

## Executive Summary School Accountability Report Card, 2005-06

### *For Mitchell Community Elementary School*

**Address:** 16821 West Goodvale St., Canyon Country CA 91351-1714  
**Phone Number:** (661) 252-9110  
**Principal:** Kathy Harris  
**Grade Span:** K-6

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

#### About This School

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Mitchell Community School is a clean, safe neighborhood school that provides a rigorous education to approximately 765 students in K-6 grades. Mitchell's highly qualified teaching staff provide differentiated instruction so that all students can achieve to their fullest potential. Physical education as well as art and music are priorities too. Mitchell students are the number one priority at Mitchell Community School.

#### Student Enrollment

#### Teachers

Group	Enrollment	Indicators	Teachers
Number of Students	749	Teachers With Full Credential	31
African American	7.5 %	Teachers Without Full Credential	1
American Indian or Alaska Native	0.1 %	Teachers Teaching Outside Subject Area of Competence	0
Asian	4.0 %	Misassignments of Teachers of English Learners	6
Filipino	2.0 %	Total Teacher Misassignments	6
Hispanic or Latino	22.7 %		
Pacific Islander	1.7 %		
White (Not Hispanic)	54.7 %		
Multiple or No Response	7.2 %		
Socioeconomically Disadvantaged	19.4 %		
English Learners	8.0 %		
Students with Disabilities	11.0 %		

#### School Facilities

## **Summary of Most Recent Site Inspection**

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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. Biyearly 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 latest reports. Mitchell's last inspection found the campus to be extremely clean and well maintained.

## Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	n/a
Health	0%
Science Laboratory Equipment (grades 9-12)	n/a

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,023
District	\$5,010
State	\$4,743

## Student Performance

## Academic Progress

Subject	Students Proficient and Above on California Standards Tests	Indicator	Result
English-Language Arts	60	2006 API Growth Score (from 2006 API Growth Report)	846
Mathematics	65	Statewide Rank (from 2005 API Base Report)	9
Science	61	2006-07 Program Improvement Status	
History-Social Science			

# School Accountability Report Card Reported for School Year 2005-06

*Published During 2006-07*

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 at the California Department of Education (CDE) Web site 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.

DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	Mitchell Community Elementary	<b>District Name</b>	Sulphur Springs Union Elementary
<b>Street</b>	16821 West Goodvale St.	<b>Phone Number</b>	661-252-5131
<b>City, State, Zip</b>	Canyon Country, CA 91351-1714	<b>Web Site</b>	<a href="http://www.sssd.k12.ca.us">www.sssd.k12.ca.us</a>
<b>Phone Number</b>	661-2529110	<b>Superintendent</b>	Robert Nolet, Ed.D.
<b>Principal</b>	Kathy Harris	<b>E-mail Address</b>	<a href="mailto:бноlet@sssd.k12.ca.us">бноlet@sssd.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:kharris@sssd.k12.ca.us">kharris@sssd.k12.ca.us</a>	---	---

### School Description and Mission Statement

This section provides information about the school's goals and programs.

Mitchell Community School is a student and educator's dream. Nestled in the rolling hills of Santa Clarita, 40 miles northeast of Los Angeles, we are surrounded by tract homes where children play safely on neighborhood streets. Mitchell Community is the heart of our tight-knit community and provides a secure environment where commitment to a quality education, high expectations, dedication, positive morale, and a unity of purpose are clearly evident.

Mitchell currently educates a student population of 773 students in grades K-6th with a staff of thirty-three caring teachers who are highly qualified. Additional supportive classified staff sees and seizes opportunities to help students be successful. Mitchell also has a large number of parents who actively support school learning as well as contribute many volunteer hours throughout the year. There is an exciting spirit of cooperation at Mitchell School, which supports a safe environment where all children have access to the comprehensive core curriculum and can learn.

Representing strength and pride, the eagle has been Mitchell's mascot for the past 36 years. Along with a strong emphasis on academics, Mitchell Community also displays a tradition of pride, commitment, and caring. Mitchell's vision is communicated to our school community through a variety of means. "The Mitchell School Community provides a safe, nurturing and positive learning environment where all students are able to learn and achieve their maximum potential. All students are challenged academically to master rigorous state standards, become physically fit, and to feel a personal connection to the school. Students understand the importance of accepting others and being responsible members of our culturally diverse society. Strong character and personal integrity are cultivated through adult and peer role models. We prepare our students to be life long learners, leaders of the future, and productive contributing members of our world. The entire Mitchell Community takes pride in the reality that, working together, we can succeed and make a difference.

### Opportunities for Parental Involvement

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

A well-developed home-school partnership fosters success for all. Mitchell parents are extremely supportive of their students helping them out in many ways. Mitchell's PTA membership is strong, and volunteers are an integral part of our school community. Our award-winning PTA is exceptional in its depth of support. PTA contributions include financial support for field trips, technology enhancements, as well as providing opportunities for family involvement, parent education, and book fairs. Most recently fundraisers devoted to a new science lab for all students projected to open in 2006-07 have been quite successful. Our Site Council and English Language Advisory Council are also full partners in our educational environment. Its members are comprised of administrators, teachers and parents. Members not only provide valuable input to our Single Plan for Student Achievement but also contribute insight and support on budgetary issues. Varieties of informative parent education opportunities are also available throughout the year for Mitchell parents.

### Student Enrollment by Grade Level

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	88	Grade 8	0
Grade 1	97	Ungraded Elementary	0
Grade 2	103	Grade 9	0
Grade 3	100	Grade 10	0
Grade 4	127	Grade 11	0
Grade 5	96	Grade 12	0
Grade 6	138	Ungraded Secondary	0
Grade 7	0	Total Enrollment	749

### Student Enrollment by Group

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	7.5	White (not Hispanic)	54.7
American Indian or Alaska Native	0.1	Multiple or No Response	7.2
Asian	4.0	Socioeconomically Disadvantaged	19.4
Filipino	2.0	English Learners	8.0
Hispanic or Latino	22.7	Students with Disabilities	11.0
Pacific Islander	1.7	---	---

### 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	2003-04			2004-05			2005-06					
	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+
K	30.5		2		28.0		3		29.3		3	

1	18.8	6			19.4	5			19.2	5		
2	19.3	7			20.0	4			19.6	5		
3	18.0	5			18.8	6			19.4	5		
4	30.5		4		30.0		3		30.8		4	
5	30.8		5		30.0		5		31.3		2	1
6	31.0		3		32.3		3	1	33.0			4
K-3	25.5	1	1		20.0	2						
3-4					19.0	1						
4-8												
Other												

### Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	100% Option 2	100% Option 2	100% Option 2
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

## II. School Climate

### School Safety Plan

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

Mitchell's Safe School Plan is updated annually. In accordance with this plan, Mitchell is a pesticide-free school and has an Indoor Air Quality Control Committee that routinely checks classrooms and follows up on any parent or staff-reported concerns. Safety in traveling to, from, and on the school campus is another priority of Mitchell administrators and staff. There is a Student Valet Program that assists parents in dropping off and picking up their children. Mitchell School has worked closely with the Santa Clarita Sheriff's Department to instruct students for this Valet Program and also to plan the safest traffic patterns for entering and leaving the campus. In the event of a natural disaster, student and staff safety is a top priority. Various evacuation and safety drills are held on a regularly scheduled basis throughout the school year.

### School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

The philosophy and educational practices within Mitchell School are to meet the needs of all students and to ensure that students are physically and emotionally able to learn and achieve their maximum potential. Character Counts, a core program at Mitchell, is embedded in all aspects of Mitchell's everyday life within the classroom and on the playground. Students earn Caught Being Good Slips for making good decisions and demonstrating values of responsibility and caring. Our discipline policies reflect the Six Pillars of Character Counts along with our Eagle Ethics, which promotes positive character traits, provides opportunities for continual student growth in strong character qualities, and personal integrity, cultivated through adult examples. Students and parents are active participants in the disciplinary process with strategies based on

respect and fairness. We are proactive rather than reactive, with clear defined expectations. Our counseling approach allows students to be active learners in this process.

### 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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
<b>Suspensions</b>	8	12	11	125	179	150
<b>Expulsions</b>	0	0	0	0	0	0

## III. School Facilities

### School Facility Conditions and Improvements

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 is an open, clean, beautiful campus where students and staff feel safe. We take pride in our campus. School administrators complete monthly safety and cleanliness reports. Our three custodians along with the district maintenance staff keep our campus safe and clean. Work orders are promptly addressed for ongoing maintenance. Classrooms also reflect the feeling of nurturing and enthusiasm for learning. Students are proud to be in their classroom surrounded by their work, stimulating materials, and motivating activities. Bathrooms are cleaned daily and students help monitor their play areas weekly. Students, staff, and community members equally contribute to the positive culture that makes Mitchell a truly special school.

### School Facility Conditions Good Repair Status

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

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
<b>Gas Leaks</b>	X		
<b>Mechanical Systems</b>	X		
<b>Windows/Doors/Gates (interior and exterior)</b>	X		
<b>Interior Surfaces (walls, floors, and ceilings)</b>	X		
<b>Hazardous Materials (interior and exterior)</b>	X		
<b>Structural Damage</b>	X		
<b>Fire Safety</b>	X		
<b>Electrical (interior and exterior)</b>	X		
<b>Pest/Vermin Infestation</b>	X		
<b>Drinking Fountains (inside and outside)</b>	X		
<b>Restrooms</b>	X		
<b>Sewer</b>	X		
<b>Playground/School Grounds</b>	X		
<b>Other</b>			

## IV. 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
<b>With Full Credential</b>	35	36	31	270
<b>Without Full Credential</b>	1	0	1	12
<b>Teaching Outside Subject Area of Competence</b>	n/a	n/a	n/a	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	2004-05	2005-06	2006-07
<b>Misassignments of Teachers of English Learners</b>	3	2	6
<b>Total Teacher Misassignments</b>	3	2	6
<b>Vacant Teacher Positions</b>	0	0	0

## Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found 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
<b>This School</b>	96.9	3.1
<b>All Schools in District</b>	97.0	3.0
<b>High-Poverty Schools in District</b>	0.0	0.0
<b>Low-Poverty Schools in District</b>	99.0	1.0

## Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

For the 2005/06 school year, substitute teachers were used on 199 days across the District. These substitute days were utilized for program planning, professional development activities, and workshop and conference attendance and for illness. These days also include staffs that have extended illness leaves as well as maternity leaves. The returning classroom teacher evaluates substitute teachers. The site principal evaluates those individuals serving in a long-term assignment. The evaluation form includes instructional effectiveness, classroom management,

relationship with pupils and an overall rating and an option for comments.

In the 2005/06 school years, there were 15 instances across our eight sites when a substitute was not available. Each site covers these rare occasions by using their assigned resource specialist, assistant principal or principal.

### Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

The Board of Trustees in agreement with the Teachers' Association adopted the teacher evaluation process used in the Sulphur Springs School District. Each year, every teacher, with direction from the principal, develops a performance plan covering the objectives identified in our School-wide Program Plan. The principal or assistant principal formally evaluates tenured teachers in the District at least every two years. The evaluation is based on each teacher's performance on a variety of points, including general student performance, classroom discipline, and effectiveness of instructional techniques. Probationary teachers are reviewed every year for two years.

The Sulphur Springs School District is firmly committed to the continual development and improvement of all teachers. To this end, the district annually provides professional staff activities to enhance teacher effectiveness. During the 2005/06 school year, all teachers were provided with the opportunity to attend conferences, seminars, workshops and/or other staff development opportunities. Staff development topics included all curriculum areas, however, reading, writing, science, educating English language learners, assessment, and diversity were the major topics covered. In addition, teachers participated in numerous staff meetings that focused on analyzing student performance on State assessment and how to modify instruction to better meet student needs.

## V. Support Staff

### Academic Counselors and Other Support Staff

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	n/a	
Library Media Teacher (Librarian)	n/a	---
Library Media Services Staff (paraprofessional)		---
Psychologist	0.5	---
Social Worker	n/a	---
Nurse	0.25	---
Speech/Language/Hearing Specialist	0.8	---
Resource Specialist (non-teaching)	1	---
Other		---

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays 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.

<b>Core Curriculum Area</b>	<b>Quality, Currency, and Availability of Textbooks and Instructional Materials</b>	<b>Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials</b>
<b>Reading/Language Arts</b>	Houghton Mifflin: K-6 Adopted 2003	Sufficient Textbooks – One per student
<b>Mathematics</b>	McGraw Hill: K-6 Adopted 2001	Sufficient Textbooks – One per student
<b>Science</b>	Harcourt: K-5 Adopted 2000 Holt "Adventures in Science": 6 Adopted 20	Sufficient Textbooks – One per student
<b>History-Social Science</b>	McGraw Hill: K-6 Adopted 1999	Sufficient Textbooks – One per student
<b>Foreign Language</b>	n/a	
<b>Health</b>	Harcourt Brace: Healthy You	Sufficient Textbooks – One per student
<b>Science Laboratory Equipment (grades 9-12)</b>	n/a	

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

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 salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental)</b>	<b>Expenditures Per Pupil (Basic)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	4,747	724	4,023	---
<b>District</b>	---	---	5,010	62,510
<b>Percent Difference - School Site and District</b>	---	---	80.3%	---
<b>State</b>	---	---	\$4,743	\$58,725
<b>Percent Difference - School Site and State</b>	---	---	105.6%	106.4%

### Types of Services Funded

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 2004-05)

This table displays district-level salary information 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 can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$39,132	\$38,554
<b>Mid-Range Teacher Salary</b>	\$59,202	\$62,649
<b>Highest Teacher Salary</b>	\$79,271	\$76,437
<b>Average Principal Salary (Elementary)</b>	\$104,606	
<b>Average Principal Salary (Middle)</b>	n/a	
<b>Average Principal Salary (High)</b>	n/s	
<b>Superintendent Salary</b>	\$147,396	\$150,227
<b>Percent of Budget for Teacher Salaries</b>	44.6	43.8
<b>Percent of Budget for Administrative Salaries</b>	6.10	5.4

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 4, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST 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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
<b>English-Language Arts</b>	59	60	60	49	53	55	36	40	42
<b>Mathematics</b>	57	66	65	53	60	63	34	38	40
<b>Science</b>	36	64	61	30	45	50	25	27	35
<b>History-Social Science</b>							29	32	33

### CST 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	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
<b>African American</b>	54	54	*
<b>American Indian or Alaska Native</b>	*	*	*

<b>Asian</b>	88	88	*
<b>Filipino</b>	73	73	
<b>Hispanic or Latino</b>	41	52	48
<b>Pacific Islander</b>	*	*	
<b>White (Not Hispanic)</b>	66	68	68
<b>Male</b>	58	66	67
<b>Female</b>	63	64	55
<b>Economically Disadvantaged</b>	41	50	56
<b>English Learners</b>	28	36	*
<b>Students with Disabilities</b>	17	27	15
<b>Students Receiving Migrant Education Services</b>			

### Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
<b>Reading</b>	65	58	59	55	47	44	43	41	42
<b>Mathematics</b>	72	84	74	66	67	67	51	52	53

### NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
<b>African American</b>	*	*
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	*	*
<b>Filipino</b>	*	*
<b>Hispanic or Latino</b>	42	73
<b>Pacific Islander</b>	*	*
<b>White (not Hispanic)</b>	64	73
<b>Male</b>	57	74
<b>Female</b>	60	74
<b>Economically Disadvantaged</b>	42	67
<b>English Learners</b>	31	54

<b>Students with Disabilities</b>	21	29
<b>Students Receiving Migrant Education Services</b>		

## California Physical Fitness Test Results

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 fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	Percent of Students Meeting Fitness Standards
5	51.5%
7	n/a
9	n/a

## IX. 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 CDE Web site 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	2003-04	2004-05	2005-06
Statewide	9	9	9
Similar Schools	9	10	9

### API Changes 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: blank spaces means the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	1	13	5	846
African American				
American Indian or Alaska Native				
Asian				

<b>Filipino</b>				
<b>Hispanic or Latino</b>	19	29	11	786
<b>Pacific Islander</b>				
<b>White (not Hispanic)</b>	-6	10	3	857
<b>Socioeconomically Disadvantaged</b>	-2	2	14	767
<b>English Learners</b>	--	--		
<b>Students with Disabilities</b>	--	--		

### State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Mitchell Community School had earned the privilege to be recognized and honored as a California Distinguished School during the 2005-06 school year. Mitchell Eagle students, along with the entire school staff, truly deserve this recognition. All their hard work truly makes Mitchell Community School an AWESOME elementary school. Along with the dedicated and supportive parents and families, we continue to "Soar for Success".

### 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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria

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.

<b>AYP Criteria</b>	<b>School</b>	<b>District</b>
<b>Overall</b>	Yes	Yes
<b>Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Participation Rate - Mathematics</b>	Yes	Yes
<b>Percent Proficient - English-Language Arts</b>	Yes	Yes
<b>Percent Proficient - Mathematics</b>	Yes	Yes
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	N/A	N/A

### Federal Intervention Program

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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	n/a	n/a
First Year of Program Improvement Implementation	n/a	n/a
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

## X. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Mitchell School insists on high aspirations for all students. Yearly the Single Plan for Student Achievement (SPSA) is rewritten based on the needs of our school population and focused on continual reform and the achievement of State Standards for each and every student. Teachers meet by grade levels to analyze test data and identify students who are above, at, or below grade level. School-wide educational goals are then formed and documented in the SPSA. Money is allocated to assist the school in reaching these goals. This information is shared and discussed with the School Site Council, English Language Advisory Committee, Leadership Team, staff, parents, and administration. Our final SPSA is both Board approved and follows the District Local Education Agency Plan (LEAP). Mitchell's Leadership Team includes experienced and highly respected teachers, representing both primary and upper grades, who utilize effective instructional strategies and are familiar with scientifically, based research. Mitchell teachers developed long range plans in all academic areas focused on St monthly. All Mitchell teachers are integral members of our school staff!

### Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional development is a continuous and primary focus at Mitchell School for all staff members. Our staff displays a preeminence of pure professionalism on all levels by being profoundly compassionate, as well as academically competent, particularly in the area of achieving and maintaining superior content knowledge, along with the ability to actively differentiate instruction using effective teaching strategies to engage all learners. A commitment to strong staff development, as it relates to student achievement and successfully mastering State Standards is among the highest priority at Mitchell. Teachers are annually surveyed to assess professional development needs. In-services are then put into place using the District's Board approved, Three Year Professional Development Plan. Teaching staff, on Professional Development Tuesdays, utilize this time to broaden their educational awareness, share their expertise, and further develop their instructional skills. Classified staff, as well, participate in appropriate, relevant professional development throughout the year.

### Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement

<b>K</b>	<b>36,000</b>	36,000
<b>1</b>	<b>56,385</b>	50,400
<b>2</b>	<b>56,385</b>	50,400
<b>3</b>	<b>56,385</b>	50,400
<b>4</b>	<b>56,385</b>	54,000
<b>5</b>	<b>56,385</b>	54,000
<b>6</b>	<b>56,385</b>	54,000
<b>7</b>	<b>n/a</b>	54,000
<b>8</b>	<b>n/a</b>	54,000
<b>9</b>	<b>n/a</b>	64,800
<b>10</b>	<b>n/a</b>	64,800
<b>11</b>	<b>n/a</b>	64,800
<b>12</b>	<b>n/a</b>	64,800

### **Minimum Days in School Year**

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Every school in the district had 9 minimum days during the 2005/06 school year. A minimum day is defined as at least 200 minutes for kindergarten and 285 minutes for grades 1 - 6. These days were designated for Back-to-School Night, Open House, Parent-Teacher Conferences, and last day of school and four additional minimum days to provide teachers with curriculum planning time. Typical activities during these planning sessions include analysis of student portfolios, benchmark and writing assessments, classroom environment, development of instructional materials and strategies, and many other activities designed to improve the educational programs of our students.