Mitchell Community Elementary

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-17 School Year

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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 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).

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.

Marie Dacumos, Principal

⦿ Principal, Mitchell Community Elementary

About Our School

Welcome to Mitchell Community School's School Accountability Report Card.

We are a community of learners. Our priority is to ensure that every child receives a 21st century education in a safe, supportive environment. Instruction is focused on the California State Standards and academic expectations are high. Students are taught to be good communicators, creative thinkers, innovators, and responsible citizens in a changing world. Technology and critical thinking is integrated into the curriculum, and instruction in reading, writing, math, social studies and science is focused on solving real world problems. Students also receive instruction in the visual and performing arts. Each student is encouraged to develop his/her potential and to strive for excellence in accomplishing his/her goals.

 **Spanish version of the School Accountability Report Card will be available at:

http://mitchell.sssd.k12.ca.us/pages/Mitchell/School_Info/Annual_SARC_Report_Card

Principal's Comment

Contact

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

Phone: 661-252-9110
E-mail: mdacumos@sssd.k12.ca.us

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)

District Name	Sulphur Springs Union
Phone Number	(661) 252-5131
Superintendent	Catherine Kawaguchi
E-mail Address	ckawaguchi@sssd.k12.ca.us
Web Site	http://www.sssd.k12.ca.us

School Contact Information (School Year 2017-18)

School Name	Mitchell Community Elementary
Street	16821 West Goodvale St.
City, State, Zip	Canyon Country, Ca, 91387-1714
Phone Number	661-252-9110
Principal	Marie Dacumos, Principal
E-mail Address	mdacumos@sssd.k12.ca.us
County-District-School (CDS) Code	19650456066807

Last updated: 12/18/2017

School Description and Mission Statement (School Year 2017-18)

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 appreciate American democratic ideals and our constitutional heritage. Students develop a connection to our community, our nation, and our world.

- Students have 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: 12/19/2017

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	105
Grade 1	78
Grade 2	99
Grade 3	88
Grade 4	84
Grade 5	91
Grade 6	82
Total Enrollment	627
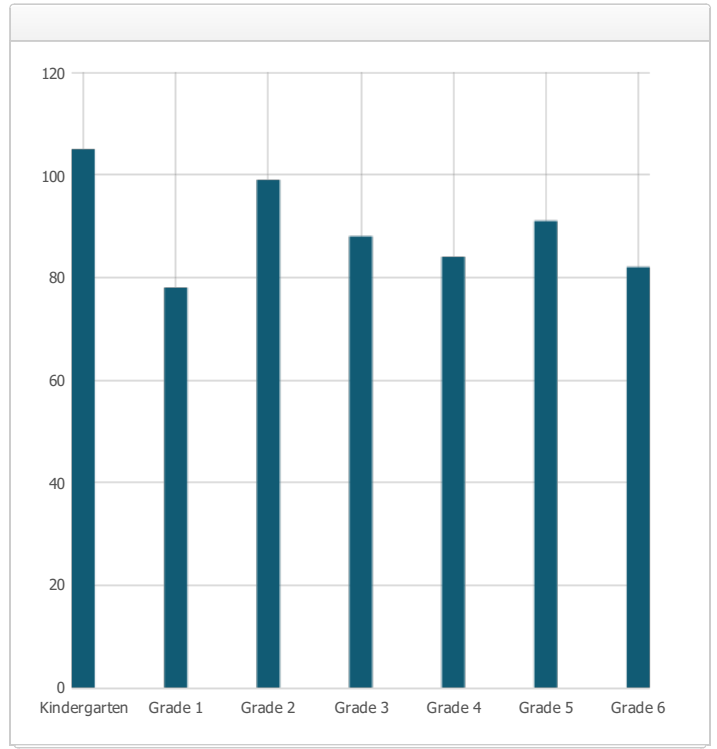
Last updated: 12/18/2017

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	6.7 %
American Indian or Alaska Native	0.5 %
Asian	2.7 %
Filipino	4.0 %
Hispanic or Latino	52.3 %
Native Hawaiian or Pacific Islander	0.0 %
White	29.3 %
Two or More Races	4.5 %
Other	0.0 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	46.4 %
English Learners	17.9 %
Students with Disabilities	11.0 %
Foster Youth	0.3 %

Last updated: 12/18/2017

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 Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	27	27	29	255
Without Full Credential				2
Teachers Teaching Outside Subject Area of Competence (with full credential)				
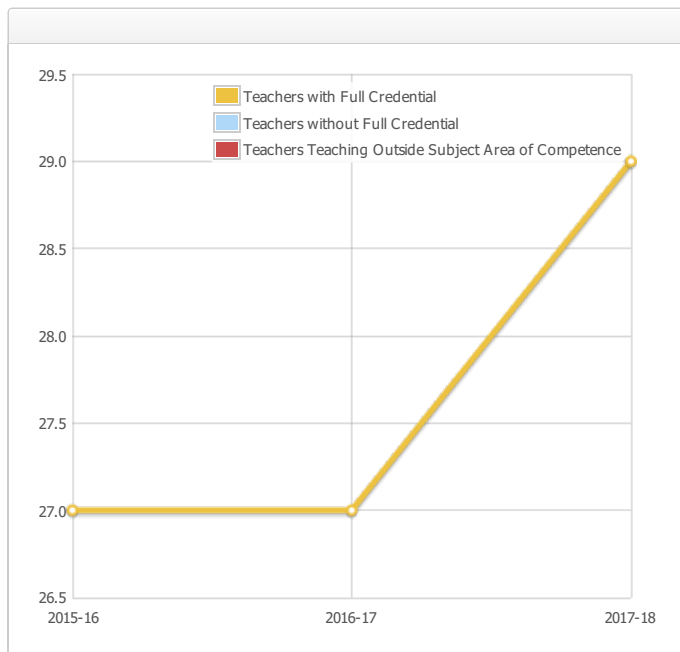
Last updated: 12/19/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
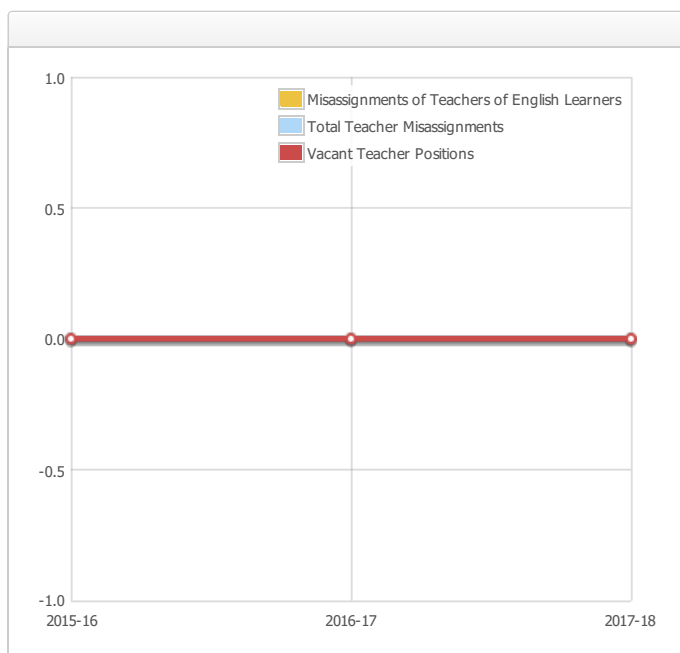
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/18/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance K-6 Ready to Advance TK	Yes	0.0 %
Mathematics	Houghton Mifflin California: Math Expressions	Yes	0.0 %
Science	Houghton Miffliln- California Science K-2 Pearson California Science 3-6	Yes	0.0 %
History-Social Science	Pearson History/Social Science for California K-5 Harcourt Reflections 6	Yes	0.0 %
Foreign Language			0.0 %
Health	Houghton Mifflin & Pearson	Yes	0.0 %
Visual and Performing Arts	McGraw Hill, Share the Music 1995 Davis Publications, Adventures in Art 1998	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/19/2017

School Facility Conditions and Planned Improvements

Mitchell school has 35 classrooms, with 10 of them being portables. It has a multipurpose room, a library, and an administration building, a computer lab and science lab. The main campus was built in 1965 and was modernized in 1999. A hard-working custodial and district maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. 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

Last updated: 12/19/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
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: November 2017

Overall Rating	Good

Last updated: 12/19/2017

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, which 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); and

- 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 (School Year 2016-17)

| | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	58%	58%	59%	60%	48%	48%
Mathematics (grades 3-8 and 11)	49%	49%	47%	49%	36%	37%

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.

Last updated: 12/19/2017

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	345	344	99.71%	58.14%
Male	174	174	100.00%	49.43%
Female	171	170	99.42%	67.06%
Black or African American	20	20	100.00%	65.00%
American Indian or Alaska Native	--	--	--	
Asian			100.00%	90.91%
Filipino	14	14	100.00%	78.57%
Hispanic or Latino	182	182	100.00%	47.25%
Native Hawaiian or Pacific Islander				
White	98	97	98.98%	67.01%
Two or More Races	19	19	100.00%	73.68%
Socioeconomically Disadvantaged	168	168	100.00%	44.64%
English Learners	77	77	100.00%	49.35%
Students with Disabilities	38	38	100.00%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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: 12/19/2017

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	346	345	99.71%	49.28%
Male	174	174	100.00%	46.55%
Female	172	171	99.42%	52.05%
Black or African American	20	20	100.00%	60.00%
American Indian or Alaska Native	--	--	--	
Asian			100.00%	81.82%
Filipino	14	14	100.00%	78.57%
Hispanic or Latino	183	183	100.00%	39.89%
Native Hawaiian or Pacific Islander				
White	98	97	98.98%	55.67%
Two or More Races	19	19	100.00%	52.63%
Socioeconomically Disadvantaged	169	169	100.00%	35.50%
English Learners	78	78	100.00%	35.90%
Students with Disabilities	38	38	100.00%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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: 12/19/2017

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
Subject	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Science (grades 5, 8, and 10)	76.0%	69.0%	76.0%	71.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note:The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 12/19/2017

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	19.3%	28.4%	20.5%

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.

Last updated: 12/18/2017

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 for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

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 responsiblity 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 monthly 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.

Parents are encouraged to become involved in daily activities on site or in overall school events. Before the academic year begins, the Parent Teacher Association holds a welcome event on the school campus to encourage families to become involved. Classes are encouraged to have all parents sign up for the PTA.

On the first day of school, parents are invited to a welcome and volunteer orientation in the MPR. During this session, parents are informed of different ways to get involved, as well all school wide events. Additionally, each classroom has a room parent, who assists in coordinating class activities and informs parents of upcoming events.

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 phone message and email in English and Spanish informing families of current announcements and events. Students also receive a Friday Folder, with current announcements and information in English and Spanish.

State Priority: Pupil Engagement

Last updated: 12/19/2017

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

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

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

	School			District			State		
Rate	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.9%	0.6%	1.0%	0.6%	0.2%	0.5%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Suspensions

Expulsions
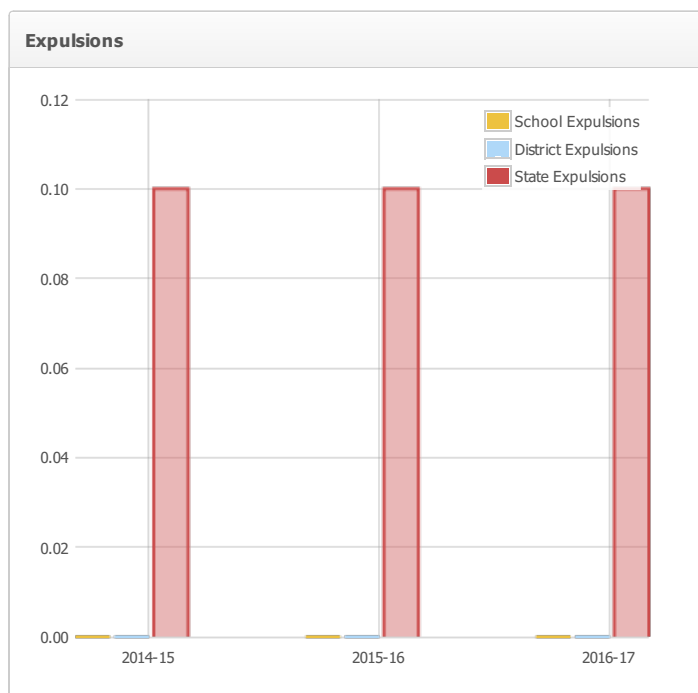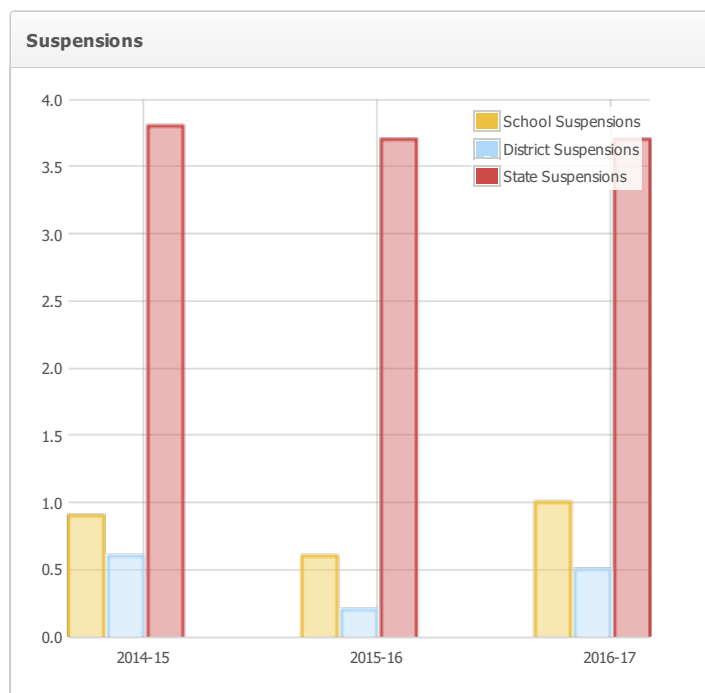
Last updated: 12/18/2017

School Safety Plan (School Year 2017-18)

Safety is a priority at Mitchell Community School. Key elements of the plan include the following:

- Office referrals are minimal, so student discipline is not an area of concern,

- Evacuation, earthquake and lock down drills are conducted once per month,

- Classroom doors are locked at all times during the school day,

- The front office has an efficient system for parents picking up students during the school day, including ensuring that individuals maintain proper identification

- All classrooms have telephones and each building has walkie talkes to radio for assistance

- The principal, custodian, and/or District Facilities Office conducts monthly safety inspections

- All staff members are trained in the areas of child abuse and internet safety

All employees are trained on the Comprehensive School Safety Plan and the School Site Council regularly discusses safety and security procedures and makes revisions, as needed.

Key Dates in adopting the Comprehensive School Safety Plan:

Review of plan with staff - January 30, 2018

Review of plan with School Site Council - January, 2018

Mid-Year Review of Plan with Leadership Team and School Site Council - January, 2018

Final revision and approval of plan - March, 2018

Last updated: 12/19/2017

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	--

Last updated: 12/17/2017

Average Class Size and Class Size Distribution (Elementary)

	2014-15				2015-16				2016-17			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	22.0	0	5	0	26.0	0	4	0	21.0	2	3	0
1	21.0	1	3	0	21.0	0	4	0	25.0	0	3	0
2	28.0	0	2	0	25.0	0	3	0	26.0	0	3	0
3	24.0	1	3	0	21.0	1	3	0	21.0	1	4	0
4	28.0	0	3	0	31.0	0	1	2	30.0	0	1	1
5	29.0	0	3	0	33.0	0	1	1	31.0	0	2	1
6	29.0	0	3	0	30.0	1	0	3	28.0	1	2	1
Other	13.0	1	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 12/17/2017

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6152.0	$1010.0	$5141.0	$77698.0
District	N/A	N/A	$4975.0	$73958.0
Percent Difference – School Site and District	N/A	N/A	3.3%	4.9%
State	N/A	N/A	$6574.0	$78363.0
Percent Difference – School Site and State	N/A	N/A	-24.5%	-0.9%

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

Last updated: 12/18/2017

Types of Services Funded (Fiscal Year 2016-17)

- Title I, Part A - Educationally Disadvantaged Students
- Title II, Part A - Teacher Quality & Class Size Reduction
- Title III, Part A - Limited English Proficient (LEP)
- LCFF Base and Concentration Grants

Last updated: 12/18/2017

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$42,991	$48,678
Mid-Range Teacher Salary	$66,876	$78,254
Highest Teacher Salary	$88,426	$96,372
Average Principal Salary (Elementary)	$104,102	$122,364
Average Principal Salary (Middle)	$	$125,958
Average Principal Salary (High)	$	$126,758
Superintendent Salary	$161,724	$212,818
Percent of Budget for Teacher Salaries	36.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
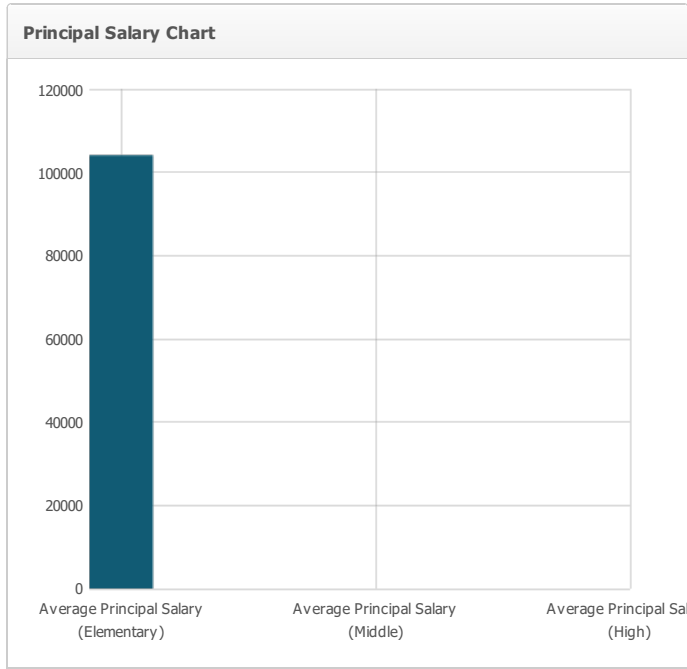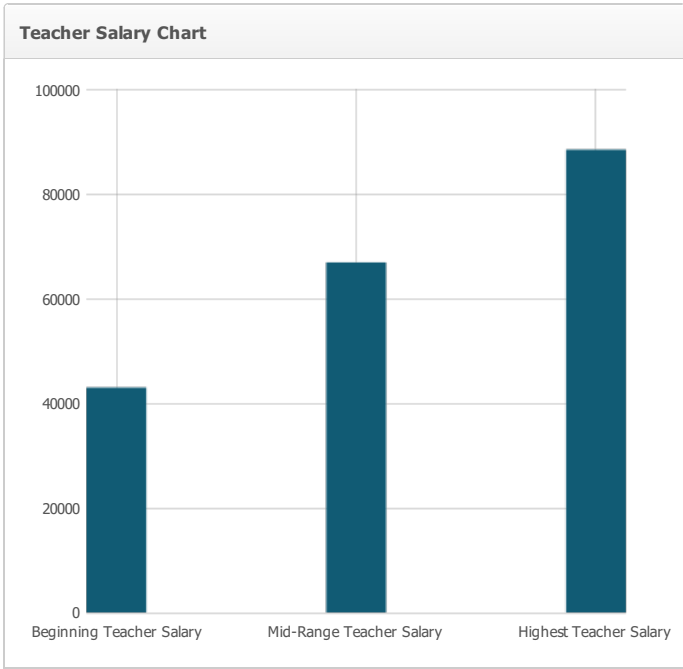
Last updated: 12/18/2017

Professional Development

Professional Development for the past few years has focused on the California State Standards for English-Language Arts and Math. Teachers attend staff development meetings twice a month on Tuesdays which focus on specific instructional content. Additionally, teachers meet in weekly grade-level meetings to analyze data and plan for instruction. Data analysis includes examination of CAASPP Data, EL Data, District Benchmark Assessments, unit assessments, and student work samples. Data is disaggregated by subgroup and teachers participate in action research to determine how best to meet specific student needs.

The Principal participates in instructional walk-throughs on a daily basis to observe instruction and provide coaching feedback. Each month, the Principal meets

with the school-wide leadership team, which consists of grade-level leads, to examine classroom observation data and student achievement data. The Leadership Team then determines areas professional growth areas for the staff.

Additionally, the Principal meets bi-weekly with the other Principals of Sulphur Springs Union School District, as well as the District Office Adminsitrative Team (Instructional Services, Special Education, Personnel to determine other content for professional develompent.

At the District Level, teachers participate in 3 full Professional Development Days during Pupil Free Days. Teacher are also offered a variety of optional workshops. Finally, throughout the year, teachers may attend various professional developments doing the regular school day. In these situations, a substitute is called on to implement instrucion.

Last updated: 12/19/2017