



# School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mitchell School	Community	19-65045	May 13, 2025	June 11, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Mitchell Community School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Mitchell Community School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

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

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

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

# Educational Partner Involvement

How, when, and with whom did Mitchell Community 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 and SPSA survey shared with School Site Council on March 11, 2025  
SPSA Timelines and Development shared with PTA E-Board on March 25, 2025  
Draft SPSA shared at Certificated Staff Meeting on March 26, 2025  
SPSA Needs Assessment Reviewed and Smart Goals developed at Certificated Staff Meeting on March 27, 2025  
SPSA survey results and Draft SPSA (including Needs Assessment and Smart Goals) shared with School Site Council on April 15, 2025  
SPSA Survey and Review at Classified Meetings on April 17, 2025  
Draft SPSA made available at Coffee with the Principal on April 17, 2025  
Draft SPSA made available with ELAC on April 17, 2025  
Budget and SPSA draft and final discussion with SPSA Leadership on April 21, 2025  
SPSA voted on for approval at School Site Council on May 13, 2025  
School Board Approval on June 11, 2025

# Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

# Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Based on the Overall Performance on the Dashboard, Academic Performance in both English Language Arts and Mathematics was in the Orange performance category. Additionally, our Overall Suspension rate in Conditions and Climate fell in Orange.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

With our Overall “all student” performance in Orange, there were no student groups that were two or more performance levels below.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

According to the 2nd iReady Diagnostic Assessment, given in February 2025, in ELA, grades 4 and 5 are scoring below 40% on or above grade level. Additionally, according to the 2nd iReady Diagnostic Assessment, in Math, grades 3 and 4 are scoring below 30% on or above grade level.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Mitchell Community School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.17%	0.18%	0.17%	1	1	1
African American	5.38%	5.83%	4.92%	31	33	29
Asian	1.39%	1.06%	2.04%	8	6	12
Filipino	1.56%	2.3%	2.04%	9	13	12
Hispanic/Latino	59.72%	60.6%	59.59%	344	343	351
Pacific Islander	%	0%	%	0	0	
White	27.08%	25.62%	25.13%	156	145	148
Multiple Race	4.34%	3.89%	5.43%	25	22	32
Total Enrollment				576	566	589

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	104	93	80
Grade 1	67	96	74
Grade 2	82	68	90
Grade 3	80	80	73
Grade 4	74	73	93
Grade 5	82	72	76
Grade 6	87	84	76
Total Enrollment	576	566	589

#### Conclusions based on this data:

1. Our smallest cohort year over year is kindergarten (22-23) to grade 1 (23-24) which decreased by 19 students.
2. Mitchell Community School's overall student enrollment has increased from the 22-23 to the 23-24 school year.
3. Our 23-24 4th grade cohort grew significantly from the 22-23 3rd grade cohort (13 students) year over year.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners (EL)	83	87	89	14.4%	15.4%	15.1%
Fluent English Proficient (FEP)	32	32	33	5.6%	5.7%	5.6%
Reclassified Fluent English Proficient (RFEP)	11	5	18	1.9%	0.9%	3.1%

### 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 grew from the 22-23 school year to the 23-24 school year by 13 students.
3. The number of Fluent English Proficient (FEP) students has stayed at a steady pace within the 5% range.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	76	85	77	73	85	75	73	85	75	96.1	100.0	97.4
Grade 4	71	77	99	70	76	96	70	76	96	98.6	98.7	97
Grade 5	86	77	73	83	75	71	83	75	71	96.5	97.4	97.3
Grade 6	93	82	81	93	80	81	93	80	81	100.0	97.6	100
All Grades	326	321	330	319	316	323	319	316	323	97.9	98.4	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2391.	2399.	2363.	16.44	25.88	6.67	23.29	14.12	21.33	19.18	14.12	25.33	41.10	45.88	46.67
Grade 4	2449.	2455.	2426.	20.00	23.68	12.50	21.43	19.74	21.88	15.71	11.84	15.63	42.86	44.74	50.00
Grade 5	2503.	2490.	2502.	18.07	16.00	22.54	37.35	25.33	25.35	26.51	24.00	18.31	18.07	34.67	33.80
Grade 6	2521.	2505.	2502.	18.28	10.00	14.81	31.18	27.50	28.40	31.18	37.50	22.22	19.35	25.00	34.57
All Grades	N/A	N/A	N/A	18.18	18.99	13.93	28.84	21.52	24.15	23.82	21.84	20.12	29.15	37.66	41.80



<b>Reading</b> <b>Demonstrating understanding of literary and non-fictional texts</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.81	18.82	8.00	50.68	54.12	61.33	31.51	27.06	30.67
Grade 4	22.86	23.68	18.75	54.29	63.16	58.33	22.86	13.16	22.92
Grade 5	27.71	20.00	25.35	62.65	61.33	54.93	9.64	18.67	19.72
Grade 6	25.81	13.75	16.05	52.69	60.00	50.62	21.51	26.25	33.33
All Grades	23.82	18.99	17.03	55.17	59.49	56.35	21.00	21.52	26.63

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.59	18.82	9.33	50.68	35.29	34.67	39.73	45.88	56.00
Grade 4	14.29	14.47	3.13	54.29	48.68	44.79	31.43	36.84	52.08
Grade 5	15.66	14.67	28.17	61.45	57.33	42.25	22.89	28.00	29.58
Grade 6	11.83	7.50	14.81	50.54	57.50	45.68	37.63	35.00	39.51
All Grades	12.85	13.92	13.00	54.23	49.37	42.11	32.92	36.71	44.89

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.59	11.76	12.00	68.49	74.12	68.00	21.92	14.12	20.00
Grade 4	11.43	15.79	6.25	70.00	69.74	76.04	18.57	14.47	17.71
Grade 5	16.87	14.67	12.68	68.67	73.33	66.20	14.46	12.00	21.13
Grade 6	22.58	15.00	18.52	66.67	75.00	66.67	10.75	10.00	14.81
All Grades	15.67	14.24	12.07	68.34	73.10	69.66	15.99	12.66	18.27

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.96	15.29	5.33	56.16	50.59	53.33	32.88	34.12	41.33
Grade 4	12.86	17.11	11.46	62.86	61.84	64.58	24.29	21.05	23.96
Grade 5	9.64	9.33	16.90	66.27	69.33	69.01	24.10	21.33	14.08
Grade 6	15.05	11.25	18.52	67.74	70.00	58.02	17.20	18.75	23.46
All Grades	12.23	13.29	13.00	63.64	62.66	61.30	24.14	24.05	25.70

#### Conclusions based on this data:

1. Based on 22-23 and 23-24 CAASPP data, our percentage rate of student participation on the state assessment decreased half a percentage to 97.9%.
2. Based on the CAASPP data, there was an increase in the 4th to 5th and 5th to 6th grade cohorts from 22-23 to 23-24 on the overall mean scale score.

3. Based on the CAASPP data, all areas of "all students" declined in the percentage of students who scored as Standard Exceeded from the 22-23 to 23-24 school year.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	76	85	77	74	85	75	74	85	75	97.4	100.0	97.4
Grade 4	70	77	98	70	77	98	70	77	98	100.0	100.0	100
Grade 5	86	77	73	84	75	72	84	75	72	97.7	97.4	98.6
Grade 6	93	82	81	93	81	81	93	81	81	100.0	98.8	100
All Grades	325	321	329	321	318	326	321	318	326	98.8	99.1	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2401.	2404.	2396.	12.16	12.94	9.33	27.03	22.35	20.00	18.92	22.35	30.67	41.89	42.35	40.00
Grade 4	2450.	2458.	2447.	14.29	16.88	14.29	17.14	19.48	18.37	31.43	31.17	33.67	37.14	32.47	33.67
Grade 5	2485.	2479.	2487.	14.29	16.00	20.83	15.48	16.00	6.94	36.90	20.00	31.94	33.33	48.00	40.28
Grade 6	2512.	2489.	2490.	17.20	14.81	13.58	18.28	9.88	12.35	29.03	34.57	29.63	35.48	40.74	44.44
All Grades	N/A	N/A	N/A	14.64	15.09	14.42	19.31	16.98	14.72	29.28	27.04	31.60	36.76	40.88	39.26

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.16	11.76	9.33	52.70	48.24	48.00	35.14	40.00	42.67
Grade 4	15.71	14.29	12.24	47.14	57.14	41.84	37.14	28.57	45.92
Grade 5	15.48	13.33	13.89	53.57	52.00	47.22	30.95	34.67	38.89
Grade 6	15.05	8.64	9.88	46.24	53.09	43.21	38.71	38.27	46.91
All Grades	14.64	11.95	11.35	49.84	52.52	44.79	35.51	35.53	43.87

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	16.22	18.82	9.33	56.76	54.12	66.67	27.03	27.06	24.00
Grade 4	12.86	20.78	17.35	57.14	53.25	54.08	30.00	25.97	28.57
Grade 5	8.33	8.00	16.67	69.05	64.00	51.39	22.62	28.00	31.94
Grade 6	10.75	8.64	13.58	66.67	66.67	56.79	22.58	24.69	29.63
All Grades	11.84	14.15	14.42	62.93	59.43	57.06	25.23	26.42	28.53

**Conclusions based on this data:**

1. Based on 2023-2024, over 99% of students at Mitchell once again participated on the math CAASPP.
2. Overall, Mitchell slightly improved (1.62) on the percent of students not meeting standards, however it was still at 39.26% overall.
3. All grade level cohorts (based on 22-23 to 23-24) showed an increase in their mean scale scores in Overall Achievement for All Students.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1452.5	1430.8	1427.1	1459.2	1435.2	1430.3	1437.3	1420.4	1419.1	15	18	18
1	*	1457.8	1461.9	*	1464.9	1456.3	*	1450.2	1466.8	4	13	16
2	1471.7	*	1501.5	1476.4	*	1498.2	1466.7	*	1504.0	15	7	11
3	1472.9	1464.4	*	1468.0	1473.6	*	1477.3	1454.6	*	11	11	7
4	*	1491.3	1476.6	*	1480.3	1476.0	*	1501.8	1476.7	10	14	16
5	*	*	1541.3	*	*	1544.0	*	*	1538.1	10	10	12
6	*	1502.9	*	*	1506.2	*	*	1499.2	*	10	13	10
All Grades										75	86	90

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.00	16.67	22.22	33.33	38.89	22.22	46.67	22.22	27.78	0.00	22.22	27.78	15	18	18
1	*	0.00	12.50	*	61.54	37.50	*	23.08	31.25	*	15.38	18.75	*	13	16
2	6.67	*	9.09	40.00	*	81.82	33.33	*	9.09	20.00	*	0.00	15	*	11
3	0.00	0.00	*	45.45	27.27	*	18.18	36.36	*	36.36	36.36	*	11	11	*
4	*	7.14	6.25	*	35.71	43.75	*	35.71	12.50	*	21.43	37.50	*	14	16
5	*	*	25.00	*	*	41.67	*	*	33.33	*	*	0.00	*	*	12
6	*	23.08	*	*	30.77	*	*	7.69	*	*	38.46	*	*	13	*
All Grades	14.67	12.79	17.78	40.00	40.70	42.22	28.00	22.09	22.22	17.33	24.42	17.78	75	86	90

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	33.33	16.67	11.11	26.67	27.78	38.89	40.00	38.89	27.78	0.00	16.67	22.22	15	18	18
<b>1</b>	*	15.38	31.25	*	38.46	31.25	*	38.46	6.25	*	7.69	31.25	*	13	16
<b>2</b>	33.33	*	45.45	26.67	*	45.45	33.33	*	9.09	6.67	*	0.00	15	*	11
<b>3</b>	9.09	9.09	*	45.45	45.45	*	36.36	36.36	*	9.09	9.09	*	11	11	*
<b>4</b>	*	35.71	31.25	*	28.57	31.25	*	14.29	12.50	*	21.43	25.00	*	14	16
<b>5</b>	*	*	41.67	*	*	41.67	*	*	16.67	*	*	0.00	*	*	12
<b>6</b>	*	46.15	*	*	7.69	*	*	15.38	*	*	30.77	*	*	13	*
<b>All Grades</b>	26.67	26.74	33.33	40.00	30.23	35.56	24.00	26.74	15.56	9.33	16.28	15.56	75	86	90

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	13.33	11.11	27.78	33.33	33.33	11.11	46.67	38.89	33.33	6.67	16.67	27.78	15	18	18
<b>1</b>	*	0.00	12.50	*	46.15	31.25	*	38.46	43.75	*	15.38	12.50	*	13	16
<b>2</b>	6.67	*	0.00	40.00	*	81.82	20.00	*	18.18	33.33	*	0.00	15	*	11
<b>3</b>	0.00	0.00	*	36.36	18.18	*	27.27	18.18	*	36.36	63.64	*	11	11	*
<b>4</b>	*	7.14	0.00	*	28.57	18.75	*	28.57	31.25	*	35.71	50.00	*	14	16
<b>5</b>	*	*	16.67	*	*	16.67	*	*	50.00	*	*	16.67	*	*	12
<b>6</b>	*	7.69	*	*	15.38	*	*	38.46	*	*	38.46	*	*	13	*
<b>All Grades</b>	9.33	9.30	12.22	34.67	27.91	28.89	30.67	31.40	36.67	25.33	31.40	22.22	75	86	90

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	46.67	22.22	27.78	53.33	55.56	61.11	0.00	22.22	11.11	15	18	18
<b>1</b>	*	61.54	50.00	*	38.46	31.25	*	0.00	18.75	*	13	16
<b>2</b>	40.00	*	54.55	53.33	*	45.45	6.67	*	0.00	15	*	11
<b>3</b>	36.36	27.27	*	54.55	63.64	*	9.09	9.09	*	11	11	*
<b>4</b>	*	35.71	43.75	*	35.71	37.50	*	28.57	18.75	*	14	16
<b>5</b>	*	*	50.00	*	*	50.00	*	*	0.00	*	*	12
<b>6</b>	*	7.69	*	*	61.54	*	*	30.77	*	*	13	*
<b>All Grades</b>	38.67	31.40	45.56	53.33	53.49	45.56	8.00	15.12	8.89	75	86	90

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.00	16.67	16.67	80.00	38.89	55.56	0.00	44.44	27.78	15	18	18
1	*	7.69	6.25	*	69.23	68.75	*	23.08	25.00	*	13	16
2	20.00	*	9.09	66.67	*	90.91	13.33	*	0.00	15	*	11
3	9.09	18.18	*	63.64	54.55	*	27.27	27.27	*	11	11	*
4	*	28.57	18.75	*	50.00	50.00	*	21.43	31.25	*	14	16
5	*	*	58.33	*	*	33.33	*	*	8.33	*	*	12
6	*	53.85	*	*	7.69	*	*	38.46	*	*	13	*
All Grades	24.00	31.40	24.44	64.00	39.53	56.67	12.00	29.07	18.89	75	86	90

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	13.33	16.67	16.67	73.33	61.11	55.56	13.33	22.22	27.78	15	18	18
1	*	30.77	25.00	*	46.15	50.00	*	23.08	25.00	*	13	16
2	6.67	*	9.09	60.00	*	90.91	33.33	*	0.00	15	*	11
3	0.00	0.00	*	63.64	27.27	*	36.36	72.73	*	11	11	*
4	*	7.14	0.00	*	42.86	43.75	*	50.00	56.25	*	14	16
5	*	*	16.67	*	*	66.67	*	*	16.67	*	*	12
6	*	0.00	*	*	30.77	*	*	69.23	*	*	13	*
All Grades	8.00	16.28	13.33	64.00	41.86	60.00	28.00	41.86	26.67	75	86	90

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	26.67	33.33	33.33	66.67	44.44	38.89	6.67	22.22	27.78	15	18	18
1	*	0.00	6.25	*	84.62	87.50	*	15.38	6.25	*	13	16
2	26.67	*	9.09	40.00	*	90.91	33.33	*	0.00	15	*	11
3	0.00	0.00	*	81.82	72.73	*	18.18	27.27	*	11	11	*
4	*	14.29	6.25	*	64.29	56.25	*	21.43	37.50	*	14	16
5	*	*	33.33	*	*	58.33	*	*	8.33	*	*	12
6	*	30.77	*	*	30.77	*	*	38.46	*	*	13	*
All Grades	17.33	17.44	17.78	64.00	59.30	66.67	18.67	23.26	15.56	75	86	90

#### Conclusions based on this data:

1. The number of English Learners tested on the ELPAC increased from 2021-22 school year to the 2023-2024 school year by 15 students to a total of 90.

2. In the 2023-2024 school year, the percentage of students who scored Level 4 or Level 3 on the Overall Language ELPAC increased. The percentages that scored in Level 2 and Level 1 decreased, showing growth overall as a school.
3. The mean scores for each cohort from 22-23 to 23-24 showed an increase of mean scores on Overall, Oral Language, and Written Language.



# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
589	50.6%	15.1%	1%
Total Number of Students enrolled in Mitchell Community School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	89	15.1%
Foster Youth	6	1%
Homeless	2	0.3%
Socioeconomically Disadvantaged	298	50.6%
Students with Disabilities	93	15.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	29	4.9%
American Indian	1	0.2%
Asian	12	2%
Filipino	12	2%
Hispanic	351	59.6%
Two or More Races	32	5.4%
Pacific Islander	0	0.0%
White	148	25.1%

### Conclusions based on this data:

- The largest percentage of student race is Hispanic. This student group makes up 59.6% of the total student enrollment at Mitchell, which shows a decrease of about 1% from the previous school year.

2. The student enrollment at Mitchell that falls into the Socioeconomically Disadvantaged student group at Mitchell has shown a decrease year over year from 68.6% to 50.6% of the student population.
3. The subgroups that continue to be an area of focus for support in academics and socio-emotional needs at Mitchell include English Learners, African American, Hispanic, and Socioeconomically Disadvantaged due to their high percentages.

# School and Student Performance Data

## Overall Performance






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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Orange</p></div>	<div>Chronic Absenteeism</div> <div><p>Yellow</p></div>	<div>Suspension Rate</div> <div><p>Orange</p></div>
<div>Mathematics</div> <div><p>Orange</p></div>		
<div>English Learner Progress</div> <div><p>Blue</p></div>		

### Conclusions based on this data:

1. Based on 2024 Dashboard data, Chronic Absenteeism falls in Yellow. This continues to be an area of focus to support all students in attending school on a regular basis.
2. Based on the 2024 Dashboard data, English Language Arts and Mathematics display in Orange. This shows the need to focus on these academic areas. This will be done through professional development and continued monitoring and support using the MTSS guidelines.

3. Based on the 2024 Dashboard data, our English Learner Progress rose to the Blue, showing amazing growth for our English Learners.

# School and Student Performance Data

## Academic Performance English Language Arts

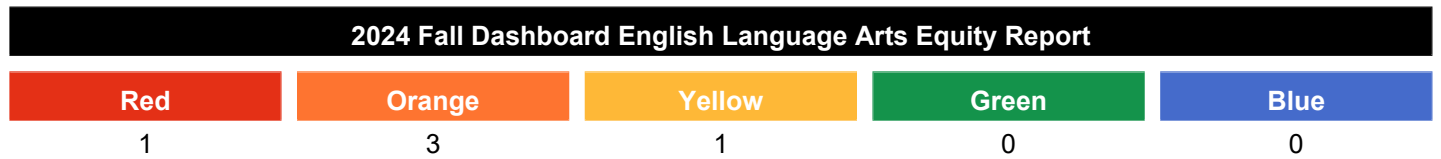
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>33.7 points below standard</div> <div>Declined 12.6 points</div> <div>307 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>52.0 points below standard</div> <div>Declined 7.2 points</div> <div>52 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>4 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>4 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>45.1 points below standard</div> <div>Declined 11.3 points</div> <div>175 Students</div>

<b>Students with Disabilities</b>  Red 121.8 points below standard Declined 16.2 points 55 Students	<b>African American</b>  No Performance Color 46.3 points below standard Increased 11.7 points 12 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 1 Student
<b>Asian</b>  No Performance Color Less than 11 Students 6 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 8 Students	<b>Hispanic</b>  Orange 51.3 points below standard Declined 5.8 points 189 Students
<b>Two or More Races</b>  No Performance Color 4.2 points above standard Declined 45.3 points 15 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Yellow 0.2 points below standard Declined 26.1 points 75 Students

#### Conclusions based on this data:

1. Based on the 2024 Dashboard data, all subgroups with viewable data showed a decline in points except for African American, which showed an increase of 11.7 points.
2. Of viewable data displayed for student groups, all subgroups fell into Red (Students with Disabilities), Orange (All Students, Hispanic, English Learners, Socially Economically Disadvantaged) or Yellow (White). No subgroups fell into Green or Blue.
3. The only subgroup that scored Above Standard was Two or More Races, scoring 4.2 points above, but declining 45.3 points from the year before.

# School and Student Performance Data

## Academic Performance Mathematics

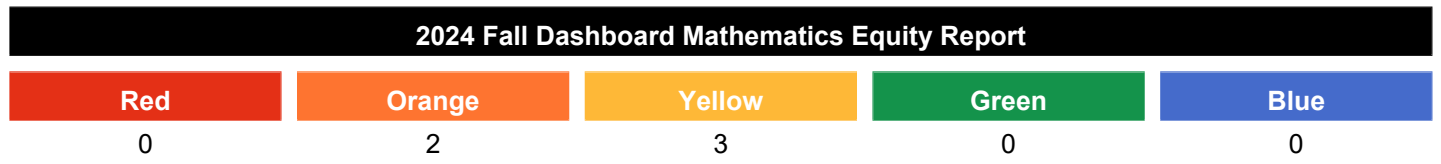
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>42.3 points below standard</div> <div>Maintained 1.8 points</div> <div>309 Students</div>	<div>English Learners</div> <div></div> <div>Yellow</div> <div>59.7 points below standard</div> <div>Increased 12.2 points</div> <div>54 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>4 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>4 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>55.8 points below standard</div> <div>Declined 3.1 points</div> <div>176 Students</div>

<b>Students with Disabilities</b>  Orange 129.1 points below standard Increased 5.7 points 55 Students	<b>African American</b>  No Performance Color 59.8 points below standard Maintained 1.7 points 12 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 1 Student
<b>Asian</b>  No Performance Color Less than 11 Students 6 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 8 Students	<b>Hispanic</b>  Yellow 61.1 points below standard Increased 5.5 points 190 Students
<b>Two or More Races</b>  No Performance Color 17.5 points below standard Declined 29.9 points 15 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Yellow 5.9 points below standard Declined 12.1 points 76 Students

#### Conclusions based on this data:

1. Based on the 2024 Dashboard data, though all 3 subgroups remain Below Standard, English Learners, Hispanics, and Students with Disabilities showed an increase in their scores.
2. The subgroup that remains the furthest Below Standard in Mathematics is Students with Disabilities at 129.1 points Below Standard with 55 students falling into that subgroup.
3. Based on the 2024 data, our White subgroup (in Yellow) is the closest to Meeting Standard, standing at 5.9 points Below Standard.



# School and Student Performance Data



## Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 No Performance Color
63.6% making progress.	making progress.
Number Students: 66 Students	Number Students: 4 Students

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.

2024 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
4.5%	31.8%	4.5%	59.1%

### Conclusions based on this data:

- Though it is not a subgroup at only 4 students, our Long Term English Learners all reported at "Making Progress."
- 31.8% of our students maintained Level 1, 2, or 3. In conjunction with 4.5% of our students decreasing one level, it is imperative that we continue to focus on this subgroup, offering support for our English Learners in the classroom.
- Based on the Dashboard data, 59.1% of our English Learners progressed one level. This helped us to move to Blue with an overall 63.6% Making Progress based on our 66 students. These students should continue to be monitored and supported so they are able to continue to progress in their development of the English Language.

# School and Student Performance Data

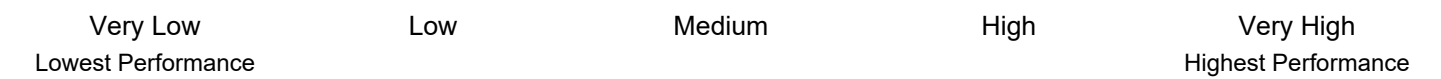
## Academic Performance College/Career Report

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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

### Conclusions based on this data:

- No data for elementary students.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

### 2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

### 2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

#### All Students



Yellow

15.1% Chronically Absent

Declined 3.8

616 Students

#### English Learners



Orange

16.7% Chronically Absent

Maintained 0.2

96 Students

#### Long-Term English Learners



No Performance Color

Fewer than 11 students - data not displayed for privacy

4 Students

#### Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

7 Students

#### Homeless



No Performance Color

Fewer than 11 students - data not displayed for privacy

5 Students

#### Socioeconomically Disadvantaged












Yellow

19.5% Chronically Absent

Declined 3.7

348 Students

<b>Students with Disabilities</b>  Red 23.9% Chronically Absent Increased 3.9 109 Students	<b>African American</b>  No Performance Color 10.3% Chronically Absent Declined 20.2 29 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
<b>Asian</b>  No Performance Color 14.3% Chronically Absent 0 14 Students	<b>Filipino</b>  No Performance Color 0% Chronically Absent Declined 7.7 12 Students	<b>Hispanic</b>  Yellow 19.2% Chronically Absent Declined 3.5 370 Students
<b>Two or More Races</b>  No Performance Color 10.8% Chronically Absent Declined 24.9 37 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Orange 8.5% Chronically Absent Increased 3.2 153 Students

#### Conclusions based on this data:

- Overall, the 2024 Dashboard shows that all of our school falls into the Yellow level of Chronic Absenteeism (15.1%), showing a decrease in the number of students considered chronically absent (by 3.8%).
- Out Students with Disabilities continues to be our highest rate of absence at 23.9% (Red). They are followed by Socioeconomically Disadvantaged at 19.5% (Yellow) and Hispanic at 19.2% (Yellow).
- Though the Two or More Races subgroup does not display a performance level on the Dashboard data, it should be noted 10.8% chronically absent rate with 37 students total in that subgroup. This indicates an decrease of 24.9% year over year.

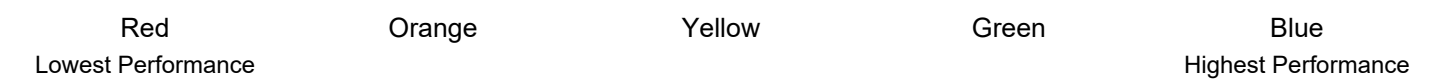
# School and Student Performance Data

## Academic Engagement Graduation Rate

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

### Conclusions based on this data:

- No data for elementary students.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

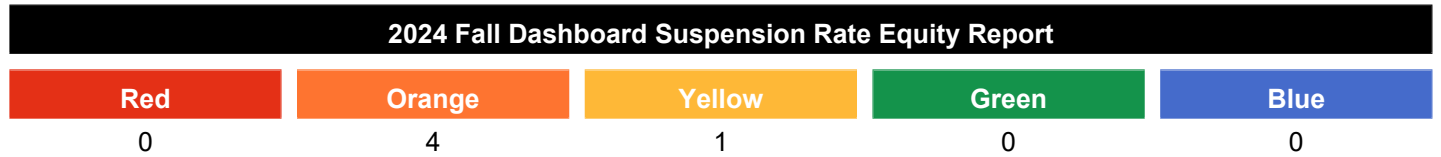
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Orange</div> <div>2.1% suspended at least one day</div> <div>Increased 1.8%</div> <div>624 Students</div>	<div>English Learners</div> <div> Orange</div> <div>2% suspended at least one day</div> <div>Increased 2%</div> <div>98 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>9 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>5 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>2.6% suspended at least one day</div> <div>Increased 2.3%</div> <div>351 Students</div>

<b>Students with Disabilities</b>  Yellow 0.9% suspended at least one day Increased 0.9% 109 Students	<b>African American</b>  No Performance Color 3.4% suspended at least one day Declined 2.1% 29 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
<b>Asian</b>  No Performance Color 0% suspended at least one day 14 Students	<b>Filipino</b>  No Performance Color 0% suspended at least one day Maintained 0% 12 Students	<b>Hispanic</b>  Orange 1.6% suspended at least one day Increased 1.6% 374 Students
<b>Two or More Races</b>  No Performance Color 8.1% suspended at least one day Increased 8.1% 37 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Orange 1.9% suspended at least one day Increased 1.9% 157 Students

#### Conclusions based on this data:

1. Based on the 2024 Dashboard, the students overall, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic and White Subgroups increased in suspension rates and fell into the Orange level.
2. The African American subgroup showed a decline of 2.1%, with other subgroups not showing data due to low numbers or not showing a performance color due to a 0% suspension rate.
3. Based on the 2024 Dashboard, we continue to see a need to support behavior intervention as well as socio emotional learning to help support our students with behavior and making choices that are appropriate for school.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Student Engagement and Involvement**

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The most crucial need based on the data is to support all of our students. Almost all of the assessed areas and subgroups are scoring below standard by a significant margin. With a focus on All Students Achieving High Levels, Mitchell needs to change the process to offer that support within the school day. With needed support in math, ELA, English Language Development, and Socio-Emotional learning being apparent, Mitchell is moving to a schoolwide MTSS schedule. We feel that the current CAASPP test scores have necessitated this need to offer Tier 1, Tier 2, and Tier 3 support in math and ELA with grade level times to have the biggest impact not only on the subgroups but for all students at Mitchell. This will offer uninterrupted, structured time, where all students will be present in the classroom for Tier 1 and Tier 2 instruction. Also, with a set grade level schedule, Tier 3 pull outs can be supported by LST, RSP, other service providers, or can be grouped and supported through grade level groupings. Additionally, we continue to see the need for our two Reading Foundational skills focused LSTs and add a third LST, with the focus on mathematics.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students meeting grade level standards on state and/or local assessments in English Language Arts.	<p>CAASPP Results English Language/Literacy Spring 2024</p> <p>38.08% of students Standard Exceeded/Standard Met</p> <p>Grade level Standard Exceeded/Standard Met</p> <p>3rd grade –28%</p> <p>4th grade- 34%</p> <p>5th grade - 48%</p> <p>6th grade –43%</p> <p>2024 California Dashboard Overall Performance of All students Orange – 33.7 points below standard</p> <p>2024 California Dashboard English Language Arts Equity Report</p> <p>English Learners (52 students) Orange– 52 points below standard</p> <p>Students with Disabilities (55 students) Red – 121.8 points below standard</p> <p>Socioeconomically Disadvantaged Students (175 students) Orange – 45.1 points below standard</p> <p>Hispanic Students (189 students) Orange - 51.3 points below standard</p> <p>iReady data Spring 2025 ELA - students early on grade level and above Kindergarten – 53%</p> <p>1st grade - 52%</p> <p>2nd grade – 57%</p> <p>3rd grade – 56%</p> <p>4th grade- 39%</p> <p>5th grade -38%</p> <p>6th grade – 48%</p>	<p>CAASPP Results English Language/Literacy Spring 2025</p> <p>45% of students Standard Exceeded/Standard Met</p> <p>Grade level Standard Exceeded/Standard Met</p> <p>3rd grade –33%</p> <p>4th grade- 39%</p> <p>5th grade - 53%</p> <p>6th grade –48%</p> <p>2025 California Dashboard Overall Performance of All students Yellow – increase by 3 points or more</p> <p>2025 California Dashboard English Language Arts Equity Report</p> <p>English Learners Yellow- increase by 3 points or more</p> <p>Students with Disabilities Orange – increase by 3 points or more</p> <p>Socioeconomically Disadvantaged Students Yellow– increase by 3 points or more</p> <p>Hispanic Students Yellow - increase by 3 points or more</p> <p>iReady data Spring 2026 - students early on grade level and above Kindergarten – 58%</p> <p>1st grade - 57%</p> <p>2nd grade – 62%</p> <p>3rd grade – 61%</p> <p>4th grade- 44%</p> <p>5th grade -43%</p> <p>6th grade – 53%</p>
Increase the number of students meeting grade level standards on state and/or local assessments in Math	<p>CAASPP Results Mathematics Spring 2024</p> <p>29.14% of students Standard Exceeded/Standard Met</p> <p>Grade level Standard Exceeded/Standard Met</p> <p>3rd grade – 29%</p> <p>4th grade- 33%</p> <p>5th grade -28%</p> <p>6th grade – 26%</p>	<p>CAASPP Results Mathematics Spring 2025</p> <p>32% of students Standard Exceeded/Standard Met</p> <p>Grade level Standard Exceeded/Standard Met</p> <p>3rd grade – 32%</p> <p>4th grade- 36%</p> <p>5th grade -31%</p> <p>6th grade – 29%</p>

	<p>2024 California Dashboard Overall Performance of All students Orange - 42.3 points below standard</p> <p>2024 California Dashboard Mathematics Equity Report</p> <p>English Learners (54 students) Yellow– 59.7 points below standard</p> <p>Students with Disabilities (55 students) Orange – 129.1 points below standard</p> <p>Socioeconomically Disadvantaged Students (176 students) Orange – 55.8 points below standard</p> <p>Hispanic Students (190 students) Yellow - 61.1 points below standard</p> <p>iReady data Spring 2025 Math - students early on grade level and above Kindergarten – 42% 1st grade - 37% 2nd grade – 36% 3rd grade – 28% 4th grade- 26% 5th grade -31% 6th grade – 35%</p>	<p>2025 California Dashboard Overall Performance of All students Yellow -increase by 3 points or more</p> <p>2025 California Dashboard Mathematics Equity Report</p> <p>English Learners Green– increase by 3 points or more</p> <p>Students with Disabilities Yellow–increase by 3 points or more</p> <p>Socioeconomically Disadvantaged Students Yellow–increase by 3 points or more</p> <p>Hispanic Students Yellow– increase by 3 points or more</p> <p>iReady data Spring 2026 Kindergarten – 45% 1st grade - 40% 2nd grade – 39% 3rd grade – 31% 4th grade- 29% 5th grade -34% 6th grade – 38%</p>
Decrease chronic absenteeism rates to support academic success and social emotional wellness for students	<p>2024 California Dashboard Academic Engagement: Chronic Absenteeism</p> <p>Overall Performance of All Students Yellow 15.1% Chronically Absent</p> <p>English Learners Orange 16.7% Chronically Absent</p> <p>Socioeconomically Disadvantaged Students Yellow – 19.5% Chronically Absent</p> <p>Students with Disabilities Red 23.9% Chronically Absent</p>	<p>2025 California Dashboard Academic Engagement: Chronic Absenteeism</p> <p>Overall Performance of All Students Green 10% Chronically Absent (decrease by 5.1%)</p> <p>English Learners Yellow 16.2% Chronically Absent (decrease by 0.5%)</p> <p>Socioeconomically Disadvantaged Students Green – 10% Chronically Absent (decrease by 9.5%)</p> <p>Students with Disabilities Yellow 20% Chronically Absent (decrease by 3.9%)</p>

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

<b>1.1</b>	The District will recruit and retain highly qualified staff to provide an exemplary education for all students to master grade level standards.	All Students	0 District Funded None Specified
<b>1.2</b>	The District will provide current CA State approved textbooks and materials in all core subject areas for all students to support students' instructional program.	All Students	18,334.34 LCFF-Base 4000-4999: Books And Supplies
<b>1.3</b>	The District and Mitchell will implement a maintenance plan to repair and maintain facilities and play areas to support all students' learning in safe and secure facilities.	All Students	15,000.00 LCFF-Base 4000-4999: Books And Supplies Custodial Supplies
<b>1.4</b>	The District will maintain noon supervisors at all sites to support all students' safety and supervision, with Mitchell supporting noon supervisors' schedule and development.	All Students	500.00 LCFF-Base 2000-2999: Classified Personnel Salaries  42.05 LCFF-Base 3000-3999: Employee Benefits
<b>1.5</b>	The District will conduct annual safety drills at all school sites, including Mitchell and District office, to support safety for all students and staff.	All Students	0 District Funded None Specified  500.00 LCFF-Base 4000-4999: Books And Supplies Disaster Bin Materials
<b>1.6</b>	The District and Mitchell Community School will proactively engage families of low income, homeless, English Learners, and Foster Youth students by regularly monitoring attendance and by providing families resources, such as an online communication system, that removes barriers and allows parents to communicate and engage with school staff.	English Learner (EL), Foster Youth, Low Income	600.00 LCFF- Supplemental 2000-2999: Classified Personnel Salaries  50.46 LCFF- Supplemental 3000-3999: Employee Benefits
<b>1.7</b>	The District will provide transportation to and from Mitchell for unduplicated student populations living outside allowable zones to walk to school in order to remove barriers from accessing their educational program.	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified

## Annual Review

**SPSA Year Reviewed: 2024-25**

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 left blank and completed at the end of the year after the plan has been executed.

**Analysis**

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

We were able to implement the above strategies and activities to support the growth of the students at Mitchell Community School. We were able to support our instructional programs with the materials and supplies needed to give students access to the curriculum. Students made progress towards the goals set in ELA and Math this year.

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

For the 2024-2025 school year, there were no major differences in the implementation of the strategies.

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 are no changes made to this goal beyond changing the dollar amounts in the same categories based on our 2025-2026 budget.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Student achievement

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The most crucial need based on the data is to support all of our students. Almost all of the assessed areas and subgroups are scoring below standard by a significant margin. With a focus on All Students Achieving High Levels, Mitchell needs to change the process to offer that support within the school day. With needed support in math, ELA, English Language Development, and Socio-Emotional learning being apparent, Mitchell is moving to a schoolwide MTSS schedule. We feel that the current CAASPP test scores have necessitated this need to offer Tier 1, Tier 2, and Tier 3 support in math and ELA with grade level times to have the biggest impact not only on the subgroups but for all students at Mitchell. This will offer uninterrupted, structured time, where all students will be present in the classroom for Tier 1 and Tier 2 instruction. Also, with a set grade level schedule, Tier 3 pull outs can be supported by LST, RSP, other service providers, or can be grouped and supported through grade level groupings. Additionally, we continue to see the need for our two reading foundational skills focused LSTs and add a third LST, with the focus on mathematics.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students meeting grade level standards on state and/or local assessments in English Language Arts	<p>CAASPP Results English Language/Literacy Spring 2024</p> <p>38.08% of students Standard Exceeded/Standard Met</p> <p>Grade level Standard Exceeded/Standard Met</p> <p>3rd grade –28%</p> <p>4th grade- 34%</p> <p>5th grade - 48%</p> <p>6th grade –43%</p> <p>2024 California Dashboard Overall Performance of All students Orange – 33.7 points below standard</p> <p>2024 California Dashboard English Language Arts Equity Report</p> <p>English Learners (52 students) Orange– 52 points below standard</p> <p>Students with Disabilities (55 students) Red – 121.8 points below standard</p> <p>Socioeconomically Disadvantaged Students (175 students) Orange – 45.1 points below standard</p> <p>Hispanic Students (189 students) Orange - 51.3 points below standard</p> <p>iReady data Spring 2025 ELA - students early on grade level and above Kindergarten – 53%</p> <p>1st grade - 52%</p> <p>2nd grade – 57%</p> <p>3rd grade – 56%</p> <p>4th grade- 39%</p> <p>5th grade -38%</p> <p>6th grade – 48%</p>	<p>CAASPP Results English Language/Literacy Spring 2025</p> <p>45% of students Standard Exceeded/Standard Met</p> <p>Grade level Standard Exceeded/Standard Met</p> <p>3rd grade –33%</p> <p>4th grade- 39%</p> <p>5th grade - 53%</p> <p>6th grade –48%</p> <p>2025 California Dashboard Overall Performance of All students Yellow – increase by 3 points or more</p> <p>2025 California Dashboard English Language Arts Equity Report</p> <p>English Learners Yellow- increase by 3 points or more</p> <p>Students with Disabilities Orange – increase by 3 points or more</p> <p>Socioeconomically Disadvantaged Students Yellow– increase by 3 points or more</p> <p>Hispanic Students Yellow - increase by 3 points or more</p> <p>iReady data Spring 2026 - students early on grade level and above Kindergarten – 58%</p> <p>1st grade - 57%</p> <p>2nd grade – 62%</p> <p>3rd grade – 61%</p> <p>4th grade- 44%</p> <p>5th grade -43%</p> <p>6th grade – 53%</p>
Increase the number of students meeting grade level standards on state and/or local assessments in Math	<p>CAASPP Results Mathematics Spring 2024</p> <p>29.14% of students Standard Exceeded/Standard Met</p> <p>Grade level Standard Exceeded/Standard Met</p> <p>3rd grade – 29%</p> <p>4th grade- 33%</p> <p>5th grade -28%</p> <p>6th grade – 26%</p>	<p>CAASPP Results Mathematics Spring 2025</p> <p>32% of students Standard Exceeded/Standard Met</p> <p>Grade level Standard Exceeded/Standard Met</p> <p>3rd grade – 32%</p> <p>4th grade- 36%</p> <p>5th grade -31%</p> <p>6th grade – 29%</p>

	<p>2024 California Dashboard Overall Performance of All students Orange - 42.3 points below standard</p> <p>2024 California Dashboard Mathematics Equity Report</p> <p>English Learners (54 students) Yellow– 59.7 points below standard</p> <p>Students with Disabilities (55 students) Orange – 129.1 points below standard</p> <p>Socioeconomically Disadvantaged Students (176 students) Orange – 55.8 points below standard</p> <p>Hispanic Students (190 students) Yellow - 61.1 points below standard</p> <p>iReady data Spring 2025 Math - students early on grade level and above Kindergarten – 42% 1st grade - 37% 2nd grade – 36% 3rd grade – 28% 4th grade- 26% 5th grade -31% 6th grade – 35%</p>	<p>2025 California Dashboard Overall Performance of All students Yellow -increase by 3 points or more</p> <p>2025 California Dashboard Mathematics Equity Report</p> <p>English Learners Green– increase by 3 points or more</p> <p>Students with Disabilities Yellow–increase by 3 points or more</p> <p>Socioeconomically Disadvantaged Students Yellow–increase by 3 points or more</p> <p>Hispanic Students Yellow– increase by 3 points or more</p> <p>iReady data Spring 2026 students early on grade level and above Kindergarten – 45% 1st grade - 40% 2nd grade – 39% 3rd grade – 31% 4th grade- 29% 5th grade -34% 6th grade – 38%</p>
Increase English Learner Progress: ELPAC	English Learner Progress Blue 63.6% Making Progress	English Learner Progress Blue (Maintain)- Increase by 2%
Increase the number of English Learners: Reclassification	In 2024-2025, 9 students were Reclassified. (100% of eligible students)	In 2025-2026, Reclassifications will increase by 5%.
Decrease chronic absenteeism rates to support academic success and social emotional wellness for students	<p>2024 California Dashboard Academic Engagement: Chronic Absenteeism</p> <p>Overall Performance of All Students Yellow 15.1% Chronically Absent</p> <p>English Learners Orange 16.7% Chronically Absent</p> <p>Socioeconomically Disadvantaged Students Yellow – 19.5% Chronically Absent</p> <p>Students with Disabilities Red 23.9% Chronically Absent</p>	<p>2025 California Dashboard Academic Engagement: Chronic Absenteeism</p> <p>Overall Performance of All Students Green 10% Chronically Absent (decrease by 5.1%)</p> <p>English Learners Yellow 16.2% Chronically Absent (decrease by 0.5%)</p> <p>Socioeconomically Disadvantaged Students Green – 10% Chronically Absent (decrease by 9.5%)</p> <p>Students with Disabilities Yellow 20% Chronically Absent (decrease by 3.9%)</p>

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served			Proposed Expenditures
2.1	For English Learners, low income and Foster Youth students who have not demonstrated proficiency in English Language Arts and mathematics and/or are in need of further connection and engagement, the District and the Mitchell school site will provide professional development to address academic and social/emotional needs. Teachers and administrators will attend trainings focused on differentiation, use of multiple modalities, ways to utilize technology to further enhance student learning, as well as, addressing social/emotional needs of students.	English Foster Income	Learner Youth,	(EL), Low	0 District Funded None Specified
2.2	To mitigate learning loss, as evidenced by state and local assessments, the district and Mitchell will provide California State supplementary standards-based materials for English Learners, Foster Youth and Low-Income students.	English Foster Income	Learner Youth,	(EL), Low	8,733.75 LCFF- Supplemental 4000-4999: Books And Supplies Nearpod and Flocabulary 603.20 Title I 4000-4999: Books And Supplies  17,202.70 LCFF- Supplemental 4000-4999: Books And Supplies
2.3	To address the learning needs of English Learners, Foster Youth and Low-Income students as evidenced by state and local performance data, school administrators will provide collaboration time for teachers to support student learning by monitoring student data, providing interventions to mitigate learning loss, and enrichment activities during and outside the school day in order to support mastery of grade level standards.	English Foster Income	Learner Youth,	(EL), Low	500.00 LCFF- Supplemental 1000-1999: Certificated Personnel Salaries Substitute Teacher Support 118.80 LCFF- Supplemental 3000-3999: Employee Benefits Substitute Teacher 15,000.00 Title I 1000-1999: Certificated Personnel Salaries Substitute Teacher 3,564.00 Title I 3000-3999: Employee Benefits Substitute Teacher
2.4	To address students not meeting grade level standards on state and local assessments, the District will provide staff professional development, conferences, and workshops to support the educational program in all content areas to address standards-based instruction and mitigate learning	English Foster Income	Learner Youth,	(EL), Low	7,500.00 LCFF- Supplemental 5800: Professional/Consulting Services And Operating Expenditures



	loss for all students including English Learner, Foster Youth and Low-Income students.		PLC Conference for up to 5 people 2,673.24 LCFF- Supplemental 1000-1999: Certificated Personnel Salaries Subs to cover up to 4 teachers for PLC Conference 5,000.00 LCFF-Base 1000-1999: Certificated Personnel Salaries Extra Duty for Professional Development
<b>2.5</b>	The District will provide additional instructional minutes for teachers to support mastery of English proficiency and grade level standards for English Learners and Low-Income students.	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified
<b>2.6</b>	The District will provide substitute teachers to support classroom teachers in administering the Summative English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of the English language.	English Learner (EL)	0 District Funded
<b>2.7</b>	The District will provide staff, and training for those staff, to administer the Initial English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of the English language.	English Learner (EL)	0 District Funded
<b>2.8</b>	For unduplicated students who are not meeting grade level standards, teachers will provide students outside of the school year intervention to mitigate learning loss, as well as, enrichment opportunities to positively influence academic achievement levels.	English Learner (EL), Foster Youth, Low Income	0 District Funded
<b>2.9</b>	The District will continue articulation with William S. Hart Union High School District to support students transitioning to Junior High School from Mitchell to assist with preparing students with their educational program.	All Students	0 District Funded
<b>2.10</b>	Library Resource Technicians will enhance student learning by assisting teachers to provide access to a wide variety of literacy sources for low income, English Learners and Foster Youth students at Mitchell who may have limited access to literacy materials at home.	English Learner (EL), Foster Youth, Low Income	0 District Funded  1,500.00 Misc. Grants 4000-4999: Books And Supplies Additional Library Books
<b>2.11</b>	To address the underperformance on state and local assessment, the District will provide Teachers and Teachers on Special Assignment (TOSAs) who will provide coaching and intervention support for teachers at Mitchell to assist English Learners, Foster Youth and Low-Income students.	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified
<b>2.12</b>	To ensure low income students receive opportunities to develop creativity and innovative practices, teachers will implement and provide materials to support the visual and performing arts (VAPA) plan with a focus on arts integration.	Low Income	60,000.00 Prop 28 1000-1999: Certificated Personnel Salaries

				Arts Education Grant- Music Teacher 24,708.00 Prop 28 3000-3999: Employee Benefits
<b>2.13</b>	The District will provide additional digital devices to support instruction and further assist with closing the achievement gap for English Learners, Foster Youth and Low-Income students.	English Foster Income	Learner Youth, (EL), Low	0 LCFF- Supplemental
<b>2.14</b>	To support equitable access to differentiated instruction and access to online curricular programs, the District will provide and train Computer Lab Assistants at Mitchell to support low-income students in the use of technology to meet grade level standards.	English Foster Income	Learner Youth, (EL), Low	0 LCFF- Supplemental None Specified
<b>2.15</b>	Learning Support Teachers will provide additional Tiers II and III intervention supports to identified students to support academic achievement. In addition, Learning Student Teachers will assist teachers with instructional programs and intervention support as needed to further support academic achievement.	English Foster Income	Learner Youth, (EL), Low	0 District Funded
<b>2.16</b>	The 2023 CA Dashboard reflected a red indicator in the English Language Performance Indicator at Mitchell Community School. Teachers and Learning Support Teachers will participate in professional development that assist teachers in developing a stronger understanding of designated and integrated English Language Development, as well as, supporting teachers with the implementation of Orton Gillingham to assist students with phonological awareness and learning of the English Language rules.	English Learner (EL)		0 District Funded

## Annual Review

### SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

We were able to utilize our Teacher on Special Assignment to support our students in grades 1, 3, and 4 with math intervention. We were able to see growth in the area of math (as well as student confidence) as a result of her support for the students. Our Learning Support Teachers also heavily impacted student growth in Language Arts. Students that attended LST sessions showed progress in their foundational ELA skills. This year we also were able to provide music instruction to our students TK-6, as well as choir for students who did not play an instrument in grades 5 and 6.

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

Based on Mitchell's increase in our unduplicated student count, we became a Concentration School. With that, Concentration funds were used to pay for our Math Teacher on Special Assignment. This allowed us to the funds that we allocated for her salary and benefits to pay for materials to support our 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.

For the 25-26 school year, we will be adding in a Professional Learning Community Conference for up to 5 of our staff members to further support our progress in supporting all students.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Student Engagement and Involvement

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Parent involvement in their child's education continues to be of utmost importance to Mitchell. Our largest form of communication comes through ParentSquare where we have over 99% of contact ability with our families. Messages are sent out school-wide once a week, with frequent reminders for specific meetings to help support parent participation. Teachers also send out weekly messages to their families to engage parents. We will continue to receive parent input and feedback so we can continue to improve our parent participation. We have noticed that parent involvement in events such as Coffee with the Principal, School Site Council, ELAC and PTA meetings has declined significantly. Though we have over 250 adults volunteer trained, we do not see that number of volunteers regularly coming to campus. Eliciting parent interactions at school events is an area of continued need.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ParentSquare	During the 2024-2025 school year, ParentSquare usage increased. Mitchell also utilized ParentSquare for scheduling conferences and to increase other resources offered to parents.	During the 2025-2026 school year, ParentSquare communication will continue to be utilized as the main form of communication. The use of ParentSquare to share newsletters, scheduling conferences, and direct communication will be built.
Parent Attendance	Parent attendance at in school meetings such as Coffee with the Principal, ELAC, SSC, PTA ranged from 2-10 parents at each meeting. Parent attendance at awards assemblies was at a strong level.	Offering meetings held via Zoom as well as in person at different times and days will continue to an option to help to engage parents in Mitchell events. This will include conferences, meetings, trainings, and family events for the 2025-2026 school year for an anticipated 5% increase in participation,

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
<b>3.1</b>	The District and Mitchell will increase home/school communication and engagement for families of low income and English Learner students by providing families access to resources, educational, social/emotional, and/or basic needs, that further removes barriers from students accessing their educational program.	English Learner (EL) and Low Income	9,808.02 LCFF-Base 2000-2999: Classified Personnel Salaries Office Assistant 1,326.89 LCFF-Base 3000-3999: Employee Benefits Office Assistant 3,500.00 LCFF-Base 2000-2999: Classified Personnel Salaries Extra Hours for Office Staff 290.70 LCFF-Base 3000-3999: Employee Benefits Extra Hours for Office Staff 300.00 LCFF-Base 5000-5999: Services And Other Operating Expenditures Postage 1,968.00 LCFF-Base 4000-4999: Books And Supplies Technology Support
<b>3.2</b>	The District and Mitchell will provide translation services to families of students that are English Learners to remove language barriers that may impede families from information regarding their child's educational program.	English Learner (EL)	500.00 LCFF- Supplemental 2000-2999: Classified Personnel Salaries  42.05 LCFF- Supplemental 3000-3999: Employee Benefits
<b>3.3</b>	Staff will continue to maintain advisory groups such as PAC, LCAP Advisory, SSCs, ELACs, and DELACs, who will provide input to Administration in the schools' and District's plans (i.e. School Plan for Student Achievement (SPSA), Comprehensive School Safety Plans, Local Control and Accountability Plan (LCAP), etc.) to further support the educational program for all students, especially unduplicated students.	All Students	0 District Funded None Specified
<b>3.4</b>	To support parents of English Learners who are scoring below proficiency, the Director of Curriculum and Instruction and the Educational Services Program Coordinator will provide parent workshops	English Learner (EL)	0 District Funded None Specified

	and educational resources to support parents with meeting the needs of their child to achieve grade level standards. Funds are accounted for in Goal 2 Action 4.		
3.5	To assure low income and Foster Youth students have awareness and access to community services, the District will continue to provide a Student and Family Wellness Collaborative that engages community, staff, and parents to provide children and families with social/emotional assistance, as well as, basic needs, in and out of school. The district will continue to partner with William S. Hart Union High School District to plan and host a Family Resource Fair that connects families with resources focused on student and family wellness.	Low Income and Foster Youth	0 District Funded None Specified

## Annual Review

### SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

We were able to provide translation services for our Spanish speaking families. Though we have used ParentSquare to communicate with our families that speak languages other than Spanish, we have not been able to effectively communicate via oral communication with them. We were able to hold Coffee with an Administrator meeting, ELAC meetings, and SSC meetings throughout the year, as well as two Academic Family Nights. We would like to continue to have parents actively involved and attend our meetings during the course of the school year

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

There were no major differences in the expenditures to implement the 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.

The change that will take place is not monetary in nature, but instead will be the inclusion of more Zoom meetings in addition to the in person meetings.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Supporting the Whole Child

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase attendance	<p>2024 California Dashboard Academic Engagement: Chronic Absenteeism</p> <p>Overall Performance of All Students Yellow 15.1% Chronically Absent</p> <p>English Learners Orange 16.7% Chronically Absent</p> <p>Socioeconomically Disadvantaged Students Yellow – 19.5% Chronically Absent</p> <p>Students with Disabilities Red 23.9% Chronically Absent</p>	<p>2025 California Dashboard Academic Engagement: Chronic Absenteeism</p> <p>Overall Performance of All Students Green 10% Chronically Absent (decrease by 5.1%)</p> <p>English Learners Yellow 16.2% Chronically Absent (decrease by 0.5%)</p> <p>Socioeconomically Disadvantaged Students Green – 10% Chronically Absent (decrease by 9.5%)</p> <p>Students with Disabilities Yellow 20% Chronically Absent (decrease by 3.9%)</p>
Increase Socio-Emotional Support	Tier 2 or 3 counseling support (24/25 school year):	During the 2025-2026 school year, the socio-emotional support will be offered to all students who need support.

	<ul style="list-style-type: none"> <li>60+ social-emotional referrals (written or verbal) by student, teachers, staff, etc. for individualized support with varied outcomes of individualized support.</li> <li>16 students on individual counseling caseload: 2 DIS and 14 Gen Ed.</li> <li>Projected to be about 200 interactions/engagements of responsive, continued, or follow-up tier 2 or 3 support provided this school year.</li> <li>In addition, a lot of time is spent on tier 1 support throughout the year.</li> </ul>	<p>-Counseling and SEL support focus for Unduplicated Students</p> <p>-Increase Tier 1 SEL support</p> <p>-Reduce the need for Tier 2 and Tier 3 support</p> <p>-Reduce the need of Risk Assessments (due to increase in Tier 1 support)</p>
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## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Students' connectedness and engagement will be evidenced by reporting positive relationships and safety on student surveys from the District and California Healthy Kids' surveys.	All Students	0 District Funded None Specified
4.2	To remove barriers for low-income students from accessing their academic program, the district will provide counseling to support social/emotional wellness and academic success in school.	Low Income	0 District Funded None Specified
4.3	To remove barriers for students from accessing their academic program, the District will provide counseling services to support social/emotional wellness and academic success in school.	All Students	0 District Funded None Specified
4.4	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist unduplicated students in general education classes to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide preventative behavioral supports to unduplicated students who may need behavioral support to access their instructional program.	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified
4.5	To address barriers that limit low income, Foster Youth, and homeless students from receiving full benefit from their educational experience, the district and Mitchell will provide Social Workers and support personnel to provide comprehensive services.	Low Income, Foster Youth, and Homeless	50,242.00 Title I 1000-1999: Certificated Personnel Salaries School Social Worker 21,611.80



			Title I 3000-3999: Employee Benefits School Social Worker
4.6	To support student connectedness and build positive relationships at the school site, the District will provide positive academic and behavior programs that promote student engagement for unduplicated students.	English Learner (EL), Foster Youth, Low Income	1,198.10 Misc. Grants 4000-4999: Books And Supplies
4.7	To support student engagement and connectedness, schools will promote a positive school climate to foster youth development and academic achievement.	All Students	0 District Funded None Specified
4.8	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist special education students to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide support to special education students who required behavioral intervention per their IEP.	Students with Disabilities (SWD)	0 District Funded None Specified

## Annual Review

### SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

We continued to show a need for Socio-emotional support for our students. We were able to have a full-time social worker on staff. Additionally, we had some students received DIS counseling and ERICs counseling through our school psychologist and a therapist from the HART district. We also used Hazel Health as a counseling support. Our campus continued with positive incentives, such as Eagle Affirmations, Soaring Eagle awards, Capturing Kids Hearts ideas, and Zones of Regulations. We also continue to build positive relationships with students. We also implemented Mitchell Attendance H.E.R.O.s. (Here Everyday, Ready and Ontime) which supported our attendance focus.

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

There was not major difference in the intended implementation of the expenditures.

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 major changes to Goal 4 for the coming year.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$272,918.10
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: 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	\$91,021.00

Subtotal of additional federal funds included for this school: \$91,021.00

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	\$37,921.00
LCFF-Base	\$56,570.00
Misc. Grants	\$2,698.10
Prop 28	\$84,708.00

Subtotal of state or local funds included for this school: \$181,897.10

Total of federal, state, and/or local funds for this school: \$272,918.10

# 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	56,570.00	0.00
LCFF- Supplemental	37,921.00	0.00
Title I	91,021.00	0.00
Misc. Grants	2,698.10	0.00
Prop 28	84,708.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF- Supplemental	37,921.00
LCFF-Base	56,570.00
Misc. Grants	2,698.10
Prop 28	84,708.00
Title I	91,021.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	133,415.24
2000-2999: Classified Personnel Salaries	14,908.02
3000-3999: Employee Benefits	51,754.75
4000-4999: Books And Supplies	65,040.09
5000-5999: Services And Other Operating Expenditures	300.00
5800: Professional/Consulting Services And Operating Expenditures	7,500.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
None Specified	District Funded	0.00
	LCFF- Supplemental	0.00
1000-1999: Certificated Personnel Salaries	LCFF- Supplemental	3,173.24
2000-2999: Classified Personnel Salaries	LCFF- Supplemental	1,100.00
3000-3999: Employee Benefits	LCFF- Supplemental	211.31
4000-4999: Books And Supplies	LCFF- Supplemental	25,936.45
5800: Professional/Consulting Services And Operating Expenditures	LCFF- Supplemental	7,500.00
None Specified	LCFF- Supplemental	0.00
1000-1999: Certificated Personnel Salaries	LCFF-Base	5,000.00
2000-2999: Classified Personnel Salaries	LCFF-Base	13,808.02
3000-3999: Employee Benefits	LCFF-Base	1,659.64
4000-4999: Books And Supplies	LCFF-Base	35,802.34
5000-5999: Services And Other Operating Expenditures	LCFF-Base	300.00
4000-4999: Books And Supplies	Misc. Grants	2,698.10
1000-1999: Certificated Personnel Salaries	Prop 28	60,000.00
3000-3999: Employee Benefits	Prop 28	24,708.00
1000-1999: Certificated Personnel Salaries	Title I	65,242.00
3000-3999: Employee Benefits	Title I	25,175.80
4000-4999: Books And Supplies	Title I	603.20

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	35,026.85

Goal 2	147,103.69
Goal 3	17,735.66
Goal 4	73,051.90

# 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
Shivangi Bhandari	Parent or Community Member
Carol Castillo	Parent or Community Member
Ashley Coulsell	Classroom Teacher
Timothy Flapper	Parent or Community Member
Michelle Funston	Classroom Teacher
Joshua Hurd	Parent or Community Member
Adam Jennings	Other School Staff
Michalle Lauricella	Parent or Community Member
Gretchen Lupica	Principal
Maddie Stodart	Classroom Teacher

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 13, 2025.

Attested:



Principal, Mrs. Gretchen Lupica on 5/13/2025



SSC Chairperson, Mr. Adam Jennings on 5/13/2025

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.



For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## **Strategies/Activities Table**

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.



- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

## ELAC ADVICE TO SSC

ELAC gave advice to School Site council (SSC) regarding the School Plan for Student Achievement on April 17<sup>th</sup> (date)

no changes needed

ELAC President Luana Catalan  
Date: 05/19/2025

Principal D Lupica  
Date: 4/17/25

School Site Council's response to ELAC on: May 13<sup>th</sup> (date)

Thank you!

SSC Chairperson [Signature]  
Date: 5-17-25

Principal D Lupica  
Date: 5/13/25

Sulphur Springs Union School District  
Mitchell Community School SSC Meeting  
Date: Tuesday May 13, 2025

## MINUTES

x	Gretchen Lupica	Principal	x	Michalle Lauricella	Parent (1 <sup>st</sup> yr.)
X	Ashley Coulsell	Classroom Teacher (2 <sup>nd</sup> year)		Shivangi Bhandari	Parent (1 <sup>st</sup> yr.)
x	Adam Jennings	Other–School Social Worker (2 <sup>nd</sup> yr.)	X	Timothy Flapper	Parent (2 <sup>nd</sup> yr.)
X	Michelle Funston	Classroom Teacher (1 <sup>st</sup> yr.)		Joshua Hurd	Parent (1 <sup>st</sup> yr.)
X	Maddie Stodart	Classroom Teacher (2 <sup>nd</sup> yr.)		Carol Castillo	Parent (2 <sup>nd</sup> yr.)
<b>Guest(s) Name:</b> NONE					

Item	Description/Actions	Meeting Summary
1. Call to Order		Meeting called to order at 7:35 am
2. Roll call of members/ SSC Introductions		<p>Roll call of members:</p> <p><u>In attendance:</u> Gretchen Lupica, Ashley Coulsell, Adam Jennings, Michelle Funston, Maddie Stodart, Michalle Lauricella, Timothy Flapper</p> <p><u>Not in attendance:</u> Shivangi Bhandari, Joshua Hurd, Carol Castillo</p>
3. Approval of Agenda		Maddie Stodart motioned to approve. Timothy Flapper seconded the motion to approve. All approved.
4. Reading and approval of the minutes		Ashley Coulsell motioned to approve. Maddie Stodart seconded the motion to approve. All approved.

<p>5. Report of committees/principal report/Informe del informe del director</p> <p>A. Principal's Report</p> <p>a. SPSA Updates and Review</p> <p>b. Review of SSC participation for 25-26 school year</p>		<p>A. Principal's Report:</p> <p><u>a. SPSA Updates and Review:</u> Changes to the SPSA as suggested by the District were presented and discussed. Most of the suggestions were spelling errors, SEL goal updates, minor funding allocations, etc.</p> <p>SSC reviewed the Supplemental Money increased amount we will have next year and where to spend those funds. The current plan for use of this money will be to cover Nearpod, Flocabulary, and any other programs that help support the student's academic resources. In previous years, the PTA supplied the funds for these programs, but this coming year the Supplemental Money will cover the costs, and PTA will retain some of their money to place towards fieldtrips and so on.</p> <p>SSC will need two signatures (Principal and SSC President) and it will then be completed.</p> <p><u>b. Review of SSC Participation for 25-26 school year:</u> SSC discussed the participation and attendance of the SSC members to determine who will be returning to the council next school year. Most of the staff and a couple of the parents have completed their 2<sup>nd</sup> year and will not return, unless they specifically request to do so or join as a member of the public. We will start the year with 1 staff member and 1 parent and will focus on informing Mitchell families about the SSC and its need for more member volunteers after the summer, at the start of next school year.</p>
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6. Public Comment		None
7. Action Items		<p>SSC Vote on SPSA:</p> <p>Adam Jennings motioned to approve the SPSA. Michalle Lauricella seconded the motion to approve. All approved.</p>
8. Future Agenda Items		None
9. New Business		None
10. Adjournment		Meeting adjourned at 8:03 am



