

John Sutter Middle School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	John Sutter Middle School
Street	701 East Walter Ave
City, State, Zip	Fowler, CA 93625
Phone Number	(559) 834-6180
Principal	Gary M. Geringer
E-mail Address	gmgeringer@fowlerusd.org
Web Site	www.fowlerusd.org
CDS Code	10-62158-6115190

District Contact Information	
District Name	Fowler Unified School District
Phone Number	(559) 834-6080
Superintendent	Eric Cederquist
E-mail Address	ecederquist@fowlerusd.org
Web Site	www.fowlerusd.org

School Description and Mission Statement (School Year 2017-18)

Welcome to Sutter,

At John Sutter Middle School, we not only pride ourselves on the academic, athletic, and co-curricular success of our students, but in the positive relationships that are developed and the professional support that our students are provided by every staff member on this campus. This includes the administrative team, teachers, custodians, bus drivers, grounds crew, and cafeteria workers. We work extremely hard at creating a safe and supportive learning environment where students feel safe and excel.

We look forward to working with students and parents from the Fowler and Malaga communities. We believe in continuous improvement and strive to be better tomorrow than we are today, which means the combined effort of our parents, students, and staff are paramount. I would like to extend an invitation to our parent community in becoming involved in your child's education. As a staff we recognize the importance of a parent, student, and teacher partnership - and your involvement is crucial.

Communication opportunities:

- a. Talk with your child about school
- b. Connect with your child's teachers (notes, telephone, email, etc.)
- c. Research your child's academic performance (Aeries Connect)

Participation Opportunities:

- a. Participate on school-wide councils (SSC, ELAC)
- b. Volunteer to support the school and its programs

Our mission at John Sutter Middle School is simple: to create an exemplary learning community in which every member is valued, students reach their fullest potential, and ongoing improvement is evident. This is the Wildcat Way!

I believe in the Fowler Unified School District and the quality education and many opportunities it provides. I am extremely excited and proud to be the principal of John Sutter Middle School. I look forward to a great year as always.

Gary Geringer
Principal

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 6	203
Grade 7	211
Grade 8	211
Total Enrollment	625

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.2
Asian	9.6
Filipino	0
Hispanic or Latino	78.9
Native Hawaiian or Pacific Islander	0
White	9.8
Two or More Races	0.6
Socioeconomically Disadvantaged	75.8
English Learners	17
Students with Disabilities	10.9
Foster Youth	0.3

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.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	26	24	24	127
Without Full Credential	1	3	3	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 9/25/2017

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the school year and whether those textbooks covered the California Content Standards.

Panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state’s standards to be among the most rigorous and challenging in the nation.

You can find the content standards for each subject at each grade level on the Web site of the California Department of Education (CDE).

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you’ll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt - Language Arts Grade 6 (Adopted in 2010) Holt - Language Arts Grade 7 (Adopted in 2010) Holt - Language Arts Grade 8 (Adopted in 2010)	Yes	0%
Mathematics	Carnegie Learning - Course 1 (Adopted in 2013) Carnegie Learning - Course 2 (Adopted in 2013) Carnegie Learning - Course 3 (Adopted in 2013) Holt – Algebra 1 (Adopted 2008)	Yes	0%
Science	Holt - Earth Science Grade 6(Adopted in 2007) Holt - Life Science Grade 7 (Adopted in 2007) Holt - Physical Science Grade 8 (Adopted in 2007)	Yes	0%
History-Social Science	Holt – Ancient Civilizations Grade 6 (Adopted 2006) Holt – World History Grade 7 (Adopted 2006) Holt – United States History Grade 8 (Adopted 2006)	Yes	0%
Foreign Language			0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health			0%
Visual and Performing Arts			0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Sutter Middle School was established in 1998. The grounds and custodial staff keep our school in good repair. The quad area in the center of the campus has many trees, which are now mature enough to provide shade for outdoor events.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams Legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page survey form used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems. 8/22/2017
Interior: Interior Surfaces		X		Various cabinet surfaces were/will be replaced. Soap dispensers will be replaced.. 8/22/2017
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Specific rooms had carpets cleaned and replaced over the summer. Specific rooms had tile replaced over the summer. Specific buildings received a fresh coat of paint over the summer. . 8/22/2017
Electrical: Electrical	X			No apparent problems. 8/22/2017
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		Drinking fountains were checked and pressure was fixed . . 8/22/2017
Safety: Fire Safety, Hazardous Materials	X			No apparent problems. . 8/22/2017
Structural: Structural Damage, Roofs	X			No apparent problems.. 8/22/2017
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Chains/locks added to gates for student safety throughout the day. 8/22/2017

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 2017				
Overall Rating	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, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	39	39	45	42	48	48
Mathematics (grades 3-8 and 11)	27	31	28	29	36	37

Note: 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	625	619	99.04	39.42
Male	309	306	99.03	33.01
Female	316	313	99.05	45.69
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	61	61	100	52.46
Hispanic or Latino	494	489	98.99	35.58
White	60	59	98.33	55.93
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	468	466	99.57	32.4
English Learners	163	162	99.39	23.46
Students with Disabilities	66	64	96.97	7.81
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	625	619	99.04	31.02
Male	309	306	99.03	30.39
Female	316	313	99.05	31.63
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	61	61	100	52.46
Hispanic or Latino	494	489	98.99	25.15
White	60	59	98.33	57.63
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	468	466	99.57	24.03
English Learners	163	162	99.39	23.46
Students with Disabilities	65	63	96.92	4.76
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	51	42	44	42	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	22.9	31.2	32.7

Note: 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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

As members of the SSC and ELAC, parents are involved in the school decision-making process throughout the year. Parents participate by volunteering to be on committees, chaperoning field trips, volunteering in classrooms, working in the library, chaperoning movie nights, school dances, and helping to coach athletic teams. For more information about becoming involved at the school, please contact Principal Gary M. Geringer at (559) 834-6180 ext 3105. Thank you for your support.

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.5	2.8	3.2	1.6	2.1	1.9	3.8	3.7	3.6
Expulsions	0.0	0.0	0.2	0.0	0.0	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Sutter Middle School has an organized plan for specific safety issues that may occur during a school day. The plan includes procedures for fire, earthquake and lock down emergencies. Staff is given the plan at the start each school year. Safety drills are practiced throughout the school year to insure students and staff are prepared. The campus is monitored throughout the day with the help of teachers, classified staff, and administrators. Students are supervised before and after school as well as during breaks, lunch, and extracurricular activities. Security cameras have been installed in various areas to enhance student safety. Our School Safety Plan is presented and reviewed each year by the School Site Council and Board of Education.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2011-2012
Year in Program Improvement*	Year 4	Year 2
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24	5	5	7	23	6	11	1	22	7	9	4
Mathematics	20	2	7		19	3	7	1	25	3	1	5
Science	29	1	7	5	25	2	13	1	25	4	9	4
Social Science	29	1	8	4	25	2	14		26	3	12	1

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	629
Counselor (Social/Behavioral or Career Development)	.33	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.2	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	.34	N/A
Resource Specialist	1.0	N/A
Other	1.0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	9003	2098	6905	67903
District	N/A	N/A	7317	66881
Percent Difference: School Site and District	N/A	N/A	-5.6	1.5
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	5.0	-2.5

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

Types of Services Funded (Fiscal Year 2016-17)

SPECIALIZED PROGRAMS AND STAFF: There is a library technician in the library-media center from 9 a.m. to 3 p.m. daily. The library is open for one hour after school Monday through Thursday. We have a full time student assistance counselor to counsel students; this position is partially funded through a grant. We have a part-time nurse and a full-time health aide to perform required screenings and assist students with health needs.

GIFTED AND TALENTED EDUCATION (GATE): Sutter’s GATE program begins each year with a parent forum. Parents meet with the school’s administrative team and GATE coordinator to learn about the enrichment and acceleration curriculum for qualifying students. Sutter offers Advanced Placement classes in mathematics, including algebra.

SPECIAL EDUCATION PROGRAM: Sutter has two full-time resource specialist program teachers. These teachers assist students by working in classrooms where direct instruction takes place and then assisting students with strategies for success. As needed, they pull out students for small-group instruction. Students performing two or more grade levels below in reading are placed in our intensive reading program and taught through the Read 180 program. Students who are two or more grade levels below in math are placed in an Intensive Math class. Students may also be placed in a Reading Support or Math Support elective class for additional support. These classes assist students with their regular classroom instruction. Sutter also has a special day class to meet the needs of those students who require more than half of their instructional day in a specialized setting. Students in this class receive more small-group and individualized instruction based on their specific needs.

ENGLISH LEARNER PROGRAM: All teachers at Sutter are No Child Left Behind compliant, and have certificates in Cross-cultural Language and Academic Development (CLAD) or in sheltered English, in which English Learners are grouped together for instruction. We support English learners in three different classrooms with English Language Development, a program that supports reading, writing, speaking, and listening in English. All certificated staff was trained in the Sheltered Observational Protocol (SIOP) model. Sutter also provides lunch time and afterschool tutorials.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$44,144
Mid-Range Teacher Salary		\$69,119
Highest Teacher Salary		\$86,005
Average Principal Salary (Elementary)		\$106,785
Average Principal Salary (Middle)		\$111,569
Average Principal Salary (High)		\$121,395
Superintendent Salary		\$178,104
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	3%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

We hold five full day staff development days annually as well as Advancing Academic Achievement (AAA Days) on Wednesdays throughout the year to train teachers in pertinent areas of concern. Specific staff development topics are based on a needs based analysis on a yearly basis. Professional development in the areas of English Language Arts, Mathematics, English Language Development, T4 Lesson Design and Delivery, Kagan Strategies, Common Core, pacing guides, data analysis, Illuminate and technology training were provided in the 2017/2018 school year. Teachers also attend various conferences as related to their core content areas.