

Mitchell Community Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 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 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/fq/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.



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 California State Standards in the areas of reading, language arts and math will be a priority. We are also exploring the Next Generation Science Standards in our classrooms and our state of the art science lab. Students will be provided a learning program that builds each year to reach mastery of standards. Instruction in 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.ssd.k12.ca.us/pages/Mitchell/School_Info/Annual_SARC_Report_Card

Contact

*Mitchell Community Elementary
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 (School Year 2016-17)

District Contact Information (School Year 2016-17)	
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 2016-17)	
School Name	Mitchell Community Elementary
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	http://mitchell.sssd.k12.ca.us/pages/Mitchell
County-District-School (CDS) Code	19650456066807

Last updated: 1/31/2017

School Description and Mission Statement (School Year 2016-17)

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 Century 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 25 classrooms and three Special Day Classes. Our support staff includes a Speech and Language Pathologist, Resource Teacher, School Psychologist, Adaptive PE teacher, and an Occupational Therapist. We also have a part time Reading Intervention Teacher on Special Assignment. 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 3:1 student/iPad ratio. School pride is evident throughout 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 on those 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.

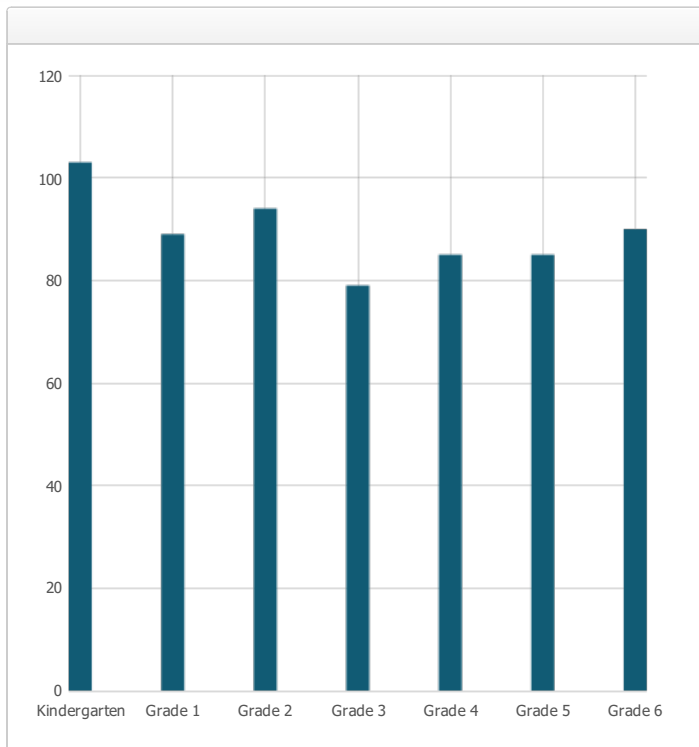
Mitchell Community School makes a concentrated effort to ensure that students, parents, and staff feel a sense of belonging. That community involvement is the reason for Mitchell's continued success. Even as our community continues to change and grow, we are confident that our tradition of family will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

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

Last updated: 1/31/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	103
Grade 1	89
Grade 2	94
Grade 3	79
Grade 4	85
Grade 5	85
Grade 6	90
Total Enrollment	625



Last updated: 1/31/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	8.0 %
American Indian or Alaska Native	0.2 %
Asian	2.9 %
Filipino	3.4 %
Hispanic or Latino	51.4 %
Native Hawaiian or Pacific Islander	0.2 %
White	29.6 %
Two or More Races	4.5 %
Other	-0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	49.6 %
English Learners	19.5 %
Students with Disabilities	11.4 %
Foster Youth	0.6 %

Last updated: 1/31/2017

A. Conditions of Learning

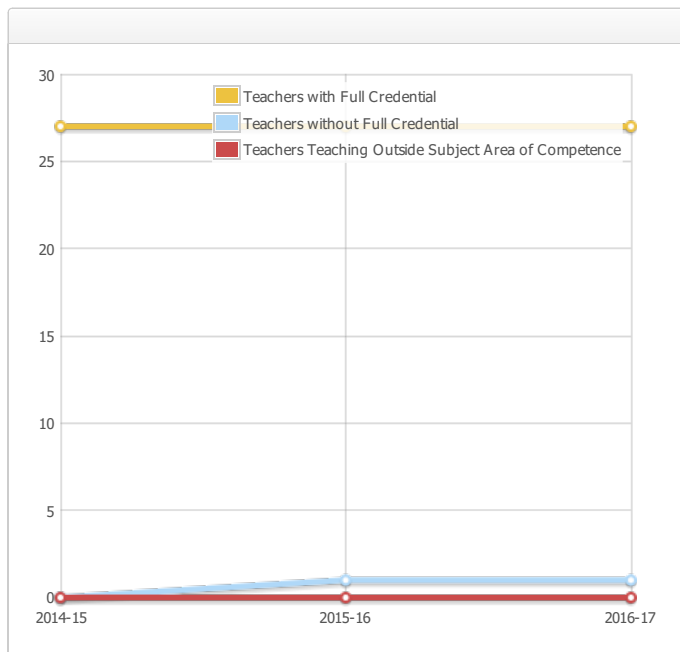
State Priority: Basic

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

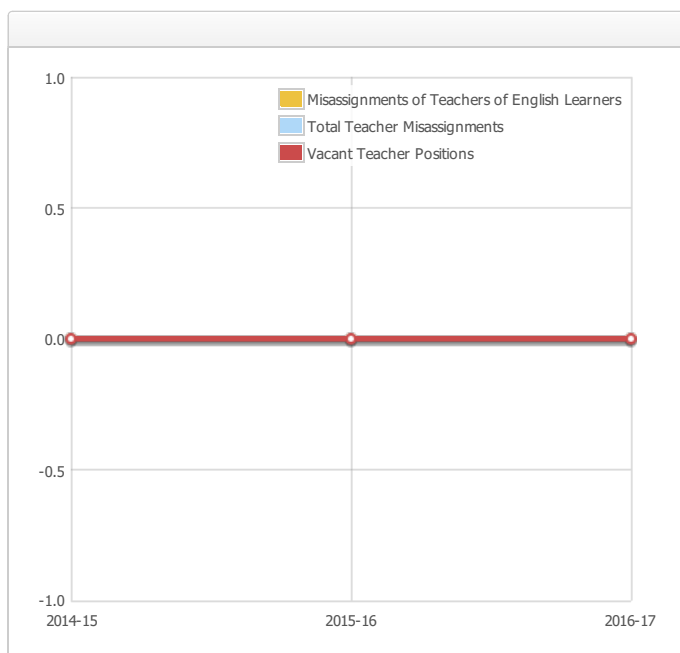
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	27	27	27	252
Without Full Credential	0	1	1	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/31/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/31/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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.

Last updated: 1/31/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

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	Yes	0.0 %
Mathematics	Houghton Mifflin California Math Expressions	Yes	0.0 %
Science	Pearson California Science	Yes	0.0 %
History-Social Science	Pearson History-Social Science for California	Yes	0.0 %
Foreign Language			0.0 %
Health	Harcourt	Yes	0.0 %
Visual and Performing Arts	McGraw Hill, Share the Music Davis Publications, Adventures in Art	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: 1/31/2017

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: 1/31/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2016

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

Overall Facility Rate

Year and month of the most recent FIT report: November 2016

Overall Rating	Good
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Last updated: 1/31/2017

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	52.0%	58.0%	55.0%	59.0%	44.0%	49.0%
Mathematics (grades 3-8 and 11)	42.0%	49.0%	46.0%	47.0%	33.0%	37.0%

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.

Last updated: 1/31/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	80	79	98.8%	53.2%
Male	46	45	97.8%	44.4%
Female	34	34	100.0%	64.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	40	100.0%	42.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	29	28	96.6%	64.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	37	100.0%	43.2%
English Learners	13	13	100.0%	23.1%
Students with Disabilities	11	11	100.0%	9.1%
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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/31/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	88	88	100.0%	46.6%
Male	49	49	100.0%	32.7%
Female	39	39	100.0%	64.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	51	51	100.0%	35.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	20	100.0%	60.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	42	42	100.0%	31.0%
English Learners	19	19	100.0%	21.1%
Students with Disabilities	12	12	100.0%	8.3%
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 on the CAAs divided by the total number of students who participated in both assessments.

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

Last updated: 1/31/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	85	85	100.0%	55.3%
Male	42	42	100.0%	45.2%
Female	43	43	100.0%	65.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	39	39	100.0%	43.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	24	100.0%	50.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	40	40	100.0%	45.0%
English Learners	12	12	100.0%	25.0%
Students with Disabilities	14	14	100.0%	14.3%
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 on the CAAs divided by the total number of students who participated in both assessments.

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

Last updated: 1/31/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	93	92	98.9%	73.9%
Male	43	42	97.7%	66.7%
Female	50	50	100.0%	80.0%
Black or African American	11	11	100.0%	54.6%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	37	100.0%	73.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	34	33	97.1%	81.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	35	97.2%	65.7%
English Learners	--	--	--	--
Students with Disabilities	13	12	92.3%	25.0%
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	80	79	98.8%	54.4%
Male	46	45	97.8%	51.1%
Female	34	34	100.0%	58.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	40	40	100.0%	45.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	29	28	96.6%	67.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	37	100.0%	48.7%
English Learners	13	13	100.0%	15.4%
Students with Disabilities	11	11	100.0%	9.1%
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	88	88	100.0%	39.8%
Male	49	49	100.0%	32.7%
Female	39	39	100.0%	48.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	51	51	100.0%	31.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	20	100.0%	50.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	42	42	100.0%	21.4%
English Learners	19	19	100.0%	10.5%
Students with Disabilities	12	12	100.0%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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

Last updated: 1/31/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	85	85	100.0%	36.5%
Male	42	42	100.0%	40.5%
Female	43	43	100.0%	32.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	39	39	100.0%	28.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	24	100.0%	25.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	40	40	100.0%	22.5%
English Learners	12	12	100.0%	--
Students with Disabilities	14	14	100.0%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	92	91	98.9%	65.9%
Male	43	42	97.7%	64.3%
Female	49	49	100.0%	67.4%
Black or African American	11	11	100.0%	45.5%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	37	100.0%	64.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	32	97.0%	68.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	35	34	97.1%	55.9%
English Learners	--	--	--	--
Students with Disabilities	13	12	92.3%	25.0%
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	62.0%	76.0%	69.0%	76.0%	76.0%	71.0%	60.0%	56.0%	54.0%

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.

Last updated: 1/31/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	85	85	100.0%	69.4%
Male	42	42	100.0%	76.2%
Female	43	43	100.0%	62.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	39	39	100.0%	53.9%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	24	24	100.0%	79.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	40	40	100.0%	52.5%
English Learners	12	12	100.0%	25.0%
Students with Disabilities	14	14	100.0%	42.9%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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: 1/31/2017

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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.8%	21.2%	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: 1/31/2017

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 2016-17)

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. As a Title I school, we have an annual parent meeting to notify parents about our status as a Title I school. During that meeting, we discuss the school/parent compact which outlines how all share responsibility for student achievement. Many parents support Mitchell School's PTA and have volunteered numerous hours in the classrooms. Parents participate in Site Council, evening workshops, English Language Advisory Committee (ELAC), District Conferences, attend District Board Meetings hosted at Mitchell, attend Mitchell School's 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. Mitchell parents are an important component of our school community.

State Priority: Pupil Engagement

Last updated: 1/31/2017

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

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

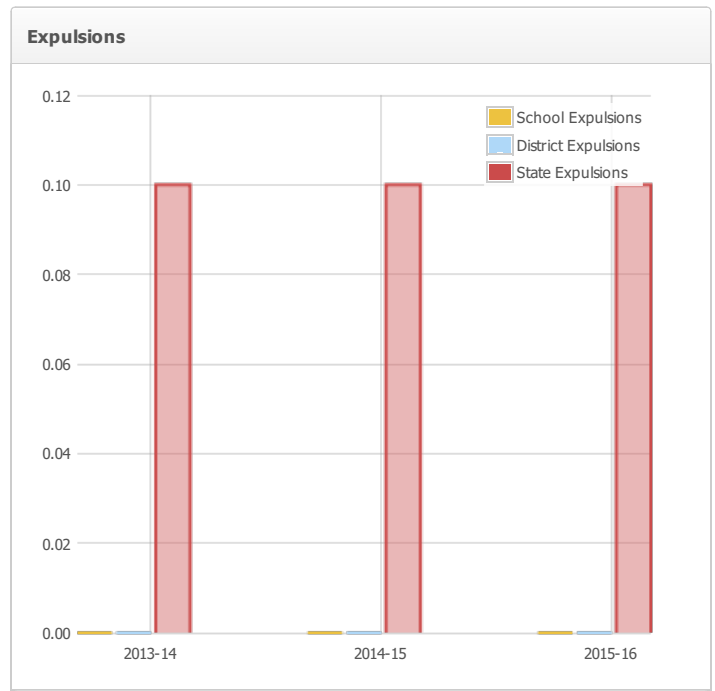
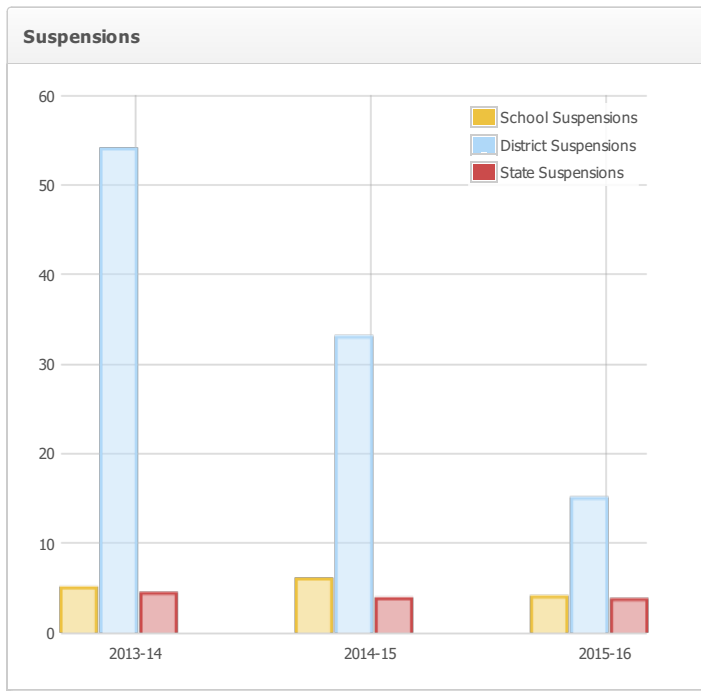
State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.0	6.0	4.0	54.0	33.0	15.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/31/2017

School Safety Plan (School Year 2016-17)

Every student and staff member has the right to attend a safe school where he or she is free from physical or psychological harm. At Mitchell Community School, we are focused on maintaining a safe physical environment and being thoroughly prepared for disasters. 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 positive behavior with the students as well as keeping a safe physical environment at school. This includes monthly safety inspections, ensuring our campus is secure on a daily basis, and eliminating unauthorized visitors on campus. The 2015-2016 School Safety plan was last reviewed, updated, discussed and approved at the February 12, 2016 Mitchell School Site Council meeting.

Last updated: 1/31/2017

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 2016-17)

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	3
Percent of Schools Currently in Program Improvement	N/A	33.0%

Note: Cells with NA values do not require data.

Last updated: 1/31/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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	22.0	0	4	0	22.5	0	4	0	25.6	0	3	0
1	22.3	0	3	0	20.5	1	3	0	21.3	0	4	0
2	29.0	0	3	0	27.3	0	3	0	25.3	0	5	0
3	25.6	0	3	0	27.0	0	3	0	23.6	0	4	0
4	21.3	0	3	0	29.0	0	2	0	34.0	0	0	4
5	29.6	0	3	0	29.3	0	3	0	33.5	0	1	2
6	30.3	0	3	0	28.6	0	3	0	35.0	0	0	0
Other	0.0	0	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: 1/31/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

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.

Last updated: 1/31/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6582.0	\$1217.0	\$5364.0	\$76723.0
District	N/A	N/A	\$5057.0	\$72730.0
Percent Difference – School Site and District	--	--	6.1%	5.5%
State	N/A	N/A	\$5677.0	\$75137.0
Percent Difference – School Site and State	--	--	--	6.0%

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

Last updated: 1/31/2017

Types of Services Funded (Fiscal Year 2015-16)

- Gifted and Talented Education (GATE)

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

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

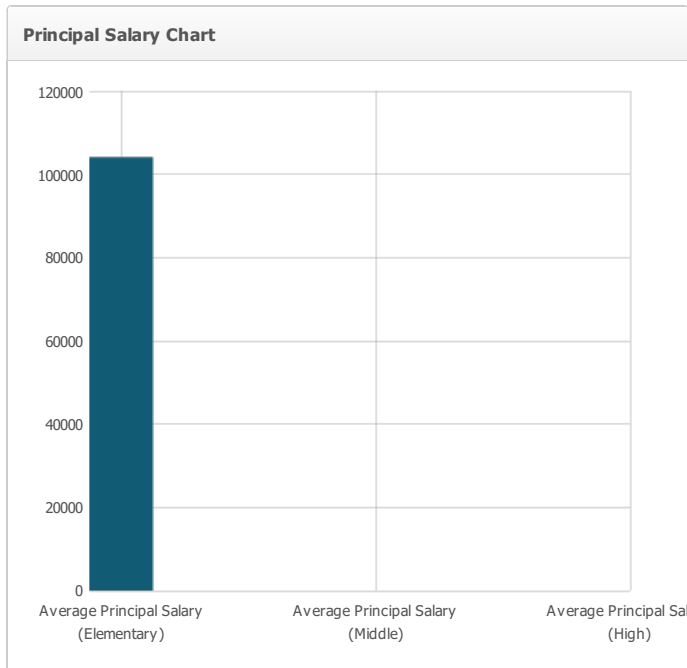
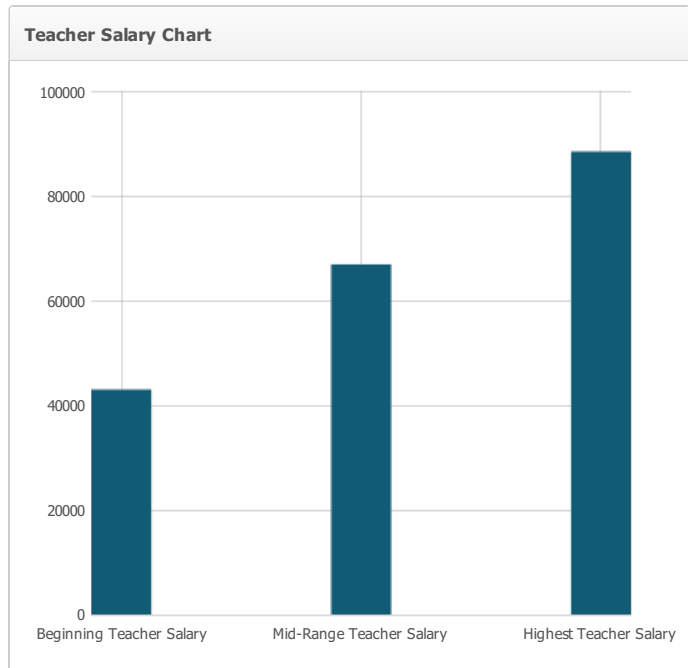
- LCFF Base and Concentration Grants

Last updated: 1/31/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,981	\$44,573
Mid-Range Teacher Salary	\$66,876	\$72,868
Highest Teacher Salary	\$88,426	\$92,972
Average Principal Salary (Elementary)	\$104,102	\$116,229
Average Principal Salary (Middle)	\$	\$119,596
Average Principal Salary (High)	\$	\$121,883
Superintendent Salary	\$161,724	\$201,784
Percent of Budget for Teacher Salaries	38.0%	39.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Last updated: 1/31/2017

Professional Development

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 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: 1/31/2017