

# **Sutter Middle School**

**2022-2023 School Accountability Report Card  
(Published During the 2023-2024 School Year)**



# General Information about the School Accountability Report Card (SARC)

## SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## DataQuest



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

## California School Dashboard



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

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

|                                   |                      |
|-----------------------------------|----------------------|
| School Name                       | Sutter Middle School |
| Street                            | 715 Riley Street     |
| City, State, Zip                  | Folsom, CA 95630     |
| Phone Number                      | 916-294-9035         |
| Principal                         | Tarik McFall         |
| Email Address                     | tmcfall@fcusd.org    |
| School Website                    | www.fcusd.org/sms    |
| County-District-School (CDS) Code | 34673306118012       |

## 2023-24 District Contact Information

|                         |                                        |
|-------------------------|----------------------------------------|
| <b>District Name</b>    | Folsom Cordova Unified School District |
| <b>Phone Number</b>     | 916-294-9000                           |
| <b>Superintendent</b>   | Sarah Koligian, Ed.D.                  |
| <b>Email Address</b>    | skoligian@fcusd.org                    |
| <b>District Website</b> | www.fcusd.org                          |

## 2023-24 School Description and Mission Statement

**School Mission:** Sutter Middle School is committed to providing an inclusive, student-centered approach focused on fostering a safe environment where all students can grow academically, socially, and emotionally.

**School Vision:** Learning for All; Whatever it Takes.

Our vision can be accomplished by preparing ALL students for success in high school and beyond through:  
Continually raising expectations.

Building positive relationships

Providing necessary supports

We focus on student learning and achievement with the idea that all students can learn. We commit to improving the culture of our school through strong academic and behavioral expectations and support. Our focus is to provide equitable learning opportunities to all students and focus on providing additional services where applicable.

**School & Community Profile:**

Sutter Middle School (SMS) is located thirty minutes East of Sacramento in the foothills of the Sierra Mountains in the town of Folsom (population 73,000, elevation 220 ft.) with an enrollment of approximately 1,627 students; SMS serves sixth, seventh and eighth-grade students. Sutter Middle School takes great pride in challenging students and meeting their academic and developmental needs. As a school, SMS has excelled in a number of areas from academics to music to athletics to support our special needs populations. Our students' success is attributed greatly to the collaborative efforts of students, staff, and parents at Sutter Middle School.

At SMS, a child's academic success, as well as their development as a productive citizen, is of utmost importance. Classes at all levels are in place to challenge students according to their needs. Support classes have been built into the academic day to further assist students in need in mastering the Common Core curriculum. In addition, curricular support is offered to students with special education needs. SMS implements an inclusion model; research based best practices document that students will receive a better education from a highly qualified general education teacher who is supported by the expertise of a special education instructor. There are general education curriculum support classes as well as curriculum support for students with an Individualized Education Plan (IEP). Team teaching models of inclusion in the areas of Math and English and Language Arts (ELA) are in place. Also, an Academic Coach will support with data collection, analysis, performance support, curriculum support, and work with special education, English Learners (EL), and Low Income (LI) students. In addition, we offer an Intensive English class for EL students who need a double block of English to learn the fundamentals of the language, beginning with our intervention curriculum called iLit and moving towards grade level curriculum.

It is our vision at Sutter Middle School to provide "Learning for All; Whatever it Takes". Our programs are created to meet the needs of every student. We value the support and participation of parents and the community, and we will continue to nurture the social growth and academic growth of each SMS student.

About this School

| 2022-23 Student Enrollment by Grade Level |                    |
|-------------------------------------------|--------------------|
| Grade Level                               | Number of Students |
| Grade 6                                   | 523                |
| Grade 7                                   | 550                |
| Grade 8                                   | 479                |
| Total Enrollment                          | 1,552              |

| 2022-23 Student Enrollment by Student Group |                             |
|---------------------------------------------|-----------------------------|
| Student Group                               | Percent of Total Enrollment |
| Female                                      | 48.3%                       |
| Male                                        | 51.6%                       |
| American Indian or Alaska Native            | 0.2%                        |
| Asian                                       | 27.4%                       |
| Black or African American                   | 2.1%                        |
| Filipino                                    | 2.8%                        |
| Hispanic or Latino                          | 15.3%                       |
| Native Hawaiian or Pacific Islander         | 0.3%                        |
| Two or More Races                           | 9.5%                        |
| White                                       | 42.3%                       |
| English Learners                            | 4.8%                        |
| Foster Youth                                | 0.1%                        |
| Homeless                                    | 1.4%                        |
| Socioeconomically Disadvantaged             | 15.2%                       |
| Students with Disabilities                  | 9.8%                        |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment                                                                               | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 46.10         | 81.20          | 820.90          | 87.93            | 228366.10    | 83.12         |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 0.00          | 0.00           | 3.60            | 0.39             | 4205.90      | 1.53          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.00          | 0.00           | 8.90            | 0.96             | 11216.70     | 4.08          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.50          | 1.02           | 11.60           | 1.24             | 12115.80     | 4.41          |
| <b>Unknown</b>                                                                                         | 10.00         | 17.74          | 88.40           | 9.48             | 18854.30     | 6.86          |
| <b>Total Teaching Positions</b>                                                                        | 56.80         | 100.00         | 933.60          | 100.00           | 274759.10    | 100.00        |

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

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment                                                                               | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 55.30         | 91.76          | 893.90          | 90.67            | 234405.20    | 84.00         |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 1.20          | 2.06           | 7.40            | 0.76             | 4853.00      | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.00          | 0.00           | 9.40            | 0.96             | 12001.50     | 4.30          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.00          | 0.00           | 12.70           | 1.30             | 11953.10     | 4.28          |
| <b>Unknown</b>                                                                                         | 3.70          | 6.17           | 62.20           | 6.31             | 15831.90     | 5.67          |
| <b>Total Teaching Positions</b>                                                                        | 60.20         | 100.00         | 985.90          | 100.00           | 279044.80    | 100.00        |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

| Authorization/Assignment                              | 2020-21 | 2021-22 |
|-------------------------------------------------------|---------|---------|
| Permits and Waivers                                   | 0.00    | 0.00    |
| Misassignments                                        | 0.00    | 0.00    |
| Vacant Positions                                      | 0.00    | 0.00    |
| Total Teachers Without Credentials and Misassignments | 0.00    | 0.00    |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

| Indicator                                              | 2020-21 | 2021-22 |
|--------------------------------------------------------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.50    | 0.00    |
| Local Assignment Options                               | 0.00    | 0.00    |
| Total Out-of-Field Teachers                            | 0.50    | 0.00    |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

| Indicator                                                                                                                                                  | 2020-21 | 2021-22 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0       | 0       |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0       | 0       |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 24, 2023, and determine that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

|                                                 |             |
|-------------------------------------------------|-------------|
| Year and month in which the data were collected | 2023 August |
|-------------------------------------------------|-------------|

| Subject                       | Textbooks and Other Instructional Materials/year of Adoption                                                                                                      | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------------------------------|
| <b>Reading/Language Arts</b>  | McGraw Hill, 2015<br>College Board, 2011<br>Sopris West, 2006<br>Pearson iLit, 2015<br>6 - 8 Stride, 2020                                                         | Yes                         | 0.0%                                       |
| <b>Mathematics</b>            | McGraw Hill, 2015<br>College Board, 2011<br>Cengage, 2018<br>6 - 8 Stride, 2020                                                                                   | Yes                         | 0.0%                                       |
| <b>Science</b>                | Teacher Curriculum Institute (TCI), 2019<br>Discovery Comm. Inc., 2003<br>6 - 8 Stride, 2020<br>*Required Health Concepts are taught as part of 7th Grade Science | Yes                         | 0.0%                                       |
| <b>History-Social Science</b> | McGraw Hill, 2019<br>6 - 8 Stride, 2020                                                                                                                           | Yes                         | 0.0%                                       |
| <b>Foreign Language</b>       | EMC Paradigm, 2019, 2020<br>Houghton Mifflin Harcourt, 2010<br>6 - 8 Stride, 2020                                                                                 | Yes                         | 0.0%                                       |

## School Facility Conditions and Planned Improvements

Sutter Middle sits on the site of the original Folsom High School, which was built in 1924. This school has 71 classrooms, a gymnasium, a media center, and a makers lab. The school was built in 1922, and buildings were added in 1927, 1951, 1954, 1961, and 1962. The site was modernized in 1961, 1989, 1994, 2002, and 2015. Portable buildings were installed in 1990, 1992, 1993, 1999, and 2005. The Assistant Principal works daily with the custodial staff of four full-time custodians to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office.

The district maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies may be reported in the inspection process. Any items noted in the table have been corrected or are in the process of remediation.

The LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards is available at the school office, at the LEA office, or on the Internet at <https://www.fcusd.org/Page/41590>. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The LEA participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist LEAs with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2023/2024 school year, the LEA has budgeted 3% percent of the LEA's general fund budget for the deferred maintenance program.

Date of inspection: October 12, 2023

**Year and month of the most recent FIT report**

2023 October

## School Facility Conditions and Planned Improvements

| System Inspected                                                              | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned                                                                                                                                                           |
|-------------------------------------------------------------------------------|-----------|-----------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                          | X         |           |           |                                                                                                                                                                                                     |
| <b>Interior:</b><br>Interior Surfaces                                         | X         |           |           | Room 12 currently utilized as a storage room.                                                                                                                                                       |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation           | X         |           |           |                                                                                                                                                                                                     |
| <b>Electrical</b>                                                             | X         |           |           |                                                                                                                                                                                                     |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    | X         |           |           |                                                                                                                                                                                                     |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | X         |           |           |                                                                                                                                                                                                     |
| <b>Structural:</b><br>Structural Damage, Roofs                                | X         |           |           |                                                                                                                                                                                                     |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | X         |           |           | Two work orders placed for weatherstripping and lobby door issue. Work order # 64804 and 64830. Geese problem, controlled by decoy coyotes. Two drinking fountains out of order. Work order #64802. |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X         |      |      |      |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

| Subject                                               | School<br>2021-22 | School<br>2022-23 | District<br>2021-22 | District<br>2022-23 | State<br>2021-22 | State<br>2022-23 |
|-------------------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 68                | 66                | 59                  | 58                  | 47               | 46               |
| Mathematics<br>(grades 3-8 and 11)                    | 55                | 54                | 48                  | 48                  | 33               | 34               |

## 2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|------------------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 1551                    | 1537                 | 99.10                 | 0.90                      | 66.36                          |
| <b>Female</b>                                        | 756                     | 748                  | 98.94                 | 1.06                      | 72.19                          |
| <b>Male</b>                                          | 794                     | 788                  | 99.24                 | 0.76                      | 60.79                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>                                         | 437                     | 435                  | 99.54                 | 0.46                      | 85.06                          |
| <b>Black or African American</b>                     | 30                      | 30                   | 100.00                | 0.00                      | 43.33                          |
| <b>Filipino</b>                                      | 43                      | 43                   | 100.00                | 0.00                      | 81.40                          |
| <b>Hispanic or Latino</b>                            | 236                     | 233                  | 98.73                 | 1.27                      | 48.50                          |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | 149                     | 148                  | 99.33                 | 0.67                      | 62.84                          |
| <b>White</b>                                         | 649                     | 641                  | 98.77                 | 1.23                      | 61.31                          |
| <b>English Learners</b>                              | 65                      | 65                   | 100.00                | 0.00                      | 3.08                           |
| <b>Foster Youth</b>                                  | --                      | --                   | --                    | --                        | --                             |
| <b>Homeless</b>                                      | 23                      | 23                   | 100.00                | 0.00                      | 34.78                          |
| <b>Military</b>                                      | 20                      | 20                   | 100.00                | 0.00                      | 40.00                          |
| <b>Socioeconomically Disadvantaged</b>               | 255                     | 251                  | 98.43                 | 1.57                      | 41.43                          |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Students with Disabilities</b>                    | 155                     | 152                  | 98.06                 | 1.94                      | 23.68                          |

## 2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|------------------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 1551                    | 1539                 | 99.23                 | 0.77                      | 54.00                          |
| <b>Female</b>                                        | 756                     | 750                  | 99.21                 | 0.79                      | 51.87                          |
| <b>Male</b>                                          | 794                     | 788                  | 99.24                 | 0.76                      | 55.96                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>                                         | 437                     | 435                  | 99.54                 | 0.46                      | 79.77                          |
| <b>Black or African American</b>                     | 30                      | 30                   | 100.00                | 0.00                      | 23.33                          |
| <b>Filipino</b>                                      | 43                      | 43                   | 100.00                | 0.00                      | 67.44                          |
| <b>Hispanic or Latino</b>                            | 236                     | 233                  | 98.73                 | 1.27                      | 27.90                          |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | 149                     | 148                  | 99.33                 | 0.67                      | 43.92                          |
| <b>White</b>                                         | 649                     | 643                  | 99.08                 | 0.92                      | 48.99                          |
| <b>English Learners</b>                              | 65                      | 65                   | 100.00                | 0.00                      | 12.31                          |
| <b>Foster Youth</b>                                  | --                      | --                   | --                    | --                        | --                             |
| <b>Homeless</b>                                      | 23                      | 23                   | 100.00                | 0.00                      | 26.09                          |
| <b>Military</b>                                      | 20                      | 20                   | 100.00                | 0.00                      | 40.00                          |
| <b>Socioeconomically Disadvantaged</b>               | 255                     | 251                  | 98.43                 | 1.57                      | 27.89                          |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Students with Disabilities</b>                    | 155                     | 152                  | 98.06                 | 1.94                      | 19.08                          |

## CAASPP Test Results in Science for All Students

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

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

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

| Subject                                         | School<br>2021-22 | School<br>2022-23 | District<br>2021-22 | District<br>2022-23 | State<br>2021-22 | State<br>2022-23 |
|-------------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>Science</b><br>(grades 5, 8 and high school) | 57.70             | 60.93             | 44.81               | 45.75               | 29.47            | 30.29            |

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group                                        | Total<br>Enrollment | Number<br>Tested | Percent<br>Tested | Percent<br>Not Tested | Percent<br>Met or<br>Exceeded |
|------------------------------------------------------|---------------------|------------------|-------------------|-----------------------|-------------------------------|
| <b>All Students</b>                                  | 478                 | 474              | 99.16             | 0.84                  | 60.55                         |
| <b>Female</b>                                        | 228                 | 226              | 99.12             | 0.88                  | 63.72                         |
| <b>Male</b>                                          | 249                 | 247              | 99.20             | 0.80                  | 57.49                         |
| <b>American Indian or Alaska Native</b>              | --                  | --               | --                | --                    | --                            |
| <b>Asian</b>                                         | 135                 | 134              | 99.26             | 0.74                  | 77.61                         |
| <b>Black or African American</b>                     | 12                  | 12               | 100.00            | 0.00                  | 25.00                         |
| <b>Filipino</b>                                      | 14                  | 14               | 100.00            | 0.00                  | 64.29                         |
| <b>Hispanic or Latino</b>                            | 65                  | 64               | 98.46             | 1.54                  | 40.63                         |
| <b>Native Hawaiian or Pacific Islander</b>           | --                  | --               | --                | --                    | --                            |
| <b>Two or More Races</b>                             | 42                  | 42               | 100.00            | 0.00                  | 54.76                         |
| <b>White</b>                                         | 208                 | 206              | 99.04             | 0.96                  | 58.74                         |
| <b>English Learners</b>                              | 19                  | 18               | 94.74             | 5.26                  | 0.00                          |
| <b>Foster Youth</b>                                  | 0                   | 0                | 0                 | 0                     | 0                             |
| <b>Homeless</b>                                      | --                  | --               | --                | --                    | --                            |
| <b>Military</b>                                      | --                  | --               | --                | --                    | --                            |
| <b>Socioeconomically Disadvantaged</b>               | 66                  | 65               | 98.48             | 1.52                  | 40.00                         |
| <b>Students Receiving Migrant Education Services</b> | 0                   | 0                | 0                 | 0                     | 0                             |
| <b>Students with Disabilities</b>                    | 55                  | 54               | 98.18             | 1.82                  | 22.22                         |

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------|-----------------------------|
| Grade 7     | 0.963369963369963                | 0.976190476190476                                      | 0.97985347985348                                                  | 0.97985347985348                                        | 0.97985347985348            |

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

English Language Advisory Committee (ELAC), School Site Council (SSC) and Parent Teacher Associations (PTA) committees focus on supporting students performing below grade level. The PTA organization is an active group on campus. They do an annual fundraiser to provide resources for the school. The website posts information to parents including Back to School Night, athletics, clubs, upcoming social events, and other activities. There is a daily bulletin posted. The principal will use the district level communication system to get pertinent information out to all parents. The School Site Council and the PTA are focused on providing assistance for all students with a focus on those who are achieving below grade level.

Our School Site Council consists of five staff members, including the principal, three parents, and two students. They advise on school goals and the use of funds. The ELAC committee is comprised of the School Site Council. Parents work in the STEM Academy as Career Technical Education resources. They help students to understand the many career opportunities available to them in STEM related careers. Parents also work to support our education beyond the classroom through field trips. The counselors organize a Career Day for the 8th grade students in the spring that involves the community coming into classrooms to support career exploration.

## 2022-23 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-----------------------------------------------|-----------------------|-----------------------------------------|---------------------------|--------------------------|
| All Students                                  | 1624                  | 1600                                    | 182                       | 11.4                     |
| Female                                        | 788                   | 776                                     | 92                        | 11.9                     |
| Male                                          | 835                   | 823                                     | 90                        | 10.9                     |
| Non-Binary                                    | 1                     | 1                                       | 0                         | 0.0                      |
| American Indian or Alaska Native              | 4                     | 3                                       | 0                         | 0.0                      |
| Asian                                         | 446                   | 441                                     | 19                        | 4.3                      |
| Black or African American                     | 38                    | 33                                      | 4                         | 12.1                     |
| Filipino                                      | 47                    | 46                                      | 2                         | 4.3                      |
| Hispanic or Latino                            | 252                   | 249                                     | 50                        | 20.1                     |
| Native Hawaiian or Pacific Islander           | 4                     | 4                                       | 1                         | 25.0                     |
| Two or More Races                             | 154                   | 151                                     | 23                        | 15.2                     |
| White                                         | 678                   | 672                                     | 83                        | 12.4                     |
| English Learners                              | 96                    | 95                                      | 14                        | 14.7                     |
| Foster Youth                                  | 3                     | 2                                       | 0                         | 0.0                      |
| Homeless                                      | 28                    | 24                                      | 8                         | 33.3                     |
| Socioeconomically Disadvantaged               | 287                   | 278                                     | 72                        | 25.9                     |
| Students Receiving Migrant Education Services | 0                     | 0                                       | 0                         | 0.0                      |
| Students with Disabilities                    | 179                   | 175                                     | 43                        | 24.6                     |

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate        | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.14           | 4.94           | 4.00           | 0.20             | 4.04             | 3.48             | 0.20          | 3.17          | 3.60          |
| Expulsions  | 0.00           | 0.00           | 0.12           | 0.01             | 0.02             | 0.03             | 0.00          | 0.07          | 0.08          |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|-----------------------------------------------|------------------|-----------------|
| All Students                                  | 4                | 0.12            |
| Female                                        | 2.16             | 0               |
| Male                                          | 5.75             | 0.24            |
| Non-Binary                                    |                  |                 |
| American Indian or Alaska Native              | 0                | 0               |
| Asian                                         | 0.9              | 0               |
| Black or African American                     | 7.89             | 0               |
| Filipino                                      | 2.13             | 0               |
| Hispanic or Latino                            | 8.33             | 0               |
| Native Hawaiian or Pacific Islander           | 0                | 0               |
| Two or More Races                             | 6.49             | 0               |
| White                                         | 3.54             | 0.15            |
| English Learners                              | 4.17             | 0               |
| Foster Youth                                  | 0                | 0               |
| Homeless                                      | 10.71            | 0               |
| Socioeconomically Disadvantaged               | 7.67             | 0               |
| Students Receiving Migrant Education Services | 0                | 0               |
| Students with Disabilities                    | 7.82             | 0               |

## 2023-24 School Safety Plan

Our school is safe and clean. Restrooms and eating facilities are cleaned daily. Classrooms are cleaned every third day. Any safety hazard that is reported is reviewed immediately and resolved. Safety plans are reviewed each fall and spring. There were twenty-nine (29) student accidents in 2022-2023.

Emergency plans have been developed in case a threatening situation should arise. Sutter Middle maintains a safety committee that meets quarterly to address any concerns pertaining to student safety on campus or the ingress and egress of students coming to or from school. Sutter Middle maintains a safety plan that includes procedures for all of the following:

- \* School discipline policies
- \* Sexual harassment policies
- \* Suspension and expulsion policies
- \* School dress code
- \* Disaster procedures
- \* Routine and emergency procedures
- \* Maintaining a safe and orderly school environment
- \* Child abuse reporting procedures

The administration has worked to inform students and parents of the dangers of the streets and traffic around the school. Regular safety announcements go out to PTA in the newsletter, and the Assistant Principal will appear on the daily bulletin and report out to students about safety issues.

Date of Last Review/Update: November 7, 2023

Date Last Reviewed with Staff: November 7, 2023

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 30                 | 6                                    | 6                                     | 22                                  |
| Mathematics           | 34                 | 4                                    | 13                                    | 14                                  |
| Science               | 30                 | 3                                    | 12                                    | 16                                  |
| Social Science        | 31                 | 1                                    | 16                                    | 12                                  |

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 28                 | 9                                    | 14                                    | 16                                  |
| Mathematics           | 27                 | 7                                    | 19                                    | 9                                   |
| Science               | 30                 | 4                                    | 5                                     | 23                                  |
| Social Science        | 32                 | 1                                    | 11                                    | 17                                  |

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 30                 | 6                                    | 8                                     | 24                                  |
| Mathematics           | 31                 | 5                                    | 11                                    | 18                                  |
| Science               | 34                 | 1                                    | 7                                     | 24                                  |
| Social Science        | 35                 | 1                                    | 2                                     | 27                                  |

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title                        | Ratio  |
|------------------------------|--------|
| Pupils to Academic Counselor | 596.92 |

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title                                                         | Number of FTE Assigned to School |
|---------------------------------------------------------------|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 2.6                              |
| Library Media Teacher (Librarian)                             |                                  |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist                                                  |                                  |
| Social Worker                                                 |                                  |
| Nurse                                                         |                                  |
| Speech/Language/Hearing Specialist                            |                                  |
| Resource Specialist (non-teaching)                            |                                  |
| Other                                                         |                                  |

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level                                         | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|-----------------------------------------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$7,380                      | \$1,709                             | \$5,671                               | \$89,355               |
| District                                      | N/A                          | N/A                                 | \$8,430.26                            | \$81,494               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | -39.1                                 | 10.3                   |
| State                                         | N/A                          | N/A                                 | \$7,607                               | \$90,632               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | -15.1                                 | 1.1                    |

## Fiscal Year 2022-23 Types of Services Funded

In addition to general state funding, Sutter Middle receives state and federal funding from the following categorical funds and other support programs: Title II Supporting Effective Instruction, Title III English Learners, Title III Immigrant Student Program, Title IV Student Support and Academic Enrichment, Learning Recovery, Educator Effectiveness, LCAP Supplemental Funds (English Learners/Low Income Student), and funds for interventions and expanded learning.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2022-2023 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

| Category                                      | District Amount | State Average for Districts in Same Category |
|-----------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary                      | \$43,379        | \$55,550                                     |
| Mid-Range Teacher Salary                      | \$74,289        | \$84,645                                     |
| Highest Teacher Salary                        | \$101,614       | \$111,284                                    |
| Average Principal Salary (Elementary)         | \$133,273       | \$139,860                                    |
| Average Principal Salary (Middle)             | \$143,251       | \$146,440                                    |
| Average Principal Salary (High)               | \$148,555       | \$158,447                                    |
| Superintendent Salary                         | \$320,000       | \$278,268                                    |
| Percent of Budget for Teacher Salaries        | 34.44%          | 32.21%                                       |
| Percent of Budget for Administrative Salaries | 4.64%           | 4.89%                                        |

## Professional Development

Folsom Cordova Unified School District provided staff with two optional professional development days this school year. Each employee is encouraged to grow professionally through self-evaluation and reflection; by attending college and university classes as well as statewide and local workshops; reading professional literature, and networking. District-sponsored in-service training is provided through Professional Learning Communities (PLC) training, lead teachers, Teachers on Special Assignment (TOSA), and site-level academic, reading, math, science, and technology coaches. Professional development was also offered on the Science of Reading (SOR), English language development, Positive Behavior and Intervention Supports (PBIS), and on other instructional practices. FCUSD district staff works collaboratively to provide an induction program for qualified new teachers and ongoing professional development workshop options.

### Counseling & Support Staff

It is the goal of Sutter Middle to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure.

In addition, the counselor to pupil ratio is 2.2:676. There are two psychologists who service our school needs - One attends three days per week and the other is here two days per week; they conduct testing students and servicing Individual Education Plans as well as running some groups to service student needs. Sutter has a part-time health assistant and a part-time nurse. The table lists the support service personnel available at Sutter Middle.

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

| Subject                                                                         | 2021-22 | 2022-23 | 2023-24 |
|---------------------------------------------------------------------------------|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2       | 2       | 2       |