

# Sutter Middle School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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 webpage 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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Sutter Middle School
Street	701 East Walter Ave
City, State, Zip	Fowler, CA 93625
Phone Number	(559) 834-6180
Principal	Lucio Cortez
Email Address	lucio.cortez@fowler.k12.ca.us
Website	www.fowlerusd.org
County-District-School (CDS) Code	10-62158-6115190

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	John Sutter Middle School
Phone Number	(559) 834-6080
Superintendent	Dr. Paul Marietti
Email Address	paul.marietti@fowler.k12.ca.us
Website	www.fowlerusd.org

### School Description and Mission Statement (School Year 2020-2021)

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Welcome to Sutter,

At John Sutter Middle School, we 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. Our team pledge is to collaborate, be intentional, reflect, and take risks necessary to improve the quality of education for our students. As a staff, we recognize the importance of a parent, student, and teacher partnership - and your involvement is crucial.

Communication opportunities:

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

Participation Opportunities:

- Participate on school-wide councils (SSC, ELAC, Parent Workshops)
- 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.

Lucio Cortez  
Principal

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 6	199
Grade 7	209
Grade 8	204
<b>Total Enrollment</b>	<b>612</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.2
Asian	11.8
Hispanic or Latino	77.1
White	9.6
Two or More Races	0.3
Socioeconomically Disadvantaged	78.8
English Learners	16.7
Students with Disabilities	8.8
Foster Youth	0.7
Homeless	0.2

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	27	27	25	126
Without Full Credential	2	2	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

It is policy in Fowler Unified to provide textbooks and instructional materials that are aligned to the California State Standards in all content areas. District adoptions of new curriculum and materials follow the criteria set forth by the California Department of Education. All Fowler Unified students are provided textbooks and supporting materials in each content area. Teachers, academic coaches, and site administrators participate in training on the instructional methodology and implementation of new curriculum. Additional trainings support instruction over the course of the adoptions.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify Education- Amplify ELA: California Edition (Adopted in 2018), SBE adopted	Yes	0%
Mathematics	Curriculum Associates- Ready Math (adopted 2020), SBE adopted	Yes	0%
Science	Amplify Science MS (adopted in 2020), SBE adopted	Yes	0%
History-Social Science	Pearson Scott Foresman and Prentice Hall-California History- Social Science: myWorld Interactive (Adopted 2018), SBE adopted	Yes	0%

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

## School Facility Conditions and Planned Improvements

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.

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** August 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	No apparent problems.
<b>Interior: Interior Surfaces</b>	Fair	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	No apparent problems.
<b>Electrical: Electrical</b>	Good	No apparent problems.
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	No apparent problems.
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	No apparent problems.
<b>Structural: Structural Damage, Roofs</b>	Good	No apparent problems.
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	Two large gates in front are not locking. Middle front gate has a gap issue.
<b>Overall Rating</b>	Good	

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	47	N/A	50	N/A	50	N/A
Mathematics (grades 3-8 and 11)	38	N/A	37	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	25	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 2019-2020)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**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 school site

**Opportunities for Parental Involvement (School Year 2020-2021)**

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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 school dances, and helping to coach athletic teams. For more information about becoming involved at the school, please contact Principal Lucio Cortez 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.3	3.0	1.4	1.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.5	0.5	2.6
Expulsions	0.0	0.0	NA

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

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. The School Safety Plan was last reviewed and discussed with site stakeholders on October 9, 2019.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	22	7	12	2	22	6	15		23	7	12	2
Mathematics	29	3		12	25	3	12	2	29	4	11	3
Science	25	3	14		25	2	15		23	9	9	
Social Science	25	3	14		27	2	12	2	26	2	14	

\*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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	612

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9436	2135	7301	72497
District	N/A	N/A	8073	\$72,939
Percent Difference - School Site and District	N/A	N/A	-10.0	-0.6
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	-6.0	-4.3

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

### Types of Services Funded (Fiscal Year 2019-2020)

**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. 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.

**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 after school tutorials.

**Teacher and Administrative Salaries (Fiscal Year 2018-2019)**

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$51,315	\$47,145
<b>Mid-Range Teacher Salary</b>	\$72,629	\$74,952
<b>Highest Teacher Salary</b>	\$93,313	\$96,092
<b>Average Principal Salary (Elementary)</b>	\$115,819	\$116,716
<b>Average Principal Salary (Middle)</b>	\$124,215	\$120,813
<b>Average Principal Salary (High)</b>	\$137,150	\$131,905
<b>Superintendent Salary</b>	\$186,667	\$192,565
<b>Percent of Budget for Teacher Salaries</b>	34.0	31.0
<b>Percent of Budget for Administrative Salaries</b>	4.0	6.0

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

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5

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 data analysis on a yearly basis. Professional development in the areas of English Language Arts, Mathematics, English Language Development, Lesson Design and Delivery, Kagan Strategies, Common Core Standards, pacing guides, data analysis, Illuminate and technology training were provided in the 2018/2019 school year. Teachers also attend various conferences as related to their core content areas and new teachers who are in the Induction program receive additional professional development.