

Sutter Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 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

2022-23 District Contact Information

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

2022-23 School Overview

School Vision and Mission:

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 1,570 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.

2022-23 School Overview

It is our mission 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	523
Grade 7	485
Grade 8	474
Total Enrollment	1,482

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.0
American Indian or Alaska Native	0.1
Asian	26.4
Black or African American	1.8
Filipino	3.4
Hispanic or Latino	14.9
Native Hawaiian or Pacific Islander	0.3
Two or More Races	10.3
White	42.4
English Learners	6.3
Foster Youth	0.1
Homeless	1.4
Migrant	0.0
Socioeconomically Disadvantaged	14.4
Students with Disabilities	10.9



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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	46.10	81.20	820.90	87.93	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.60	0.39	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.90	0.96	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	1.02	11.60	1.24	12115.80	4.41
Unknown	10.00	17.74	88.40	9.48	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	55.30	91.76	893.90	90.67	234405.20	84.00
Intern Credential Holders Properly Assigned	1.20	2.06	7.40	0.76	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	9.40	0.96	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	12.70	1.30	11953.10	4.28
Unknown	3.70	6.17	62.20	6.31	15831.90	5.67
Total Teaching Positions	60.20	100.00	985.90	100.00	279044.80	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.

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

School Facility Conditions and Planned Improvements

Sutter Middle sits on the site of the original Folsom High School, which was built in 1924. Sutter Middle is comprised of 47 classrooms, a gym, a multipurpose room/cafeteria, a library, a staff lounge, computer labs, and playgrounds. 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 district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. This school year deferred maintenance monies help to improve the appearance of the front office with new carpets and paint; due to a flood in the main office, there was a second round of re-flooring that included stripping the floors completely and re-carpeting.

Date of inspection: October 23, 2022

Year and month of the most recent FIT report

2022 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			
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			

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	68	N/A	59	N/A	47
Mathematics (grades 3-8 and 11)	N/A	55	N/A	48	N/A	33

2021-22 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
All Students	1502	1468	97.74	2.26	68.39
Female	731	715	97.81	2.19	73.99
Male	770	752	97.66	2.34	63.03
American Indian or Alaska Native	--	--	--	--	--
Asian	398	396	99.50	0.50	85.10
Black or African American	31	31	100.00	0.00	45.16
Filipino	50	49	98.00	2.00	69.39
Hispanic or Latino	231	222	96.10	3.90	45.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	155	151	97.42	2.58	63.58
White	632	614	97.15	2.85	68.57
English Learners	71	65	91.55	8.45	7.69
Foster Youth	--	--	--	--	--
Homeless	21	18	85.71	14.29	38.89
Military	17	17	100.00	0.00	70.59
Socioeconomically Disadvantaged	153	150	98.04	1.96	35.33
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	159	152	95.60	4.40	21.71

2021-22 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
All Students	1502	1479	98.47	1.53	54.56
Female	731	720	98.50	1.50	53.06
Male	770	758	98.44	1.56	55.94
American Indian or Alaska Native	--	--	--	--	--
Asian	398	397	99.75	0.25	80.86
Black or African American	31	31	100.00	0.00	25.81
Filipino	50	50	100.00	0.00	56.00
Hispanic or Latino	231	225	97.40	2.60	28.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	155	153	98.71	1.29	44.44
White	632	618	97.78	2.22	50.97
English Learners	71	71	100.00	0.00	8.45
Foster Youth	--	--	--	--	--
Homeless	21	21	100.00	0.00	19.05
Military	17	17	100.00	0.00	47.06
Socioeconomically Disadvantaged	153	153	100.00	0.00	24.84
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	159	153	96.23	3.77	13.07

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	57.7	NT	44.81	28.5	29.47

2021-22 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 Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	471	461	97.88	2.12	57.7
Female	232	224	96.55	3.45	52.23
Male	239	237	99.16	0.84	62.87
American Indian or Alaska Native	0	0	0	0	0
Asian	107	107	100	0	83.18
Black or African American	--	--	--	--	--
Filipino	17	17	100	0	52.94
Hispanic or Latino	66	62	93.94	6.06	35.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	48	47	97.92	2.08	51.06
White	223	218	97.76	2.24	54.59
English Learners	17	17	100	0	11.76
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	38	38	100	0	28.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	44	95.65	4.35	18.18

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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: 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	95%	95%	94%	95%	94%

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.

2022-23 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1579	1552	193	12.4
Female	770	755	97	12.8
Male	808	796	96	12.1
American Indian or Alaska Native	1	1	0	0.0
Asian	411	405	20	4.9
Black or African American	35	33	8	24.2
Filipino	51	51	5	9.8
Hispanic or Latino	250	241	45	18.7
Native Hawaiian or Pacific Islander	5	5	1	20.0
Two or More Races	162	160	22	13.8
White	661	653	92	14.1
English Learners	107	105	12	11.4
Foster Youth	7	6	1	16.7
Homeless	25	24	4	16.7
Socioeconomically Disadvantaged	263	250	49	19.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	184	180	43	23.9

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.33	3.25	2.45
Expulsions	0.00	0.06	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.14	4.94	0.20	4.04	0.20	3.17
Expulsions	0.00	0.00	0.01	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.94	0.00
Female	1.95	0.00
Male	7.80	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.70	0.00
Black or African American	8.57	0.00
Filipino	3.92	0.00
Hispanic or Latino	7.60	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.17	0.00
White	5.45	0.00
English Learners	5.61	0.00
Foster Youth	0.00	0.00
Homeless	12.00	0.00
Socioeconomically Disadvantaged	8.75	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.24	0.00

2022-23 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-one (21) student accidents in 2021-2022.

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: October 25, 2022

Date Last Reviewed with Staff: December 9, 2022

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	27	9	16	16
Mathematics	29	7	10	18
Science	32	2	6	24
Social Science	33	1	7	22

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

2021-22 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	570

2021-22 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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.2

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$6,585	\$1,100	\$5,485	\$85,731
District	N/A	N/A	\$7,825.21	\$80,585
Percent Difference - School Site and District	N/A	N/A	-35.2	6.2
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-18.4	-3.0

2021-22 Types of Services Funded

In addition to general state funding, Sutter 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, Elementary and Secondary Relief Dollars (ESSER), 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 2020-2021 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$42,116	\$54,370
Mid-Range Teacher Salary	\$72,125	\$82,681
Highest Teacher Salary	\$98,654	\$106,610
Average Principal Salary (Elementary)	\$133,273	\$135,283
Average Principal Salary (Middle)	\$136,712	\$141,244
Average Principal Salary (High)	\$147,263	\$152,955
Superintendent Salary	\$252,138	\$264,367
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Folsom Cordova Unified School District has provided up to two professional development days for certificated staff for the current year and the last two years. 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; by reading professional literature; and by networking. District-sponsored in-service and training are provided through Professional Learning Communities (PLC), lead teachers, and site level academic, reading, math, science, and technology coaches. In addition, our district staff has worked collaboratively to provide an induction program for qualified new teachers.

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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2