

# Mitchell Community Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### Julie McBride, Principal

Principal, Mitchell Community Elementary

## About Our School

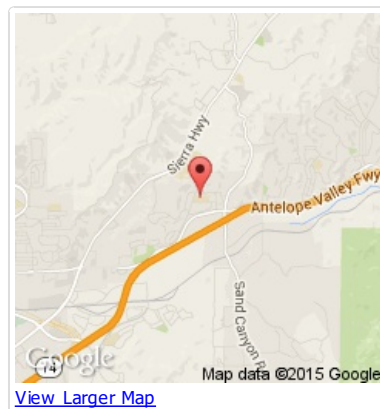
Welcome to Mitchell Community School's School Accountability Report Card.

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.

## Contact

16821 West Goodvale St.  
Canyon Country, CA  
91387

Phone: 661-252-9110  
E-mail: [jmcbride@sssd.k12.ca.us](mailto:jmcbride@sssd.k12.ca.us)



[View Larger Map](#)



## About This School

### Contact Information - Most Recent Year

School	
<b>School Name</b>	Mitchell Community Elementary
<b>Street</b>	16821 West Goodvale St.
<b>City, State, Zip</b>	Canyon Country, Ca, 91387
<b>Phone Number</b>	661-252-9110
<b>Principal</b>	Julie McBride, Principal
<b>E-mail Address</b>	<a href="mailto:jmcbride@sssd.k12.ca.us">jmcbride@sssd.k12.ca.us</a>
<b>Web Site</b>	<a href="http://mitchell.sssd.k12.ca.us/pages/Mitchell">http://mitchell.sssd.k12.ca.us/pages/Mitchell</a>
<b>County-District-School (CDS) Code</b>	19650456066807

District	
<b>District Name</b>	Sulphur Springs Union
<b>Phone Number</b>	(661) 252-5131
<b>Web Site</b>	<a href="http://www.sssd.k12.ca.us">http://www.sssd.k12.ca.us</a>
<b>Superintendent First Name</b>	Catherine
<b>Superintendent Last Name</b>	Kawaguchi
<b>E-mail Address</b>	<a href="mailto:ckawaguchi@sssd.k12.ca.us">ckawaguchi@sssd.k12.ca.us</a>

*Last updated: 1/16/2015*

### School Description and Mission Statement (Most Recent Year)

Our continuing goal is to meet the diverse educational needs of our students at Mitchell Community School, preparing them to be career and college ready. Mitchell Community School currently educates 625 students on a blended calendar. We have 25 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, with 33 computers and a Computer Lab Specialist that works with each class on a weekly basis. Our state of the art science lab is used by grades Kindergarten 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.

In order to best meet the needs of our students, our teachers participate in staff development opportunities during Professional Development Tuesdays. To assist with full implementation of English Language Arts Common Core State Standards, new Math curriculum and use of technology in the classroom, the Sulphur Springs District provides training in GLAD, Common Core ELA, Common Core Math, and Technology. Using multiple measures, we monitor student progress and achievement in all curricular areas. Assessment results guide modifications in our instructional program and enable teachers to reflect on the effectiveness of instruction.

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 and document camera. Classes continue to receive more technology by adding a second Smartboard and 3:1 ratio of iPads. We continually seek innovative means to expand and update our existing technology through district provided technology trainings and Professional Development Tuesdays. Every student has supervised access to the Internet through weekly visits to the computer lab, as well as on the classroom computers and iPads. Students in grades 3-6 use the Type to Learn 4 Typing program to work on typing skills and to prepare them for state testing. Students receive hands on, enriched, standards based lessons in all classrooms, computer lab and state of the art Science Lab.

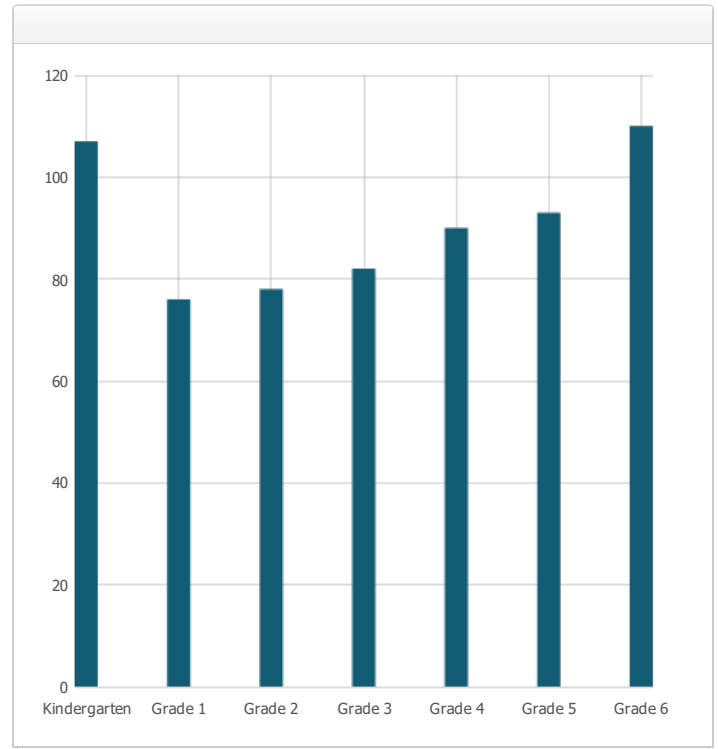
We have various Student Council, grade level sponsored events, and PTA activities which promote community responsibility. The PTA supports the staff and works tirelessly to benefit all students. In all aspects, Mitchell Community School continues to be a leader among California elementary schools!

Spanish version of the SARC can be found at: [http://mitchell.sssd.k12.ca.us/pages/Mitchell/School\\_Info/Annual\\_SARC\\_Report\\_Card](http://mitchell.sssd.k12.ca.us/pages/Mitchell/School_Info/Annual_SARC_Report_Card)

*Last updated: 1/28/2015*

**Student Enrollment by Grade Level (School Year 2013-14)**

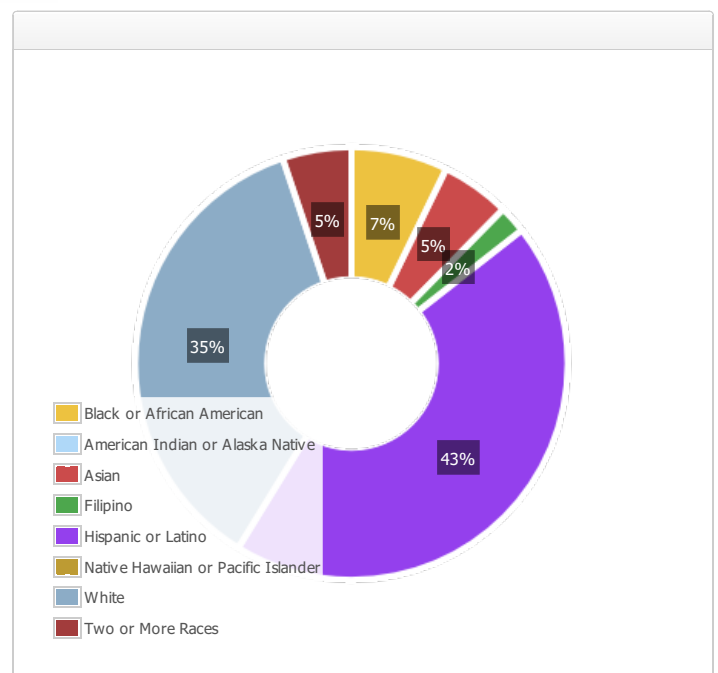
Grade Level	Number of Students
Kindergarten	107
Grade 1	76
Grade 2	78
Grade 3	82
Grade 4	90
Grade 5	93
Grade 6	110
Total Enrollment	636



Last updated: 1/16/2015

**Student Enrollment by Student Group (School Year 2013-14)**

Group	Percent of Total Enrollment
Black or African American	7.9
American Indian or Alaska Native	0.5
Asian	5.3
Filipino	2.4
Hispanic or Latino	43.2
Native Hawaiian or Pacific Islander	0.5
White	35.2
Two or More Races	5.0
Socioeconomically Disadvantaged	42.8
English Learners	17.1
Students with Disabilities	11.5



Last updated: 1/16/2015

## A. Conditions of Learning

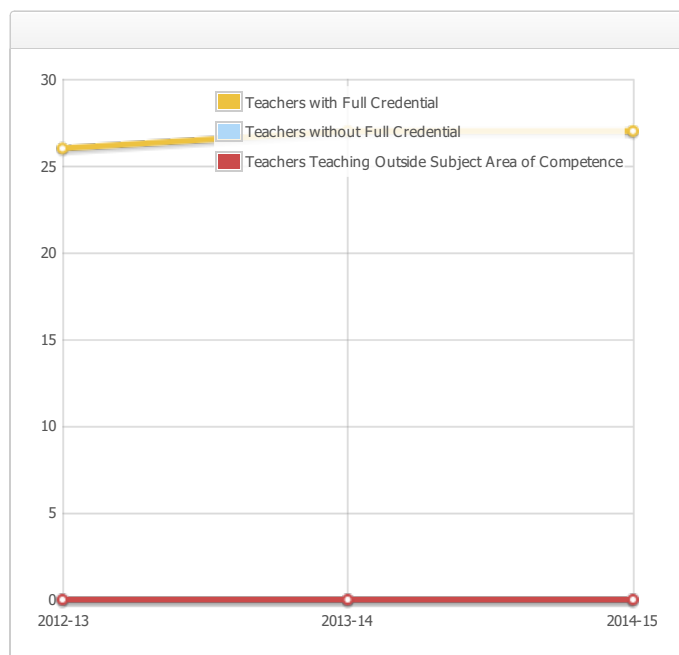
### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

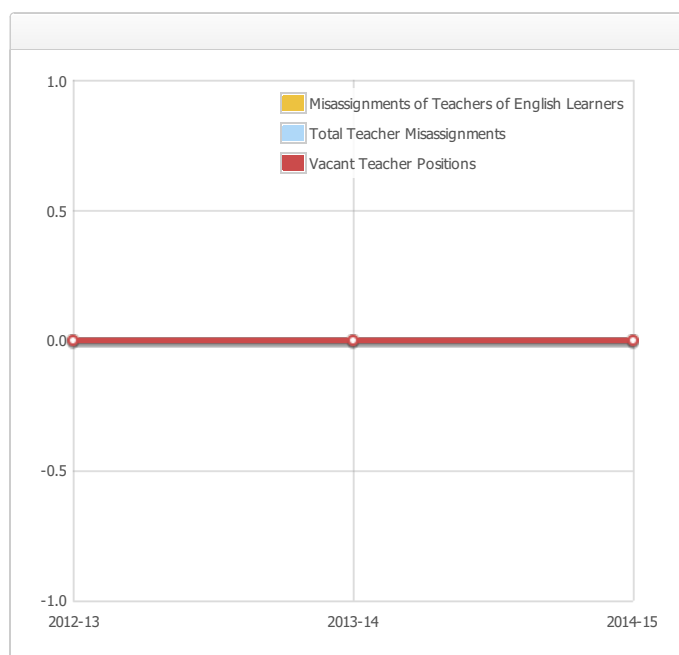
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential	26	27	27	256
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/30/2015

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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: 1/16/2015

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

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
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	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.

*Last updated: 1/16/2015*

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

Year and month in which data were collected: December 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Reading Language (K-6) (Adopted 2003) ***The state of California suspended textbook adoptions in 2009 and will be reinstating them in the 2015-2016 school year***	No	0.0
Mathematics	Math Expressions	Yes	0.0
Science	Scott Foresman California Science (3-6) Houghton Mifflin California Science (K-2) ***The state of California suspended textbook adoptions in 2009 and will be reinstating them in the 2015-2016 school year***	Yes	0.0
History-Social Science	Scott Foresman History-Social Studies (K-5) (2007) Harcourt History-Social Studies (6) (2007) ***The state of California suspended textbook adoptions in 2009 and will be reinstating them in the 2015-2016 school year***	Yes	0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

*Last updated: 1/28/2015*

## 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. This year, we have a project planned to improve drainage outside one of our main classroom buildings.

*Last updated: 1/28/2015*

## School Facility Good Repair Status - Most Recent Year

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

Overall Rating	Good
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*Last updated: 1/28/2015*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	72	71	62	73	65	76	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

*Last updated: 1/16/2015*

#### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	76
All Students at the School	62
Male	68
Female	55
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	53
Native Hawaiian or Pacific Islander	
White	69
Two or More Races	
Socioeconomically Disadvantaged	47
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.



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.

Last updated: 1/16/2015

### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	68%	72%	67%	62%	65%	65%	54%	56%	55%
Mathematics	69%	65%	66%	64%	65%	67%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	N/A	N/A	N/A	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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: 1/16/2015

### Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	8	7	7
Similar Schools	6	5	6

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/16/2015

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-4	5	-11
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	1	8	-8
Native Hawaiian or Pacific Islander			
White	-12	13	-17
Two or More Races			
Socioeconomically Disadvantaged	10	-20	-14
English Learners	6	-7	-9
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/16/2015

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.3%	21.1%	37.8%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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: 1/16/2015*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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. Mitchell parents are an important component of our school community.

### State Priority: Pupil Engagement

*Last updated: 1/28/2015*

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

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

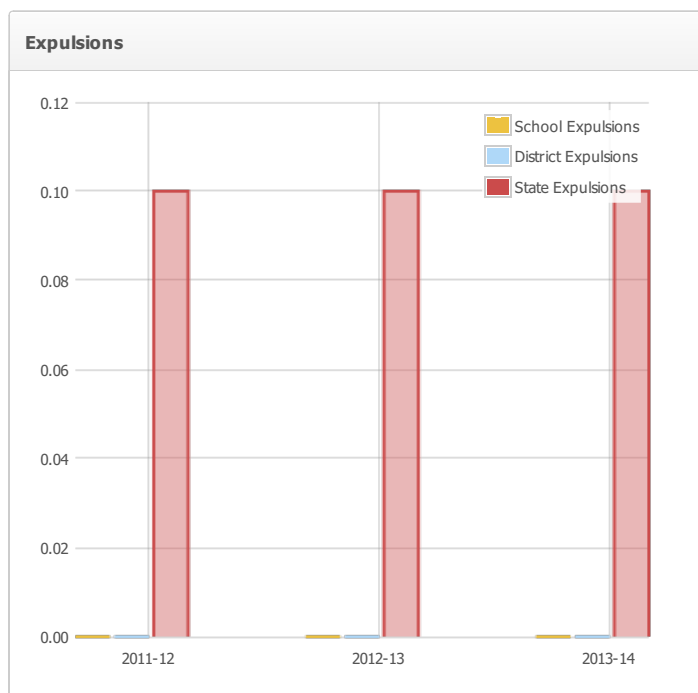
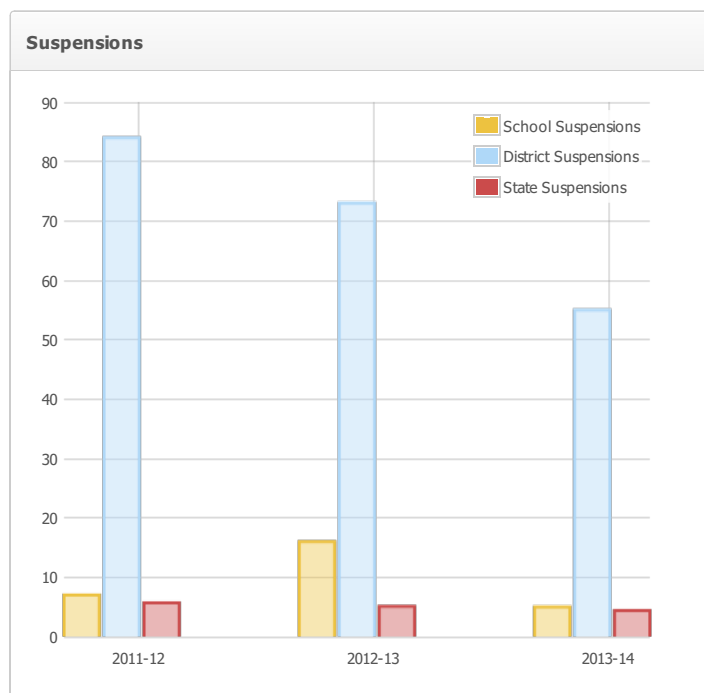
# State Priority: School Climate

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

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

## Suspensions and Expulsions

	School			District			State		
Rate	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	7.00	16.00	5.00	84.00	73.00	55.00	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



*Last updated: 1/16/2015*

## 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. It also includes guidelines to ensure a safe teaching and learning environment, outlining specifics regarding student safety during the school day. Our School Safety Plan also includes guidelines to promote safe travel to and from school. In addition, our safety plan also includes district and community resources for students and parents, as well as guidelines to promote an environment where students, parents, staff and the community communicate in a manner that is respectful to all cultural, racial, and religious backgrounds. The 2013-2014 School Safety plan was last reviewed, updated, discussed and approved at the March 5th, 2014 Mitchell School Site Council meeting.

*Last updated: 1/28/2015*

## 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 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met Graduation Rate	N/A	N/A

*Last updated: 1/16/2015*

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement *		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	44.0%

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

*Last updated: 1/16/2015*

**Average Class Size and Class Size Distribution (Elementary)**

2011-12					2012-13					2013-14			
Grade Level	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+	
K	20.7	3	0	0	21.0	1	3		15.0	3	4		
1	18.8	4	0	0	15.0	2	3		10.0	6	2		
2	25.0	1	2	0	22.0	1	3		16.0	3	2		
3	16.2	3	3	0	21.0	1	3		14.0	4	2		
4	32.0	0	1	2	24.0	1	3		15.0	4	2		
5	26.5	1	3	0	22.0	2		3	16.0	4	2		
6	23.0	2	3	0	24.0	1	4		22.0	2	3		
Other													

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

*Last updated: 1/16/2015*

**Academic Counselors and Other Support Staff (School Year 2013-14)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	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.

*Last updated: 1/16/2015*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental/Restricted)</b>	<b>Expenditures Per Pupil (Basic/Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$5,251	\$835	\$4,417	\$69,098
District	N/A	N/A	\$5,611	\$68,577
Percent Difference – School Site and District	N/A	N/A	21.00%	1.00%
State	N/A	N/A	\$4,690	\$70,788
Percent Difference – School Site and State	N/A	N/A	6.00%	2.50%

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

*Last updated: 1/16/2015*

## Types of Services Funded (Fiscal Year 2013-14)

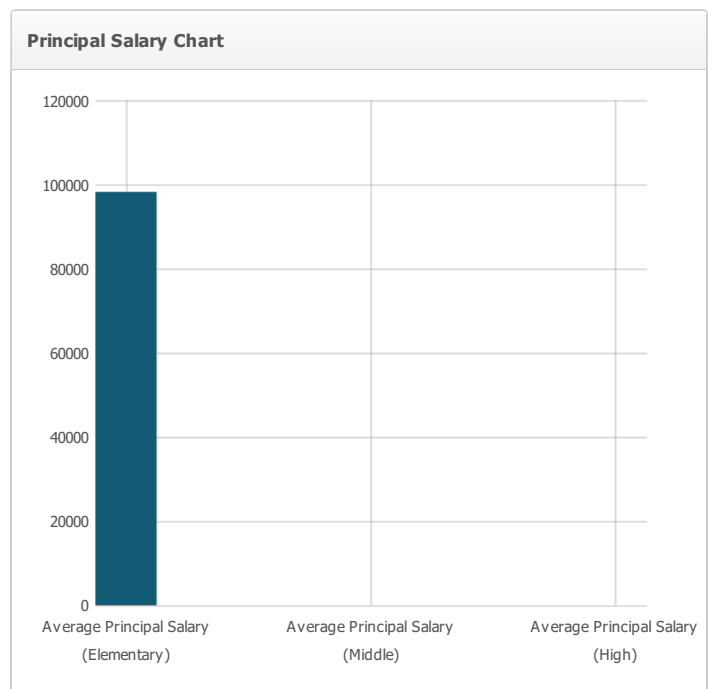
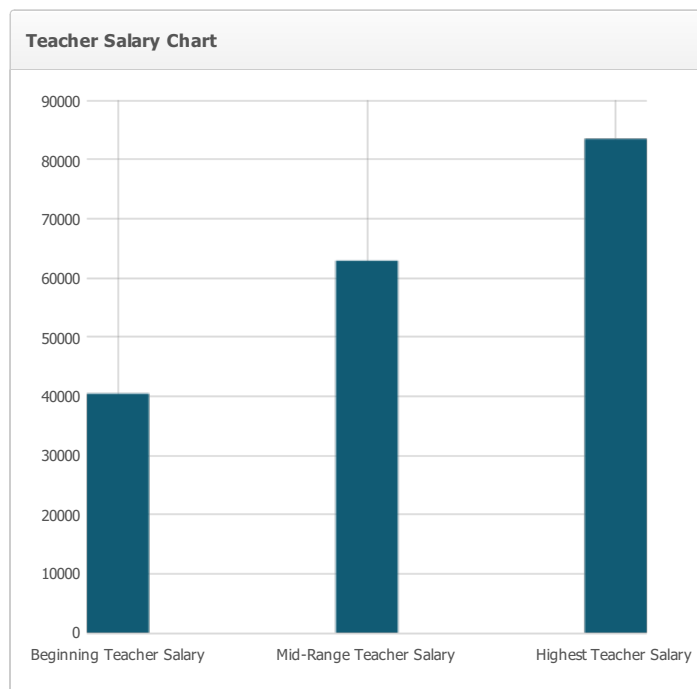
Categorical dollars support training for teachers in working with special populations of students (English Learners, Gifted and Talented Students/GATE, SocioEconomically Disadvantaged).

*Last updated: 1/16/2015*

## Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,411	\$41,507
Mid-Range Teacher Salary	\$62,862	\$67,890
Highest Teacher Salary	\$83,477	\$86,174
Average Principal Salary (Elementary)	\$98,174	\$109,131
Average Principal Salary (Middle)	\$00	\$111,937
Average Principal Salary (High)	\$00	\$109,837
Superintendent Salary	\$160,123	\$185,462
Percent of Budget for Teacher Salaries	39.0%	42.0%
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/csl/>.



*Last updated: 1/16/2015*

## Professional Development – Most Recent Three Years

Staff development in the district centers on the Board approved SSSD Three Year Professional Development Plan. The staff development provided at the school site supports this plan with continuing training on understanding the Common Core State Standards; student achievement, and specific curricular collaboration. Staff development needs are identified district wide through student data, new adoptions, and other legislated mandates. A major thrust has been on implementing and understanding the Common Core State Standards in the core curriculum; data from student assessment; adoption cycle; new programs; state and federal mandates; and other professional needs aimed at supporting all teachers from the brand new to the experienced. Both district and the school sites provide opportunities for teachers to attend workshops off-site. Teachers frequently bring back ideas and share them with teachers at their own school and across the district during Professional Development Tuesday time. Teacher leaders are invaluable in the dissemination of new materials, ideas and programs.



Teachers volunteer to present for other teachers and readily share ideas and materials with one another. The District and sites also identify consultants to use in providing staff development. Staff development is offered at a variety of times in order to be as convenient as possible for the majority of teachers. Professional Development Tuesdays support the implementation of the Professional Learning Community model. A minimum of two Tuesdays per month are dedicated to Teacher Collaboration. Teacher leaders continue to provide support as staff uses Aeries for assessment, purposes, individual and group achievement data analysis and Standard Based Report Card generation. Additional staff development is provided as a result of a needs assessment by the teaching staff in the areas of: Writing as it relates to Reading Comprehension, Accelerated Reader, Accelerated Math, English in a Flash, Diversity, uninterrupted/leveled reading instruction and differentiated instruction.

*Last updated: 1/28/2015*