

School Year: **2022-23**



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 10, 2022	June 22, 2022

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

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.

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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, due to school closures from Covid-19, survey information included feedback on distance learning, including ways to strengthen the instructional program, provide necessary professional development, and gain an understanding on ways to support families during this time of remote teaching.

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. During remote teaching, classroom observations include participation in teachers' scheduled live teaching sessions.

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. For the 2020-2021 school year, professional development has focused on implementing the District's Learning Continuity and Attendance Plan, to address the needs identified for students and staff based on the school closures due to Covid-19. Before the 2020-2021 school year started, teachers participated in 32 hours of virtual professional development. 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 two Teachers 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. Additionally, during the 2020-2021 school year, the Educational Services Department has provided opportunities for teachers at each grade-level across the District to come together and collaborate. These virtual 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 2021-2022 academic school year. Through a series of four workshop 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 as per SB 98, the State Bill that addresses modifications to instructional minutes as a result of shifts in learning models due to Covid-19 school closures. 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.

Stakeholder 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 March 8, 2022 on Zoom
Draft SPSA shared at Certificated Staff Meeting on March 23, 2022 in person
Draft SPSA shared with School Site Council on April 12, 2022 on Zoom
SPSA for final discussion shared with Instructional Leadership on April 14, 2022 in person
SPSA shared at Coffee with the Principal on April 25, 2022 on Zoom
Draft SPSA shared with ELAC on May 9, 2022 on Zoom
SPSA voted on for approval at School Site Council on May 10, 2022 on Zoom

Resource Inequities

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

Inequities in materials at home occur within all subgroups with general materials and technology.
Funds allocated to purchase 1:1 technology and general supplies for in class and home use.
Availability of home support by an adult varies for each child.

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		
	18-19	19-20	20-21
Kindergarten	102	104	80
Grade 1	87	76	89
Grade 2	92	84	79
Grade3	92	84	78
Grade 4	100	91	83
Grade 5	89	99	90
Grade 6	93	89	100
Total Enrollment	655	627	599

Conclusions based on this data:

1. Our smallest subgroups continue to be American Indian and Pacific Islanders.
2. Mitchell Community School's overall student enrollment has declined about 30 students each year beginning in 2018-2019.
3. While, the Hispanic/Latino population remains the largest subgroup at Mitchell Community School, making up over 50% of the student population, followed by the White subgroup, our African American subgroup continues to rise each year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	97	97	91	14.8%	15.5%	15.2%
Fluent English Proficient (FEP)	39	42	32	6.0%	6.7%	5.3%
Reclassified Fluent English Proficient (RFEP)	13	10	2	12.3%	10.3%	2.1%

Conclusions based on this data:

1. The total number of 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 declined by a percentage from 2019-2020 to 2020-2021.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	108	92	78	107	92	0	107	92	0	99.1	100	0.0
Grade 4	96	98	84	96	98	0	96	98	0	100	100	0.0
Grade 5	89	84	89	89	84	0	89	84	0	100	100	0.0
Grade 6	93	95	101	93	95	0	93	95	0	100	100	0.0
All Grades	386	369	352	385	369	0	385	369	0	99.7	100	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2409.	2438.		23.36	35.87		24.30	25.00		14.95	10.87		37.38	28.26	
Grade 4	2495.	2463.		37.50	29.59		27.08	18.37		19.79	15.31		15.63	36.73	
Grade 5	2510.	2532.		21.35	33.33		34.83	27.38		22.47	20.24		21.35	19.05	
Grade 6	2554.	2545.		22.58	20.00		41.94	43.16		19.35	20.00		16.13	16.84	
All Grades	N/A	N/A	N/A	26.23	29.54		31.69	28.46		18.96	16.53		23.12	25.47	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	22.43	41.30		43.93	34.78		33.64	23.91	
Grade 4	33.33	27.55		48.96	44.90		17.71	27.55	
Grade 5	23.60	33.33		55.06	46.43		21.35	20.24	
Grade 6	30.11	26.32		54.84	50.53		15.05	23.16	
All Grades	27.27	31.98		50.39	44.17		22.34	23.85	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.76	21.74		44.86	47.83		37.38	30.43	
Grade 4	31.25	20.41		54.17	46.94		14.58	32.65	
Grade 5	32.58	40.48		41.57	41.67		25.84	17.86	
Grade 6	38.04	28.42		40.22	52.63		21.74	18.95	
All Grades	29.43	27.37		45.31	47.43		25.26	25.20	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	22.43	29.35		55.14	55.43		22.43	15.22	
Grade 4	23.96	21.43		66.67	62.24		9.38	16.33	
Grade 5	17.98	28.57		65.17	54.76		16.85	16.67	
Grade 6	18.28	18.95		73.12	67.37		8.60	13.68	
All Grades	20.78	24.39		64.68	60.16		14.55	15.45	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	24.30	27.17		37.38	42.39		38.32	30.43	
Grade 4	31.25	24.49		54.17	39.80		14.58	35.71	
Grade 5	29.21	38.10		51.69	42.86		19.10	19.05	
Grade 6	40.86	23.16		49.46	64.21		9.68	12.63	
All Grades	31.17	27.91		47.79	47.43		21.04	24.66	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Based on no new CAASPP data, conclusions remain the same. In Grade 3, we had a significant number of increase in students who met or exceeded standards. In Grade 5, we had a small increase in the number of students meeting or exceeding standards. In Grade 4, we had a significant decline in the number of students meeting or exceeding standards, and in Grade 6, we had a slight decline. In reviewing this data, we need to evaluate our instructional program to make sure that our Tier 1 instruction is meeting students' needs and that we have follow up systems to support students with Tier 2 and Tier 3 needs.

2. Based on no new CAASPP data, conclusions remain the same. Overall, we need to strengthen our writing program. Our performance in writing varies across grade levels, with Grades 5 and 6 showing some strengths on some target areas; however, overall, writing is still not a strength. We need to evaluate our writing program and incorporate more ways to increase writing across the curriculum. Additionally, we need to improve in the area of research and inquiry.
3. Based on no new CAASPP data, conclusions remain the same. Performance for our EL students is extremely low. It is critical that we evaluate our English Learner program and how we are meeting their needs. We need to make adjustments and ensure we are implementing the appropriate research-based strategies for progress monitoring and instruction.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	108	92	78	108	92	0	108	92	0	100	100	0.0
Grade 4	96	98	84	96	98	0	96	98	0	100	100	0.0
Grade 5	89	84	89	89	84	0	89	84	0	100	100	0.0
Grade 6	93	95	101	93	95	0	93	95	0	100	100	0.0
All Grades	386	369	352	386	369	0	386	369	0	100	100	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2414.	2445.		16.67	30.43		25.00	19.57		25.00	27.17		33.33	22.83	
Grade 4	2483.	2477.		18.75	25.51		28.13	19.39		39.58	28.57		13.54	26.53	
Grade 5	2508.	2503.		25.84	16.67		20.22	19.05		24.72	36.90		29.21	27.38	
Grade 6	2538.	2524.		26.88	21.05		19.35	24.21		31.18	29.47		22.58	25.26	
All Grades	N/A	N/A	N/A	21.76	23.58		23.32	20.60		30.05	30.35		24.87	25.47	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	28.70	34.78		29.63	42.39		41.67	22.83	
Grade 4	30.21	37.76		38.54	26.53		31.25	35.71	
Grade 5	31.46	25.00		28.09	33.33		40.45	41.67	
Grade 6	34.41	27.37		34.41	40.00		31.18	32.63	
All Grades	31.09	31.44		32.64	35.50		36.27	33.06	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	25.00	33.70		39.81	40.22		35.19	26.09	
Grade 4	26.04	28.57		48.96	39.80		25.00	31.63	
Grade 5	24.72	20.24		44.94	47.62		30.34	32.14	
Grade 6	23.66	16.84		44.09	49.47		32.26	33.68	
All Grades	24.87	24.93		44.30	44.17		30.83	30.89	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	28.70	40.22		42.59	35.87		28.70	23.91	
Grade 4	23.96	28.57		48.96	36.73		27.08	34.69	
Grade 5	15.73	14.29		55.06	55.95		29.21	29.76	
Grade 6	25.81	25.26		39.78	41.05		34.41	33.68	
All Grades	23.83	27.37		46.37	42.01		29.79	30.62	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Based on no new CAASPP data, conclusions remain the same. In overall achievement for Math, performance in Math remained stagnant or declined. We need to re-evaluate our instructional program and determine how best are we meeting students' Tier 1, 2, and 3 needs.
2. Based on no new CAASPP data, conclusions remain the same. We need to continue strengthening our instruction in concepts and procedures, problem solving and communicating reasoning. Our English Learners need the most support in all Math topics, especially concepts and procedures.
3. Based on no new CAASPP data, conclusions remain the same. Students are struggling overall with math language as it relates to problem-solving. We need to continue targeting our EL students, Socio-Economically Disadvantaged and Students with Disabilities. These groups of students are still performing significantly lower than our other students.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1459.8	1438.1	1430.3	1473.5	1442.6	1438.8	1427.6	1427.6	1410.2	17	16	13
1	1493.1	1501.2	1432.7	1493.1	1497.5	1460.3	1492.6	1504.4	1404.8	23	14	17
2	1490.6	1495.2	1461.8	1488.4	1498.8	1472.2	1492.2	1491.0	1450.8	15	18	13
3	1484.9	*	*	1487.5	*	*	1481.8	*	*	23	8	10
4	1494.8	1517.9	1491.1	1482.2	1518.1	1505.5	1507.0	1517.3	1476.4	11	15	13
5	*	*	*	*	*	*	*	*	*	*	9	8
6	*	*	1525.1	*	*	1521.5	*	*	1528.2	*	8	14
All Grades										105	88	88

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	25.00	23.08	*	31.25	7.69	*	43.75	61.54	*	0.00	7.69	17	16	13
1	65.22	28.57	17.65	*	57.14	35.29	*	0.00	11.76	*	14.29	35.29	23	14	17
2	*	16.67	7.69	*	50.00	30.77	*	22.22	46.15	*	11.11	15.38	15	18	13
3	*	*	*	*	*	*	*	*	*	*	*	*	23	*	*
4	*	20.00	23.08	*	53.33	38.46	*	13.33	7.69	*	13.33	30.77	11	15	13
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	21.43	*	*	35.71	*	*	28.57	*	*	14.29	*	*	14
All Grades	38.10	22.73	15.91	33.33	43.18	32.95	15.24	27.27	30.68	13.33	6.82	20.45	105	88	88

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	64.71	18.75	7.69	*	43.75	38.46	*	37.50	38.46	*	0.00	15.38	17	16	13
1	69.57	35.71	47.06	*	50.00	11.76	*	7.14	23.53	*	7.14	17.65	23	14	17
2	*	38.89	0.00	*	38.89	69.23	*	11.11	30.77	*	11.11	0.00	15	18	13
3	*	*	*	*	*	*	*	*	*	*	*	*	23	*	*
4	*	46.67	38.46	*	33.33	23.08	*	13.33	30.77	*	6.67	7.69	11	15	13
5	*	*	*	*	*	*		*	*		*	*	*	*	*
6	*	*	28.57	*	*	28.57	*	*	35.71		*	7.14	*	*	14
All Grades	54.29	34.09	28.41	25.71	43.18	32.95	11.43	18.18	28.41	*	4.55	10.23	105	88	88

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	25.00	23.08	*	25.00	7.69	*	37.50	38.46	*	12.50	30.77	17	16	13
1	47.83	35.71	5.88	*	28.57	35.29	*	21.43	11.76	*	14.29	47.06	23	14	17
2	*	5.56	7.69	*	50.00	15.38	*	22.22	30.77	*	22.22	46.15	15	18	13
3	*	*	*	*	*	*	*	*	*	52.17	*	*	23	*	*
4	*	6.67	7.69	*	46.67	30.77	*	26.67	23.08	*	20.00	38.46	11	15	13
5	*	*	*	*	*	*	*	*	*		*	*	*	*	*
6	*	*	0.00	*	*	42.86	*	*	28.57	*	*	28.57	*	*	14
All Grades	27.62	19.32	6.82	27.62	29.55	25.00	20.00	35.23	32.95	24.76	15.91	35.23	105	88	88

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	82.35	18.75	15.38	*	81.25	61.54	*	0.00	23.08	17	16	13
1	73.91	64.29	47.06	*	28.57	41.18	*	7.14	11.76	23	14	17
2	*	44.44	15.38	*	44.44	84.62	*	11.11	0.00	15	18	13
3	*	*	*	56.52	*	*	*	*	*	23	*	*
4	*	40.00	61.54	*	46.67	23.08	*	13.33	15.38	11	15	13
5	*	*	*	*	*	*		*	*	*	*	*
6	*	*	23.08	*	*	61.54		*	15.38	*	*	13
All Grades	55.24	35.23	29.89	35.24	53.41	57.47	*	11.36	12.64	105	88	87

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	12.50	7.69	*	68.75	76.92	*	18.75	15.38	17	16	13
1	56.52	28.57	17.65	*	64.29	70.59	*	7.14	11.76	23	14	17
2	*	27.78	7.69	*	61.11	92.31	*	11.11	0.00	15	18	13
3	52.17	*	*	*	*	*	*	*	*	23	*	*
4	*	53.33	23.08	*	33.33	69.23	*	13.33	7.69	11	15	13
5	*	*	*	*	*	*		*	*	*	*	*
6	*	*	28.57	*	*	71.43		*	0.00	*	*	14
All Grades	58.10	35.23	23.86	30.48	55.68	68.18	11.43	9.09	7.95	105	88	88

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	6.25	15.38	*	81.25	69.23	*	12.50	15.38	17	16	13
1	60.87	57.14	23.53	*	28.57	23.53	*	14.29	52.94	23	14	17
2	*	11.11	15.38	*	66.67	38.46	*	22.22	46.15	15	18	13
3	*	*	*	*	*	*	56.52	*	*	23	*	*
4	*	6.67	0.00	*	73.33	61.54	*	20.00	38.46	11	15	13
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	0.00	*	*	57.14	*	*	42.86	*	*	14
All Grades	30.48	18.18	10.23	40.00	61.36	51.14	29.52	20.45	38.64	105	88	88

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	62.50	23.08	*	18.75	38.46	*	18.75	38.46	17	16	13
1	*	21.43	11.76	47.83	64.29	58.82	*	14.29	29.41	23	14	17
2	*	16.67	15.38	*	72.22	38.46	*	11.11	46.15	15	18	13
3	*	*	*	47.83	*	*	*	*	*	23	*	*
4	*	6.67	7.69	*	80.00	53.85	*	13.33	38.46	11	15	13
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	14.29	*	*	85.71	*	*	0.00	*	*	14
All Grades	28.57	23.86	11.36	49.52	65.91	60.23	21.90	10.23	28.41	105	88	88

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall scale scores have decreased over the last three years, which may be due to the time spent in at home learning during the Covid shutdown.
2. In all subgroup domains, the percentage of students scoring in the "Well Developed" range significantly dropped over the past three years.
3. The Listening Domain continues to be the domain in which our students score the highest percentage in the "Well Developed" range, while the Reading Domain continues to be our weakest.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
599	47.4	15.2	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	91	15.2
Foster Youth	2	0.3
Homeless	4	0.7
Socioeconomically Disadvantaged	284	47.4
Students with Disabilities	82	13.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	37	6.2
American Indian or Alaska Native	1	0.2
Asian	12	2.0
Filipino	13	2.2
Hispanic	342	57.1
Two or More Races	29	4.8
Native Hawaiian or Pacific Islander		
White	161	26.9

Conclusions based on this data:

1. The largest percentage of student race is Hispanic. This student group makes up 57% of the total student enrollment at Mitchell.

2. The student enrollment at Mitchell that falls into the Socioeconomically Disadvantaged student group at Mitchell is 47.4%.
3. Based on the 19-20 enrollment there are 4 students listed as homeless. However, we believe the current number of homeless students at our school is higher which will require extra support services on campus.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Orange	Suspension Rate  Green
Mathematics  Yellow		

Conclusions based on this data:

1. Based on no new CAASPP data, conclusions remain the same. We are showing progress in ELA; however, we still need to show growth amongst our English Learners and our Students with Disabilities.
2. Based on no new CAASPP data, conclusions remain the same. Student growth in math has been stagnant. We need to improve our math instruction and ensure that students have a solid conceptual understanding of mathematical practices. We need to provide additional professional development for teachers.
3. Based on no new CAASPP data, conclusions remain the same. Daily attendance is still a challenge; we have many students who are chronically absent.

School and Student Performance Data

Academic Performance English Language Arts

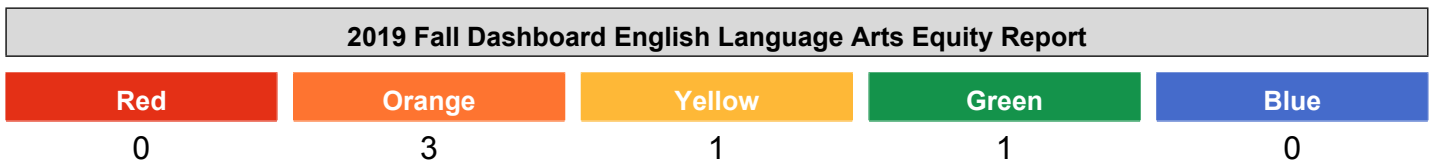
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Green 11.7 points above standard Maintained ++1.7 points 355	<p>English Learners</p> Orange 17.7 points below standard Maintained ++2.5 points 71	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color 9.6 points below standard 14	<p>Socioeconomically Disadvantaged</p> Orange 7.2 points below standard Maintained ++1.5 points 188	<p>Students with Disabilities</p> Orange 92.9 points below standard Increased ++5.5 points 48

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0.4 points below standard Declined Significantly -15.5 points 22	 No Performance Color 0 Students	 No Performance Color 62.3 points above standard Increased Significantly ++12.5 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 9 points below standard Increased ++3.8 points 181	 No Performance Color 28.1 points above standard Declined Significantly -29.9 points 24	 No Performance Color 0 Students	 Green 35.2 points above standard Maintained -0.3 points 107

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
88.9 points below standard Declined -11.1 points 37	59.8 points above standard Increased ++7.2 points 34	16.5 points above standard Maintained -0.7 points 278

Conclusions based on this data:

1. Based on no new CAASPP data, conclusions remain the same. Our reclassified students increased from 2018 to 2019.
2. Based on no new CAASPP data, conclusions remain the same. The significant subgroups at Mitchell increased or maintained in all areas from 2018 to 2019.
3. Based on no new CAASPP data, conclusions remain the same. Based on the data from the 2019 English Language Arts Dashboard, no subgroups fell into the Red or Blue performance on the Equity Report.

School and Student Performance Data

Academic Performance Mathematics

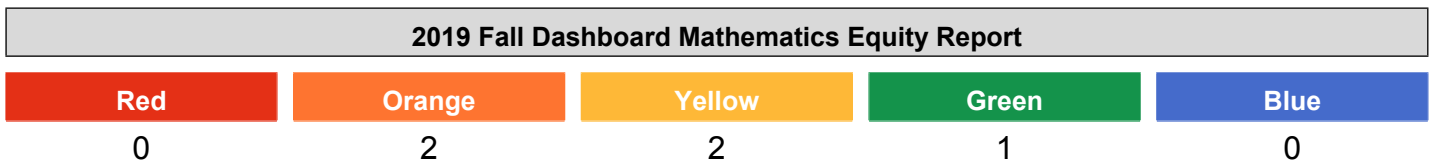
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>9.9 points below standard</p> <p>Maintained ++2.8 points</p> <p>355</p>	<p>English Learners</p> <p>Yellow</p> <p>35 points below standard</p> <p>Increased ++11.3 points</p> <p>71</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>26.2 points below standard</p> <p>14</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>30.9 points below standard</p> <p>Maintained ++2.1 points</p> <p>188</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>109.3 points below standard</p> <p>Increased ++14.4 points</p> <p>48</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 29 points below standard Declined -14.5 points 22		 No Performance Color 6.9 points above standard Maintained ++1.8 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 31.3 points below standard Increased ++6 points 181	 No Performance Color 26.9 points above standard Maintained -1 points 24		 Green 17.7 points above standard Maintained ++0.9 points 107

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
87 points below standard Increased ++10.3 points 37	21.6 points above standard Increased ++3.5 points 34	5.6 points below standard Maintained -0.7 points 278

Conclusions based on this data:

1. Based on no new CAASPP data, conclusions remain the same. Our significant subgroups increased or maintained on the 2019 math portion of the assessment.
2. Based on no new CAASPP data, conclusions remain the same. With the non-significant subgroups showing some decrease, they will continue to be an area of focus.
3. Based on no new CAASPP data, conclusions remain the same. Based on the Equity Report for the 2019 Math Data from the California Dashboard, there were no student groups that fell into the Red or Blue performance areas.

School and Student Performance Data

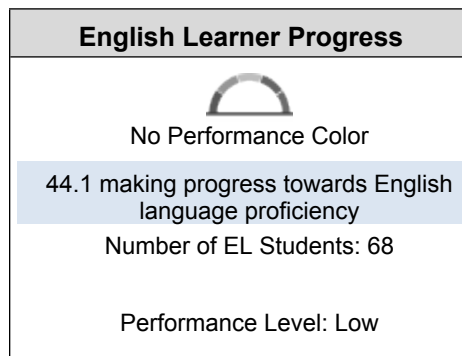
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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.

2019 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
29.4	26.4	4.4	39.7

Conclusions based on this data:

1. Based on no new CAASPP data, conclusions remain the same. 44.1 percent of English Learners have made progress towards English Proficiency, with at least 39.7 progressing one level. ELD will continue to be an area of focus.
2. Based on no new CAASPP data, conclusions remain the same. 39.7 percent of the students designated as English Learners progressed at least one ELPI level, while 29.4 percent of students decreased one ELPI level.
3. Based on no new CAASPP data, conclusions remain the same. The English Learner subgroup did not place in a performance level color, as it is not considered a significant sub group based on the number of English Learners at Mitchell.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	3	3	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 10.8 Maintained +0.3 687	 Green 7.7 Declined -0.6 104	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 15.4 Declined -4.6 39	 Yellow 12.9 Declined -1.8 372	 Green 9.1 Declined -6.7 99

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green	 No Performance Color	 No Performance Color	 No Performance Color
2.6	Less than 11 Students - Data Not Displayed for Privacy	7.1	5.6
Declined -4	1	Increased +7.1	Declined -4.4
39		14	18
Hispanic	Two or More Races	Pacific Islander	White
 Yellow	 Red	 No Performance Color	 Orange
12.3	21.2	Less than 11 Students - Data Not Displayed for Privacy	6.7
Declined -1.7	Increased +10.3	2	Increased +1.2
366	52		195

Conclusions based on this data:

1. Based on no new CAASPP data, conclusions remain the same. Though the district focused on absenteeism, the numbers indicate there is still a need for further discussion and support to be given in this area.
2. Based on no new CAASPP data, conclusions remain the same. There were no student groups that fell in the blue color section of the data indicating that all subgroups show a need to address Chronic Absenteeism.
3. Based on no new CAASPP data, conclusions remain the same. Though Two or More Races and White increased in their absences, the two groups still fall into the red and orange performance areas.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

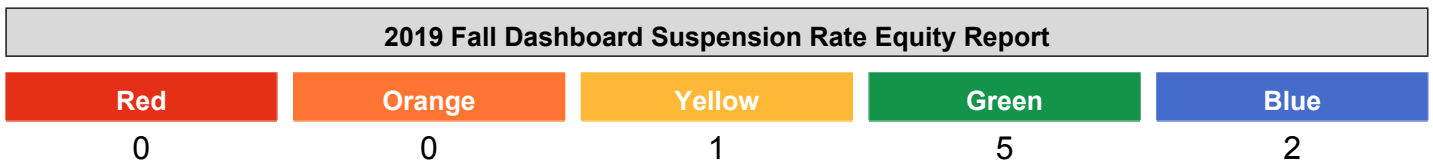
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>0.7</p> <p>Declined -0.6</p> <p>694</p>	<p>English Learners</p> <p>Yellow</p> <p>1</p> <p>Increased +1</p> <p>105</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>8</p>
<p>Homeless</p> <p>Green</p> <p>2.5</p> <p>Declined -0.4</p> <p>40</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>0.8</p> <p>Declined -0.4</p> <p>376</p>	<p>Students with Disabilities</p> <p>Green</p> <p>2</p> <p>Declined -2.1</p> <p>100</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0 Declined -1.8 40	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 0 Maintained 0 14	 No Performance Color 0 Maintained 0 18
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.8 Maintained 0 369	 Green 1.9 Declined -2.2 53	 No Performance Color Less than 11 Students - Data 2	 Blue 0.5 Declined Significantly -1.4 197

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.3	0.7

Conclusions based on this data:

1. Based on no new CAASPP data, conclusions remain the same. Student suspension rates have declined over the previous school years.
2. Based on no new CAASPP data, conclusions remain the same. The data from 2019 indicates that there were students from all groups that faced suspension, and was not limited to one group.
3. Based on no new CAASPP data, conclusions remain the same. Based on the data, the need for a continued Behavior and Socio-Emotional Support remains evident at Mitchell. This will continue to be an area of focus through (but not limited to) Capturing Kids Hearts.

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 2022 Renaissance ELA scores from our STAR Reading data, approximately 54.2% of students in grades 1-6, scored in the at or above benchmark levels. Additionally, the February 2022 Renaissance Math scores showed that approximately 59.8% of our students assessed in grades 1-6 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 2021-2022, 54.2% of students assessed were at or above benchmark on the STAR Reading assessment.	In 2022-2023, students showing at or above benchmark as assessed on STAR Reading will increase by 5%.
Math	In 2021-2022, 59.8% of students assessed were at or above benchmark on the STAR Math assessment.	In 2022-2023, 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
18,785.80	LCFF-Base 4000-4999: Books And Supplies Materials to support the basic program in core subject areas
56.28	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
105.41	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)

9,500.00

Source(s)

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)

800.00

Source(s)

LCFF-Base
2000-2999: Classified Personnel Salaries
Extra hours for noon supervisor training and
support

71.49

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)
5,765.76	LCFF-Base 2000-2999: Classified Personnel Salaries Office Assistant hours to support communication and monitor attendance
512.58	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
1,200.00	LCFF-Base 2000-2999: Classified Personnel Salaries Extra hours for office assistant
106.68	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)

0

Source(s)

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)

0

Source(s)

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)

3,648.00

Source(s)

LCFF-Base
1000-1999: Certificated Personnel Salaries
Extra Duty pay for teachers for training and professional development

884.28

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)

0

Source(s)

District Funded
4000-4999: Books And Supplies
Textbooks

Annual Review

SPSA Year Reviewed: 2021-22

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 pandemic, our students did not return to campus until February 2021, which affected our ability to implement many of the strategies and activities effectively during the 2020-2021 school year.

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

Our students will be back on campus this school year, so we will be able to directly work with the students on campus instead of via Zoom to implement our strategies and activities.

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

We currently have 73 students classified as English Learners with 18 upper grade students listed as long term English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA	In 2021-2022, 54.2% of students assessed were at or above benchmark on the February STAR Reading assessment.	In 2022-2023, students scoring at or above benchmark will increase by 5%
Math	In 2021-2022, 59.8% of students assessed were at or above benchmark on the February STAR Math assessment.	In 2022-2023, students scoring at or above benchmark will increase by 5%.
English Learners: Reclassification	In 2021-2022, 10 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.

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)

0

Source(s)

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,

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)

0

Source(s)

LCFF-Base
4000-4999: Books And Supplies
Covered in Goal 1 Strategy 2

7,435.00

Misc. Grants
4000-4999: Books And Supplies
Nearpod and Flocabulary subscription to support curriculum and collaboration.

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. Additionally, we will utilize our bilingual instructional assistant to provide language acquisition support and practice to our English Learners, including but not limited to our newcomers.

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)
10,656.78	Title I 1000-1999: Certificated Personnel Salaries 40% TOSA to support student intervention (multi funded)
3,424.25	LCFF- Supplemental/Concentration 3000-3999: Employee Benefits Benefits for 40% TOSA
15,768.13	LCFF- Supplemental/Concentration 2000-2999: Classified Personnel Salaries Instructional Aide (ESL, Regular Aide)
1,401.79	LCFF- Supplemental/Concentration 3000-3999: Employee Benefits Benefits for Instructional Aide (ESL, Regular Aide)
14,126.43	LCFF- Supplemental/Concentration 1000-1999: Certificated Personnel Salaries 40% TOSA to support student intervention (multi funded)
2,583.20	Title I 1000-1999: Certificated Personnel Salaries Benefits for 40% TOSA

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)

0

Source(s)

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.

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)

0

Source(s)

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

Teachers will be given substitute teachers so that the classroom teacher can implement the Summative English Language Proficiency Assessment for California (ELPAC) for English Learners 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)

0

Source(s)

District Funded

1000-1999: Certificated Personnel Salaries
Substitute Teachers provided to support ELPAC
Testing

Strategy/Activity 7

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)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Teachers will be trained to administer the
ELPAC exam

Strategy/Activity 8

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)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Teachers will provide intervention to mitigate
learning loss

Strategy/Activity 9

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)

0

Source(s)

District Funded
None Specified
Mitchell will work with William S. Hart to support transition to junior high school

Strategy/Activity 10

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)

2,100.00

Source(s)

LCFF-Base
4000-4999: Books And Supplies
Purchase Library Books to support student learning

Strategy/Activity 11

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 12

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

Strategy/Activity 13

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
638.00	LCFF-Base 4000-4999: Books And Supplies Non-capitalized computers, iPads

Strategy/Activity 14

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 15

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 16

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)

0

Source(s)

District Funded
None Specified
Opportunities for special education students to integrate with general education peers

Annual Review

SPSA Year Reviewed: 2021-22

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 pandemic, our students did not return to campus until February 2021, which affected our ability to implement many of the strategies and activities effectively during the 2020-2021 school year.

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

The students were not on campus, which limited the intervention strategies that were able to be implemented for 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.

Based on the students returning to campus, we will be able to better 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. This year we will continue to collect baseline data and parent input so we can continue to improve our parent participation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Square	In the 2021-2022 school year, ParentSquare usage increased as the leading form of communication for school wide announcements, as well as class information.	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.
Parent Attendance	During the 2021-2022 school year, parent attendance increased by 5% at various meetings, trainings, family nights, etc. however, was not constant.	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.

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)
44,344.50	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
20,749.11	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 impeded 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)
350.00	LCFF- Supplemental/Concentration 2000-2999: Classified Personnel Salaries Translation Services
31.12	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

393.90

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

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)

0

Source(s)

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)

100.00

Source(s)

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: 2021-22

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 pandemic, our students did not return to campus until February 2021, which affected our ability to implement many of the strategies and activities effectively during the 2020-2021 school year.

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

In the 2020-21 year, we were unable to bring families onto campus, so we needed to get creative to connect with our families in the virtual setting.

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 school social worker. 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 collect baseline data to analyze and support the emotional and behavioral needs of students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase attendance	During the 2021-2022 school year, there was a high number of absences due to Covid.	During the 2022-2023 school year, attendance rates of students with less than a 5% absence rate will increase by 5%.
Decrease suspensions	In 2021-2022, there was a high increase of suspensions due to an increase in student behavior.	During the 2022-2023 school year, the suspensions will decrease to less than 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

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)

0

Source(s)

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)

Low Income

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)

0

Source(s)

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

Strategy/Activity

To remove barriers for students in need 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)

0

Source(s)

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)

Low Income Students in Special and General Education Classes

Strategy/Activity

To support Low Income Students in Special and General Education classes strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit teachers and 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)

0

Source(s)

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)

0

Source(s)

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, Low Income

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)

1,000.00

Source(s)

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

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)

1,000.00

Source(s)

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: 2021-22

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 counseling program reached capacity early, creating a waitlist of students needing support. Positive relationships built with staff and students occurred, but some students needed more in depth support from a professional.

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 be on campus to be a resource to all of our students (TK-6) to support the whole child.

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	\$207,277.00

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	\$78,439.00

Subtotal of additional federal funds included for this school: **\$78,439.00**

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	\$35,158.00
LCFF-Base	\$50,680.00
Misc. Grants	\$15,000.00
PTA	\$28,000.00

Subtotal of state or local funds included for this school: **\$128,838.00**

Total of federal, state, and/or local funds for this school: **\$207,277.00**

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	50,680.00	0.00
LCFF- Supplemental/Concentration	35,158.00	0.00
Title I	78,439.00	0.00
Misc. Grants	15,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF- Supplemental/Concentration	35,158.00
LCFF-Base	50,680.00
Misc. Grants	15,000.00
PTA	28,000.00
Title I	78,439.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	76,983.91
2000-2999: Classified Personnel Salaries	23,983.89
3000-3999: Employee Benefits	27,583.71
4000-4999: Books And Supplies	50,525.49
5000-5999: Services And Other Operating Expenditures	28,200.00
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	14,126.43
2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Concentration	16,118.13
3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	4,857.16
4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	56.28
1000-1999: Certificated Personnel Salaries	LCFF-Base	5,273.00
2000-2999: Classified Personnel Salaries	LCFF-Base	7,865.76
3000-3999: Employee Benefits	LCFF-Base	1,977.44
4000-4999: Books And Supplies	LCFF-Base	35,363.80
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	57,584.48
2000-2999: Classified Personnel Salaries	Title I	0.00
3000-3999: Employee Benefits	Title I	20,749.11
4000-4999: Books And Supplies	Title I	105.41

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	49,941.28
Goal 2	59,733.58

Goal 3

95,602.14

Goal 4

2,000.00

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
Unfilled Vacancy	
Jill Forsberg	Classroom Teacher
Teresa Handy	Classroom Teacher
Gretchen Lupica	Principal
Evelyn Maldonado	Parent or Community Member
Trina Mitchell	Classroom Teacher
Maribel Morales	Parent or Community Member
Melissa Rubi	Parent or Community Member
Drew Townsend	Parent or Community Member
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 10, 2022.

Attested:



Principal, Mrs. Gretchen Lupica on 5/10/22



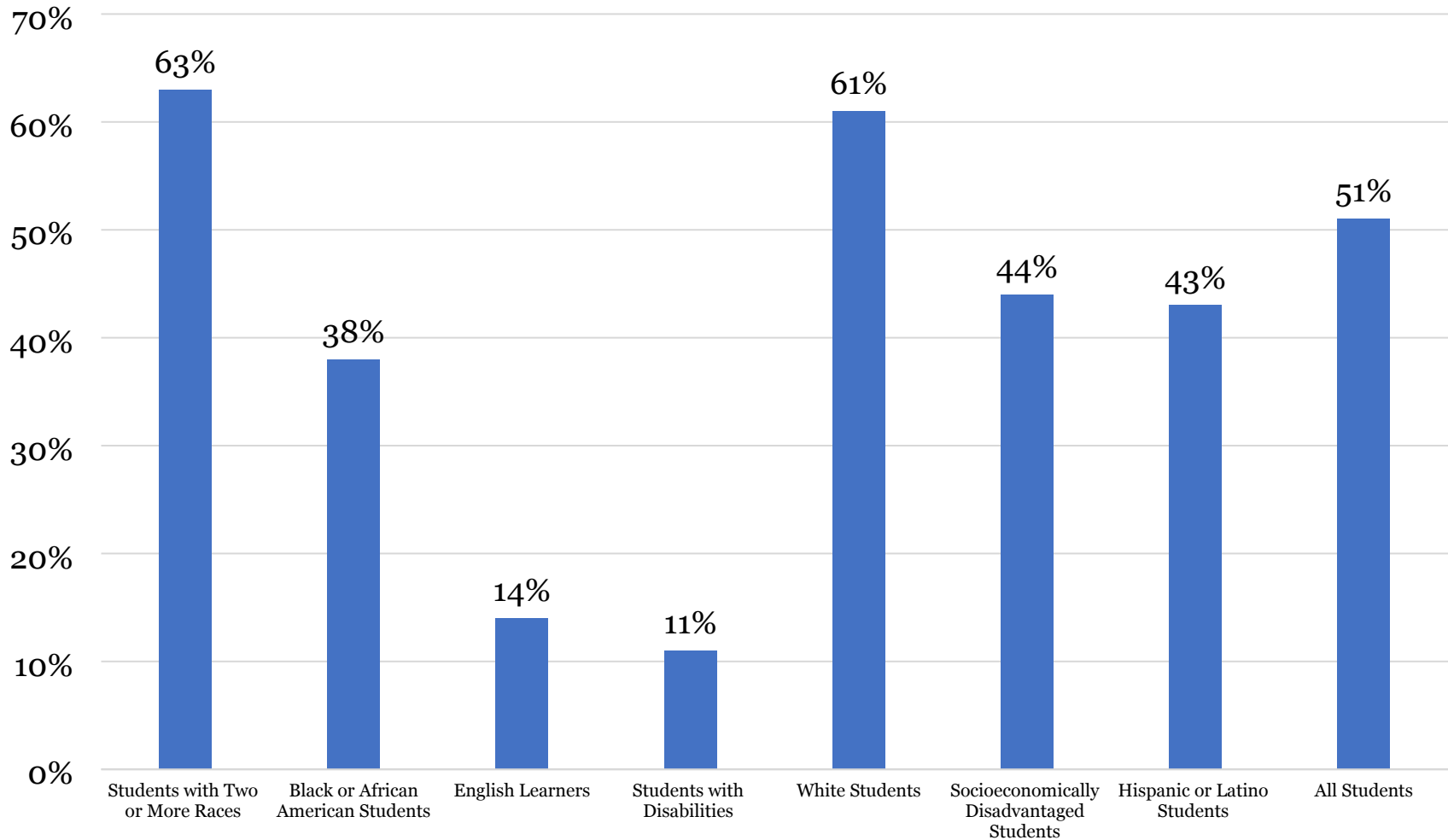
SSC Chairperson, Ms. Janella Wigdor on 5/10/22

Appendix:

Mitchell
Community School

End of Year
STAR Renaissance
ELA and Math Data 2021

Mitchell ELA STAR Percent At Or Above Grade Level



Mitchell STAR Math Percent At Or Above Grade Level

