School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mitchell Community School	19-65045	May 14, 2024	June 12, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Mitchell Community School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Mitchell Community School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

Mitchell Community School will review our SPSA each month at our SSC meeting to ensure that we are following the ESSA requirements. Our spending will be monitored and based on the approved budget.

Mitchell Community School provides a safe, nurturing, and positive learning environment where all students will learn and achieve their maximum potential. All students will meet rigorous state standards, become physically fit, and 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 lifelong learners, leaders of the future, and productive contributing members of our world. Mitchell Community takes pride in the reality that, working together, we can succeed and make a difference.

The School Plan for Student Achievement (SPSA) is a site plan that describes the actions and strategies that will be implemented at Mitchell Community School based on the analysis of quantifiable and qualitative data. This plan will focus on improving student outcomes, student engagement, school climate, and the involvement of parents, families, and the school community. The SPSA is aligned with the Sulphur Springs Union School District Local Control Accountability Plan (LCAP) and our measurable student outcomes are in support of those goals that are outlined in the LCAP, as well as through metrics and targets for improvement. The SPSA is developed in collaboration with the input of several stakeholder groups and finalized and approved for submission to the Board of Education by the Mitchell School Site Council.

Educational Partner Involvement

How, when, and with whom did Mitchell Community School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Budget for SPSA and SPSA survey shared with School Site Council on March 12, 2024
Budget and SPSA survey shared with Instructional Leadership on March 14, 2024
Draft SPSA shared at Certificated Staff Meeting on March 20, 2024
SPSA Survey and Review scheduled at Coffee with the Principal on March 22, 2024
SPSA survey results and Draft SPSA shared with School Site Council on April 9, 2024
SPSA Smart Goals developed at Certificated Staff Meeting on April 10, 2024
Draft SPSA shared with ELAC on April 15, 2024
SPSA for final discussion (Smart Goals) with Instructional Leadership on May 2, 2024
SPSA voted on for approval at School Site Council on May 14, 2024
School Board Approval on June 12, 2024

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

English Learner Progress English Language Arts
English Learner Progress Math

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

N/A since our range was Orange

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Local assessments including unit assessments, iReady Data and IAB data

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Mitchell Community School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.17%	0.18%	0.17%	1	1	1
African American	5.38%	5.83%	4.92%	31	33	29
Asian	1.39%	1.06%	2.04%	8	6	12
Filipino	1.56%	2.3%	2.04%	9	13	12
Hispanic/Latino	59.72%	60.6%	59.59%	344	343	351
Pacific Islander	%	0%	%	0	0	
White	27.08%	25.62%	25.13%	156	145	148
Multiple Race	4.34%	3.89%	5.43%	25	22	32
			Total Enrollment	576	566	589

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	104	93	80
Grade 1	67	96	74
Grade 2	82	68	90
Grade 3	80	80	73
Grade 4	74	73	93
Grade 5	82	72	76
Grade 6	87	84	76
Total Enrollment	576	566	589

Conclusions based on this data:

1. Our smallest cohort year over year is kindergarten (22-23) to grade 1 (23-24) which decreased by 19 students.

2. Mitchell Community School's overall student enrollment has increased from the 22-23 to the 23-24 school year.

3. Our 23-24 4th grade cohort grew significantly from the 22-23 3rd grade cohort (13 students) year over year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners (EL)	83	87	178	14.4%	15.4%	30.2%
Fluent English Proficient (FEP)	32	32	66	5.6%	5.7%	11.2%
Reclassified Fluent English Proficient (RFEP)	11	5		1.9%	0.9%	

Conclusions based on this data:

1. The total number or students who are classified as English Learners has remained steady (within 14-16% of students) across the enrollment numbers.

2. The number of Reclassified Fluent English Proficient (RFEP) students grew from the 22-23 school year to the 23-24 school year by 13 students.

3. The number of Fluent English Proficient (FEP) students has stayed at a steady pace within the 5% range.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	78	76	85	0	73	85	0	73	85	0.0	96.1	100.0
Grade 4	84	71	77	0	70	76	0	70	76	0.0	98.6	98.7
Grade 5	89	86	77	0	83	75	0	83	75	0.0	96.5	97.4
Grade 6	101	93	82	0	93	80	0	93	80	0.0	100.0	97.6
All Grades	352	326	321	0	319	316	0	319	316	0.0	97.9	98.4

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2391.	2399.		16.44	25.88		23.29	14.12		19.18	14.12		41.10	45.88
Grade 4		2449.	2455.		20.00	23.68		21.43	19.74		15.71	11.84		42.86	44.74
Grade 5		2503.	2490.		18.07	16.00		37.35	25.33		26.51	24.00		18.07	34.67
Grade 6		2521.	2505.		18.28	10.00		31.18	27.50		31.18	37.50		19.35	25.00
All Grades	N/A	N/A	N/A		18.18	18.99		28.84	21.52		23.82	21.84		29.15	37.66

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		17.81	18.82		50.68	54.12		31.51	27.06
Grade 4		22.86	23.68		54.29	63.16		22.86	13.16
Grade 5		27.71	20.00		62.65	61.33		9.64	18.67
Grade 6		25.81	13.75		52.69	60.00		21.51	26.25
All Grades		23.82	18.99		55.17	59.49		21.00	21.52

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Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		9.59	18.82		50.68	35.29		39.73	45.88
Grade 4		14.29	14.47		54.29	48.68		31.43	36.84
Grade 5		15.66	14.67		61.45	57.33		22.89	28.00
Grade 6		11.83	7.50		50.54	57.50		37.63	35.00
All Grades		12.85	13.92		54.23	49.37		32.92	36.71

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Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		9.59	11.76		68.49	74.12		21.92	14.12
Grade 4		11.43	15.79		70.00	69.74		18.57	14.47
Grade 5		16.87	14.67		68.67	73.33		14.46	12.00
Grade 6		22.58	15.00		66.67	75.00		10.75	10.00
All Grades		15.67	14.24		68.34	73.10		15.99	12.66

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		10.96	15.29		56.16	50.59		32.88	34.12
Grade 4		12.86	17.11		62.86	61.84		24.29	21.05
Grade 5		9.64	9.33		66.27	69.33		24.10	21.33
Grade 6		15.05	11.25		67.74	70.00		17.20	18.75
All Grades		12.23	13.29		63.64	62.66		24.14	24.05

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Conclusions based on this data:

1. Based on 22-23 CAASPP data, we have a high percentage rate of student participation on the state assessment at 98.4%.

2. Based on 22-23 CAASPP data, there was an increase in students above level- with a decrease in at or near and below standard on Research/Inquiry.

3. Based on 22-23 CAASPP data, the area that continues to show the largest percentage of students below level for "all grades" at 36.71 is writing.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	78	76	85	0	74	85	0	74	85	0.0	97.4	100.0
Grade 4	84	70	77	0	70	77	0	70	77	0.0	100.0	100.0
Grade 5	89	86	77	0	84	75	0	84	75	0.0	97.7	97.4
Grade 6	101	93	82	0	93	81	0	93	81	0.0	100.0	98.8
All Grades	352	325	321	0	321	318	0	321	318	0.0	98.8	99.1

Overall Participation for All Students

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2401.	2404.		12.16	12.94		27.03	22.35		18.92	22.35		41.89	42.35
Grade 4		2450.	2458.		14.29	16.88		17.14	19.48		31.43	31.17		37.14	32.47
Grade 5		2485.	2479.		14.29	16.00		15.48	16.00		36.90	20.00		33.33	48.00
Grade 6		2512.	2489.		17.20	14.81		18.28	9.88		29.03	34.57		35.48	40.74
All Grades	N/A	N/A	N/A		14.64	15.09		19.31	16.98		29.28	27.04		36.76	40.88

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| Concepts & Procedures
Applying mathematical concepts and procedures | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.57	12.94		40.54	52.94		41.89	34.12
Grade 4		18.57	18.18		48.57	45.45		32.86	36.36
Grade 5		16.67	18.67		53.57	41.33		29.76	40.00
Grade 6		20.43	17.28		48.39	40.74		31.18	41.98
All Grades		18.38	16.67		47.98	45.28		33.64	38.05

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| Problem Solving & Modeling/Data Analysis
Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.16	11.76		52.70	48.24		35.14	40.00
Grade 4		15.71	14.29		47.14	57.14		37.14	28.57
Grade 5		15.48	13.33		53.57	52.00		30.95	34.67
Grade 6		15.05	8.64		46.24	53.09		38.71	38.27
All Grades		14.64	11.95		49.84	52.52		35.51	35.53

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| Communicating Reasoning
Demonstrating ability to support mathematical conclusions | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.22	18.82		56.76	54.12		27.03	27.06
Grade 4		12.86	20.78		57.14	53.25		30.00	25.97
Grade 5		8.33	8.00		69.05	64.00		22.62	28.00
Grade 6		10.75	8.64		66.67	66.67		22.58	24.69
All Grades		11.84	14.15		62.93	59.43		25.23	26.42

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Conclusions based on this data:

1. Based on 2022-2023, over 99% of students at Mitchell participated on the math CAASPP.

2. Overall, on the 2022-2023 CAASPP, over 40% of students did not meet standard in mathematics.

3. All grades in Communicating Reasoning showed growth in the percent of students above standard, the only area that showed growth in mathematics.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1430.3	1452.5	1430.8	1438.8	1459.2	1435.2	1410.2	1437.3	1420.4	13	15	18
1	1432.7	*	1457.8	1460.3	*	1464.9	1404.8	*	1450.2	17	4	13
2	1461.8	1471.7	*	1472.2	1476.4	*	1450.8	1466.7	*	13	15	7
3	*	1472.9	1464.4	*	1468.0	1473.6	*	1477.3	1454.6	10	11	11
4	1491.1	*	1491.3	1505.5	*	1480.3	1476.4	*	1501.8	13	10	14
5	*	*	*	*	*	*	*	*	*	8	10	10
6	1525.1	*	1502.9	1521.5	*	1506.2	1528.2	*	1499.2	14	10	13
All Grades										88	75	86

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

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Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.08	20.00	16.67	7.69	33.33	38.89	61.54	46.67	22.22	7.69	0.00	22.22	13	15	18
1	17.65	*	0.00	35.29	*	61.54	11.76	*	23.08	35.29	*	15.38	17	*	13
2	7.69	6.67	*	30.77	40.00	*	46.15	33.33	*	15.38	20.00	*	13	15	*
3	*	0.00	0.00	*	45.45	27.27	*	18.18	36.36	*	36.36	36.36	*	11	11
4	23.08	*	7.14	38.46	*	35.71	7.69	*	35.71	30.77	*	21.43	13	*	14
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	21.43	*	23.08	35.71	*	30.77	28.57	*	7.69	14.29	*	38.46	14	*	13
All Grades	15.91	14.67	12.79	32.95	40.00	40.70	30.68	28.00	22.09	20.45	17.33	24.42	88	75	86

Overall Language — Percentage of Students at Each Performance Level for All Students

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Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	33.33	16.67	38.46	26.67	27.78	38.46	40.00	38.89	15.38	0.00	16.67	13	15	18
1	47.06	*	15.38	11.76	*	38.46	23.53	*	38.46	17.65	*	7.69	17	*	13
2	0.00	33.33	*	69.23	26.67	*	30.77	33.33	*	0.00	6.67	*	13	15	*
3	*	9.09	9.09	*	45.45	45.45	*	36.36	36.36	*	9.09	9.09	*	11	11
4	38.46	*	35.71	23.08	*	28.57	30.77	*	14.29	7.69	*	21.43	13	*	14
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	28.57	*	46.15	28.57	*	7.69	35.71	*	15.38	7.14	*	30.77	14	*	13
All Grades	28.41	26.67	26.74	32.95	40.00	30.23	28.41	24.00	26.74	10.23	9.33	16.28	88	75	86

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Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.08	13.33	11.11	7.69	33.33	33.33	38.46	46.67	38.89	30.77	6.67	16.67	13	15	18
1	5.88	*	0.00	35.29	*	46.15	11.76	*	38.46	47.06	*	15.38	17	*	13
2	7.69	6.67	*	15.38	40.00	*	30.77	20.00	*	46.15	33.33	*	13	15	*
3	*	0.00	0.00	*	36.36	18.18	*	27.27	18.18	*	36.36	63.64	*	11	11
4	7.69	*	7.14	30.77	*	28.57	23.08	*	28.57	38.46	*	35.71	13	*	14
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	0.00	*	7.69	42.86	*	15.38	28.57	*	38.46	28.57	*	38.46	14	*	13
All Grades	6.82	9.33	9.30	25.00	34.67	27.91	32.95	30.67	31.40	35.23	25.33	31.40	88	75	86

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Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	46.67	22.22	61.54	53.33	55.56	23.08	0.00	22.22	13	15	18
1	47.06	*	61.54	41.18	*	38.46	11.76	*	0.00	17	*	13
2	15.38	40.00	*	84.62	53.33	*	0.00	6.67	*	13	15	*
3	*	36.36	27.27	*	54.55	63.64	*	9.09	9.09	*	11	11
4	61.54	*	35.71	23.08	*	35.71	15.38	*	28.57	13	*	14
5	*	*	*	*	*	*	*	*	*	*	*	*
6	23.08	*	7.69	61.54	*	61.54	15.38	*	30.77	13	*	13
All Grades	29.89	38.67	31.40	57.47	53.33	53.49	12.64	8.00	15.12	87	75	86

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Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	20.00	16.67	76.92	80.00	38.89	15.38	0.00	44.44	13	15	18
1	17.65	*	7.69	70.59	*	69.23	11.76	*	23.08	17	*	13
2	7.69	20.00	*	92.31	66.67	*	0.00	13.33	*	13	15	*
3	*	9.09	18.18	*	63.64	54.55	*	27.27	27.27	*	11	11
4	23.08	*	28.57	69.23	*	50.00	7.69	*	21.43	13	*	14
5	*	*	*	*	*	*	*	*	*	*	*	*
6	28.57	*	53.85	71.43	*	7.69	0.00	*	38.46	14	*	13
All Grades	23.86	24.00	31.40	68.18	64.00	39.53	7.95	12.00	29.07	88	75	86

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| Reading Domain
Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	13.33	16.67	69.23	73.33	61.11	15.38	13.33	22.22	13	15	18
1	23.53	*	30.77	23.53	*	46.15	52.94	*	23.08	17	*	13
2	15.38	6.67	*	38.46	60.00	*	46.15	33.33	*	13	15	*
3	*	0.00	0.00	*	63.64	27.27	*	36.36	72.73	*	11	11
4	0.00	*	7.14	61.54	*	42.86	38.46	*	50.00	13	*	14
5	*	*	*	*	*	*	*	*	*	*	*	*
6	0.00	*	0.00	57.14	*	30.77	42.86	*	69.23	14	*	13
All Grades	10.23	8.00	16.28	51.14	64.00	41.86	38.64	28.00	41.86	88	75	86

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| Writing Domain
Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.08	26.67	33.33	38.46	66.67	44.44	38.46	6.67	22.22	13	15	18
1	11.76	*	0.00	58.82	*	84.62	29.41	*	15.38	17	*	13
2	15.38	26.67	*	38.46	40.00	*	46.15	33.33	*	13	15	*
3	*	0.00	0.00	*	81.82	72.73	*	18.18	27.27	*	11	11
4	7.69	*	14.29	53.85	*	64.29	38.46	*	21.43	13	*	14
5	*	*	*	*	*	*	*	*	*	*	*	*
6	14.29	*	30.77	85.71	*	30.77	0.00	*	38.46	14	*	13
All Grades	11.36	17.33	17.44	60.23	64.00	59.30	28.41	18.67	23.26	88	75	86

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The number of English Learners tested on the ELPAC increased from 2021-22 school year to the 2022-2023 school year by 11 students to a total of 86.

2. In the written language domain, the percentage of student in level 4, level 3 and level 2, decreased, however the number of students in level 1 has increased.

3. In the four domains, the larger percentage of students has continued to shift from Beginning and Somewhat/Moderately developed to Somewhat/Moderately and Well Developed. This shows an increase is English Learner acquisition of the English Language in Reading, Writing, Listening, and Speaking as displayed from the ELPAC data.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
566	**68.6**	**15.4**	**0.4**
Total Number of Students enrolled in Mitchell Community School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	87	15.4
Foster Youth	2	0.4
Homeless	3	0.5
Socioeconomically Disadvantaged	388	68.6
Students with Disabilities	85	15

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	33	5.8
American Indian	1	0.2
Asian	6	1.1
Filipino	13	2.3
Hispanic	343	60.6
Two or More Races	22	3.9
White	145	25.6

Conclusions based on this data:

1. The largest percentage of student race is Hispanic. This student group makes up 60.6% of the total student enrollment at Mitchell, which shows an increase of about 1% from the previous school year.

2. The student enrollment at Mitchell that falls into the Socioeconomically Disadvantaged student group at Mitchell has significantly increased year over year from 59.5%. to 68.6% of the student population.

3. The subgroups that continue to increase at Mitchell include English Learners, African American, Hispanic, and Socioeconomically Disadvantaged. These subgroups continue to be an area of focus for support in academics and socio-emotional needs.

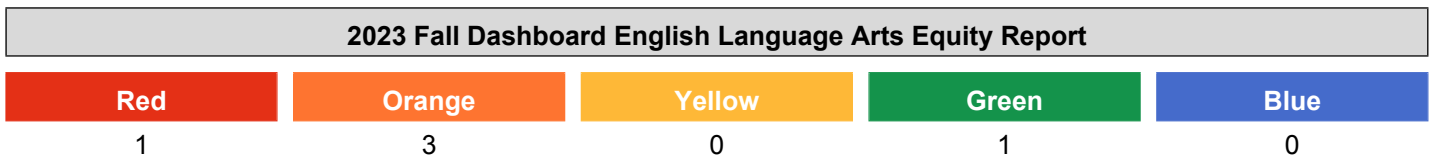# School and Student Performance Data

Overall Performance

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Orange		
English Learner Progress Red		

Conclusions based on this data:

1. Based on 2023 Dashboard data, Chronic Absenteeism shows as "medium." This continues to be an area of focus to support all students in attending school on a regular basis.

2. Based on the 2023 Dashboard data, English Language Arts and Mathematics display in the low area. This shows the need to focus on these academic areas. This will be done through professional development and continued monitoring and support using the MTSS guidelines.

3. Though the Dashboard data shows the English Learner Progress in the very low rating, it does need to garner further attention and focus to support all English Learner progress. This includes newcomers as well as Long Term English Learners. This will be done through continued monitoring on ELLevation as well as English Language Development through both Integrated and Designated English Language Instruction inside of the classroom.

School and Student Performance Data

Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	0	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	Less than 11 Students
21.1 points below standard	44.8 points below standard	
Decreased -5.7 points	Decreased -6.6 points	1 Student
296 Students	56 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Red
	33.8 points below standard	105.7 points below standard
2 Students	Decreased -3 points	Decreased -13 points
	204 Students	51 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
58.1 points below standard Increased +5.2 points 17 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	Less than 11 Students 9 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 45.5 points below standard Decreased -15 points 176 Students	49.5 points above standard Increased Significantly +37.2 points 11 Students	No Performance Color 0 Students	Green 25.9 points above standard Increased +12.1 points 78 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
76.6 points below standard Decreased -8.6 points 41 Students	42.2 points above standard Increased +13.1 points 15 Students	17 points below standard Maintained -2.9 points 227 Students

Conclusions based on this data:

1. Based on the 2023 Dashboard data, the Reclassified English Learners scored higher than current English Learners or English Only students, scoring 42.2 points above standard (increasing by 13.1 points). The other two groups both scored below standard. Current EL students scored 76.6 points below standard and English Only scored 17 points below standard.

2. Based on the 2023 Dashboard data, only one group scored above the level of low, with our White subgroup scoring in the high range, scoring at 25.9 points above standard, with an increase of 12.1 points. The other subgroups scored in low or very low if there was enough data to record performance level. This indicates a continued need of focus on our English Learner, African American, Students with Disabilities, and Socio-Economically Disadvantaged subgroups.

3. Based on the 2023 Dashboard data, Students with Disabilities scored 105.7 points below standard. As a result, support and training in our special education classes, as well as general education classes providing core instruction to students, continues to be of top priority to help students access grade level content standards.

School and Student Performance Data
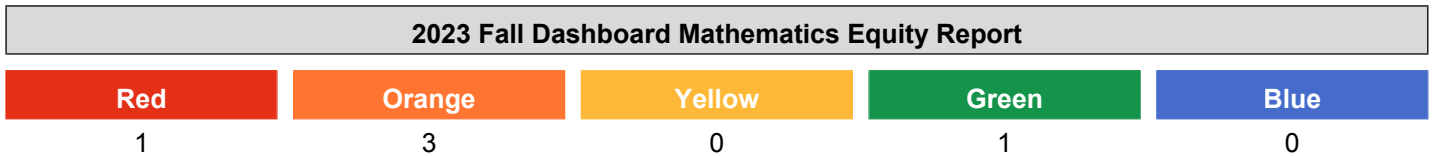
Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	3	0	1	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	Less than 11 Students
40.5 points below standard	71.9 points below standard	
Decreased -5.6 points	Decreased Significantly -17.2 points	1 Student
296 Students	56 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Red
	52.7 points below standard	134.9 points below standard
2 Students	Decreased -3 points	Decreased -13.8 points
	204 Students	51 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
61.4 points below standard	Less than 11 Students	Less than 11 Students	Less than 11 Students
Decreased -6.7 points			
17 Students	1 Student	2 Students	9 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	12.5 points above standard	No Performance Color	Green
66.6 points below standard	Increased Significantly +21.5 points	0 Students	6.2 points above standard
Decreased -11.3 points	11 Students		Increased +6.3 points
176 Students			78 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
100.2 points below standard	5.5 points above standard	34.1 points below standard
Decreased Significantly -22.7 points	Increased +8.8 points	Maintained -1.8 points
41 Students	15 Students	227 Students

Conclusions based on this data:

1. Overall, the 2023 Math Dashboard data showed mostly scores of low or very low if scores were reported based on subgroup numbers. In comparison to the ELA scores, the math scores overall were significantly lower. The one score that showed in the green was the White Subgroup at 6.2 points above standard, with an increase of 6.3 points from the previous year.

2. Based on the 2023 Dashboard data, the Data Comparisons for English Learners shows that the English Learners and English Only subgroups did not score above standard. English Learners scored the lowest, falling 100.2 points below standard and English Only was next scoring 34.1 points below standard. The Reclassified English Learners increased 8.8 points and are now 5.5 points above standard.

3. Based on the 2023 Dashboard data, Students with Disabilities scored 134.9 points below standard on Mathematics. As a result, support and training in our special education classes, as well as general education classes providing core instruction to students, continues to be of top priority to help students access grade level content standards.

School and Student Performance Data

Academic Performance
### English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Red
0.385% making progress towards English language proficiency
Number of EL Students: 65 Students
Performance Level: 2
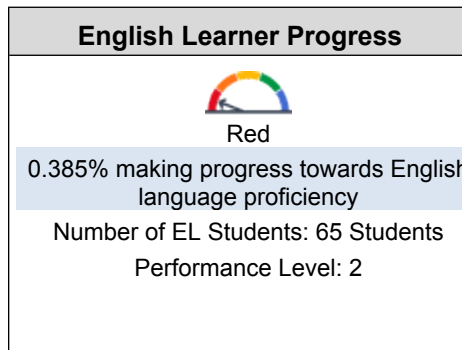
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13	27	2	23

Conclusions based on this data:

1. The English Learners at Mitchell fell into the lowest proficiency based on the 2023 Dashboard Results. The average performance level indicated is Level 2 with 38.5% making progress.

2. 27 percent of our students maintained Level 1, 2, or 3. In conjunction with 13% of our students decreasing one level, it is imperative that we continue to focus on this subgroup, offering support for our English Learners in the classroom.

3. Based on the Dashboard data, 23% of our English Learners progressed one level. These students should continue to be monitored and supported so they are able to continue to progress in their development of the English Language.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	Less than 11 Students
18.9% Chronically Absent	16.5% Chronically Absent	
Declined -2.7	Increased 4.1	3 Students
604 Students	97 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	Yellow
	23.2% Chronically Absent	20% Chronically Absent
5 Students	Declined Significantly -4.2	Declined -5.7
	418 Students	100 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange 30.6% Chronically Absent Declined -8.3 36 Students	Less than 11 Students 1 Student	Less than 11 Students 6 Students	7.7% Chronically Absent 0 13 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 22.7% Chronically Absent Declined -2.6 370 Students	35.7% Chronically Absent Increased 12.6 28 Students	No Performance Color 0 Students	Green 5.3% Chronically Absent Declined Significantly -5.7 150 Students

Conclusions based on this data:

1. Overall, the 2023 Dashboard shows that all of our school falls into the yellow level of Chronic Absenteeism, showing a decrease in the number of students considered chronically absent. The subgroups that fell into the very high category last year, which include Hispanic, African American, Students with Disabilities, and Socioeconomically Disadvantaged, have improved to the orange or yellow this year. The subgroup with the highest percentage is Two or More Races, with 38.7% of the students falling into that category.

2. Based on the 2023 Dashboard data, English Learners were the only subgroup that increased in their chronically absent category. English Learners have a 16.5% Chronically Absent rate.

3. Though the Two or More Races subgroup does not display a performance level on the Dashboard data, it should be noted and monitored that they are displaying a 35.7% chronically absent rate with 28 students total in that subgroup. This indicates an increase of 12.6% year over year.

School and Student Performance Data

Conditions & Climate
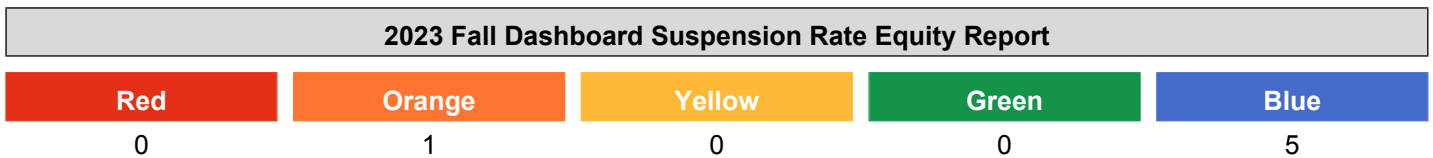### Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	0	5

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	Less than 11 Students
0.3% suspended at least one day	0% suspended at least one day	3 Students
Declined Significantly -1.4	Declined -1.1	
610 Students	97 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Blue	Blue
5 Students	0.2% suspended at least one day	0% suspended at least one day
	Declined Significantly -1.1	Declined -2.9
	424 Students	102 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	Less than 11 Students	Less than 11 Students	0% suspended at least one day
5.6% suspended at least one day	1 Student	6 Students	14 Students
Increased 5.6			
36 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	0% suspended at least one day	No Performance Color	Blue
0% suspended at least one day	Declined -7.4	0 Students	0% suspended at least one day
Declined Significantly -1.1	28 Students		Declined Significantly -2.4
374 Students			151 Students

Conclusions based on this data:

1. Based on the 2023 Dashboard, the students overall, as well as the English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic and White Subgroups fell into the blue (highest performance) level.

2. All groups under the Race/Ethnicity either declined or declined significantly on the 2023 Dashboard with the exception of African American, which increased.   Hispanic and White were in the blue level, whereas African American fell into the orange level.

3. Based on the 2023 Dashboard, we see a need to support behavior intervention as well as socio emotional learning to help support our students with behavior and making choices that are appropriate for school.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Student Engagement and Involvement**
> In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> In looking at the March 2024 Diagnostic iReady Reading scores from our final iReady assessment data, approximately 56% of students in grades K-6, scored in the early on grade or mid or above grade levels. Additionally, the March 2024 Diagnostic Math scores from our final iReady assessment data showed that approximately 41% of our students assessed in grades K-6 scored in the early on grade or mid or above grade levels. Based on this data, the students at Mitchell need support in building the foundational skills in Reading and Math.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA	In 2023-2024, 25% of students scored at the early on grade level and 31% of students scored at the mid or above grade level for a total of 56% of students scoring early on or mid or above grade level benchmark as assessed on the final iReady Reading Diagnostic.	In 2024-2025, students showing early on or mid or above grade level benchmark as assessed on the final iReady Reading Diagnostic will increase by 5%.
Math	In 2023-2024, 18% of students scored at the early on grade level and 23% of students scored at the mid or above grade level for a total of 41% of students scoring early on or mid or above grade level benchmark as assessed on the final iReady Math Diagnostic.	In 2024-2025, students showing early on or mid or above grade level benchmark as assessed on the final iReady Math Diagnostic will increase by 5%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	The District will recruit and retain highly qualified staff to provide an exemplary education for all students to master grade level standards.	All Students	0 District Funded None Specified
1.2	The District will provide current CA State approved textbooks and materials in all core subject areas for all students to support students' instructional program.	All Students	18,257.28 LCFF-Base 4000-4999: Books And Supplies
1.3	The District and Mitchell will implement a maintenance plan to repair and maintain facilities and play areas to support all students' learning in safe and secure facilities.	All Students	11,000.00 LCFF-Base 4000-4999: Books And Supplies Custodial Supplies
1.4	The District will maintain noon supervisors at all sites to support all students' safety and supervision, with Mitchell supporting noon supervisors' schedule and development.	All Students	600.00 LCFF-Base 2000-2999: Classified Personnel Salaries 51.30 LCFF-Base 3000-3999: Employee Benefits
1.5	The District will conduct annual safety drills at all school sites, including Mitchell and District office, to support safety for all students and staff.	All Students	0 District Funded None Specified 500.00 LCFF-Base 4000-4999: Books And Supplies Disaster Bin Materials
1.6	The District and Mitchell Community School will proactively engage families of low income, homeless, English Learners, and Foster Youth students by regularly monitoring attendance and by providing families resources, such as an online communication system, that removes barriers and allows parents to communicate and engage with school staff.	English Learner (EL), Foster Youth, Low Income	0 LCFF- Supplemental None Specified
1.7	The District will provide transportation to and from Mitchell for unduplicated student populations living outside allowable zones to walk to school in order to remove barriers from accessing their educational program.	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We were able to implement the above strategies and activities to support the growth of the students at Mitchell Community School. We were able to support our instructional programs with the materials and supplies needed to give students access to the curriculum. Students made progress towards the goals set in ELA and Math this year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

For the 2023-2024 school year, we had allotted $15,000 from Base Funds for custodial materials. We did not require that much for our funding, so we agreed as a Site Council to move the funds to materials cost. This was a result of the increase in pricing for materials, which we did not account for at the start of the school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

To better align our goals and actions, based on the LCAP, some of our funding will be placed in other goals or actions. This includes a small portion of money of Title 1 funds allocated to materials, which is now found in Goal 2. Also, we have moved our office extra support, postage, office supplies, and extra hours for office staff (all from Base Funds) to Goal 3 to help support communication with our families. Finally, we will move extra hours for teacher training and professional development from our Base Funds to Goal 2.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Student achievement**
> Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> Based on our 2022-2023 California Dashboard, our English Learner, Hispanic, Students with Disabilities, and Socio-Economically Disadvantaged subgroups need support in meeting academic goals and their socio-emotional needs.
>
> In looking at the March 2024 Diagnostic iReady Reading scores from our final iReady assessment data, approximately 56% of students in grades K-6, scored in the early on grade or mid or above grade levels. Additionally, the March 2024 Diagnostic Math scores from our final iReady assessment data showed that approximately 41% of our students assessed in grades K-6 scored in the early on grade or mid or above grade levels. Based on this data, the students at Mitchell need support in building the foundational skills in Reading and Math

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA	In 2023-2024, 25% of students scored at the early on grade level and 31% of students scored at the mid or above grade level for a total of 56% of students scoring early on or mid or above grade level benchmark as assessed on the final iReady Reading Diagnostic.	In 2024-2025, students showing early on or mid or above grade level benchmark as assessed on the final iReady Reading Diagnostic will increase by 5%.
Math	In 2023-2024, 18% of students scored at the early on grade level and 23% of students scored at the mid or above grade level for a total of 41% of students scoring early on or mid or above grade level benchmark as assessed on the final iReady Math Diagnostic.	In 2024-2025, students showing early on or mid or above grade level benchmark as assessed on the final iReady Math Diagnostic will increase by 5%.
English Learners: Reclassification	In 2023-2024, 5 students were Reclassified. (100% of eligible students)	In 2024-2025, Reclassifications will increase by 5%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	For English Learners, low income and Foster Youth students who have not demonstrated proficiency in English Language Arts and mathematics and/or are in need of further connection and engagement, the District and the Mitchell school site will provide professional development to address academic and social/emotional needs. Teachers and administrators will attend trainings focused on differentiation, use of multiple modalities, ways to utilize technology to further enhance student learning, as well as, addressing social/emotional needs of students.	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified 3,500.00 LCFF-Base 1000-1999: Certificated Personnel Salaries Extra Duty for Professional Development
2.2	To mitigate learning loss, as evidenced by state and local assessments, the district and Mitchell will provide California State supplementary standards-based materials for English Learners, Foster Youth and Low-Income students.	English Learner (EL), Foster Youth, Low Income	8,733.75 PTA 4000-4999: Books And Supplies Nearpod and Flocabulary 157.98 Title I 4000-4999: Books And Supplies
2.3	To address the learning needs of English Learners, Foster Youth and Low-Income students as evidenced by state and local performance data, school administrators will provide collaboration time for teachers to support student learning by monitoring student data, providing interventions to mitigate learning loss, and enrichment activities during and outside the school day in order to support mastery of grade level standards.	English Learner (EL), Foster Youth, Low Income	0 LCFF- Supplemental None Specified
2.4	To address students not meeting grade level standards on state and local assessments, the District will provide staff professional development, conferences, and workshops to support the educational program in all content areas to address standards-based instruction and mitigate learning loss for all students including English Learner, Foster Youth and Low-Income students.	English Learner (EL), Foster Youth, Low Income	0 LCFF- Supplemental None Specified
2.5	The District will provide additional instructional minutes for teachers to support mastery of English proficiency and grade level standards for English Learners and Low-Income students.	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified
2.6	The District will provide substitute teachers to support classroom teachers in administering the Summative English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of the English language.	English Learner (EL)	0 District Funded
2.7	The District will provide staff, and training for those staff, to administer the Initial English Language Proficiency Assessment for California (ELPAC) for	English Learner (EL)	0 District Funded

	English Learner students to support mastery of the English language.		
2.8	For unduplicated students who are not meeting grade level standards, teachers will provide students outside of the school year intervention to mitigate learning loss, as well as, enrichment opportunities to positively influence academic achievement levels.	English Learner (EL), Foster Youth, Low Income	0 District Funded
2.9	The District will continue articulation with William S. Hart Union High School District to support students transitioning to Junior High School from Mitchell to assist with preparing students with their educational program.	All Students	0 District Funded
2.10	Library Resource Technicians will enhance student learning by assisting teachers to provide access to a wide variety of literacy sources for low income, English Learners and Foster Youth students at Mitchell who may have limited access to literacy materials at home.	English Learner (EL), Foster Youth, Low Income	0 District Funded 1,500.00 Misc. Grants 4000-4999: Books And Supplies Additional Library Books
2.11	To address the underperformance on state and local assessment, the District will provide Teachers and Teachers on Special Assignment (TOSAs) who will provide coaching and intervention support for teachers at Mitchell to assist English Learners, Foster Youth and Low-Income students.	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified 1,593.74 Title I 1000-1999: Certificated Personnel Salaries 25,499.83 LCFF- Supplemental 1000-1999: Certificated Personnel Salaries 5,942.17 LCFF- Supplemental 3000-3999: Employee Benefits 4,781.22 LCFF-Base 1000-1999: Certificated Personnel Salaries 1,979.21 LCFF-Base 3000-3999: Employee Benefits
2.12	To ensure low income students receive opportunities to develop creativity and innovative practices, teachers will implement and provide materials to support the visual and performing arts (VAPA) plan with a focus on arts integration.	Low Income	60,000.00 Prop 28 1000-1999: Certificated Personnel Salaries Arts Education Grant- Music Teacher 8,162.00 Prop 28 4000-4999: Books And Supplies

			Arts Education Grant-Materials 24,340.00 Prop 28 3000-3999: Employee Benefits
2.13	The District will provide additional digital devices to support instruction and further assist with closing the achievement gap for English Learners, Foster Youth and Low-Income students.	English Learner (EL), Foster Youth, Low Income	0 LCFF- Supplemental
2.14	To support equitable access to differentiated instruction and access to online curricular programs, the District will provide and train Computer Lab Assistants at Mitchell to support low-income students in the use of technology to meet grade level standards.	English Learner (EL), Foster Youth, Low Income	LCFF- Supplemental None Specified
2.15	Learning Support Teachers will provide additional Tiers II and III intervention supports to identified students to support academic achievement. In addition, Learning Student Teachers will assist teachers with instructional programs and intervention support as needed to further support academic achievement.	English Learner (EL), Foster Youth, Low Income	0 District Funded
2.16	The 2023 CA Dashboard reflected a red indicator in the English Language Performance Indicator at Mitchell Community School. Teachers and Learning Support Teachers will participate in professional development that assist teachers in developing a stronger understanding of designated and integrated English Language Development, as well as, supporting teachers with the implementation of Orton Gillingham to assist students with phonological awareness and learning of the English Language rules.	English Learner (EL)	0 District Funded

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We were able to utilize our Teacher on Special Assignment to support our students in grades 2, 4, and 5 with math intervention. We were able to see growth in the area of math (as well as student confidence) as a result of her support for the students. Our Learning Support Teachers also heavily impacted student growth in Language Arts. Students that attended LST sessions showed progress in their foundational ELA skills.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We did not have TOSA support from the district level to support our teachers in coaching and intervention. In our budget, we had money from the Arts Education Grant listed for music support, but we were not able to fully implement this for the entire year, so only a portion of the funds were spent.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 24-25 school year, we will be adding Visual and Performing Arts to our curriculum. We will have music teachers that will be supporting our students in learning music. This will be through the Prop 28 Art Grant. The money dedicated to support technology will be moved to Goal 3 to support communication and allowing students access to support their academics.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Student Engagement and Involvement**
> All families and the broader community are welcomed and are partners in supporting the whole child.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> All families and the broader community are welcomed and are partners in supporting the whole child.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> Parent involvement in their child's education continues to be of utmost importance to Mitchell. Our largest form of communication comes through ParentSquare where we have over 99% of contact ability with our families. Messages are sent out school-wide once a week, with frequent reminders for specific meetings to help support parent participation. Teachers also send out weekly messages to their families to engage parents. We will continue to receive parent input and feedback so we can continue to improve our parent participation.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Square	During the 2023-2024 school year, ParentSquare usage will continue to increase. Mitchell will also utilize Parent Square for scheduling conferences and to increase other resources offered to parents.	During the 2024-2025 school year, ParentSquare communication will continue to be utilized as the main form of communication. The use of ParentSquare to share newsletters, scheduling conferences, and direct communication will be built.
Parent Attendance	Returning to in person events, meetings, etc. parent attendance will increase by 5% at meetings, trainings, family nights, etc. during the 2023-2024 school year.	Offering meetings held via Zoom as well as in person at different times and days will continue to an option to help to engage parents in Mitchell events. This will include conferences, meetings, trainings, and family events for the 2024-2025 school year for an anticipated 5% increase in participation,

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

3.1	The District and Mitchell will increase home/school communication and engagement for families of low income and English Learner students by providing families access to resources, educational, social/emotional, and/or basic needs, that further removes barriers from students accessing their educational program.	English Learner (EL) and Low Income	10,124.86 LCFF-Base 2000-2999: Classified Personnel Salaries Office Assistant 865.68 LCFF-Base 3000-3999: Employee Benefits Office Assistant 3,400.00 LCFF-Base 2000-2999: Classified Personnel Salaries Extra Hours for Office Staff 290.70 LCFF-Base 3000-3999: Employee Benefits Extra Hours for Office Staff 200.00 LCFF-Base 5000-5999: Services And Other Operating Expenditures Postage 500.00 LCFF-Base 4000-4999: Books And Supplies Office Supplies 1,968.00 LCFF-Base 4000-4999: Books And Supplies Technology Support
3.2	The District and Mitchell will provide translation services to families of students that are English Learners to remove language barriers that may impede families from information regarding their child's educational program.	English Learner (EL)	500.00 LCFF-Base 2000-2999: Classified Personnel Salaries 42.75 LCFF-Base 3000-3999: Employee Benefits
3.3	Staff will continue to maintain advisory groups such as PAC, LCAP Advisory, SSCs, ELACs, and DELACs, who will provide input to Administration in the schools' and District's plans (i.e. School Plan for Student Achievement (SPSA), Comprehensive School Safety Plans, Local Control and Accountability Plan (LCAP), etc.) to further support the educational program for all students, especially unduplicated students.	All Students	0 District Funded None Specified
3.4	To support parents of English Learners who are scoring below proficiency, the Director of Curriculum and Instruction and the Educational Services Program Coordinator will provide parent workshops and educational resources to support parents with meeting the needs of their child to achieve grade	English Learner (EL)	0 District Funded None Specified

	level standards. Funds are accounted for in Goal 2 Action 4.			
3.5	To assure low income and Foster Youth students have awareness and access to community services, the District will continue to provide a Student and Family Wellness Collaborative that engages community, staff, and parents to provide children and families with social/emotional assistance, as well as, basic needs, in and out of school. The district will continue to partner with William S. Hart Union High School District to plan and host a Family Resource Fair that connects families with resources focused on student and family wellness.	Low Income and Foster Youth	0 District Funded None Specified	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We were able to provide translation services for our Spanish speaking families. Though we have used Parent Square to communicate with our families that speak languages other than Spanish, we have not been able to effectively communicate via oral communication with them. We were able to hold Coffee with an Administrator meeting, ELAC meetings, and SSC meetings throughout the year, as well as one Academic Family Night. We would like to continue to have parents actively involved and attend our meetings during the course of the school year

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We did not use all of the base funds for substitutes the 23-24 school year that we had allotted for teacher advisory groups. We were not able to schedule meetings of this nature due to schedules.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 24-25 school year, this Goal will include our office assistant's funding to support communication and support of the students and families. Our School Social worker's funding will be moved to Goal 4 to support students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Supporting the Whole Child All students, including Low Income, English Learners, and Foster Youth, will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

All students, including Low Income, English Learners, and Foster Youth, will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We are seeing an increase in behavior referrals to the office, referrals to counseling, and referrals to our District and site school social workers. As such, we will continue to focus on social emotional support through Capturing Kids Hearts, which will work to build positive relationships at our school. We will continue to collect data to analyze, monitor, and support the emotional and behavioral needs of students.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase attendance	During the 2023-2024 school year, there was a high number of students classified as chronically absent.	During the 2024-2025 school year, attendance rates of students with less than a 5% absence rate will increase by 5%.
Increase Socio-Emotional Support	In 2023-2024, the number of students who were not able to access socio-emotional support was increased due to a lack of resources available.	During the 2024-2025 school year, the socio-emotional support will be offered to all students who need support.

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Students' connectedness and engagement will be evidenced by reporting positive relationships and safety on student surveys from the District and California Healthy Kids' surveys.	All Students	0 District Funded None Specified
4.2	To remove barriers for low-income students from accessing their academic program, the district will provide counseling to support social/emotional wellness and academic success in school.	Low Income	0 District Funded None Specified

4.3	To remove barriers for students from accessing their academic program, the District will provide counseling services to support social/emotional wellness and academic success in school.	All Students	0 District Funded None Specified
4.4	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist unduplicated students in general education classes to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide preventative behavioral supports to unduplicated students who may need behavioral support to access their instructional program.	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified
4.5	To address barriers that limit low income, Foster Youth, and homeless students from receiving full benefit from their educational experience, the district and Mitchell will provide Social Workers and support personnel to provide comprehensive services.	Low Income, Foster Youth, and Homeless	0 LCFF- Supplemental None Specified 50,242.50 Title I 1000-1999: Certificated Personnel Salaries 22,215.78 Title I 3000-3999: Employee Benefits
4.6	To support student connectedness and build positive relationships at the school site, the District will provide positive academic and behavior programs that promote student engagement for unduplicated students.	English Learner (EL), Foster Youth, Low Income	1,198.10 Misc. Grants 4000-4999: Books And Supplies
4.7	To support student engagement and connectedness, schools will promote a positive school climate to foster youth development and academic achievement.	All Students	0 District Funded None Specified
4.8	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist special education students to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide support to special education students who required behavioral intervention per their IEP.	Students with Disabilities (SWD)	0 District Funded None Specified

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We continued to show a need for Socio-emotional support for our students. We were able to have a full-time social worker on staff. Additionally, we had some students received DIS counseling and ERICs counseling through our school psychologist and a therapist from the HART district. We also used Hazel Health as a counseling support. Our campus continued with positive incentives, such as Eagle Affirmations, Soaring Eagle awards, Capturing Kids Hearts ideas, and Zones of Regulations. We also continue to build positive relationships with students.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was not major difference in the intended implementation of the expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year our Social Worker's Title 1 funding will be used in Goal 4 to support our students socio-emotonal needs.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$268,146.85
Total Federal Funds Provided to the School from the LEA for CSI	$0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$74,210.00

Subtotal of additional federal funds included for this school: $74,210.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded	$0.00
LCFF- Supplemental	$31,442.00
LCFF-Base	$58,561.00
Misc. Grants	$2,698.10
Prop 28	$92,502.00
PTA	$8,733.75

Subtotal of state or local funds included for this school: $193,936.85

Total of federal, state, and/or local funds for this school: $268,146.85

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-Base	58,561.00	0.00
LCFF- Supplemental	31,442.00	0.00
Title I	74,210.00	0.00
Misc. Grants	2,698.10	0.00
Prop 28	92,502.00	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF- Supplemental	31,442.00
LCFF-Base	58,561.00
Misc. Grants	2,698.10
Prop 28	92,502.00
PTA	8,733.75
Title I	74,210.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	145,617.29
2000-2999: Classified Personnel Salaries	14,624.86
3000-3999: Employee Benefits	55,727.59
4000-4999: Books And Supplies	51,977.11
5000-5999: Services And Other Operating Expenditures	200.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
None Specified	District Funded	0.00
	LCFF- Supplemental	0.00
1000-1999: Certificated Personnel Salaries	LCFF- Supplemental	25,499.83
3000-3999: Employee Benefits	LCFF- Supplemental	5,942.17
None Specified	LCFF- Supplemental	0.00
1000-1999: Certificated Personnel Salaries	LCFF-Base	8,281.22
2000-2999: Classified Personnel Salaries	LCFF-Base	14,624.86
3000-3999: Employee Benefits	LCFF-Base	3,229.64
4000-4999: Books And Supplies	LCFF-Base	32,225.28
5000-5999: Services And Other Operating Expenditures	LCFF-Base	200.00
4000-4999: Books And Supplies	Misc. Grants	2,698.10
1000-1999: Certificated Personnel Salaries	Prop 28	60,000.00
3000-3999: Employee Benefits	Prop 28	24,340.00
4000-4999: Books And Supplies	Prop 28	8,162.00
4000-4999: Books And Supplies	PTA	8,733.75
1000-1999: Certificated Personnel Salaries	Title I	51,836.24
3000-3999: Employee Benefits	Title I	22,215.78
4000-4999: Books And Supplies	Title I	157.98

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	30,408.58
Goal 2	146,189.90
Goal 3	17,891.99

| Goal 4 | 73,656.38 |

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Carol Castillo	Parent or Community Member
Juana Catalan	Parent or Community Member
Ashley Coulsell	Classroom Teacher
Timothy Flapper	Parent or Community Member
Patricia Frat	Parent or Community Member
Julie Goodrick	Parent or Community Member
Adam Jennings	Other School Staff
Gretchen Lupica	Principal
Michelle Schmitt	Classroom Teacher
Maddie Stodart	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
[signature]	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 14, 2024.

Attested:

Signature	
[signature]	Principal, Mrs. Gretchen Lupica on 5/14/2024
[signature]	SSC Chairperson, Mrs. Julie Goodrick on 5/14/24