School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mitchell Community School	19-65045	May 9, 2023	June 14, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

Mitchell Community School has been identified for Additional Targeted Support and Improvement (ATSI) based on the 2022 Dashboard due to Black/African American and Students with Disabilities receiving all indicators at the lowest status level but one indicator at another status level.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Mitchell Community School will review our SPSA each month at our SSC meeting to ensure that we are following the ESSA requirements. Our spending will be monitored and based on the approved budget.

Mitchell Community School provides a safe, nurturing, and positive learning environment where all students will learn and achieve their maximum potential. All students will meet rigorous state standards, become physically fit, and feel a personal connection to the school. Students understand the importance of accepting others and being responsible members of our culturally diverse society. Strong character and personal integrity are cultivated through adult and peer role models. We prepare our students to be lifelong learners, leaders of the future, and productive contributing

members of our world. Mitchell Community takes pride in the reality that, working together, we can succeed and make a difference.

The School Plan for Student Achievement (SPSA) is a site plan that describes the actions and strategies that will be implemented at Mitchell Community School based on the analysis of quantifiable and qualitative data. This plan will focus on improving student outcomes, student engagement, school climate, and the involvement of parents, families, and the school community. The SPSA is aligned with the Sulphur Springs Union School District Local Control Accountability Plan (LCAP) and our measurable student outcomes are in support of those goals that are outlined in the LCAP, as well as through metrics and targets for improvement. The SPSA is developed in collaboration with the input of several stakeholder groups and finalized and approved for submission to the Board of Education by the Mitchell School Site Council.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Every year, the District conducts surveys of staff, parents and students to provide information on instruction, safety, communication, and programs. This year survey information included feedback on student learning, including ways to strengthen the instructional program, provide social emotional support, provide necessary professional development, and gain an understanding on ways to support families.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Site administrators conduct frequent classroom observations to support teachers in standards implementation, classroom management, and monitoring of programs. Data from these classroom observations inform decisions regarding professional development and program implementation. Classroom observations consist of formal and informal observations, and include daily walkthroughs of classrooms.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The District uses data from State and local assessments to monitor student progress, inform instructional decisions, and improve student achievement. At the beginning of the year, teachers participate in data analysis sessions to review the prior year state assessments, examine beginning of the year assessments, and reflect on other forms of data to determine implications for instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Throughout the school year, school site administrators, teachers, and district administrators utilize curriculum-embedded assessments and other formative assessments to participate in ongoing cycles of inquiry. Data is collected and analyzed in order to implement a multi-tiered system of support to meet academic and socio-emotional needs of all students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The District's Personnel Division is committed to ensuring that all currently hired and future hired teachers meet the highly qualified teacher requirements. Currently, 100% of teachers in Sulphur Springs Union School District are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Currently 100% of teachers in Sulphur Springs Union are credentialed teachers. Professional development on SBE-adopted curriculum takes place at the beginning of the year before school starts, and continues throughout the year. Professional development also includes content on the CA Common Core Standards, the English Language Development Standards, and the Next Generation Science Standards.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Sulphur Springs Union School District provides high-quality professional development for teachers, principals, District administrators, and classified staff throughout the year. Professional development is focused on implementing the Local Control Accountability Plan (LCAP), District initiatives, priority standards, and data across the district on how best to meet students' instructional needs. Professional development has focused on implementing the District's Learning Continuity and Attendance Plan, to address the needs identified for students and staff. Ongoing professional development continues to take place throughout the year from the District Office Educational Services Department, as well as every other Wednesday by the school site staff.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Sulphur Springs Union School District's Educational Services Department continues to provide ongoing support to teachers and administrators through the Assistant Superintendent of Educational Services, the Director of Curriculum and Instruction, two Educational Program Coordinators, and one Teacher on Special Assignment. Ongoing support and instruction consists of job-embedded coaching, professional development workshops, analyzing data and being a critical thought partners in analyzing data and making informed instructional decisions regarding programs and services.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

During each site's Wednesday Professional Development time, teachers are given the opportunity to work together in teams to share resources, analyze data and make instructional decisions. The Educational Services Department has provided opportunities for teachers at each grade-level across the District to come together and collaborate. These opportunities include virtual professional development sessions, as well as the establishment of Google Classroom and District website to serve as a resource hub for teachers.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

State-adopted standards aligned textbooks are utilized across all core curricular areas to meet Williams compliance. Each year, the District updates a curriculum guide that focuses on priority standards in the content areas.
After the release of the report "Addressing Unfinished Learning After Covid-19" by the Council of Great City Schools (June 2020), the District's Educational Services Department met with a cohort of teachers and administrators in early July to discuss instructional priorities when starting the 2023-2024 academic school year. During AdCo meetings and PD sessions, the team focused on three of the principles contained in the report: 1). Stick to grade-level content and instructional rigor, 2) Focus on depth of instruction and instructional rigor, and 3) Prioritize content and learning. The team utilized the June 2020 report from Student Achievement Partners titled "2020-2021 Priority Instructional Content in English-Language Arts and Mathematics" to identify priority standards and create Curriculum Guides with a focus on mastering the priority standards. The Curriculum Guides highlight the units in the District adopted curriculum in which the Priority Standards are addressed. The Curriculum Guides also include dates for the District Assessments that are aligned to these Priority Standards. These District Assessments will be administered at the Beginning of the Year (August), Fall (October), Winter (February) and Spring (May) to collect baseline data and measure progress throughout the year. These District Assessments include ESGI for Transitional Kindergarten through first grade, STAR Reading for second grade through sixth grade, and the Smarter Balanced Assessment Consortium (SBAC) Interim Assessment Blocks (IABs) for grade three through six. Data from these assessments will also be utilized to implement a Multi-Tiered System of Support, to determine additional support for students not making progress in mastering grade-level standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school implements the minimum required instructional minutes. In many classrooms teachers are teaching beyond the minimum requirement, in order to meet students' instructional needs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The school implements a multi-tiered system of support to target students' instructional needs. Students are identified for intervention based on data from state, district, and curriculum-embedded assessments.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All purchased materials are aligned to the California Common Core State Standards and include supplementary materials that meet students needs. In English-Language Arts and English Language Development, the school utilizes Benchmark Advance. In Math, the school utilizes Math Expressions. Both Benchmark Advance and Math Expressions include an online platform in which teachers and students can access the content digitally. In Social Studies and Science, the school utilizes the state-adopted textbooks in conjunction with online standards-based resources to supplement instruction.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All purchased materials are aligned to the California Common Core State Standards and include supplementary materials that meet students needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Centralized and site funds are used to support all student groups, including English Learners, homeless students, foster youth and students with disabilities. Funds are used to support professional development needs and/or instructional programming.

Evidence-based educational practices to raise student achievement

The school site continues to utilize research-based educational practices to support students in attaining grade-level proficiency. Data is analyzed to drive instruction and determine professional development needs. The District and school site provides regular opportunities for collaboration and school leaders participate in ongoing professional development to stay abreast of research-based instructional practices.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The school site implements a multi-tiered system of support to determine how best to support students academically and socio-emotionally. The site has a variety of resources to support underperforming students, including intervention programs, counseling services, the District's Family Resource Center, and access to the District Social Worker. Additionally, teachers and staff participate in ongoing professional development to meet these needs.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The site involves parents, community representatives, classroom teachers, and other personnel in the evaluation of consolidated application programs through the School Site Council. The school Site Council establishes, plans, and review the School Plan for Student Achievement annually. Additionally, the principal provides information and elicits input from the English Language Advisory Committee (ELAC), Parent Teacher Association (PTA), and all other stakeholders.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services are provided through both centralized and site-based categorical funds to help underperforming students meet standards. Centralized and site funds are used to support students in all subgroups through professional development, the implementation of intervention programs, purchasing supplementary materials, providing workshops for parents, and any other services as needed.

Fiscal support (EPC)

The school site receives funding through the Local Control Funding Formula, which includes Base and Supplemental/Concentration funds. Some sites receive Title I funds. Additionally, the site receives monies from various grants and from the PTA.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Budget for SPSA shared with School Site Council on January 10, 2023
Budget and SPSA survey shared with Instructional Leadership on January 18, 2023
Draft SPSA shared at Certificated Staff Meeting on January 25, 2023
SPSA survey results shared with School Site Council on February 14, 2023
SPSA Review Survey Data with Instructional Leadership on March 1, 2023
Draft SPSA shared with School Site Council on March 14, 2023
Draft SPSA shared with School Site Council on April 11, 2023
Draft SPSA shared with ELAC on April 13, 2023
SPSA for final discussion (ATSI and Smart Goals) with Instructional Leadership on April 19, 2023
SPSA scheduled at Coffee with the Principal on March 24, 2023
SPSA voted on for approval at School Site Council on May 9, 2023

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Building foundational skills in both primary and upper grades is one of the areas that needs to be addressed. Although several teachers on site have been trained, not all upper grade general education teachers are trained to implement Orton Gillingham in the classroom, which focused on primary foundational skills in English Language Arts. With that, students, particularly in the upper grades, are not able to receive OG supports that would benefit their foundational skills to be further developed. Once all teachers are trained, they will have scaffolding strategies to help student make growth in academics in all student groups, including English Learners.

Chronic absenteeism has affected Mitchell Community School. This includes our student groups. As a result, this has affected the student groups that are historically score lower on local and state assessments. Data shows that when students are present, they are able to engage with the curriculum to build their knowledge. Our school has implemented attendance incentive plans to increase student attendance.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	80	104	93
Grade 1	89	67	96
Grade 2	79	82	68
Grade3	78	80	80
Grade 4	83	74	73
Grade 5	90	82	72
Grade 6	100	87	84
Total Enrollment	599	576	566

Conclusions based on this data:

1. Our smallest cohort year over year is the grade 1 (21-22) to grade 2 (22-23)
2. Mitchell Community School's overall student enrollment has declined slightly over the last 3 school years.
3. The largest cohorts continue to be our kindergarten and first grade cohorts.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	91	83	87	15.20%	14.4%	15.4%
Fluent English Proficient (FEP)	32	32	32	5.30%	5.6%	5.7%
Reclassified Fluent English Proficient (RFEP)	2	11	5	2.2%	1.9%	0.9%

Conclusions based on this data:

1. The total number or students who are classified as English Learners has remained steady (within 14-16% of students) across the enrollment numbers.
2. The number of Reclassified Fluent English Proficient (RFEP) students has declined over the past 3 school years and is at a significantly low percentage.
3. The number of Fluent English Proficient (FEP) students has stayed at a steady pace within the 5 % range.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	78	76		0	73		0	73		0.0	96.1	
Grade 4	84	71		0	70		0	70		0.0	98.6	
Grade 5	89	86		0	83		0	83		0.0	96.5	
Grade 6	101	93		0	93		0	93		0.0	100.0	
All Grades	352	326		0	319		0	319		0.0	97.9	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2391.			16.44			23.29			19.18			41.10	
Grade 4		2449.			20.00			21.43			15.71			42.86	
Grade 5		2503.			18.07			37.35			26.51			18.07	
Grade 6		2521.			18.28			31.18			31.18			19.35	
All Grades	N/A	N/A	N/A		18.18			28.84			23.82			29.15	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.81			50.68			31.51	
Grade 4		22.86			54.29			22.86	
Grade 5		27.71			62.65			9.64	
Grade 6		25.81			52.69			21.51	
All Grades		23.82			55.17			21.00	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.59			50.68			39.73	
Grade 4		14.29			54.29			31.43	
Grade 5		15.66			61.45			22.89	
Grade 6		11.83			50.54			37.63	
All Grades		12.85			54.23			32.92	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.59			68.49			21.92	
Grade 4		11.43			70.00			18.57	
Grade 5		16.87			68.67			14.46	
Grade 6		22.58			66.67			10.75	
All Grades		15.67			68.34			15.99	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.96			56.16			32.88	
Grade 4		12.86			62.86			24.29	
Grade 5		9.64			66.27			24.10	
Grade 6		15.05			67.74			17.20	
All Grades		12.23			63.64			24.14	

Conclusions based on this data:

1. Based on 21-22 CAASPP data, we have a high percentage rate of student participation on the state assessment.
2. Overall on the 21-22 CAASPP assessment, Mitchell has over 68% of students achieving at or near grade level. This represents the largest number in the 4 targeted areas. The remaining areas are as follows (in order of success): Research/Inquiring 63.64%, Reading 55.17%, and Listening 54.23% of students achieving at or near grade level.
3. Based on 21-22 CAASPP data in English Language Arts, the area of most need, where students overall show the greatest number in % Below Standard is in the area of writing at 32.92%.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	78	76		0	74		0	74		0.0	97.4	
Grade 4	84	70		0	70		0	70		0.0	100.0	
Grade 5	89	86		0	84		0	84		0.0	97.7	
Grade 6	101	93		0	93		0	93		0.0	100.0	
All Grades	352	325		0	321		0	321		0.0	98.8	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2401.			12.16			27.03			18.92			41.89	
Grade 4		2450.			14.29			17.14			31.43			37.14	
Grade 5		2485.			14.29			15.48			36.90			33.33	
Grade 6		2512.			17.20			18.28			29.03			35.48	
All Grades	N/A	N/A	N/A		14.64			19.31			29.28			36.76	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.57			40.54			41.89	
Grade 4		18.57			48.57			32.86	
Grade 5		16.67			53.57			29.76	
Grade 6		20.43			48.39			31.18	
All Grades		18.38			47.98			33.64	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.16			52.70			35.14	
Grade 4		15.71			47.14			37.14	
Grade 5		15.48			53.57			30.95	
Grade 6		15.05			46.24			38.71	
All Grades		14.64			49.84			35.51	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.22			56.76			27.03	
Grade 4		12.86			57.14			30.00	
Grade 5		8.33			69.05			22.62	
Grade 6		10.75			66.67			22.58	
All Grades		11.84			62.93			25.23	

Conclusions based on this data:

1. Based on 2021-2022 CAASPP data, the lowest percentage of student ability in each of the target areas was of those students in reaching Above Standard scoring.
2. Based on 2021-2022 CAASPP data, the highest area on each of the math target areas was in the students reaching At or Near Standard.
3. Based on 2021-2022 CAASPP data, over 25% of our students are scoring in Below Standard showing the need for Tier 1, Tier 2, and Tier 3 support in the area of mathematics. This includes supporting teachers with professional development as well as scaffolding for students in the classroom.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1430.3	1452.5		1438.8	1459.2		1410.2	1437.3		13	15	
1	1432.7	*		1460.3	*		1404.8	*		17	4	
2	1461.8	1471.7		1472.2	1476.4		1450.8	1466.7		13	15	
3	*	1472.9		*	1468.0		*	1477.3		10	11	
4	1491.1	*		1505.5	*		1476.4	*		13	10	
5	*	*		*	*		*	*		8	10	
6	1525.1	*		1521.5	*		1528.2	*		14	10	
All Grades										88	75	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.08	20.00		7.69	33.33		61.54	46.67		7.69	0.00		13	15	
1	17.65	*		35.29	*		11.76	*		35.29	*		17	*	
2	7.69	6.67		30.77	40.00		46.15	33.33		15.38	20.00		13	15	
3	*	0.00		*	45.45		*	18.18		*	36.36		*	11	
4	23.08	*		38.46	*		7.69	*		30.77	*		13	*	
5	*	*		*	*		*	*		*	*		*	*	
6	21.43	*		35.71	*		28.57	*		14.29	*		14	*	
All Grades	15.91	14.67		32.95	40.00		30.68	28.00		20.45	17.33		88	75	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	33.33		38.46	26.67		38.46	40.00		15.38	0.00		13	15	
1	47.06	*		11.76	*		23.53	*		17.65	*		17	*	
2	0.00	33.33		69.23	26.67		30.77	33.33		0.00	6.67		13	15	
3	*	9.09		*	45.45		*	36.36		*	9.09		*	11	
4	38.46	*		23.08	*		30.77	*		7.69	*		13	*	
5	*	*		*	*		*	*		*	*		*	*	
6	28.57	*		28.57	*		35.71	*		7.14	*		14	*	
All Grades	28.41	26.67		32.95	40.00		28.41	24.00		10.23	9.33		88	75	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.08	13.33		7.69	33.33		38.46	46.67		30.77	6.67		13	15	
1	5.88	*		35.29	*		11.76	*		47.06	*		17	*	
2	7.69	6.67		15.38	40.00		30.77	20.00		46.15	33.33		13	15	
3	*	0.00		*	36.36		*	27.27		*	36.36		*	11	
4	7.69	*		30.77	*		23.08	*		38.46	*		13	*	
5	*	*		*	*		*	*		*	*		*	*	
6	0.00	*		42.86	*		28.57	*		28.57	*		14	*	
All Grades	6.82	9.33		25.00	34.67		32.95	30.67		35.23	25.33		88	75	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	46.67		61.54	53.33		23.08	0.00		13	15	
1	47.06	*		41.18	*		11.76	*		17	*	
2	15.38	40.00		84.62	53.33		0.00	6.67		13	15	
3	*	36.36		*	54.55		*	9.09		*	11	
4	61.54	*		23.08	*		15.38	*		13	*	
5	*	*		*	*		*	*		*	*	
6	23.08	*		61.54	*		15.38	*		13	*	
All Grades	29.89	38.67		57.47	53.33		12.64	8.00		87	75	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	20.00		76.92	80.00		15.38	0.00		13	15	
1	17.65	*		70.59	*		11.76	*		17	*	
2	7.69	20.00		92.31	66.67		0.00	13.33		13	15	
3	*	9.09		*	63.64		*	27.27		*	11	
4	23.08	*		69.23	*		7.69	*		13	*	
5	*	*		*	*		*	*		*	*	
6	28.57	*		71.43	*		0.00	*		14	*	
All Grades	23.86	24.00		68.18	64.00		7.95	12.00		88	75	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	13.33		69.23	73.33		15.38	13.33		13	15	
1	23.53	*		23.53	*		52.94	*		17	*	
2	15.38	6.67		38.46	60.00		46.15	33.33		13	15	
3	*	0.00		*	63.64		*	36.36		*	11	
4	0.00	*		61.54	*		38.46	*		13	*	
5	*	*		*	*		*	*		*	*	
6	0.00	*		57.14	*		42.86	*		14	*	
All Grades	10.23	8.00		51.14	64.00		38.64	28.00		88	75	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.08	26.67		38.46	66.67		38.46	6.67		13	15	
1	11.76	*		58.82	*		29.41	*		17	*	
2	15.38	26.67		38.46	40.00		46.15	33.33		13	15	
3	*	0.00		*	81.82		*	18.18		*	11	
4	7.69	*		53.85	*		38.46	*		13	*	
5	*	*		*	*		*	*		*	*	
6	14.29	*		85.71	*		0.00	*		14	*	
All Grades	11.36	17.33		60.23	64.00		28.41	18.67		88	75	

Conclusions based on this data:

1. Overall, our number of English Learners has decreased over the last 3 school years.

2. Over half of our English Learners are scoring in the Level 3 and Level 4 range on the ELPAC which is an increase year over year. With this, the percentage of students scoring in Level 1 and Level 2 has decreased.

3. In the four domains, the larger percentage of students has shifted from Beginning and Somewhat/Moderately developed to Somewhat/Moderately and Well Developed. This shows an increase is English Learner acquisition of the English Language in Reading, Writing, Listening, and Speaking as displayed from the ELPAC data.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
576	**59.5**	**14.4**	**0.5**
Total Number of Students enrolled in Mitchell Community School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	83	14.4
Foster Youth	3	0.5
Homeless	5	0.9
Socioeconomically Disadvantaged	343	59.5
Students with Disabilities	80	13.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	31	5.4
American Indian	1	0.2
Asian	8	1.4
Filipino	9	1.6
Hispanic	344	59.7
Two or More Races	25	4.3
Pacific Islander		
White	156	27.1

Conclusions based on this data:

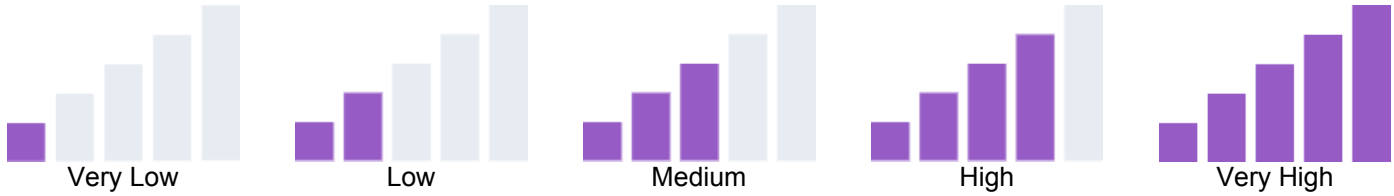
1. The largest percentage of student race is Hispanic. This student group makes up 59.7% of the total student enrollment at Mitchell, which shows an increase of about 3% from the previous school year.
2. The student enrollment at Mitchell that falls into the Socioeconomically Disadvantaged student group at Mitchell has significantly increased year over year from 47.4%. to 59.5% of the student population.
3. The subgroups that continue to increase at Mitchell include English Learners, African American, Hispanic, and Socioeconomically Disadvantaged. These subgroups continue to be an area of focus for support in academics and socio-emotional needs.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Medium
Mathematics: Low		
English Learner Progress: Medium		

Conclusions based on this data:

1. Based on 2022 Fall Dashboard data, Chronic Absenteeism continues to show as "very high." This continues to be an area of focus to support all students in attending school on a regular basis.
2. Based on the 2022 Fall Dashboard data, English Language Arts and Mathematics display in the low area. This shows the need to focus on these academic areas. This will be done through professional development and continued monitoring and support using the MTSS guidelines.

3. Though the Dashboard data shows the English Learner Progress in the medium rating, it does need to garner further attention and focus to support all English Learner progress. This includes newcomers as well as Long Term English Learners. This will be done through continued monitoring on ELLevation as well as English Language Development through both Integrated and Designated English Language Instruction inside of the classroom.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	3	0	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	
15.5 points below standard	38.2 points below standard	
301 Students	52 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
2 Students	30.8 points below standard	92.7 points below standard
	180 Students	49 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 63.3 points below standard 13 Students	No Performance Level 1 Student	No Performance Level 4 Students	No Performance Level 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Low 30.5 points below standard 177 Students	No Performance Level 12.3 points above standard 11 Students		High 13.8 points above standard 85 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
68.1 points below standard 36 Students	29.1 points above standard 16 Students	14.1 points below standard 233 Students

Conclusions based on this data:

1. Based on the Fall 2022 Dashboard data, the Reclassified English Learners scored higher than Current English Learners or English Only students, scoring 29.1 points above standard. The other two groups both scored below standard. Current EL students scored 68.1 points below standard and English Only scored 14.1 points below standard.
2. Based on the Fall 2022 Dashboard data, only one group scored above the level of low, with our White subgroup scoring in the high range, scoring at 13.8 points above standard. The other subgroups scored in low or very low if there was enough data to record performance level. This indicates a continued need of focus on our English Learner, African American, Students with Disabilities, and Socio-Economically Disadvantaged subgroups.
3. Based on the Fall 2022 Dashboard data, Students with Disabilities scored 92.7 points below standard. As a result, support and training in our special education classes, as well as general education classes providing core instruction to students, continues to be of top priority to help students access grade level content standards.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	
34.9 points below standard	54.7 points below standard	
300 Students	52 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
2 Students	49.7 points below standard	121.0 points below standard
	180 Students	48 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 54.7 points below standard 13 Students	No Performance Level 1 Student	No Performance Level 4 Students	No Performance Level 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Low 55.4 points below standard 176 Students	No Performance Level 9.0 points below standard 11 Students		Medium 0.1 points below standard 85 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
77.6 points below standard 36 Students	3.3 points below standard 16 Students	32.3 points below standard 232 Students

Conclusions based on this data:

1. Overall the Fall 2022 Math Dashboard data showed scores of low or very low if scores were reported based on subgroup numbers. In comparison to the ELA scores, the math scores overall were significantly lower.
2. Based on the Fall 2022 Dashboard data, none of the Data Comparisons for English Learners show any of the subgroups scoring above standard. All three subgroups (EL, RFEP, and EO) scored below standard. English Learners scored the lowest, falling 77.6 points below standard, English Only was next scoring 32.3 points below standard, and RFEP scored 3.3 points below standard.
3. Based on the Fall 2022 Dashboard data, Students with Disabilities scored 121.0 points below standard on Mathematics. As a result, support and training in our special education classes, as well as general education classes providing core instruction to students, continues to be of top priority to help students access grade level content standards.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Medium

53.8 making progress towards English language proficiency

Number of EL Students: 52 Students

Performance Level: 3

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.5%	34.6%	0.0%	53.8%

Conclusions based on this data:

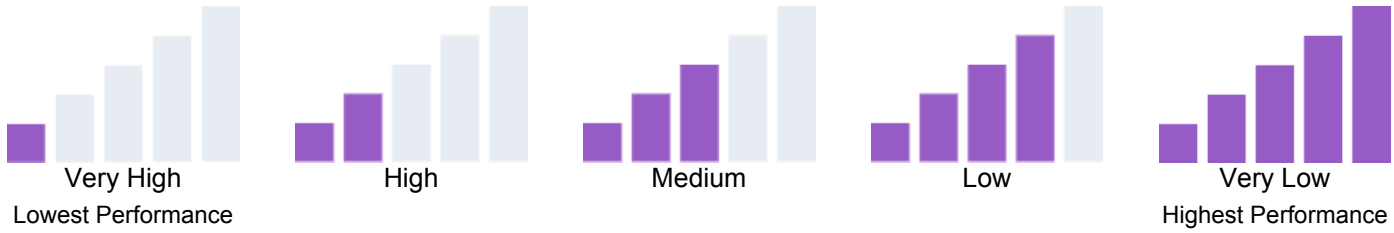
1. The English Learners at Mitchell fell into the Medium proficiency based on the 2022 Dashboard Results. The average performance level indicated is Level 3 with 53.8% making progress.
2. 34.6 percent of our students maintained Level 1, 2, or 3. In conjunction with 11.5% of our students decreasing one level, it is imperative that we continue to focus on this subgroup, offering support for our English Learners in the classroom.
3. Based on the Dashboard data, 53.8% of our English Learners progressed one level. These students should continue to be monitored and supported so they are able to continue to progress in their development of the English Language.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



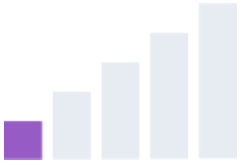
This section provides number of student groups in each level.

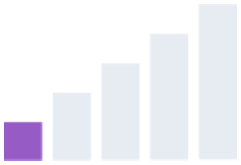
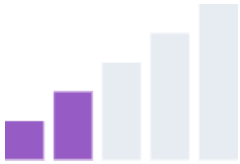
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
4	2	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	High	No Performance Level
21.6% Chronically Absent	12.4% Chronically Absent	Less than 11 Students
607 Students	89 Students	3 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	27.4% Chronically Absent	25.7% Chronically Absent
6 Students	376 Students	101 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Very High	No Performance Level	No Performance Level	No Performance Level
38.9% Chronically Absent	Less than 11 Students	Less than 11 Students	Less than 11 Students
36 Students	1 Student	8 Students	10 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	No Performance Level		High
25.3% Chronically Absent	23.1% Chronically Absent		11% Chronically Absent
363 Students	26 Students		163 Students

Conclusions based on this data:

1. Overall, the 2022 Fall Dashboard shows that all of our school falls into the very high level of Chronic Absenteeism. The subgroups that also fall into the very high category include Hispanic, African American, Students with Disabilities, and SocioEconomically Disadvantaged. The subgroup with the highest percentage is African American, with 38.9% of the students falling into that category.
2. Based on the 2022 Fall Dashboard data, White and English Learners fall into the high category as well. English Learners have a 12.4% Chronically Absent rate and the White subgroup has an 11% rate.
3. Though the Two or More Races subgroup does not display a performance level on the Dashboard data, it should be noted and monitored that they are displaying a 23.1% chronically absent rate with 26 students total in that subgroup.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	5	0	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	No Performance Level
1.8% suspended at least one day	1.1% suspended at least one day	Less than 11 Students
622 Students	94 Students	4 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Medium
Less than 11 Students	1.3% suspended at least one day	2.9% suspended at least one day
6 Students	385 Students	105 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very Low	No Performance Level	No Performance Level	No Performance Level
0% suspended at least one day	Less than 11 Students	Less than 11 Students	Less than 11 Students
37 Students	1 Student	8 Students	10 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	No Performance Level		Medium
1.1% suspended at least one day	7.4% suspended at least one day		2.4% suspended at least one day
374 Students	27 Students		165 Students

Conclusions based on this data:

1. Based on the Fall 2022 Dashboard, the students overall, as well as the English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic and White Subgroups fell into the medium level.
2. Though the Two or More Races did not show as a subgroup to display a performance level on the 2022 Dashboard, they had a percentage of 7.4 students suspended at least one day last school year.
3. Based on the Fall 2022 Dashboard, we see a need to support behavior intervention as well as socio emotional learning to help support our students with behavior and making choices that are appropriate for school.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Engagement and Involvement

LEA/LCAP Goal

Effective teaching and administration

Goal 1

In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair

Identified Need

In looking at the February 2023 Renaissance ELA scores from our STAR Reading data, approximately 56% of students in grades 1-6, scored in the at or above benchmark levels. Additionally, the February 2023 Renaissance Math scores showed that approximately 66.1% of our students assessed in grades K-6 scored in the at or above benchmark levels. Based on this data, the students at Mitchell need support in building the foundational skills in ELA and Math

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA	In 2022-2023, 56% of students assessed were at or above benchmark on the STAR Reading assessment.	In 2023-2024, students showing at or above benchmark as assessed on STAR Reading will increase by 5%.
Math	In 2022-2023, 66.1% of students assessed were at or above benchmark on the STAR Math assessment.	In 2023-2024, students showing at or above benchmark as assessed on STAR Math will increase by 5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Work with District Office personnel to recruit and retain highly qualified staff using the District's evaluation procedures.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries Recruitment - District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Work with District Office to provide current CA State approved textbooks and materials in core subject areas.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 4000-4999: Books And Supplies Text Books- District Funded
17,626.00	LCFF-Base 4000-4999: Books And Supplies Materials to support the basic program in core subject areas
10,194.47	LCFF- Supplemental/Concentration 4000-4999: Books And Supplies Materials to support the basic program in core subject areas
640.00	LCFF-Base 4000-4999: Books And Supplies Materials for STEAM materials to support Next Generation Science Standards
5,565.00	Misc. Grants 4000-4999: Books And Supplies Materials to support the basic program
783.90	Title I

	4000-4999: Books And Supplies Materials to support the basic program for Title 1 students

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement a maintenance plan to repair and maintain facilities and play areas to support students' learning in safe and secure facilities.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000.00	LCFF-Base 4000-4999: Books And Supplies Custodial Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain noon supervisors to support all students' safety and supervision.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
800.00	LCFF-Base 2000-2999: Classified Personnel Salaries Extra hours for noon supervisor training and support
72.22	LCFF-Base 3000-3999: Employee Benefits Benefits for extra hour noon supervisor support

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Mitchell will conduct safety drills to support safety for all students and staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
800.00	LCFF-Base 4000-4999: Books And Supplies Safety Supplies for the school disaster bin
300.00	LCFF-Base 4000-4999: Books And Supplies Nurse Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Mitchell will engage families of low income, homeless, and Foster Youth students by regularly monitoring attendance and providing families resources to remove barriers and allow parents to communicate and engage with school staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,519.33	LCFF-Base 2000-2999: Classified Personnel Salaries Office Assistant hours to support communication and monitor attendance
853.88	LCFF-Base 3000-3999: Employee Benefits Benefits for Office Assistant
1,000.00	LCFF-Base 4000-4999: Books And Supplies Office Supplies
200.00	LCFF-Base 5000-5999: Services And Other Operating Expenditures

	Postage costs
1,100.00	LCFF-Base 2000-2999: Classified Personnel Salaries Extra hours for office assistant
98.67	LCFF-Base 3000-3999: Employee Benefits Benefits for extra hours for office assistant

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Unduplicated Students

Strategy/Activity

Transportation will be provided to and from Mitchell Community School for unduplicated student populations living outside allowable zones to walk to school to remove barriers from accessing their educational program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 5000-5999: Services And Other Operating Expenditures District Funded- Transportation

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All teachers will participate in 3 days of Professional Development in the school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries District Office, Principals

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Foster Youth

Strategy/Activity

Provide Professional Development for certificated staff on how best to support Foster Youth.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,648.00	LCFF-Base 1000-1999: Certificated Personnel Salaries Extra Duty pay for teachers for training and professional development
887.19	LCFF-Base 3000-3999: Employee Benefits Benefits for Extra Duty pay for teachers for training and professional development

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide instructional textbook materials for preschool - 6th grade that are standards aligned in all subject areas.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 4000-4999: Books And Supplies Textbooks

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Though we were back on campus, we still have some gaps in student attendance due to illness. Due to these gaps, there were also learning gaps that still are evident. This impacted being able to make greater growth on academic targets.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Though students were on campus, there were still many socio-emotional needs that the students have that are not being met. Without that aspect being met, academics are also affected.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There will be no changes to the goals, outcomes, metrics or strategies to support student success.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student achievement

LEA/LCAP Goal

Proficiency in reading/language arts
Proficiency in math
Proficiency for high priority students

Goal 2

Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.

Identified Need

Based on our 2021-2022 California Dashboard, our English Learner, African American, Students with Disabilities, and Socio-Economically Disadvantaged subgroups need support in meeting academic goals and their socio-emotional needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA	In 2022-2023, 56% of students assessed were at or above benchmark on the February STAR Reading assessment.	In 2023-2024, students scoring at or above benchmark will increase by 5%
Math	In 2022-2023, 66.1% of students assessed were at or above benchmark on the February STAR Math assessment.	In 2023-2024, students scoring at or above benchmark will increase by 5%.
English Learners: Reclassification	In 2022-2023, 6 students were Reclassified. (100% of eligible students)	In 2022-2023, Reclassifications will increase by 5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Low Income, Foster Youth

Strategy/Activity

Professional Development for teachers to address academic and social/emotional needs focused on differentiation, use of multiple modalities, ways to utilize technology, as well as addressing social/emotional needs of students, specifically English Learners, Low Income students, and Foster Youth. This includes providing professional development for all teachers in Orton Gillingham and Math Expressions as well.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries Districted provided
0	LCFF-Base 1000-1999: Certificated Personnel Salaries Covered in Goal 1 Strategy 9

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Low Income, Foster Youth

Strategy/Activity

Mitchell will provide California State supplementary standards based materials for English Learners, Foster Youth, and Low Income Students. Additionally, Mitchell will provide math intervention and support using math curriculum to increase academic growth for all students, including English Learners, Homeless, Foster Youth, and Students with Disabilities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF-Base 4000-4999: Books And Supplies Covered in Goal 1 Strategy 2
7,435.00	Misc. Grants 4000-4999: Books And Supplies Support for Curriculum

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Low Income, Foster Youth

Strategy/Activity

To address the learning needs of English Learners, Low Income, and Foster Youth, teachers will be provided with collaboration time to support student learning by monitoring student data, providing interventions to mitigate learning loss, and enrichment activities during and outside the learning day to support mastery of grade level standards. In order to reduce the ratio levels and provide targeted instruction to the students impacted by the combination classes, we will be using our Teacher on Special Assignment (TOSA) to support our students in the areas of ELA and Math. Provide additional language support to students new to the country using Benchmark Hello and Imagine Language

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,938.08	Title I 1000-1999: Certificated Personnel Salaries 40% TOSA to support student intervention (multi funded)
5,072.06	LCFF- Supplemental/Concentration 3000-3999: Employee Benefits Benefits for 40% TOSA
20,855.52	LCFF- Supplemental/Concentration 1000-1999: Certificated Personnel Salaries 40% TOSA to support student intervention (multi funded)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Low Income, Foster Youth

Strategy/Activity

Professional development, conferences and workshops will be offered to teachers to support the educational program in all content areas to address standards based on instruction and mitigate learning loss for English Learners, Low Income, and Foster Youth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 5000-5999: Services And Other Operating Expenditures

	Capturing Kids Hearts Training and Other teacher professional development opportunities

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Low Income

Strategy/Activity

Mitchell will offer additional instructional minutes for teachers to support mastery of English Proficiency and grade level standards for English Learners and Low Income students. Mitchell will also provide additional language support to students new to the country using Benchmark Hello and Imagine Language.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified English Development minutes offered during instructional hours

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Staff will be trained to administer the Initial English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of English.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries Teachers will be trained to administer the ELPAC exam

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Unduplicated Students

Strategy/Activity

For unduplicated students not meeting grade level standards, teachers will provide students outside of the school year intervention to mitigate learning loss. Additionally, enrichment will be offered to positively influence academic achievement levels.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries Teachers will provide intervention to mitigate learning loss

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Sixth Grade Students

Strategy/Activity

Mitchell will continue articulation with the William S. Hart School district to support students transitioning to Junior High School.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified Mitchell will work with William S. Hart to support transition to junior high school

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income Students

Strategy/Activity

Library Resource Technicians will assist teachers to provide access to a wide variety of literary sources for low income students who may have limited access to literary materials at home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500.00	Misc. Grants 4000-4999: Books And Supplies Purchase Library Books to support student learning

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Low Income, Foster Youth

Strategy/Activity

To support English Learners, Low Income, and Foster Youth who may show underperformance on state and local assessments, Teachers on Special Assignment (TOSAs) will provide coaching and intervention support for teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I 2000-2999: Classified Personnel Salaries Instructional Assistant to support student learning (budgeted in Goal 2 Strategy/Activity 3)
0	Title I 3000-3999: Employee Benefits Benefits for Instructional Assistant to support student learning (budgeted in Goal 2 Strategy/Activity 3)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income

Strategy/Activity

Arts Integration will be implemented by Mitchell teachers to help ensure that low income students receive opportunities to develop creativity and innovative practices through Visual and Performing Arts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified Teachers will integrate VAPA in the classroom
65,350.00	LCFF-Base 1000-1999: Certificated Personnel Salaries Arts Education Grant
28,696.00	LCFF- Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Arts Education Grant

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Low Income, Foster Youth

Strategy/Activity

Additional digital devices will be provided to support instruction and to assist with closing the achievement gap.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,600.00	LCFF-Base 4000-4999: Books And Supplies Computer Related Expenses

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Low Income

Strategy/Activity

The computer lab assistant at Mitchell will work to help low income students to support equitable access to differentiated instruction and access to online curricular programs to use technology to meet grade level standards.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 2000-2999: Classified Personnel Salaries Computer Lab Technician

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Low Income, Foster Youth

Strategy/Activity

A strong early childhood program that promotes healthy social/emotional development, assists with English language acquisition, and helps to build a strong academic foundation to narrow the opportunity gap of English Learners, Low Income, and Foster Youth will be implemented.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified Early Childhood Program

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Special Education

Strategy/Activity

Students with Special Needs will be given opportunities to integrate with typically developing peers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified Opportunities for special education students to integrate with general education peers

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students- English Learners, Socio-Economically Disadvantaged, African Americans, Hispanic

Strategy/Activity

Utilize Learning Support Teachers to provide intervention to support the academic growth of all students, including English Learners, Homeless, Foster Youth, and Students with Disabilities.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	District Funded 1000-1999: Certificated Personnel Salaries LST Teachers to mitigate learning loss

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Many of our students have learning gaps that need to be targeted to support student achievement., Having consistent LST sessions and using MTSS strategies will help students to improve academic success.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Through the use of Orton Gillingham, teachers will support studnets in their development in ELA foundational skills.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the students' assessment data our subgroups are in need of academic support in ELA and math. We will implement intervention and support for our students. This can be found in our SPSA, Goal 2 Strategies 1, 3, 4, 5, 8, and 11.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Engagement and Involvement

LEA/LCAP Goal

Parents and community

Goal 3

All families and the broader community are welcomed and are partners in supporting the whole child.

Identified Need

Parent involvement in their child's education continues to be of utmost importance to Mitchell. Our largest form of communication comes through ParentSquare where we have over 99% of contact ability with our families. Messages are sent out school-wide once a week, with frequent reminders for specific meetings to help support parent participation. Teachers also send out weekly messages to their families to engage parents. We will continue to receive parent input and feedback so we can continue to improve our parent participation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Square	During the 2022-2023 school year, ParentSquare usage will continue to increase. Mitchell will also utilize Parent Square for scheduling conferences and to increase other resources offered to parents.	During the 2023-2024 school year, ParentSquare communication will continue to be utilized as the main form of communication. The use of ParentSquare to share newsletters, scheduling conferences, and direct communication will built.
Parent Attendance	Returning to in person events, meetings, etc. parent attendance will increase by 5% at meetings, trainings, family nights, etc. during the 2022-2023 school year.	Offering meetings held via Zoom as well as in person at different times and days will continue to an option to help to engage parents in Mitchell events. This will include conferences, meetings, trainings, and family events for the 2023-2024 school year for an anticipated 5% increase in participation,

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income and English Learners

Strategy/Activity

Increase home/school communication and engagement for families of low income and English Learners by providing families access to resources, educational, social/emotional, and/or basic needs that further remove barriers from students accessing their educational program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
48,779.02	Title I 1000-1999: Certificated Personnel Salaries Shared school social worker (50%)
28,000.00	PTA 5000-5999: Services And Other Operating Expenditures Field Trips
23,433.00	Title I 3000-3999: Employee Benefits Shared school social worker (50%)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Translation services will be provided to service the families of English Learners to remove language barriers that may impede families from information regarding their child's educational program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
646.00	LCFF- Supplemental/Concentration 2000-2999: Classified Personnel Salaries

	Translation Services
57.95	LCFF- Supplemental/Concentration 3000-3999: Employee Benefits Benefits for Translation Services

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Advisory groups will continue at Mitchell (such as ELAC, SSC) to provide input to our school plans (SPSA, Safety Plans, etc) to further support the educational programs for all students, especially unduplicated students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,625.00	LCFF-Base 1000-1999: Certificated Personnel Salaries Substitute Teachers for Advisory Groups
395.20	LCFF-Base 3000-3999: Employee Benefits Benefits for Substitute Teachers for Advisory Groups

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Mitchell and the district office will work to support the parents of English Learners who are scoring below proficiency by providing parent workshops and, educational resources to support parents with meeting the needs of their child to achieve grade level standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF-Base None Specified ELAC and Coffee with the Principal

0	LCFF- Supplemental/Concentration 2000-2999: Classified Personnel Salaries Translation Services mentioned in Goal 3 Strategy 2
1,000.00	LCFF- Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Academic Family Night

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income

Strategy/Activity

To assure low income students have awareness and access to community services, the District will provide a Student and Family Wellness Collaborative to engage community, staff, and parents to provide children and families with social/emotional assistance as well as basic needs inside and outside of school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified District Student and Family Wellness Collaborative

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide child care to increase parental participation in after school and evening parent workshops.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100.00	LCFF-Base 2000-2999: Classified Personnel Salaries Noon Supervisor Extra Duty Pay

8.51	LCFF-Base 3000-3999: Employee Benefits Noon Supervisor Benefits

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We were able to offer in person meetings to families. The participation did not occur at an increased rate. Though we were able train over 189 parents/family members through our volunteer training, we did not see all the volunteers on campus to engage them to come to our meetings such as ELAC or Coffee with the Principal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We did not offer a second academic night to the families that required the need of noon supervisors to monitor the students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes to this goal can be seen in Strategy1, with our Virtual Family Night expenses to bring our families together.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Supporting the Whole Child

LEA/LCAP Goal

Effective teaching and administration

Goal 4

All students, including Low Income, English Learners, and Foster Youth, will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.

Identified Need

We are seeing an increase in behavior referrals to the office, referrals to counseling, and referrals to our district and site school social workers. As such, we will continue to focus on social emotional support through Capturing Kids Hearts, which will work to build positive relationships at our school. We will continue to collect data to analyze, monitor, and support the emotional and behavioral needs of students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase attendance	During the 2022-2023 school year, there was a high number of students classified as chronically absent .	During the 2023-2024 school year, attendance rates of students with less than a 5% absence rate will increase by 5%.
Increase Socio-Emotional Support	In 2022-2023, the number of students who were not able to access socio-emotional support was increased due to a lack of resources available.	During the 2023-2024 school year, the socio-emotional support will be offered to all students who need support.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students- Students with Disabilities, African Americans, Hispanics, English Learners, Socio-Economically Disadvantaged

Strategy/Activity

Students connectedness and engagement will be evidenced by reporting positive relationships and safety on student surveys.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified Students to complete surveys

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students- Students with Disabilities, African Americans, Hispanics, English Learners, Socio-Economically Disadvantaged

Strategy/Activity

To remove barriers for low income students from accessing their academic program, counseling services will be provided to support social/emotional wellness and academic success in school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 5000-5999: Services And Other Operating Expenditures Counseling Services to be provided

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students- Students with Disabilities, African Americans, Hispanics, English Learners, Socio-Economically Disadvantaged

Strategy/Activity

Support students with a progressive discipline model and positive behavior programs (i.e. Capturing Kids Hearts, PBIS, Restorative Practices, etc.), and counseling services that promote positive student behavior for all students, including English Learners, low income and foster youth.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 5000-5999: Services And Other Operating Expenditures Counseling Services to be provided
0	Title I 1000-1999: Certificated Personnel Salaries See Goal 3 Activity 1

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students- Students with Disabilities, African Americans, Hispanics, English Learners, Socio-Economically Disadvantaged

Strategy/Activity

Support students with positive academic and behavior programs (i.e. Capturing Kids Hearts, AR incentive programs, monthly spirit assemblies, etc.) that promote student engagement for all students, including English Learners, low income and foster youth and Students with Disabilities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries Capturing Kids Hearts Training

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income, Foster Youth, and Homeless Students

Strategy/Activity

To address barriers that limit low income, foster youth, and homeless students from receiving full benefit from their educational experience, the District Social Worker will work with Mitchell to provide comprehensive services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

	None Specified Partnership with the District Social Worker to support Mitchell Students

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students- Students with Disabilities, African Americans, Hispanics, English Learners, Socio-Economically Disadvantaged

Strategy/Activity

To support student connectedness and build positive relationships, Mitchell will utilize positive academic and behavior programs that promote student engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250.00	Misc. Grants 4000-4999: Books And Supplies Purchase materials to support positive academic and behavior program (Capturing Kids Hearts)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students- Students with Disabilities, African Americans, Hispanics, English Learners, Socio-Economically Disadvantaged

Strategy/Activity

Mitchell will create a positive school culture to foster youth development and academic achievement to support student support and engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250.00	Misc. Grants 4000-4999: Books And Supplies Purchase materials to support positive academic and behavior program to influence positive culture at Mitchell

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to the increase in socio-emotional support needed, our Social Worker provided SEL support on our campus. In addition to our CKH, we also utilized Zones of Regulations. Our counseling program once again reached capacity early, creating a waitlist of students needing support. Positive relationships built with staff and students occurred and should continue to be fostered.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

With the increase of need, Capturing Kids Hearts was crucial to helping our students. Due to the lack of subs available, we were not able to fully implement our training the way we had intended.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A School Social worker, shared with another site, will continue to be on campus to be a resource to all of our students (TK-6) to support the whole child. Additionally we will use grant provided funds for an Arts Education program that will support our learners through artistic expression.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$313,080.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$81,934.00

Subtotal of additional federal funds included for this school: $81,934.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded	$0.00
LCFF- Supplemental/Concentration	$66,522.00
LCFF-Base	$121,624.00
Misc. Grants	$15,000.00
PTA	$28,000.00

Subtotal of state or local funds included for this school: $231,146.00

Total of federal, state, and/or local funds for this school: $313,080.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-Base	121,624.00	0.00
LCFF- Supplemental/Concentration	66,522.00	0.00
Title I	81,934.00	0.00
Misc. Grants	15,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF- Supplemental/Concentration	66,522.00
LCFF-Base	121,624.00
Misc. Grants	15,000.00
PTA	28,000.00
Title I	81,934.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	177,891.62
2000-2999: Classified Personnel Salaries	12,165.33
3000-3999: Employee Benefits	30,878.68
4000-4999: Books And Supplies	62,944.37
5000-5999: Services And Other Operating Expenditures	29,200.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF- Supplemental/Concentration	49,551.52
2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Concentration	646.00
3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	5,130.01
4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	10,194.47
5000-5999: Services And Other Operating Expenditures	LCFF- Supplemental/Concentration	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF-Base	70,623.00
2000-2999: Classified Personnel Salaries	LCFF-Base	11,519.33
3000-3999: Employee Benefits	LCFF-Base	2,315.67
4000-4999: Books And Supplies	LCFF-Base	36,966.00
5000-5999: Services And Other Operating Expenditures	LCFF-Base	200.00
None Specified	LCFF-Base	0.00
4000-4999: Books And Supplies	Misc. Grants	15,000.00
5000-5999: Services And Other Operating Expenditures	PTA	28,000.00
1000-1999: Certificated Personnel Salaries	Title I	57,717.10
2000-2999: Classified Personnel Salaries	Title I	0.00
3000-3999: Employee Benefits	Title I	23,433.00
4000-4999: Books And Supplies	Title I	783.90

Expenditures by Goal

Goal Number	Total Expenditures

Goal 1	69,088.66
Goal 2	139,446.66
Goal 3	104,044.68
Goal 4	500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Juana Catalan	Parent or Community Member
Patricia Frat	Parent or Community Member
Julie Goodrick	Parent or Community Member
Teresa Handy	Classroom Teacher
Gretchen Lupica	Principal
Trina Mitchell	Classroom Teacher
Maribel Morales	Parent or Community Member
Melissa Rubi	Parent or Community Member
Michelle Schmitt	Classroom Teacher
Janella Wigdor	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 9, 2023.

Attested:

	Principal, Mrs. Gretchen Lupica on 5/9/23
	SSC Chairperson, Mrs. Julie Goodrick on 5/9/23

Needs Assessment Organizer: CSI/ATSI	
School: Mitchell Community School	
Names of team members for broad data analysis and selection of focus areas: Teachers, Leadership, ELAC, SSC, PTA	**Names of team members for focused data analysis specific to each focus area:** Teachers, Leadership, ELAC, SSC, PTA

Focusing Area(s) Aligned to Local Priorities	Additional Data Sources
Math	California Dashboard Data/CAASPP Data/ELPAC Data
ELA and English Development	Local Assessment Data
Socio-Emotional Support	RFEP Monitoring Data
Chronic Absenteeism	Attendance Data

Data Analysis Educational Partner Team

Data Analyzed	Data was presented to the school leadership team, grade level teams, School Site Council, ELAC and PTA. Based on that data that was presented to the individual groups, a needs assessment survey was completed. After the needs assessment, the data collected was then shared with the groups again to plan for the SPSA and Title One expenditures. Based on the data, each grade level and the overall 3-6 grade had over 30% of the students not meeting standard in Math on the CAASPP. For ELA, the overall percentage of students not meeting standards was 30% (41% for 3rd, 42% for 4th, 18% for 5th and 19% for 6th) In Math, our English Learners, Black or African-American and Hispanic students scored lower than our White students. In ELA, our English Learners, Black or African-American and Hispanic students scored lower than our White students The scores in ELA and Math decreased year over year from the previous CAASPP data to the current CAASPP data.
Strengths	-attendance has improved -in person instruction -easier access to supporting interventions for students
Weaknesses	-COVID (or other illnesses that may be concerned that it may be COVID) -emotional support needs (both individual student and family situations) -peer relationships -emotional support needs impacting academics

	-gaps in learning especially among our subgroups (Students with Disabilities, English Learners, Socio-Economically Disadvantaged, African Americans, Hispanic) -fine motor skills
Further Questions/ Wonderings	How can teachers support all student subgroups? What other interventions can be utilized to help identified needs?
Identified Resource Inequities	-Not all general education teachers are trained to implement Orton Gillingham in the classroom -Chronic absenteeism affecting the subgroups that are found to score lower on local and state assessments
Problem Statement	The most crucial need based on the data is to support all of our students, with a focus on our English Learner subgroups. This support is needed in English Language Development, as well as mathematics, as both of these scores went down from previous years based on the data reviewed. If addressed, offering support in Mathematics, English Language Development, and Socio-Emotional learning will have the biggest impact not only on the subgroups but for all the students at Mitchell.
Root Cause Analysis Tool(s)	CDE: Root Cause Analysis Toolkit ● This toolkit provides the protocol for seven types of methodologies for conducting a root cause analysis. CCCR Fishbone Templates ● This document provides two different fishbone diagram templates for use in conducting a root cause analysis. Continuous Improvement Driver Diagram ● This document provides a template to identify goals and areas of focus, i.e. “drivers” to achieve identified goals.
Identified Root Causes	The potential root causes of the prioritized needs or concerns could be gaps in the learning based on the continuous impacts of the COVID pandemic. During this time, not all students were able to access the curriculum or have support in building the necessary foundational skills to continue learning grade level standards. As a result, when students returned to campus, they required filling in missing pieces to their foundational skills, which resulted in delays in access to the core grade level curriculum.
Aim Statement	Mitchell will work to support the students to making growth in their academic and SEL needs including the significant subgroups that show the greatest need of support.
Evidence Based Interventions	-Orton Gillingham -Benchmark Hello -Math Expressions

Action Plan for PDSA Cycles: CSI/ATSI		
Action	**Person(s) Responsible/**	**Metric that will be used to monitor and evaluate**

	Date	the action.
Utilize Learning Support Teachers to provide intervention to support the academic growth of all students, including English Learners, Homeless, Foster Youth, and Students with Disabilities.	LST/August-June	Orton Gillingham data from pre and post assessments
Provide professional development for all teachers in Orton Gillingham.	LST, Teachers, Principal, District Staff/August and as needed	Orton Gillingham data from pre and post assessments
Provide additional language support to students new to the country using Benchmark Hello and Imagine Language	LST/ as needed based on newcomers	ELPAC scores
Provide math intervention and support using math curriculum (i.e. Imagine Learning and IXL) to increase academic growth for all students, including English Learners, Homeless, Foster Youth, and Students with Disabilities.	Teachers/August-June	Local Assessments Supplemental Math Data CAASPP
Provide professional development and share effective instructional strategies with all teachers in Math Expressions.	Principal, Teachers/August-June	Supplemental Math Data CAASPP
Support students with positive academic and behavior programs (i.e. Capturing Kids Hearts, AR incentive programs, monthly spirit assemblies, etc.) that promote student engagement for all students, including English Learners, low income and foster youth and Students with Disabilities.	Principal, Teachers/August-June	Survey Results

RESOURCES

Additional Data Source Links & Available Data	
California School DASHBOARD	CA School Dashboard • State Indicator • Local Indicators
DATA QUEST California DEPARTMENT OF EDUCATION	DataQuest • Graduation Rates • A-G Completion Rates • Reclassification Rates • Absenteeism • High School Dropout Rates • Suspension Rates • Expulsion Rates • PFT

caaspp ELPAC	CAASPP Test Results • Smarter Balanced ELA & Math • Summative ELPAC
View Additional Reports	CA School Dashboard Additional Reports • CCI Measures • Graduation Rate
Los Angeles County Office of Education Serving Students • Supporting Communities • Leading Educators **Measuring and Reporting Results Section of the 2023–24 LCAP**	LCAP 2023-24 Required Metrics Inventory.docx • Measuring and Reporting Results section of the LCAP
California Department of Education	CDE: Dashboard Communication Toolkit • One-to-two page flyers for those new to the 2022 Dashboard • Flyers for general information around the state indicators • Webinar Recordings • Talking Points • Additional Resources

DATA ANALYSIS PROTOCOLOS	
ATLAS - Looking at Data Protocol	A protocol to guide conversation when data is the focal point. The structured approach of a protocol, with clear norms and expectations for conversation, creates a safe space for all participants. This protocol supports equity of voice and allows all members to describe the data, make inferences, and share implications for future work.
Protocol for Examining Data	This protocol is for use in guiding a group through analysis of data to identify strengths and problems of practice
Data Predictions and Assumptions for Groups	This protocol is used to capture thoughts amongst groups that review data sets.

"PRE-WORK" Organizational Tool and Internal Questioning Guide

SAMPLE - Priority 5: Chronic Absenteeism		
Possible Contributors	**Current Considerations**	**Additional Analysis**
Chronic Absenteeism calculation ● Since the Chronic Absenteeism rate on the Dashboard does not distinguish between excused and unexcused absences, the prioritization of the health and safety of students during the pandemic may have negatively impacted attendance. **Independent Study** ● Legislative changes to Independent Study impacted provision of instructional services when students were absent, especially for students with limited resources for at-home learning. ● Students unable to attend school due to illness or quarantine may not have had equitable opportunities to participate in independent study. **Staffing** ● School staff adhered to COVID quarantine based on public health orders. As a result, the increase in staff absences may have impacted students' perceptions about the importance of daily attendance. ● Lack of human and other resources devoted to reducing chronic absenteeism limited schools' capacity to intervene and support. **Data Challenges:** Data may have been entered incorrectly into the student information systems. Errors may include ● Coding absences incorrectly. ● Failing to verify completion of independent study assignments.	**Student Engagement** ● How might we re-engage students who may have grown accustomed to and/or prefer distance learning? ● How might we continue to refine instruction and learning opportunities to enhance student engagement? ● How might we capitalize on students' technological skills and interests in digital learning to create additional engagement opportunities (e.g. digitally-enhanced pedagogy, esports clubs, computer science in college and career pathways)? ● How might we improve school climate to ensure environments are welcoming to students and families of diverse backgrounds? ● How might we build meaningful relationships between students, educators, and other school staff to ensure students have personal connections in school? How might this extend to students' families? ● How might we expand school activities to engage more students? **Disproportionate Impact** ● How do we investigate and address disproportionate impacts of chronic absenteeism on different schools/communities? ● How do we investigate and address the disproportionate impact of chronic absenteeism on different student groups such as foster students, homeless students, students with disabilities, and students	To gain more insight into **Chronic Absenteeism**, consider additional opportunities to analyze data: ● **Positive outliers** - which schools and student groups demonstrated the greatest success? What can we learn? ● Analyze 2021-2022 absences based on **absence type** (excused, unexcused, incomplete independent study, suspension) or **absence reason** (physical and mental health, family and social factors, etc.) to determine trends. ● Disaggregate 2021-2022 absences by **number of days** absent. Are there severe chronic absentee cases with whom to intervene? ● Disaggregate 2021-2022 absences by **student groups** including race, ethnicity, socioeconomic status, housing status, disabilities etc. Are there disproportionately impacted student groups whom to intervene? ● Review a **snapshot** of 2022-2023 data (July - December) as compared to the same window in the prior year (2021-2022) to determine if attendance rates have improved from 2021-2022 to 2022-2023. Has attendance improved this year? ● Conduct **empathy interviews** with students who are chronically absent to determine *root causes* and leverage the action/intervention plan below. ● An Evaluation of the Effectiveness of Home Visits for Re-Engaging Students Who Were Chronically Absent in the Era of COVID-19. (December

• Not “dropping” students who were absent were due to transferring.	of certain ethnic and racial groups?	2022) Report from *Attendance Works* https://portal.ct.gov/ccerc/-/media/CCERC/Reports/CCERC-Exec-Summary-LEAP_FINAL.pdf
Case Study on Chronic Absenteeism - Reducing Chronic Absenteeism Change Package Version 2.0		