

Mitchell Intermediate School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Mitchell Intermediate School
Street	1753 Fifth Street
City, State, Zip	Atwater, CA 95301
Phone Number	(209) 357-6124
Principal	Diana Dietz
Email Address	ddietz@aesd.edu
Website	www.mitchellsenior.school
County-District-School (CDS) Code	24-65631-6025357

Entity	Contact Information
District Name	Atwater Elementary School District
Phone Number	(209) 357-6100
Superintendent	Sandra Schiber
Email Address	sschiber@aesd.edu
Website	https://www.aesd.edu/

School Description and Mission Statement (School Year 2019-20)

Mitchell Intermediate is a comprehensive, departmentalized junior high school serving approximately 735 students. Mitchell Intermediate is located in the central valley and serves a diverse student population. There are approximately 3 administrators, 34 full time teachers, one part-time band teacher, and 22 support staff that are committed to the success of every student that attends our school. Mitchell Intermediate is proud of our continued academic success. We provide a well rounded educational program that includes rigorous core subject areas, elective and support classes, as well as many extra curricular activities and clubs. Mitchell Intermediate strives to provide a safe and productive learning environment through displaying Mitchell Intermediate PRIDE (Productive Responsible Individuals Dedicated to Excellence), students deep connection to school, development of college and career readiness, and fostering a school community built on respect and kindness. We know that Mitchell Intermediate is the "KEY to your Success!"

Mitchell Intermediate School's mission is, "To develop productive, successful, individual students that have a positive impact on our community, by providing them with a high quality education through rigorous academic standards." We have identified the school that we wish to become by establishing 5 vision statements for implementation during the school year. Those 5 vision statements are:

- A school that inspires and motivates the students to think, learn, and be self motivated independent learners.
- A school where administrators, teachers and students are self-driven to achieve their personal best.
- A school where students are connected, actively engaged, academically oriented, and are working toward becoming college and career ready.
- A school with high expectations.
- A school that provides all students equal access to a diverse and rigorous curriculum with differentiated instruction.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	357
Grade 8	480
Total Enrollment	837

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.6
Asian	3.7
Filipino	0.4
Hispanic or Latino	70.5
White	20.5
Two or More Races	1.4
Socioeconomically Disadvantaged	77.8
English Learners	13
Students with Disabilities	12.3
Foster Youth	0.7
Homeless	2.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	34	33	29	207.95
Without Full Credential	3	4	6	24.5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade 7 and 8 McGraw Hill California Study Sync 2016 4-8 Read 180 HMH Intervention Solutions 2012	Yes	0
Mathematics	6-8 California Math, Courses 1, 2, and 3/McGraw Hill, Glencoe Math Accelerated Pre-Algebra Volume 1 7 Math Accelerated/Glencoe 8 Integrated Math I, Houghton Mifflin Harcourt, 2017	Yes	0
Science	Glencoe Focus on Science 2007	Yes	0
History-Social Science	Holt California Social Studies 2007	Yes	0
Foreign Language	7/8 Realidades/Pearson 2014	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Providing a safe, clean, attractive environment for our students is a high priority at Mitchell Intermediate School. The efforts of the custodial staff, maintenance staff, and the gardening staff keep the buildings and school grounds in excellent condition. Several upgrades have been made to Mitchell Intermediate that include replacing sewer lines, replacing old AC units on several classroom wings, roofing repairs, new carpet in two classrooms, removal of an old covered walkway, removal of old carpet in a walkway, addition of built in cabinets in a classroom hallway, removal of raised planter beds, upgrades to student and staff restrooms, an additional restroom wing was added, the upper field was leveled and new grass seed was planted, a level running track was installed, the black tops were sealed, a new fire monitoring system was installed, a new intrusion alarm system was installed, a new facade was added around the roof line of the 100 wing classrooms and office, new downspouts were added to the 100 wing classrooms and office, a new forced entry gate system was installed, a new automatic gate was added to the bus lane, new backstops were added to the baseball fields, and concrete walk ways were updated and graded for better drainage and to meet current safety codes.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 10/10/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Electrical outlet components installed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Issues resolved. Work orders submitted for needed corrections.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	49	46	47	48	50	50
Mathematics (grades 3-8 and 11)	32	31	35	35	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	819	805	98.29	1.71	46.39
Male	439	432	98.41	1.59	40.28
Female	380	373	98.16	1.84	53.49
Black or African American	21	21	100.00	0.00	14.29
American Indian or Alaska Native	--	--	--	--	--
Asian	31	31	100.00	0.00	54.84
Filipino	--	--	--	--	--
Hispanic or Latino	581	568	97.76	2.24	43.56
Native Hawaiian or Pacific Islander					
White	166	165	99.40	0.60	56.36

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	11	11	100.00	0.00	81.82
Socioeconomically Disadvantaged	641	629	98.13	1.87	40.76
English Learners	253	243	96.05	3.95	20.25
Students with Disabilities	98	97	98.98	1.02	8.25
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	27	26	96.30	3.70	30.77

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	819	815	99.51	0.49	30.67
Male	439	438	99.77	0.23	30.37
Female	380	377	99.21	0.79	31.03
Black or African American	21	21	100.00	0.00	19.05
American Indian or Alaska Native	--	--	--	--	--
Asian	31	31	100.00	0.00	41.94
Filipino	--	--	--	--	--
Hispanic or Latino	581	578	99.48	0.52	26.82
Native Hawaiian or Pacific Islander					
White	166	165	99.40	0.60	43.64
Two or More Races	11	11	100.00	0.00	18.18
Socioeconomically Disadvantaged	641	639	99.69	0.31	25.98
English Learners	253	253	100.00	0.00	12.65
Students with Disabilities	98	97	98.98	1.02	5.15
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	27	27	100.00	0.00	7.41

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	26.2	21.3	24.8

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents are able to participate in school activities through the School Site Council, English Language Advisory Committee, Parent Club, volunteering, chaperoning trips and/or dances, and coaching. Parents are encouraged to attend events such as Round-Up, Back-to-School Night, Report Card Night, 8th Grade Graduation Information Nights, 8th Grade Awards Night, Incoming 7th Grade Parent Information Night, 8th grade Graduation Ceremony, Title 1 Presentation, AVID Family Nights, ASES Family Nights, Drama productions, athletic events, parent/teacher conferences, and AVID College and Career Day/Night.

Contact Person: Diana Dietz, Principal

Contact Number: (209) 357-6124

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	11.8	12.6	8.3	5.3	3.8	3.1	3.6	3.5	3.5
Expulsions	0.4	0.2	0.1	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Mitchell Intermediate's comprehensive Safety Plan details the responsibilities and protocol for a variety of emergency situations. Mitchell Intermediate staff members are trained to react in the appropriate manner for each type of emergency and practice them on a routine basis. Procedures are in place to ensure a safe and orderly campus at Mitchell Intermediate, including required visitor check-in, forced entry through the main office, closed and monitored gates, a security camera system, a school wide PA system, and campus supervisors patrolling the grounds.

Safety Plan was reviewed in September, 2019 and approved by the board on November 12, 2019.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	26	11	17	9	27	11	22	8	28	8	40	12
Mathematics	29	2	18	7	28	6	36	18	28	6	40	8
Social Science	29	1	24	5	32	1	10	18	30	3	21	4

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1.8
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.6

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$3,796.00	\$378.00	\$3,417.00	\$70,411.24
District	N/A	N/A	\$3,494.89	\$78,946.00
Percent Difference - School Site and District	N/A	N/A	-2.2	1.71
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-27.1	5.42

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Atwater Elementary School District receives a variety of State and Federal funds that are designed to further support the needs of our students. Funds are allocated on a yearly basis based on student population and needs at each individual site. Listed below are the types of funds AESD receives:

Federal Programs:

Title I, Part A

Title III, LEP

State Programs:

After School Education and Safety (ASES)

LCFF funding is strategically used to increase student learning results. LCFF funds are used to support goals and action plans in the School Plan for Student Achievement.

Expenses include, but are not limited to, staff professional development, supplemental instructional materials, technology, and extended day learning opportunities for students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,653	\$49,378
Mid-Range Teacher Salary	\$78,195	\$77,190
Highest Teacher Salary	\$98,975	\$96,607
Average Principal Salary (Elementary)	\$119,785	\$122,074
Average Principal Salary (Middle)	\$121,408	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$182,638	\$189,346
Percent of Budget for Teacher Salaries	34%	36%
Percent of Budget for Administrative Salaries	4%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	4

Teachers participate in grade level collaboration trainings each year. They are also released by substitute teachers to receive additional training during the school year. After school and summer optional trainings are also offered. During the last three school years, teachers have been provided on-going professional development in the areas of: objectives, Depth of Knowledge, class engagement, CAASPP and ELPAC assessments, English Language Development, reading trainings, Illuminate platform for district assessments, and special education. Professional development sessions for teachers this year focus on English Language Learners and Math Number Talks.

The district has three instructional coaches to help all teachers with ELA and Math assessments. School sites participate in site specific professional development, based on their data, during weekly Professional Learning Communities (PLC) meetings. All schools participate in grade level academic conferencing pull out days for teachers to discuss student progress, data, and future instruction, based upon the data gathered. In addition, new teachers to the district receive another layer of support with the Induction Program. This includes two days of trainings, after-school trainings, visiting other classrooms in the district with their induction mentor.