who are at-risk academically or socio-emotionally.
Alignment with 2021 LCAP	LCAP Goal #1 -- Increase academic rigor and career technical education opportunities for all students. LCAP Goal #2 -- All students will be actively engaged and supported in a safe, clean, and positive school environment. LCAP Goal #3 -- Provide professional development that addresses all areas of academic instruction, mental health awareness, pedagogical skills growth, and a highly effective school culture.
Rationale	- Teachers have expressed a desire for training in supporting students with mental health needs who confide in them. - Students expressed academic and social-emotional health needs before the pandemic, and it is expected that the need will remain or increase after the pandemic due to learning loss and return to school routines. - Data disaggregated by student by standard will help determine which students are in need of intervention and on what standard(s).

Action steps	1. Implement professional development for staff in identifying and providing appropriate socio-emotional support for students.
	   a. Consider assessing the level of student need using ACES (Adverse Childhood Experiences Survey)
	   b. Provide training in trauma-informed instructional practices.
	   c. Create a multi-tiered system for identifying and referring students for mental health services.

	2. Use the newly formalized PLC structure to provide academic support for students.
	   a. Analyze disaggregated data from standards-based benchmarks and common assessments to identify struggling students and provide them with immediate interventions and re-teaching as needed.
	   b. Implement proactive, tiered interventions in class and schoolwide, which may include addition of zero and 8th period interventions as well as pull-out intervention periods for students in need of support.

	3. Increased staffing in the counseling department, including the addition of a second academic advisor and retainment of a second full-time counselor. a. Identify and intervene with students who aren't on track for CTE or A-G completion after freshman year.
Staff	Administration, counseling staff, teachers, classified staff
Assessment Tools	- Ds and Fs list - Monitoring the progress of our students' emotional and social well-being through school and county counseling services - Healthy Kids Survey - PLC benchmark data - Stakeholder surveys - Performance on ELPAC, CAASPP, AP, SATs, and other standardized measures
Impact on ESLRs	Socially responsible students who demonstrate respect for self and respect the needs, ideas, opinions, and property of others.
Timeline	Fall 2021 and ongoing

Appendices:

A. **[Local Control and Accountability Plan (LCAP)](): This includes a five page summary at the beginning of the plan. The district LCAP is posted on each district's website; provide link**

B. **Results of [student questionnaire/interviews]()**

C. **Results of [parent/community questionnaire/interviews]()**

D. **The most recent California Healthy Kids Survey**

E. **Master schedule**

F. **Approved AP course list: https://apcourseaudit.epiconline.org/ledger/**

G. **UC a–g approved course list: https://doorways.ucop.edu/list/app/home/**

H. **Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID**

I. **California School Dashboard performance indicators**

J. **[School accountability report card (SARC)]()**

K. **CBEDS school information form**

L. **Graduation requirements**

M. **Any pertinent additional data (or have on exhibit during the visit)**

N. **Budgetary information, including school budget**

O. **Glossary of terms unique to the school.**

WASC Staff Survey: [https://www.surveymonkey.com/results/SM-YJMV6GD89/]()

[SUHS Course Catalog]()

Sutter Union High School 2020-2021 Class Schedule 2nd Semester

Teacher	Period 1 8:00-8:55	Period 2 9:00-9:50	Period 3 9:55-10:45	Break	Period 4 10:55-11:45	Period 5 11:50-12:40	Lunch	Period 6 1:20-2:10	Period 7 2:15-3:05
Mr Ahlers	Drafting Tech 1-4 A5 (237)	Drafting Tech 1-4 A5 (237)	CONFERENCE		ROP Adv. Manuf. A5 (237)	ROP Adv. Manuf. A5 (237)		PROJECT	PROJECT
Mr. Ayotte	RSP A1 (233)	RSP A1 (233)	RSP A1 (233)		CONFERENCE	RSP A1 (233)		RSP A1 (233)	RSP A1 (233)
Mr. Brantingham	Earth Science A2 (234)	Earth Science A2 (234)	Life Science A2 (234)		Life Science A2 (234)	Earth Science A2 (234)		CONFERENCE	Earth Science A2 (234)
Mrs. Cole	English 12 E26 (126)	English 12 E26 (126)	English 12 E26 (126)		English 11 E26 (126)	UP English 12 E26 (126)		English 11 E26 (126)	CONFERENCE
Mrs. Danna	UP English 9 E12 (112)	UP English 9 E12 (112)	UP English 9 E12 (112)		CONFERENCE	English 10 E12 (112)		UP English 10 E12 (112)	PROJECT
Mrs. Ernst	Biology B22 (232)	Biology B22 (232)	AP Biology B22 (232)		CONFERENCE	Biology B22 (232)		Biology B22 (232)	Biology B22 (232)
Mr. Ferrin	CONFERENCE	Spanish 1 E27 (127)	Spanish 1 E27 (127)		Spanish 1 E27 (127)	Spanish 1 E27 (127)		Spanish 1 E27 (127)	Spanish 1 E27 (127)
Mrs. Finitzer	AP Eng/Lit. Comp E28 (128)	AP Eng/Lang Comp E28 (128)	AP Eng/Lit. Comp E28 (128)		AP Eng/Lang Comp E28 (128)	English 11 E28 (128)		CONFERENCE	English 11 E28 (128)
Mr. Ford	US History E24 (124)	CONFERENCE	US History E24 (124)		US History E24 (124)	World Studies E24 (124)		World Studies E24 (124)	US History E24 (124)
Mrs. Franco	AP US History E23 (123)	AP Economics E23 (123)	AP Economics E23 (123)		AP Economics E23 (123)	CONFERENCE		AP US History E23 (123)	AP US History E23 (123)
Mr. Fryan	Wt Training Wt Room	Wt Training Wt Room	Wt Training Wt Room		Driv. Ed/Dec. Mak. E21 (121)	Driv. Ed/Dec. Mak. E21 (121)		Wt Training Wt Room	CONFERENCE
Mrs. Gomes	Art/History/ Floral Design Ag 106 (103)	Art/History/ Floral Design Ag 106 (103)	Ag/Soil.Chem Ag 106 (103)		CONFERENCE	PROJECT		Intro. Animal Science/Vet Asst. Ag 106 (103)	Intro. Animal Science/Vet Asst. Ag 106 (103)
Mrs. Henry	Spanish 2 A4 (236)	Spanish 2 A4 (236)	Spanish 2 A4 (236)		Spanish 2 A4 (236)	Spanish 2 A4 (236)		CONFERENCE	Spanish 2 A4 (236)
Mrs. Hopkins	Per. Finan. Lit. B8 (228)	Accounting 1 & 2 B8 (228)	Marketing B8 (228)		Computer App B8 (228)	Per. Finan. Lit. B8 (228)		DECA Leadership B8 (228)	Computer App B8 (228)
Mrs. Jones	Integrated Math 1 B17 (231	Integrated Math 2 B17 (231)	Integrated Math 2 B17 (231)		Integrated Math 2 B17 (231)	CONFERENCE		Integrated Math 2 B17 (231)	Integrated Math 1 B17 (231
Mrs. Lemette (A. Lemette) (Long Term Sub)	Music PAC (241)	Applied Photo B2 (ROP) (223)	Graphic Com B2 (ROP) (223)		3D Animation B2 (ROP) (223)	Prod. Dev./Yrbk B2 (ROP) (223)		CONFERENCE	Applied Photo B2 (ROP) (223)
Mr. Mackensen	Integrated Math 3 B1 (222)	Pre-Calculus B1 (222)	Integrated Math 2 B1 (222)		Integrated Math 3 B1 (222)	AP Calculus AB B1 (222)		Integrated Math 2 B1 (222)	CONFERENCE
Mr. Mason	Economics Ag 105 (104)	Economics PAC (241)	Economics PAC (241)		Economics PAC (241)	CONFERENCE		Driv. Ed/Dec. Mak. PAC (241)	Driv. Ed/Dec. Mak. PAC (241)
Mrs. McNeil	English 9 E11 (111)	English 10 E11 (111)	English 9 E11 (111)		CONFERENCE	English 9 E11 (111)		English 9 E11 (111)	English 9 E11 (111)
Mr. McPeters	Hon. Span 3&4 E22 (122)	Hon. Span 3&4 E22 (122)	Hon. Span 3&4 E22 (122)		CONFERENCE	Hon. Span 3&4 E22 (122)		Hon. Span 3&4 E22 (122)	Hon. Span 3&4 E22 (122)
Ms. Ocampo	English 10 A3 (235)	ELD 1&2 A3 (235)	CONFERENCE		UP English 10	ELD/ELA Distance Learning Support		ELD/ELA Distance Learning Support	ELD/ELA Distance Learning Support
Mr. Olivera	Chemistry B13 (230)	AP Chemistry B13 (230)	Chemistry B13 (230)		Physics B13 (230)	Chemistry B13 (230)		Chemistry B13 (230)	CONFERENCE
Mr. Peterson	Integrated Math 1A B6 (227)	Integrated Math 1A B6 (227)	Integrated Math 1A B6 (227)		Integrated Math 1B B6 (227)	Integrated Math 1B B6 (227)		Integrated Math 1B B6 (227)	CONFERENCE
Mrs. Reynolds, A	Girls/Boys PE (306)	Girls/Boys PE (306)	CONFERENCE		Girls/Boys PE (306)	Girls/Boys PE (306)		Girls/Boys PE (306)	Girls/Boys PE (306)
Mr. Reynolds	World Studies E25 (125)	World Studies E25 (125)	World Studies E25 (125)		World Studies E25 (125)	World Studies E25 (125)		CONFERENCE	Wt Training Wt Room
Mrs. Reynolds, S.	RSP A1 (233)	RSP A1 (233)	RSP A1 (233)		RSP A1 (233)	CONFERENCE		RSP A1 (233)	RSP A1 (233)
Mr. Supernaw	CONFERENCE	Integrated Math 1 Library	Integrated Math 1 Library		Integrated Math 1 Library	Integrated Math 1 Library		Integrated Math 1 Library	Integrated Math 1 Library
Mr. Tranberg	Art ART (239)	CONFERENCE	Ceramics ART (239)		Art ART	Art ART		Art ART (239)	Ceramics ART (239)
Mr. Troxel (R. Lemette) (Long Term Sub)	Integrated Math 2B B5 (226)	Integrated Math 2A B5 (226)	Integrated Math 2A B5 (226)		College Math/Stats B5 (226)	Integ. Math 3 Honors B5 (226)		Integ. Math 2 Honors B5 (226)	CONFERENCE
Mr. Tuttle	PROJECT	PROJECT	CONFERENCE		English 10 A3 (235)	Theatre Arts PAC (241)		English 10 A3 (235)	English 10 A3 (235)
Mr. Wheeler	CONFERENCE	Ag. Mechanics METAL (242)	PROJECT		FM Equip (ROP) METAL (242)	FM Equip (ROP) METAL (242)		Intro.Ag. Mechanics METAL (242)	Intro.Ag. Mechanics METAL (242)
Mr. White	Driv. Ed/Dec. Mak. E21 (121)	Driv. Ed/Dec. Mak. E21 (121)	Driv. Ed/Dec. Mak. E21 (121)		Wt Training Wt Room	Wt Training Wt Room		CONFERENCE	Girls/Boys PE (307)
Mrs. Wilson	Pre Ag Shop WOOD (240)	CONFERENCE	Ag Earth Science AG105 (104)		Sustainable Ag. AG105 (104)	Ag. Science AG105 (104)		PROJECT	Art/History/ Floral Design AG105 (104)
Mr. Winship	Psychology CAFE	Psychology CAFE	Const/Mnfr. Tech WOOD (240)		Const/Mnfr. Tech WOOD (240)	CONFERENCE		BITA 1 & 2 WOOD (240)	BITA 1 & 2 WOOD (240)

Updated: 1/12/2021