

Sutter Middle School

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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.

2025-26 School Contact Information

School Name	Sutter Middle School
Street	254 East Bidwell St
City, State, Zip	Folsom, CA 95630
Phone Number	916-294-9035
Principal	Tarik McFall
Email Address	tmcfall@fcusd.org
School Website	https://sms.fcusd.org
Grade Span	6-8
County-District-School (CDS) Code	34673306118012

2025-26 District Contact Information

District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Erik Swanson
Email Address	eswanson@fcusd.org
District Website	https://fcusd.org

2025-26 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 1,726 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

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	577
Grade 7	555
Grade 8	594
Total Enrollment	1,628

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.7
Non-Binary	.1
American Indian or Alaska Native	0.2
Asian	30.7
Black or African American	1.9
Filipino	2
Hispanic or Latino	17.2
Native Hawaiian or Pacific Islander	.4
Two or More Races	11.5
White	38.2
English Learners	6
Foster Youth	0.2
Homeless	1.3
Socioeconomically Disadvantaged	21.4
Students with Disabilities	11

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	55.3	91.76	893.9	90.67	234405.2	84
Intern Credential Holders Properly Assigned	1.2	2.06	7.4	0.76	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	9.4	0.96	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	12.7	1.3	11953.1	4.28
Unknown/Incomplete/NA	3.7	6.17	62.2	6.31	15831.9	5.67
Total Teaching Positions	60.2	100	985.9	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	58.5	93.42	907.9	90.94	231142.4	83.24
Intern Credential Holders Properly Assigned	1	1.6	12.4	1.24	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	1.6	16.8	1.69	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	19.5	1.95	11746.9	4.23
Unknown/Incomplete/NA	2.1	3.37	41.7	4.18	14303.8	5.15
Total Teaching Positions	62.6	100	998.4	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	
Misassignments	0.00	1	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	0.00	1	

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	
Local Assignment Options	0.00	0	
Total Out-of-Field Teachers	0.00	0	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

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

Folsom Cordova Unified will have a Public Hearing on August 14, 2025, 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

2025 August

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, 2015 Sopris West, 2006 Houghton Mifflin Harcourt, 2025 6 - 8 Stride, 2020	0.0%
Mathematics	McGraw Hill, 2015 College Board, 2011 Cengage, 2018 6 - 8 Stride, 2020	0.0%
Science	Teacher Curriculum Institute (TCI), 2019 6 - 8 Stride, 2020 *Required Health Concepts are taught as part of 7th Grade Science	0.0%
History-Social Science	McGraw Hill, 2019 6 - 8 Stride, 2020	0.0%
Foreign Language	EMC/Cengage, 2019, 2020 6 - 8 Stride, 2020	0.0%

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

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 maker's 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/departments/maintenance-operations/covid-19-info-cleaning-standards>. 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 2025-2026 school year, the LEA has budgeted 3% percent of the LEA's general fund budget for the deferred maintenance program.

Date of inspection: October 23, 2025

Year and month of the most recent FIT report				2025 October
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			J Wing Locker Room RR girls - Cracks/holes in tile floor of restroom . Work order # 00070832
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Admin - Gate between Admin/Media center, issue with key. Work order # 000708028

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	71	70	58	59	47	48
Mathematics (grades 3-8 and 11)	58	57	49	48	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1642	1615	98.36	1.64	70.22
Female	769	757	98.44	1.56	75.96
Male	873	858	98.28	1.72	65.15
American Indian or Alaska Native	--	--	--	--	--
Asian	480	476	99.17	0.83	85.71
Black or African American	33	32	96.97	3.03	50.00
Filipino	33	33	100.00	0.00	66.67
Hispanic or Latino	271	264	97.42	2.58	48.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	177	174	98.31	1.69	74.71
White	640	628	98.13	1.87	67.52
English Learners	101	91	90.10	9.90	9.89
Foster Youth	--	--	--	--	--
Homeless	18	17	94.44	5.56	29.41
Military	14	14	100.00	0.00	35.71
Socioeconomically Disadvantaged	359	349	97.21	2.79	46.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	185	175	94.59	5.41	18.86

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1642	1625	98.96	1.04	57.11
Female	769	759	98.70	1.30	57.31
Male	873	866	99.20	0.80	56.93
American Indian or Alaska Native	--	--	--	--	--
Asian	480	478	99.58	0.42	81.80
Black or African American	33	33	100.00	0.00	21.21
Filipino	33	33	100.00	0.00	63.64
Hispanic or Latino	271	266	98.15	1.85	33.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	177	177	100.00	0.00	51.98
White	640	630	98.44	1.56	51.11
English Learners	101	100	99.01	0.99	11.00
Foster Youth	--	--	--	--	--
Homeless	18	18	100.00	0.00	16.67
Military	14	14	100.00	0.00	35.71
Socioeconomically Disadvantaged	359	356	99.16	0.84	30.34
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	185	177	95.68	4.32	11.86

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	61.25	60.08	45.67	46.01	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	550	535	97.27	2.73	59.63
Female	263	252	95.82	4.18	57.94
Male	287	283	98.61	1.39	61.13
American Indian or Alaska Native	--	--	--	--	--
Asian	155	153	98.71	1.29	81.05
Black or African American	13	13	100.00	0.00	7.69
Filipino	13	13	100.00	0.00	61.54
Hispanic or Latino	79	72	91.14	8.86	37.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	55	52	94.55	5.45	61.54
White	233	230	98.71	1.29	54.78
English Learners	32	30	93.75	6.25	3.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	117	112	95.73	4.27	34.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	53	92.98	7.02	20.75

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	99%	98%	99%	97%	97%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

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.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4%	2.55%		3.48%	3.31%		3.6%	3.28%	

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.12%	0%		0.03%	0.04%		0.08%	0.07%	

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

2024-25 Suspensions and Expulsions by Student Group

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

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

2025-26 School Safety Plan

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 fifteen (15) student accidents in 2024-2025. A reduction of 22 from the previous school year.

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 the 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: October 28, 2025

Date Last Reviewed with Staff: November 6, 2025

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	8	4	27
Mathematics	29	7	9	20
Science	33	1	6	26
Social Science	34	1	3	28

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,898	\$1,613	\$6,284	\$100,748
District	N/A	N/A	\$10,163.68	\$90,633
Percent Difference - School Site and District	N/A	N/A	-47.2	13.6
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-52.6	3.0

Fiscal Year 2024-25 Types of Services Funded

In addition to general state funding, Sutter Middle receives supplemental state and federal funding through various categorical and support programs, including Title II: Supporting Effective Instruction, Title III: English Learners and Immigrant Student Program, Title IV: Student Support and Academic Enrichment, Learning Recovery, Educator Effectiveness, and LCAP Supplemental Funds for English Learners and Low-Income Students. Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2024-2025 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 2023-24 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,723	\$60,863
Mid-Range Teacher Salary	\$83,441	\$93,575
Highest Teacher Salary	\$119,839	\$125,548
Average Principal Salary (Elementary)	\$170,891	\$157,645
Average Principal Salary (Middle)	\$166,156	\$165,341
Average Principal Salary (High)	\$175,110	\$182,580
Superintendent Salary	\$363,418	\$357,064
Percent of Budget for Teacher Salaries	33.81%	30.36%
Percent of Budget for Administrative Salaries	5.35%	4.88%

Professional Development

Folsom Cordova Unified School District provided staff with three 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 work 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	1	3	3