

School Accountability Report Card

Reported for School Year 2008-09

Published During 2009-10



Mitchell Community School

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
School Name	Mitchell Community School	District Name	Sulphur Springs Union Elementary
Street	16821 West Goodvale Road	Phone Number	(661)252-5131
City, State, Zip	Canyon Country, CA 91387	Web Site	http://www.sssd.k12.ca.us
Phone Number	661-252-9110	Superintendent	Dr. Robert Nolet, Ed.D.
Principal	Mrs. Roni Andrus	E-mail Address	bnolet@sssd.k12.ca.us
E-mail Address	randrus@sssd.k12.ca.us	CDS Code	19-65045-6066807

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School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

A visit to Mitchell School reveals a secure environment where commitment to a quality education, high expectations, dedication, positive morals, and a unity of purpose are clearly evident. Our beautiful campus rests among semiarid rolling hillsides in a residential area 40 miles northeast of Los Angeles. The outstanding staff, working together as a team, is on the cutting edge in providing superior instruction for every student. Even though many parents work outside of the home, they dedicate tremendous support for their students' education. Mitchell is a place where students love to come and learn!

Currently our student population is 731 with a staff of thirty two teachers. Additional certificated staff includes a resource specialist a speech/language specialist, a district psychologist, and a school counselor. The classified staff supporting students consists of an efficient office staff, three custodians, eight special education instructional assistants, a community liaison, a computer instructional assistant, an English Language instructional assistant, one district supported reading instructional assistant, a library clerk and technician, a science lab assistant, yard and lunch supervisors, and cafeteria workers. Mitchell also has an exceptionally large number of parents who actively support school learning and contribute many volunteer hours. There is an exciting spirit of cooperation at Mitchell School which supports an environment where all children can learn.

Our continuing educational goal is to meet the needs of all students while creating a student body of lifelong learners. All students are provided a challenging curriculum aligned with the California Content Standards. Effective use of a wide range of teaching strategies and high quality, readily available materials bring this curriculum to life for students. Intervention and support programs assist students in meeting all Content Standards. Classroom and District Benchmark assessments monitor students' growth and guide the instructional program. Technology is a very important tool at Mitchell and we are utilizing the new, state-of-the-art computers purchased last year for our computer lab. Every student in grades K-6 has supervised access to the Internet as well as the on-line Accelerated Reader program. We continually seek innovative means to expand and update our existing technology as well as find as many new ways to integrate technology into the daily curriculum as possible. We also have a Science Lab complete with a set of laptops for student use. Students' learning is our number one priority at Mitchell School.

Representing strength and pride, the eagle is Mitchell's mascot. Along with a strong emphasis on academics, Mitchell School also displays a tradition of pride, commitment, and caring. The Character Counts Program is embedded in all aspects of Mitchell's every day life inside the classroom and on the playground. Students earn Caught Being Good Slips for making good decisions and demonstrating the values of responsibility and caring. The school's discipline policies also reflect the Six Pillars of Character along with our Eagle Ethics. At monthly award assemblies students are given special recognition for their accomplishments. We have various Student Council, grade level sponsored events, and PTA activities which promote community responsibility. The active PTA strongly supports the staff and works tirelessly to benefit all students. In all aspects, Mitchell Community School continues to be a leader among California elementary schools!

Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name:

Contact Person Phone Number:

Parental Involvement

Mitchell School is very fortunate to have an active parent group. While many parents do work outside of the home, they effortlessly assist their children at home with homework and projects to support their child's education. On top of all of this support, many parents support the Mitchell PTA and have volunteered approximately 6,000 hours. Parents participate in Site Council, evening workshops, District adoption committees, District Conferences, attend District Board Meetings hosted at Mitchell, and actively participate in biyearly parent conferences. Mitchell parents are an important component of our school community.

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Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	69	Grade 8	0
Grade 1	100	Ungraded Elementary	0
Grade 2	109	Grade 9	0
Grade 3	118	Grade 10	0
Grade 4	111	Grade 11	0
Grade 5	113	Grade 12	0
Grade 6	104	Ungraded Secondary	0
Grade 7	0	Total Enrollment	724

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	8.70%	White (not Hispanic)	47.65%
American Indian or Alaska Native	0.55%	Multiple or No Response	0.83%
Asian	6.77%	Socioeconomically Disadvantaged	30.00%
Filipino	3.18%	English Learners	11.00%
Hispanic or Latino	32.18%	Students with Disabilities	10.00%
Pacific Islander	0.14%	n/a	--

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Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Kindergarten	35.0	0	0	3	31.0	0	3	0	29.0	0	2	0
1	20.0	5	0	0	19.2	5	0	0	17.8	6	0	0
2	20.0	5	0	0	18.2	5	0	0	19.6	5	0	0
3	20.0	6	0	0	19.2	6	0	0	19.6	5	0	0
4	32.3	0	2	1	32.3	0	2	1	29.0	0	3	0
5	31.0	0	5	0	31.0	0	3	0	31.3	0	3	0
6	27.0	0	4	0	31.8	0	3	1	32.3	0	2	1
k-3	0.0	0	0	0	19.0	2	0	0	21.5	1	1	0
3-4	20.0	1	0	0	0.0	0	0	0	0.0	0	0	0
4-8	0.0	0	0	0	31.0	0	1	0	32.0	0	1	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

Every student and staff member has the right to attend a safe school where he or she is free from physical or psychological harm. The School Safety Plan includes:

- School disaster procedures
- Guidelines to ensure a safe teaching and learning environment
- Guidelines to promote safe travel to and from school
- District and community resources for students and parents
- Guidelines to promote an environment where students, parents, staff and the community communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	2.2	1.7	2.8	5.4	3.2	4.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

Date School Safety Plan last reviewed: 1/12/2010

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IV. School Facilities

School Facility Conditions

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Mitchell school has 35 classrooms, with 10 of them being portables. It has a multipurpose room, a library, and an administration building, a computer lab and Science Lab. The main campus was built in 1965 and was modernized in 1999.

A hard-working custodial and District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Also, the school is kept clean daily with heavy, or deep, cleaning done during school breaks. It is a clean and well-maintained school.

Planned Improvements (School Year 2009-2010)

Monthly site inspections are routinely done at Mitchell School. School administrators walk the campus and complete the Sulphur Springs School District Facilities Cleanliness Form and the Safety Inspection Checklist Report. If there are any concerns, a district work order is submitted for repair or monitoring. Each semester the school administrator walks the campus to complete the District's Indoor Air Quality Report. Again if any items need to be addressed, a district work order is submitted and promptly addressed. Mitchell's last inspection found the campus to be extremely clean and well maintained.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

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Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
Overall Summary		X		

Date of inspection: 1/5/2010

Completion date of inspection form: 12/4/2009

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V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	34	33	31	282
Without Full Credential	1	1	1	1
Teaching Outside Subject Area of Competence	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Vacant Teacher Positions	0	0	0
Total Teacher Misassignments	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	--	--
Low-Poverty Schools in District	100.0%	0.0%

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VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	--	--
Library Media Teacher (Librarian)	--	--
Library Media Services Staff (paraprofessional)	--	--
Psychologist	--	--
Social Worker	--	--
Nurse	--	--
Speech/Language/Hearing Specialist	1.0	--
Resource Specialist (non-teaching)	1.0	--
Other	--	--

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2009-10)

Textbook Information

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

All students, including English Language Learners, receive textbooks adopted from the most recent state approved list. All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the California State Board of Education.

In the Sulphur Springs School, the adoption process begins with a committee of teachers, parents and administrators representing each school in the district. Much time is spent learning the standards and deciding upon the criteria to use when selecting the textbook. Once the criteria for selection has been decided then the publishing companies are invited to come and present their programs to the adoption committee. Members of the adoption committee spend hours perusing the books and extra materials looking for the program that will best meet the needs of all of our students. Once the committee feels comfortable with a program or two, sets of the materials are sent to each school site. At this time all teachers and parents are invited to come and preview the materials for themselves. Input from this preview is collected by the committee members and studied.

Finally the adoption committee makes a recommendation to the board based on the criteria designed prior to reviewing any programs, information from the previews and the hours spent studying and comparing the available programs. The adoption committee makes their recommendation to the Board of Trustees at a regularly scheduled board meeting. Once the board approves the textbook, materials are ordered and staff development is planned to provide all teachers with information about the new program and how to use it in their classrooms during the next school year.

It is the goal of the State Board of Education as well as the Sulphur Springs Board of Trustees that any instructional materials used in the Sulphur Springs schools meet the California Content Standards and be appropriate for use in all of our classrooms.

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This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Houghton Mifflin Reading Language (K-6)	2003
History-Social Science	Harcourt History-Social Science (6)	2007
History-Social Science	Scott Foresman History-Social Science (3-5)	2007
Mathematics	McGraw Hill Mathematics (K-6)	2001
Science	Houghton Mifflin California Science (K-2)	2008
Science	Scott Foresman California (3-6)	2008

Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

Textbook Information Collection Date: 8/14/2009

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VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$5,129.00	\$881.00	\$4,247.00	\$66,826.00
District	n/a	n/a	--	\$66,826.00
Percent Difference – School Site and District	--	--	--	0.0%
State	n/a	n/a	\$5,512.00	\$67,082.00
Percent Difference – School Site and State	--	--	29.8%	0.4%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Categorical dollars support training for teachers in working with special populations of students (English Learners, Gifted and Talented Students/GATE) and general teacher training. Funds are also allocated to the site to support intervention programs for students who are at risk academically.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,527.00	\$41,866.00
Mid-Range Teacher Salary	\$64,599.00	\$68,220.00
Highest Teacher Salary	\$85,783.00	\$86,536.00
Average Principal Salary (Elementary)	\$100,558.00	\$107,858.00
Average Principal Salary (Middle)	\$0.00	\$111,405.00
Average Principal Salary (High)	\$0.00	\$112,732.00
Superintendent Salary	\$157,183.00	\$178,938.00
Percent of Budget for Teacher Salaries	41.1%	42.1%
Percent of Budget for Administrative Salaries	6.3%	5.5%

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IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	61%	63%	63%	53%	55%	60%	43%	46%	50%
Mathematics	68%	64%	66%	60%	61%	63%	40%	43%	46%
Science	59%	51%	67%	50%	56%	60%	38%	46%	50%
History-Social Science	0%	0%	0%	0%	0%	0%	33%	36%	41%

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Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	64%	56%	--	--
American Indian or Alaska Native	--	--	--	--
Asian	82%	94%	--	--
Filipino	63%	79%	--	--
Hispanic or Latino	45%	51%	46%	--
Pacific Islander	--	--	--	--
White (not Hispanic)	72%	73%	70%	--
Male	57%	66%	65%	--
Female	69%	67%	69%	--
Economically Disadvantaged	48%	51%	48%	--
English Learners	29%	33%	--	--
Students with Disabilities	11%	15%	--	--
Students Receiving Migrant Education Services	--	--	--	--

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.30%	26.10%	49.50%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

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National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

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National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students with Disabilities	English Learners	Students with Disabilities	English Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	8	9	8
Similar Schools	7	9	6

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API Performance Index Growth by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	1	-4	-3	835
African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	-5	-10	-1	759
Pacific Islander	--	--	--	--
White (not Hispanic)	12	2	1	870
Socioeconomically Disadvantaged	8	-6	-5	758
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	n/a	n/a

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Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	n/a	Not In PI
First Year of Program Improvement	n/a	
Year in Program Improvement	n/a	
Number of Schools Currently in Program Improvement	--	1
Percent of Schools Currently in Program Improvement	--	11.1

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

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Staff development in the district centers on the Board approved SSSD Three Year Professional Development Plan. The staff development provided at school sites supports this plan with continuing training on understanding the content standards; student achievement, and specific curricular collaboration. Staff development needs are identified district wide through the STAR data, new adoptions, and other legislated mandates. A major thrust has been on implementing and understanding the standards in the core curriculum; data from student assessment; adoption cycle; new programs; state and federal mandates; and other professional needs aimed at supporting all teachers from the brand new to the experienced.

Both the district and the school sites provide opportunities for teachers to attend workshops and conferences off-site. Teachers frequently bring back ideas and share them with teachers at their own school and across the district.

Teacher leaders are invaluable in the dissemination of new materials, ideas and programs. Teachers volunteer to present for other teachers and readily share ideas and materials with one another.

The district and sites identify consultants to use in providing staff development. Staff development is offered at a variety of times in order to be as convenient as possible for the majority of teachers.

Professional Development Tuesdays are also used to provide training for effective team collaboration toward PLC's, our new writing program, use of Kaplan GATE strategies to add depth and complexity to instruction across the curriculum, and developing a deeper understanding of the Language Arts Standards. Staff development supports our daily implementation of a one hour dedicated instruction of Language Arts/Reading. We ability group the students by grade level and modify instruction to best meet the learning needs of the students.

Monthly Grade Level Planning Tuesdays allowed teacher collaboration in planning and delivering instruction, data analysis, and strategy sharing for more effective instruction and classroom management.

During 2009-2010 site-based professional development will continue to support implementation of the SBRC as an accurate measure of student achievement, and as an effective communication tool between the school and the parents. In addition, teachers will continue to collaborate to align the grade-level standards on SBRC with year long plans and block plans, identify formal and informal assessments, identify instructional materials and strategies to support instruction at all levels in all subjects, and analyze achievement data used to report student achievement on SBRC.

Monthly Grade Level Planning Tuesdays will continue to allow for teacher collaboration in planning and delivering instruction, data analysis, and strategy sharing for more effective instruction and classroom management. Grade level feedback forms and attendance at planning meetings will allow site administrators to support teachers in continued instructional improvement.

In addition to site-based training, Mitchell staff will have the opportunity to participate in district-provided professional development that targets varied curricular areas and student learning needs. All teachers receive monthly flyers providing information about professional development opportunities in reading, writing, ELD, math, science, and other areas. Monthly sessions are offered to support fluency and comprehension instruction. All first and some second grade teachers will participate in "Frontloading" to enhance teachers' knowledge of how to support ELs' access to core, and English in a Flash training to support supplemental ELD instruction. Several teachers will attend Kaplan Strategy training to complete the site's goal of having all 3rd-6th grade teachers trained to meet the needs of GATE/High Achieving students. All teachers will participate in training about meeting the academic and social/emotional needs of Autistic/Autism Spectrum students. Four teachers, the Assistant Principal and a Mitchell parent are part of the Math Adoption Committee and will be involved with evaluating and piloting the hopeful math curriculum being considered for adoption.

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Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

	Instructional Days With At Least 180 Instructional Minutes		
	2006-07	2007-08	2008-09
Annual number of school days dedicated to staff development	3	3	3