

Mitchell Community Elementary
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address: 16821 West Goodvale Road
Canyon Country, CA , 91387-1714

Principal: Gretchen Lupica

Phone: (661) 252-9110

Grade Span: K-6

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Gretchen Lupica

📍 Principal, Mitchell Community Elementary

About Our School

Academically, we will continue to provide students with a rigorous instructional program, targeting the skills necessary to achieve in the 21st century.

Students are being taught to solve complex real world problems, while incorporating skills from all content areas: math, reading, writing, social studies, science, and art. Additionally, students are using and learning new technology to assist in solving these complex problems. Innovation is the key to future success and we will continue to provide opportunities in which students can innovate, create, and showcase their best selves.

We also believe that in order for students to be successful, they must possess the socio-emotional skills to work collaboratively with others, show resilience to challenges, and demonstrate problem-solving skills. We strive to empower them to be future leaders in our community. We know that we can better take on this mission with the support of our community and family members. We encourage you to get involved in our school and find out how you can support Mitchell Community School. We are a community of learners with a commitment to lifelong learning, and we welcome you into our Mitchell Community.

Contact

Mitchell Community Elementary
16821 West Goodvale Road
Canyon Country, CA 91387-1714

Phone: [\(661\) 252-9110](tel:6612529110)
Email: glupica@sssd.k12.ca.us

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Sulphur Springs Union School District
Phone Number	661-252-5131
Superintendent	Kawaguchi, Catherine
Email Address	ckawaguchi@sssd.k12.ca.us
Website	www.sssd.k12.ca.us

School Contact Information (School Year 2022–23)

School Name	Mitchell Community Elementary
Street	16821 West Goodvale Road
City, State, Zip	Canyon Country, CA , 91387-1714
Phone Number	(661) 252-9110
Principal	Gretchen Lupica
Email Address	glupica@sssd.k12.ca.us
Website	https://www.sssd.k12.ca.us/Page/595
County-District-School (CDS) Code	19650456066807

Last updated: 1/17/23

School Description and Mission Statement (School Year 2022–23)

Mitchell School Community 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.

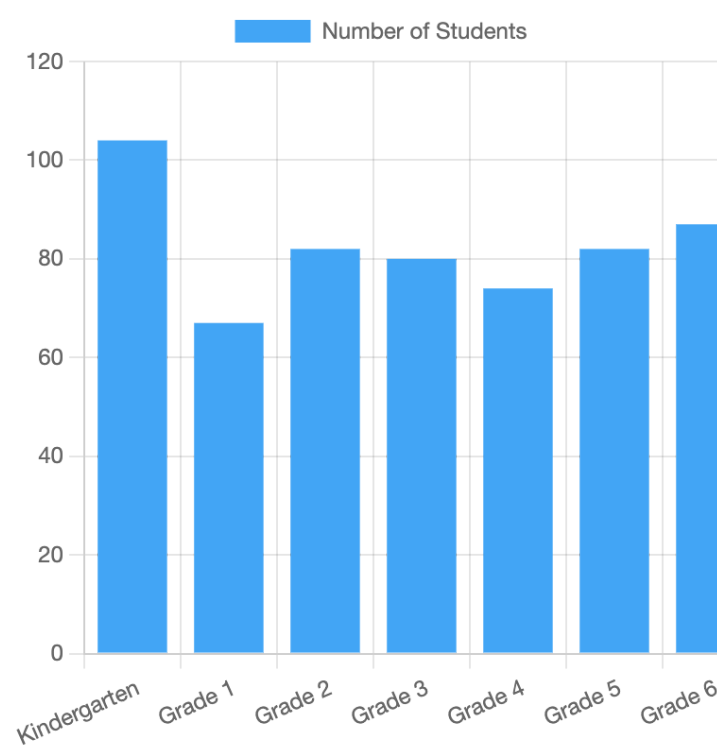
GOALS

- * Staff and students alike believe that all students will learn and achieve their maximum potential. Students display confidence in their strengths and have a positive self image.
- * There are high expectations for student achievement and behavior.
- * A safe and secure place to be, and have a sense of pride in our school.
- * Students develop an appreciation of everyone's uniqueness and the commonalities we all share. Uniqueness is accepted with compassion.
- * Students will work cooperatively with all others.
- * Students will be proficient in understanding of reading, writing, math, and problem-solving. Students can apply information in a practical manner.
- * Students accept responsibility for themselves and their actions.
- * Technology is utilized as a tool for learning, communication , and production of outcomes

Last updated: 1/17/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	104
Grade 1	67
Grade 2	82
Grade 3	80
Grade 4	74
Grade 5	82
Grade 6	87
Total Enrollment	576



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/17/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	47.60%
Male	52.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	1.40%
Black or African American	5.40%
Filipino	1.60%
Hispanic or Latino	59.70%
Native Hawaiian or Pacific Islander	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	14.40%
Foster Youth	0.50%
Homeless	0.90%
Migrant	0.00%
Socioeconomically Disadvantaged	59.50%
Students with Disabilities	13.90%

Student Group	Percent of Total Enrollment
Two or More Races	4.30%
White	27.10%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.00	88.00	196.80	89.11	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.91	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	5.00	2.26	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.00	1.81	12115.80	4.41
Unknown	3.00	12.00	13.00	5.91	18854.30	6.86
Total Teaching Positions	25.00	100.00	220.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/17/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/17/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

Last updated: 1/11/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.70	

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: January 2023

The District provides curriculum and materials for all students in grade TK-6.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance	Yes	0%
Mathematics	Houghton Mifflin California Math Expressions	Yes	0%
Science	McGraw Hill Inspire Science	Yes	0%
History-Social Science	Studies Weekly	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/18/23

School Facility Conditions and Planned Improvements

Mitchell school has 37 classrooms, with 10 of them being portables. It has a multipurpose room, a library, and an administration building, a computer lab and science lab. The main campus was built in 1965 and was modernized in 1999. A hard-working custodial and district maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school is kept clean daily with heavy, or deep cleaning done during school breaks. It is a clean and well-maintained school. Monthly site inspections are routinely done at Mitchell School.

School administrators walk the campus and complete the Sulphur Springs Union 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. Again, if any items need to be addressed, a district work order is submitted and promptly addressed. Reports from these campus walks are forwarded to the district office and have found Mitchell School to be a clean and safe place for students to learn.

The overall rating for Mitchell Community School falls into 99.70%, for a rating of Exemplary. There are no planned updates or improvements scheduled at this time for Mitchell.

Last updated: 1/17/23

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: January 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical		
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2023

Overall Rating	Exemplary
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Last updated: 1/17/23

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California.

Subject	School 2020– 21	School 2021– 22	District 2020– 21	District 2021– 22	State 2020– 21	State 2021– 22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	47%	N/A	50%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	34%	N/A	39%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on

the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/17/23

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment

**Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	326	319	97.85	2.15	47.02
Female	158	156	98.73	1.27	46.79
Male	168	163	97.02	2.98	47.24
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	14	100.00	0.00	42.86
Filipino	--	--	--	--	--
Hispanic or Latino	195	190	97.44	2.56	40.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	38.46
White	90	88	97.78	2.22	59.09
English Learners	42	39	92.86	7.14	20.51
Foster Youth	--	--	--	--	--
Homeless				--	
Military	48	46	95.83	4.17	41.30
Socioeconomically Disadvantaged	182	180	98.90	1.10	42.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	49	96.08	3.92	20.41

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of

students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/23

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment

**Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	325	321	98.77	1.23	33.96
Female	158	158	100.00	0.00	32.28
Male	167	163	97.60	2.40	35.58
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	14	100.00	0.00	35.71
Filipino	--	--	--	--	--
Hispanic or Latino	194	192	98.97	1.03	22.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	46.15
White	90	88	97.78	2.22	50.00
English Learners	42	42	100.00	0.00	14.29
Foster Youth	--	--	--	--	--
Homeless					
Military	48	46	95.83	4.17	28.26
Socioeconomically Disadvantaged	182	180	98.90	1.10	25.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	49	96.08	3.92	12.24

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of

students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/23

CAASPP Test Results in Science for All Students

Grades Five, Eight and High School

Percentage of Students Meeting or Exceeding the State Standard

The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California.

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	N/T		N/T		28.5	29.47

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	86	84	97.67	2.33	34.52
Female	39	39	100.00	0.00	33.33
Male	47	45	95.74	4.26	35.56
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	56	55	98.21	1.79	23.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	20	95.24	4.76	60.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					
Military	13	12	92.31	7.69	16.67
Socioeconomically Disadvantaged	49	48	97.96	2.04	31.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	12.50

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/17/23

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2021–22)
Percentage of Students Participating in each of the five Fitness Components

The District participated in the Physical Fitness Test for the 2021 and 2022 school year. Data reflects participation rates during the test administrations.

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	98%	97%	98%	98%	98%
7	%	%	%	%	%
9	%	%	%	%	%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

As a Title I school, Mitchell hosts an annual parent meeting to notify parents about our status as a Title I school. During that meeting, parents are given the school/home compact, which outlines how all share responsibility for student achievement.

Many parents support Mitchell School's PTA and have volunteered numerous hours in the classrooms.

Parents participate in Site Council, evening workshops, English Language Advisory Committee (ELAC), District Conferences, attend District Board Meetings hosted at Mitchell, attend Mitchell School's awards assemblies, and actively participate in parent conferences. Our Site Council and ELAC (English Learner Advisory Committee) also have input into the Single Plan for Student Achievement.

We constantly look for ways to engage our families as much as possible.

Parents are invited to a welcome and volunteer orientation. During this session, parents are informed of different ways to get involved, as well all school wide events.

Though we still monitor the amount of volunteers on campus due to COVID19, we have welcomed parent volunteers back onto the campus- in classrooms and on field trips. Additionally, each classroom has a room parent, who assists in coordinating class activities and informs parents of upcoming events.

Before the academic year begins, the Parent Teacher Association holds a welcome event to encourage families to become involved. Classes are encouraged to have all parents sign up for the PTA. Parents are encouraged to attend the monthly PTA meetings, as well as the annual Back to School Night, Parent Conferences, and Open House.

Throughout the year, Mitchell also hosts various parent nights (Technology Night, Math Night, STEAM Expo), to provide families with information related to the instructional program.

Every Monday, the Principal sends a weekly message in parents' desired language informing families of current announcements and events.

Our school site uses ParentSquare for teachers to also send out frequent communication in parents' desired language to their families.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

**Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	622	607	131	21.6
Female	300	291	48	16.5
Male	322	316	83	26.3
American Indian or Alaska Native	1	1	0	0.0
Asian	8	8	1	12.5
Black or African American	37	36	14	38.9
Filipino	10	10	0	0.0
Hispanic or Latino	374	363	92	25.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	24	24	5	20.8
White	165	163	18	11.0
English Learners	94	89	11	12.4
Foster Youth	4	3	0	0.0
Homeless	6	6	5	83.3
Socioeconomically Disadvantaged	385	376	103	27.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	105	101	26	25.7

Last updated: 1/17/23

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions for School Year 2019–20 Only

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

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.30%	0.61%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	1.77%	0.23%	1.44%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/17/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.77	0.00
Female	1.33	0.00
Male	2.17	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.07	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.17	0.00
White	2.42	0.00
English Learners	1.06	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.30	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.86	0.00

Last updated: 1/17/23

School Safety Plan (School Year 2022–23)

Every student and staff member has the right to attend a safe school where he or she is safe from physical or psychological harm.

The Mitchell Community School Safety Plan is all inclusive with the main objective to protect the safety and welfare of students, school staff, and visitors at Mitchell. The Safety Plan includes information on response to fire drills, earthquake disaster drills, and school lockdowns. In addition, the Safety Plan addresses concerns about the security of the campus, valet line safety (for cars and pedestrians) as well as regular training of noon supervisors and staff to recognize and stop bullying on campus.

The most recent Safety Plan was reviewed with stakeholders (parent, staff and community members) in December 2022-January 2023 and Board approved on March 9, 2022.

Last updated: 1/17/23

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	2	3	
1	39.00		1	1
2	25.00		3	
3	24.00		3	
4	31.00		2	
5	31.00		3	
6	29.00		3	
Other**	20.00	2	2	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	11.00	5	2	
1	16.00	2	2	
2	15.00	2	1	
3	23.00	1	2	
4	25.00		3	
5	24.00	1	1	1
6	23.00	2	1	
Other**	15.00	5	2	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	26.00		3	
1	24.00		2	
2	24.00		2	
3	26.00		2	
4	31.00		2	
5	32.00		1	
6	30.00		2	
Other**	21.00	3	5	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.50
Social Worker	
Nurse	0.33
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	0.00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/18/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6493.00	\$1683.00	\$4811.00	\$77067.00
District	N/A	N/A	\$5123.00	\$76440.00
Percent Difference – School Site and District	N/A	N/A	-6.10%	0.82%
State	N/A	N/A	\$6593.62	\$87271.00
Percent Difference – School Site and State	N/A	N/A	-27.00%	-12.00%

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

Last updated: 2/14/23

Types of Services Funded (Fiscal Year 2021–22)

A combination of state and federal funding is used to cover all aspects of our instructional program. The District has increased positions, materials, professional development and supports to expand upon the instructional program for students.

Title I funding is used for the following:

- Professional Development
- Teachers on Special Assignment (TOSA)
- Tier II and III Reading Intervention (Orton Gillingham)

Title II funds are utilized to support professional development which enhances early learning strategies. TOSAs and LSTs are provided to support instruction through professional development and coaching opportunities.

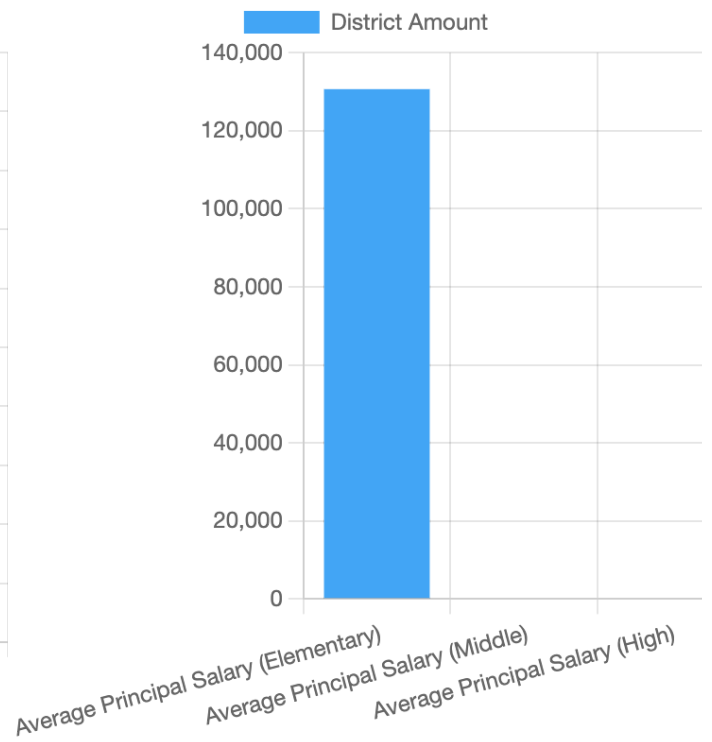
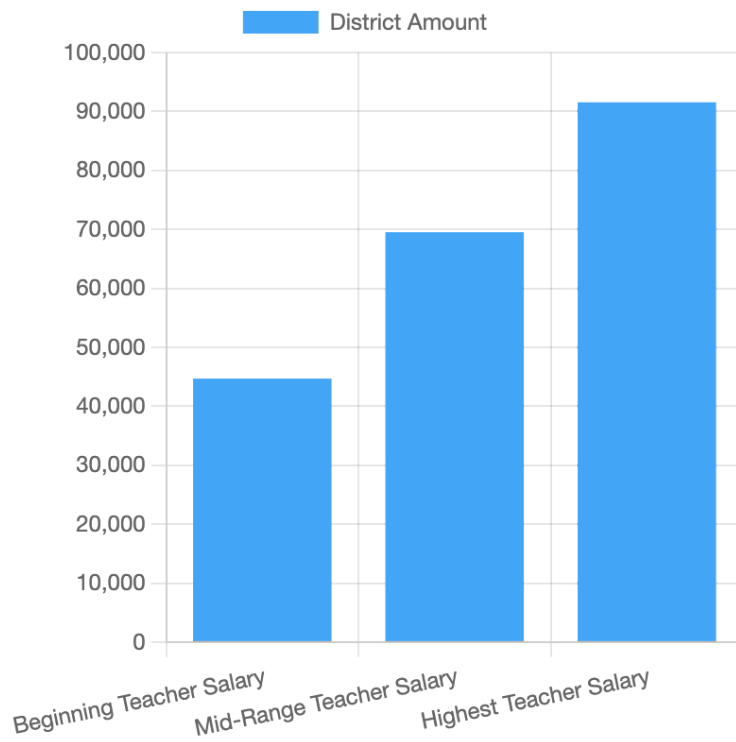
Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English Learner, and to expand parent engagement activities.

Last updated: 1/18/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44686.00	\$52640.75
Mid-Range Teacher Salary	\$69514.00	\$83981.39
Highest Teacher Salary	\$91548.00	\$107521.97
Average Principal Salary (Elementary)	\$130604.00	\$136246.56
Average Principal Salary (Middle)	\$0.00	\$142247.57
Average Principal Salary (High)	\$0.00	\$139199.00
Superintendent Salary	\$198606.00	\$242165.89
Percent of Budget for Teacher Salaries	31.03%	34.07%
Percent of Budget for Administrative Salaries	4.81%	5.47%

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



Last updated:

Professional Development

The District provides professional development to address the needs of students and teachers in core and supplemental curriculum as well as social emotional support.

Measure	2020– 21	2021– 22	2022– 23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/17/23

