

Mitchell Community Elementary
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address:	16821 West Goodvale St. Canyon Country, CA , 91387-1714	Principal:	Gretchen Lupica, Principal
Phone:	(661) 252-9110	Grade	K-6
		Span:	

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

📍 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 the 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 St.
Canyon Country, CA 91387-1714

Phone: [\(661\) 252-9110](tel:(661)252-9110)

Email: glupica@sssd.k12.ca.us

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Sulphur Springs Union
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 2023–24)

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

Last updated: 12/12/23

School Description and Mission Statement (School Year 2023–24)

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.

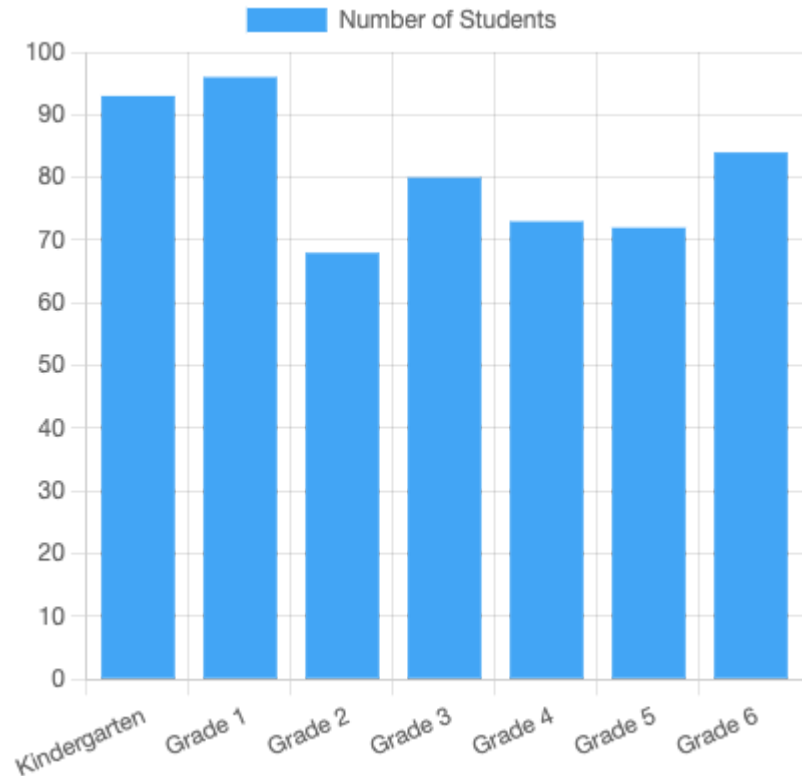
GOALS

- * 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: 1/10/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	93
Grade 1	96
Grade 2	68
Grade 3	80
Grade 4	73
Grade 5	72
Grade 6	84
Total Enrollment	566



Last updated: 1/9/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	47.00%
Male	53.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	1.10%
Black or African American	5.80%
Filipino	2.30%
Hispanic or Latino	60.60%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	3.90%
White	25.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	15.40%
Foster Youth	0.40%
Homeless	0.50%
Migrant	0.00%
Socioeconomically Disadvantaged	68.60%
Students with Disabilities	15.00%

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/Incomplete/NA	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: 1/9/24

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)	20.30	80.31%	207.70	88.13%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	3.94%	8.00	3.39%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.94%	3.00	1.27%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	2.00	0.85%	11953.10	4.28%
Unknown/Incomplete/NA	3.00	11.82%	15.00	6.36%	15831.90	5.67%
Total Teaching Positions	25.30	100.00%	235.70	100.00%	279044.80	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: 1/9/24

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

Authorization/Assignment	2020– 21 Number	2021– 22 Number
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

Last updated: 11/2/23

**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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 11/2/23

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%	5%
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%	0%

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: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

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

The District provided researched based, standards aligned textbooks and materials for all students in grades 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 Advanced	Yes	0
Mathematics	Houghton Mifflin Harcourt 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	Essential Elements for Band (Flute, Trombone, Trumpet, Alto-Saxophone, Clarinet, and Percussion)	Yes	0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/9/24

School Facility Conditions and Planned Improvements

Mitchell 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. 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.

There are no planned updates or improvements scheduled at this time for Mitchell.

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Last updated: 12/12/23

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: December 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	Good	
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: December 2023

Overall Rating	Exemplary
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Last updated: 1/9/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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 completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress. In 2021-22 the District utilized an alternative assessment STAR, which was approved by the State of California.

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
English Language Arts / Literacy (grades 3-8 and 11)	47%	41%	50%	48%	47%	46%
Mathematics (grades 3-8 and 11)	34%	32%	39%	38%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/10/24

**CAASPP Test Results in ELA by Student Group for students taking and
completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress. In 2021-22 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	321	316	98.44%	1.56%	40.51%
Female	152	148	97.37%	2.63%	45.27%
Male	169	168	99.41%	0.59%	36.31%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	18	18	100.00%	0.00%	27.78%
Filipino	--	--	--	--	--
Hispanic or Latino	192	191	99.48%	0.52%	31.41%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	15	15	100.00%	0.00%	40.00%
White	84	80	95.24%	4.76%	61.25%
English Learners	47	45	95.74%	4.26%	17.78%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	67	67	100.00%	0.00%	28.36%
Socioeconomically Disadvantaged	140	136	97.14%	2.86%	27.94%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	57	55	96.49%	3.51%	9.09%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/9/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress. In 2021-22 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	321	318	99.07%	0.93%	32.08%
Female	152	150	98.68%	1.32%	31.33%
Male	169	168	99.41%	0.59%	32.74%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	18	18	100.00%	0.00%	27.78%
Filipino	--	--	--	--	--
Hispanic or Latino	192	191	99.48%	0.52%	21.99%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	15	15	100.00%	0.00%	60.00%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	84	82	97.62%	2.38%	48.78%
English Learners	47	47	100.00%	0.00%	8.51%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	67	67	100.00%	0.00%	26.87%
Socioeconomically Disadvantaged	140	137	97.86%	2.14%	23.36%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	57	55	96.49%	3.51%	5.45%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/9/24

**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 2023 California Assessment of Student Performance and Progress. In 2021-22 the District utilized an alternative assessment STAR, which was approved by the State of California.

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	34.52%	30.67%	31.93%	32.48%	29.47%	30.29%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/9/24

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)**

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress. In 2021-22 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	77	75	97.40%	2.60%	30.67%
Female	37	36	97.30%	2.70%	38.89%
Male	40	39	97.50%	2.50%	23.08%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	44	97.78%	2.22%	25.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	20	19	95.00%	5.00%	47.37%
English Learners	11	11	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	18	18	100.00%	0.00%	27.78%
Socioeconomically Disadvantaged	33	31	93.94%	6.06%	32.26%
Students Receiving Migrant	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Education Services					
Students with Disabilities	14	12	85.71%	14.29%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

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 2022–23) 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	100%	100%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

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 2023–24)

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 and at PTA schoolwide

events. Parents participate in Site Council, evening workshops, English Language Advisory Committee (ELAC), 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.

We have welcomed parent volunteers 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 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	610	604	114	18.9%
Female	279	276	41	14.9%
Male	331	328	73	22.3%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	1	1	0	0.0%
Asian	6	6	0	0.0%
Black or African American	36	36	11	30.6%
Filipino	14	13	1	7.7%
Hispanic or Latino	374	370	84	22.7%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	25	25	9	36.0%
White	151	150	8	5.3%
English Learners	97	97	16	16.5%
Foster Youth	3	3	0	0.0%
Homeless	5	5	4	80.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	424	418	97	23.2%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	102	100	20	20.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	1.77%	0.33%	0.23%	1.44%	1.91%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.33%	0.00%
Female	0.72%	0.00%
Male	0.00%	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	5.56%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.24%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/9/24

School Safety Plan (School Year 2023–24)

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 October 2023-January 2024 and Board approved on March 8, 2024.

Last updated: 1/10/24

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 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.00	0	3	0
1	26.00	0	3	0
2	24.00	0	2	0
3	24.00	0	2	0
4	29.00	0	2	0
5	30.00	0	2	0
6	29.00	0	2	0
Other**	20.00	3	4	0

* 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 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.40
Psychologist	0.60
Social Worker	0.50
Nurse	0.33
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	0.20

* 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: 1/9/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7700.41	\$1864.22	\$5836.19	\$75330.72
District	N/A	N/A	\$5732.96	\$73651.58
Percent Difference – School Site and District	N/A	N/A	1.80%	2.28%

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7606.62	\$88288.00
Percent Difference – School Site and State	N/A	N/A	-23.27%	-14.68%

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

Last updated: 1/10/24

Types of Services Funded (Fiscal Year 2022–23)

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.

A combination of state and federal funding is used to cover all aspects of our instructional program.

Title I funds are used for (at least partially):

- Professional Development
- Provide TOSAs that support instruction

The District uses Title II funds to support professional development which will enhance early learning strategies. TOSAs were 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 learners, and to expand parent engagement opportunities.

Supplemental funds are used to provide Learning Support Teachers to support intervention for students. In addition, Orton Gillingham strategies, training and materials are provided to support Tier II and Tier III reading intervention for students.

Last updated: 1/9/24

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	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 12/12/23