Mitchell Community

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 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, the county, and the state. 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.

Julie McBride, Principal

📍 Principal, Mitchell Community

About Our School

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

My priority is to ensure that all children at Mitchell Community School receive the best education possible. Our focus this year will be on providing each child with new challenges that will result in a rewarding school experience. Academic emphasis on the Common Core State Standards in the areas of reading, language arts and math will be a priority. Students will be provided a learning program that builds each year to reach mastery of standards. Instruction in science, social studies, fine arts, technology and physical education complete our program providing each student an opportunity to develop areas of skill and interest.

**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

Contact

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

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

About This School

Contact Information - Most Recent Year

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

School Contact Information - Most Recent Year	
School Name	Mitchell Community
Street	16821 West Goodvale St.
City, State, Zip	Canyon Country, Ca, 91387-1714
Phone Number	661-252-9110
Principal	Julie McBride, Principal
E-mail Address	jmcbride@sssd.k12.ca.us
Web Site	www.mitchell.sssd.k12.ca.us
County-District-School (CDS) Code	19650456066807

Last updated: 1/14/2016

School Description and Mission Statement - Most Recent Year

The mission of Mitchell Community School is to empower students to become responsible citizens in a global community. At Mitchell Community School our goal is to meet the diverse educational needs of our students in a safe, supporting environment that fosters responsibility, motivation and excellence in learning. The Mitchell staff joins the parents and community to assist the students in developing skills to become independent and self-sufficient adults who will succeed and contribute responsibly in a global community.

We are committed to the following goals:

*Engaging and individualized instruction

*Positive, student centered community

*21st teaching and learning

*High expectations for all students

Mitchell Community School is a true community school nestled in the Sierra Estates neighborhood in the foothills of Santa Clarita, California, about 40 miles northeast of Los Angeles. Mitchell Community School currently educates 625 students on a blended calendar from Transitional Kindergartners to 6th graders. We have 24 classrooms and two Special Day Classes. Our support staff includes a Speech and Language Specialist, Resource Teacher, School Psychologist, Adaptive PE teacher, and an Occupational Therapist. We have two fully equipped computer labs and a Computer Lab Specialist who works with each class on a weekly basis. Our state of the art science lab is used by Transitional Kindergarten (TK) through 6th grade on a weekly basis with a Science Lab Assistant who assists teachers with experiments. Our Bilingual EL Aide supports our English Learners on a regular basis and supports our Spanish speaking families by communicating with them and providing translation when needed.

Our continuing educational goal is to meet the diverse educational needs of all students. Mitchell Community School is a leader among California's elementary schools. We received the California Distinguished School Award in 1995, 2000 and 2006. All students are provided a challenging curriculum with well-defined state standards at each grade level. A wide range of teaching strategies provided by highly qualified personnel support student success. The use of technology is integrated throughout the curriculum and enhances school operations. Each classroom is equipped with state of the art technology, including a Smartboard, teacher laptop, teacher iPad, sound system, document cameras and a :1 ratio of iPads. School pride is evidentthroughout the campus and a sense of family can be felt from the office to the play yard to the classrooms. At monthly assemblies, students are recognized for their accomplishments and achievements. Students and staff are encouraged to wear "spirit wear" during those assemblies, so the sea of blue and yellow onthose Fridays is a testament to the school's spirit. Student Council members assist with assemblies and plan different events throughout the school year. Parent support and involvement in all aspects of our school is a proud tradition of the Mitchell Community. Mitchell has a very active PTA who work tirelessly to host many events. Our Mitchell traditions include the Fall Festival and Silent Auction, the Winter Dance, Holiday Boutique, Scholastic Book Fairs, Earth Week, 6th grade Business Day and Student Talent Show. Classroom

volunteers are seen working in classrooms throughout the campus and in the office workroom. Parents help support teachers and the school with endless fundraising efforts and through the many school events they host.

Mitchell Community School makes a concentrated effort to ensure that students, parents, and staff feel a sense of belonging. That community involvement is the reason for Mitchell's continued success. Even as our community continues to change and grow, we are confident that our tradition of family will remain strong and help our students "Soar to Success".

Spanish version of the SARC can be found at: http://mitchell.sssd.k12.ca.us/pages/Mitchell/School_Info/Annual_SARC_Report_Card

Last updated: 1/8/2016

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	111
Grade 1	84
Grade 2	75
Grade 3	82
Grade 4	79
Grade 5	92
Grade 6	92
Total Enrollment	615
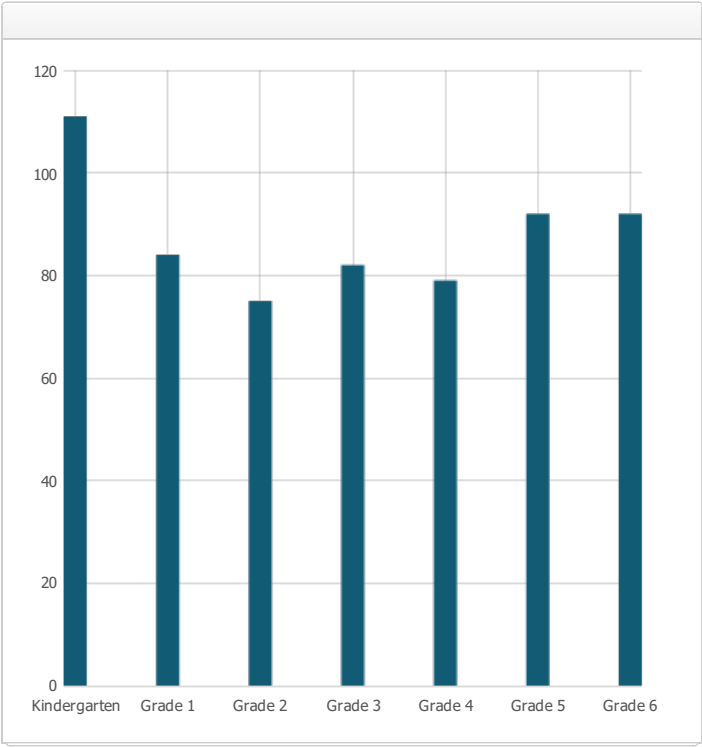
Last updated: 1/8/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	7.5 %
American Indian or Alaska Native	0.2 %
Asian	5.2 %
Filipino	2.4 %
Hispanic or Latino	49.3 %
Native Hawaiian or Pacific Islander	0.5 %
White	30.4 %
Two or More Races	4.6 %
Socioeconomically Disadvantaged	51.1 %
English Learners	19.0 %
Students with Disabilities	11.5 %
Foster Youth	1.5 %
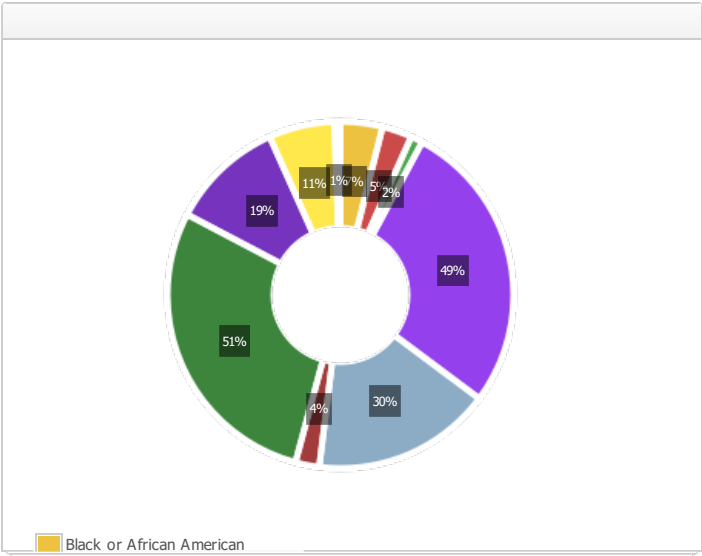
Last updated: 1/8/2016

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	29	29	27	258
Without Full Credential	1	0	0	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
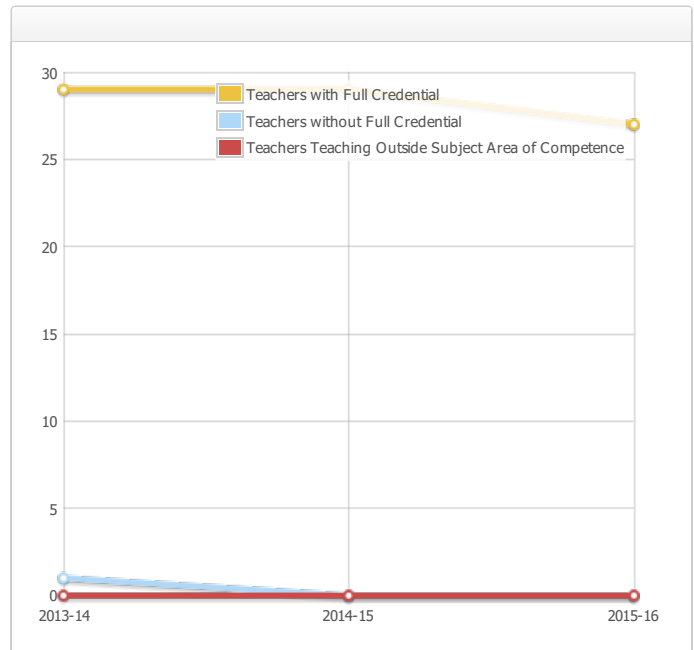
Last updated: 1/14/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
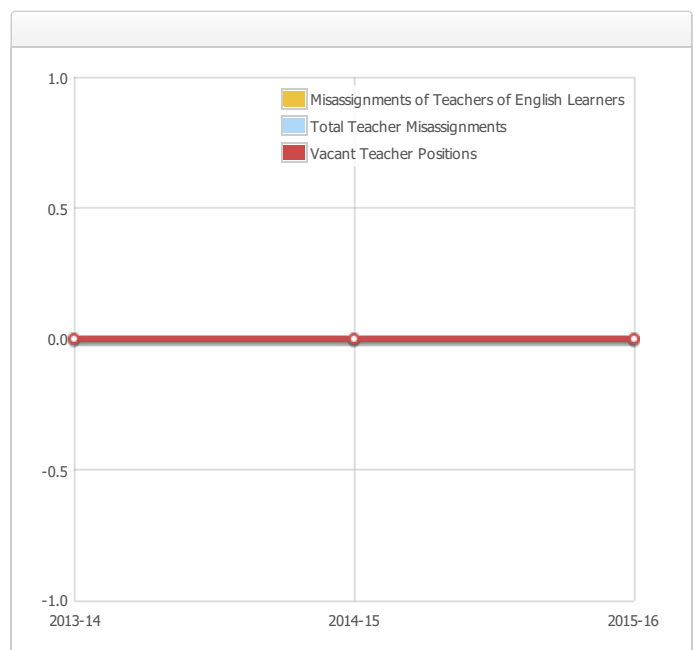
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/14/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: September 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Reading California 2003	Yes	0.0 %
Mathematics	Houghton Mifflin California Math Expressions 2015	Yes	0.0 %
Science	Pearson California Science 2008	Yes	0.0 %
History-Social Science	Pearson History-Social Science for California 2006	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	Harcourt 1996	Yes	0.0 %
Visual and Performing Arts	McGraw Hill, Share the Music 1990 Davis Publications, Adventures in Art 1990	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A		0.0 %

Last updated: 1/8/2016

School Facility Conditions and Planned Improvements - Most Recent Year

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 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. Each semester the school administrator walks the campus with members of the PTA and custodial staff to complete the District's Indoor Air Quality Report. Again if any items need to be addressed, a district work order is submitted and promptly addressed. 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: 1/8/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: December 2015

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 - Most Recent Year

Year and month in which data were collected: December 2015

Overall Rating	Exemplary

Last updated: 1/8/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	52.0%	55.0%	44.0%
Mathematics (grades 3-8 and 11)	42.0%	46.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/8/2016

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	81	80	98.8%	29.0%	31.0%	21.0%	19.0%
Male	81	44	54.3%	39.0%	30.0%	18.0%	14.0%
Female	81	36	44.4%	17.0%	33.0%	25.0%	25.0%
Black or African American	81	4	4.9%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	81	2	2.5%	--	--	--	--
Filipino	81	4	4.9%	--	--	--	--
Hispanic or Latino	81	46	56.8%	30.0%	37.0%	24.0%	9.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	81	19	23.5%	26.0%	21.0%	21.0%	32.0%
Two or More Races	81	5	6.2%	--	--	--	--
Socioeconomically Disadvantaged	81	40	49.4%	40.0%	33.0%	20.0%	8.0%
English Learners	81	21	25.9%	43.0%	43.0%	10.0%	5.0%
Students with Disabilities	81	10	12.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/12/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	89	87	97.8%	32.0%	22.0%	18.0%	28.0%
Male	89	46	51.7%	33.0%	20.0%	24.0%	24.0%
Female	89	41	46.1%	32.0%	24.0%	12.0%	32.0%
Black or African American	89	9	10.1%	--	--	--	--
American Indian or Alaska Native	89	1	1.1%	--	--	--	--
Asian	89	4	4.5%	--	--	--	--
Filipino	89	4	4.5%	--	--	--	--
Hispanic or Latino	89	40	44.9%	43.0%	28.0%	15.0%	15.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	89	24	27.0%	33.0%	17.0%	21.0%	29.0%
Two or More Races	89	5	5.6%	--	--	--	--
Socioeconomically Disadvantaged	89	39	43.8%	46.0%	26.0%	8.0%	21.0%
English Learners	89	11	12.4%	73.0%	27.0%	0.0%	0.0%
Students with Disabilities	89	11	12.4%	82.0%	9.0%	0.0%	9.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/12/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	88	88	100.0%	18.0%	15.0%	40.0%	27.0%
Male	88	41	46.6%	27.0%	15.0%	37.0%	22.0%
Female	88	47	53.4%	11.0%	15.0%	43.0%	32.0%
Black or African American	88	11	12.5%	27.0%	27.0%	45.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	88	3	3.4%	--	--	--	--
Filipino	88	1	1.1%	--	--	--	--
Hispanic or Latino	88	35	39.8%	17.0%	14.0%	54.0%	14.0%
Native Hawaiian or Pacific Islander	88	1	1.1%	--	--	--	--
White	88	32	36.4%	16.0%	9.0%	28.0%	47.0%
Two or More Races	88	5	5.7%	--	--	--	--
Socioeconomically Disadvantaged	88	38	43.2%	32.0%	11.0%	39.0%	18.0%
English Learners	88	6	6.8%	--	--	--	--
Students with Disabilities	88	9	10.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/12/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	99	97	98.0%	21.0%	26.0%	34.0%	20.0%
Male	99	56	56.6%	25.0%	27.0%	34.0%	14.0%
Female	99	41	41.4%	15.0%	24.0%	34.0%	27.0%
Black or African American	99	13	13.1%	31.0%	31.0%	23.0%	15.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	99	10	10.1%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	99	37	37.4%	19.0%	35.0%	32.0%	14.0%
Native Hawaiian or Pacific Islander	99	1	1.0%	--	--	--	--
White	99	34	34.3%	24.0%	18.0%	29.0%	29.0%
Two or More Races	99	2	2.0%	--	--	--	--
Socioeconomically Disadvantaged	99	46	46.5%	22.0%	37.0%	30.0%	11.0%
English Learners	99	7	7.1%	--	--	--	--
Students with Disabilities	99	19	19.2%	68.0%	21.0%	11.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/12/2016

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	81	80	98.8%	31.0%	34.0%	18.0%	18.0%
Male	81	44	54.3%	34.0%	34.0%	16.0%	16.0%
Female	81	36	44.4%	28.0%	33.0%	19.0%	19.0%
Black or African American	81	4	4.9%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	81	2	2.5%	--	--	--	--
Filipino	81	4	4.9%	--	--	--	--
Hispanic or Latino	81	46	56.8%	46.0%	28.0%	22.0%	4.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	81	19	23.5%	11.0%	47.0%	0.0%	42.0%
Two or More Races	81	5	6.2%	--	--	--	--
Socioeconomically Disadvantaged	81	40	49.4%	43.0%	35.0%	20.0%	3.0%
English Learners	81	21	25.9%	62.0%	19.0%	14.0%	5.0%
Students with Disabilities	81	10	12.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/13/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	89	87	97.8%	26.0%	31.0%	30.0%	13.0%
Male	89	46	51.7%	17.0%	28.0%	37.0%	17.0%
Female	89	41	46.1%	37.0%	34.0%	22.0%	7.0%
Black or African American	89	9	10.1%	--	--	--	--
American Indian or Alaska Native	89	1	1.1%	--	--	--	--
Asian	89	4	4.5%	--	--	--	--
Filipino	89	4	4.5%	--	--	--	--
Hispanic or Latino	89	40	44.9%	40.0%	30.0%	23.0%	8.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	89	24	27.0%	21.0%	46.0%	21.0%	13.0%
Two or More Races	89	5	5.6%	--	--	--	--
Socioeconomically Disadvantaged	89	39	43.8%	38.0%	41.0%	15.0%	5.0%
English Learners	89	11	12.4%	73.0%	27.0%	0.0%	0.0%
Students with Disabilities	89	11	12.4%	73.0%	27.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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  Level 4 = Standard exceeded

Last updated: 1/13/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	88	88	100.0%	23.0%	30.0%	23.0%	25.0%
Male	88	41	46.6%	27.0%	29.0%	20.0%	24.0%
Female	88	47	53.4%	19.0%	30.0%	26.0%	26.0%
Black or African American	88	11	12.5%	36.0%	45.0%	18.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	88	3	3.4%	--	--	--	--
Filipino	88	1	1.1%	--	--	--	--
Hispanic or Latino	88	35	39.8%	26.0%	29.0%	23.0%	23.0%
Native Hawaiian or Pacific Islander	88	1	1.1%	--	--	--	--
White	88	32	36.4%	16.0%	25.0%	28.0%	31.0%
Two or More Races	88	5	5.7%	--	--	--	--
Socioeconomically Disadvantaged	88	38	43.2%	37.0%	34.0%	13.0%	16.0%
English Learners	88	6	6.8%	--	--	--	--
Students with Disabilities	88	9	10.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/13/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	99	98	99.0%	28.0%	29.0%	21.0%	22.0%
Male	99	56	56.6%	30.0%	25.0%	23.0%	21.0%
Female	99	42	42.4%	24.0%	33.0%	19.0%	24.0%
Black or African American	99	13	13.1%	46.0%	8.0%	31.0%	15.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	99	10	10.1%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	99	38	38.4%	32.0%	34.0%	24.0%	11.0%
Native Hawaiian or Pacific Islander	99	1	1.0%	--	--	--	--
White	99	34	34.3%	18.0%	29.0%	18.0%	35.0%
Two or More Races	99	2	2.0%	--	--	--	--
Socioeconomically Disadvantaged	99	46	46.5%	39.0%	28.0%	22.0%	11.0%
English Learners	99	8	8.1%	--	--	--	--
Students with Disabilities	99	19	19.2%	79.0%	16.0%	5.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/13/2016

California Standards Tests for All Students in Science – Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	71.0%	62.0%	76.0%	64.0%	76.0%	76.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/8/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	76.0%
All Students at the School	76.0%
Male	78.0%
Female	74.0%
Black or African American	54.0%
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	75.0%
Native Hawaiian or Pacific Islander	--
White	83.0%
Two or More Races	--
Socioeconomically Disadvantaged	65.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/8/2016

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 areas of English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.1%	31.8%	28.2%

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: 1/13/2016

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 - Most Recent Year

Mitchell School is very fortunate to have an active parent group. They work effortlessly to assist their children at home with homework and projects to support their child's education. 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. The Mitchell parents are an important component of our school community.

State Priority: Pupil Engagement

Last updated: 1/8/2016

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	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	16.0	5.0	6.0	73.0	55.0	35.0	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1
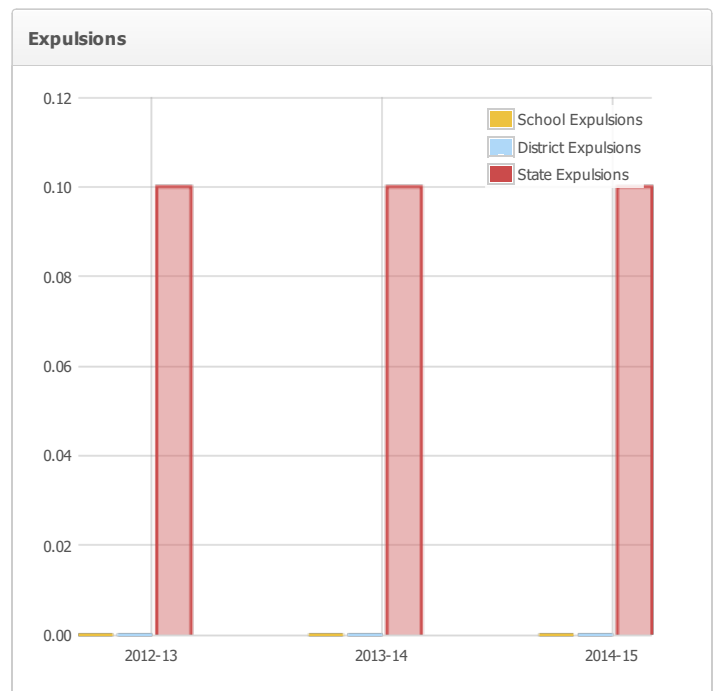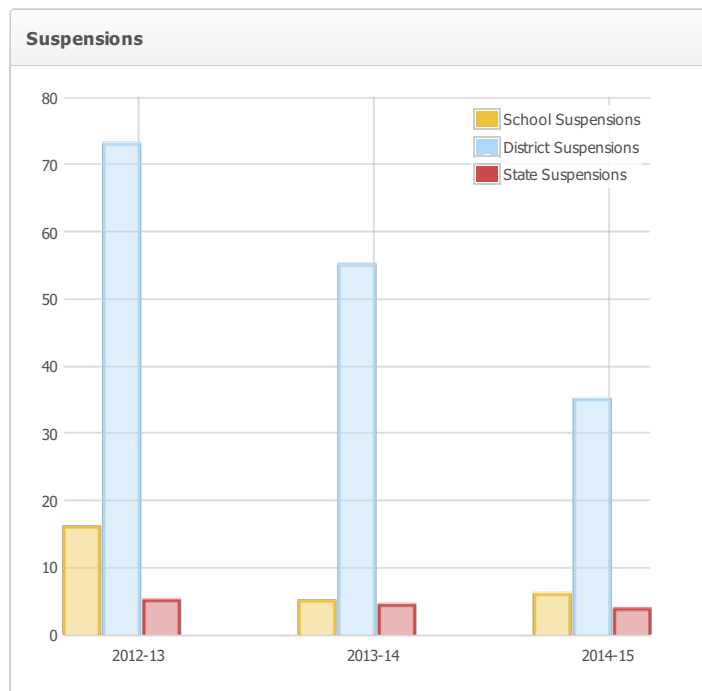
Last updated: 1/10/2016

School Safety Plan - Most Recent Year

Every student and staff member has the right to attend a safe school where he or she is free from physical or psychological harm. The School Safety Plan includes school disaster plan procedures, outlining specific guidelines for students and staff during an emergency. Our School Safety Plan also includes guidelines to promote safe travel to and from school including improving our student pick up and drop off systems before and after school. In addition, our safety plan also includes strategies to protect students and staff from slip and trip hazards. The 2014-2015 School Safety plan was last reviewed, updated, discussed and approved at the February 12, 2015 Mitchell School Site Council meeting.

Last updated: 1/14/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate		N/A	
Met Graduation Rate	N/A	N/A	

Last updated: 1/8/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	33.0%

Note: Cells with NA values do not require data.

Last updated: 1/8/2016

Average Class Size and Class Size Distribution (Elementary)

	2012-13				2013-14				2014-15			
		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	21.0	1	3		21.0	1	4		22.0		5	
1	24.0		3		24.0		1		21.0	1	3	
2	28.0		3		29.0		2		28.0		2	
3	24.0	1	3		24.0	1	3		24.0	1	3	
4	31.0		3		29.0		3		28.0		3	
5	34.0			3	30.0		3		29.0		3	
6	27.0	1	4		26.0	1	4		29.0		3	
Other					22.0		2		13.0	1		

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

Last updated: 1/8/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

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)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	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 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$7080.7	$1084.6	$5996.1	$72054.6
District	N/A	N/A	$6027.0	$71674.0
Percent Difference – School Site and District	N/A	N/A	1.2%	0.6%
State	N/A	N/A	$5348.0	$72993.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2014-15)

• Gifted and Talented Education (GATE)

• Title II, Part A - Teacher Quality & Class Size Reduction

• Title III, Part A - Limited English Proficient (LEP)

• School and Library Improvement Grant (SIG)

Last updated: 1/8/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,942	$43,091
Mid-Range Teacher Salary	$65,245	$70,247
Highest Teacher Salary	$86,533	$89,152
Average Principal Salary (Elementary)	$105,364	$112,492
Average Principal Salary (Middle)	--	$116,021
Average Principal Salary (High)	--	$117,511
Superintendent Salary	$161,724	$192,072
Percent of Budget for Teacher Salaries	38.0%	41.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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
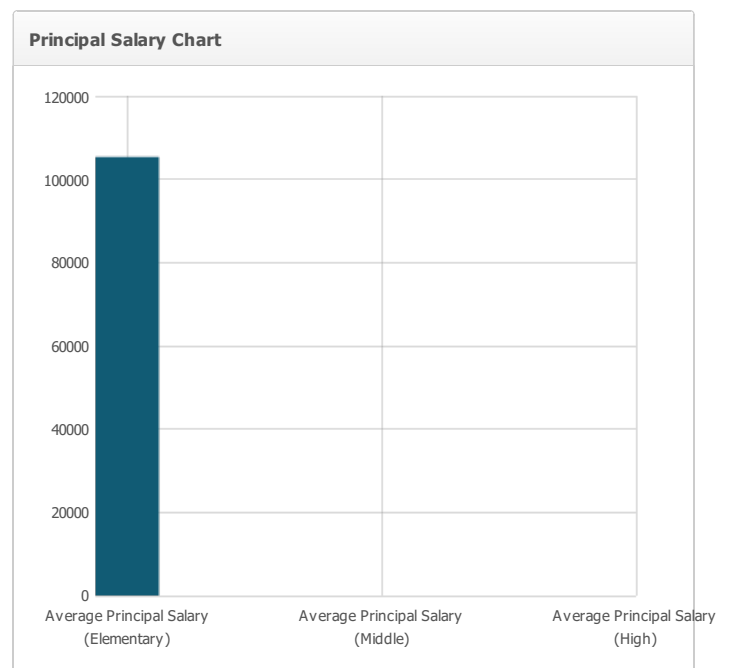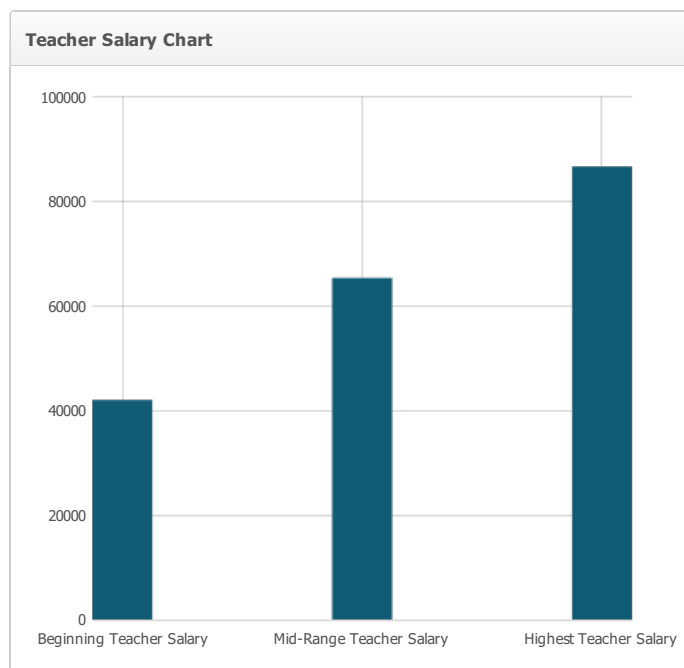
Last updated: 1/8/2016

Professional Development – Most Recent Three Years

The Sulphur Springs Union School District is firmly committed to providing professional development for all teachers to support the successful progress for our students' academic and social development. Our continued professional development is based on data reflecting our students' academic and social needs.

The professional development offered is grade level or content specific, and addresses the current California State Standards. Professional development can include training in specific subject areas, general academics, social behavior, instructional use of technology, as well as job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program Beginning Teacher Support and Assessment (BTSA) for new teachers.

The district and site administrators also provide and attend workshops in curriculum, performance assessment, interventions, technology, supervision, evaluation, and leadership. In addition to professional development activities offered to the district's teachers and administrators, classified employees also receive training based on the specific needs of their assignment.

The Sulphur Springs Union School District and Mitchell Community School are committed to providing professional development activities to every educator to improve instruction and enhance student achievement. In addition to the calendared professional development days, the district and site also provides numerous professional development opportunities throughout the year, on early release Tuesdays, after school, and during winter and summer breaks. Every Tuesday students are released one hour early to provide teachers with site-based professional development opportunities that include site-based staff development, grade level collaborative planning, and student data analysis. Implementation of professional development is supported through: teacher-principal meetings, student performance data reporting, objective conferences, peer coaching, classroom observations, and consistent follow-up.

Last updated: 1/8/2016