

# Mitchell Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/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 <http://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**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Mitchell Elementary School
<b>Street</b>	1761 Grove Avenue
<b>City, State, Zip</b>	Atwater, CA 95301
<b>Phone Number</b>	(209) 357-6112
<b>Principal</b>	Chantel Masengale
<b>E-mail Address</b>	cmasengale@aesd.edu
<b>Web Site</b>	<a href="http://mk6-atwater-ca.schoolloop.com/">http://mk6-atwater-ca.schoolloop.com/</a>
<b>CDS Code</b>	24-65631-6025340

<b>District Contact Information</b>	
<b>District Name</b>	Atwater Elementary School District
<b>Phone Number</b>	(209) 357-6100
<b>Superintendent</b>	Dr. Sandra Schiber
<b>E-mail Address</b>	sschiber@aesd.edu
<b>Web Site</b>	www.aesd.edu

### School Description and Mission Statement (School Year 2018-19)

Mitchell K-6 Elementary School is located in the community of Atwater, just off Highway 99. The school is in Merced County which is located in the agriculturally rich San Joaquin Valley of Central California. It is one of ten schools in the Atwater Elementary School District and serves approximately 577 students in grades kindergarten through six. Mitchell K-6 School is committed to providing a high quality academic core program in a stable educational environment that promotes each student's intellectual, ethical, emotional, social, and physical growth. Students are preparing to become productive and responsible citizens. There is a high degree of cooperation and collaboration among the staff as they work together to help all students reach their potential. The quality educational program is continually monitored and improved. Teachers grow professionally through collaboration, reflecting on their practice and sharing areas of expertise. Mitchell K-6 has seen strong academic growth on the state and district assessments and continues to examine school wide data to refine the school's instructional practices in order to ensure the success of all our students.

Our mission:

- \* Mitchell K-6 has a dedicated and professional staff providing high academic standards through a delivery of diverse instruction that meets the students' needs.
- \* Mitchell K-6 provides targeted and focused interventions based on multiple sources of data and regular collaboration.
- \* Mitchell K-6 strives to build partnerships with parents by empowering them with the tools, the knowledge, and the skills to support their children in developing character accountability and academic consistency.
- \* Mitchell K-6 assists parents in guiding their children to become life-long problem solvers in the classroom and throughout the community.

### Student Enrollment by Grade Level (School Year 2017-18)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	79
<b>Grade 1</b>	76
<b>Grade 2</b>	77
<b>Grade 3</b>	77
<b>Grade 4</b>	83
<b>Grade 5</b>	86
<b>Grade 6</b>	99
<b>Total Enrollment</b>	577

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.0
Asian	3.3
Filipino	0.3
Hispanic or Latino	78.3
Native Hawaiian or Pacific Islander	0.0
White	13.9
Socioeconomically Disadvantaged	89.3
English Learners	39.3
Students with Disabilities	10.7
Foster Youth	0.2

## 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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	22	24	21.5	202.5
Without Full Credential	3	1	3	32
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)**

**Year and month in which data were collected:** October 2017

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

<b>Subject</b>	<b>Textbooks and Instructional Materials/ Year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent of Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>	K-5 Wonders/Houghton Mifflin Harcourt 2016 6-8 Study Sync/McGraw Hill 2016 4-8 Read 180 HMH Intervention Solutions 2012	Yes	0
<b>Mathematics</b>	K-5 EnvisionMATH/Pearson 2015 6-8 California Math, Courses 1, 2, and 3/McGraw Hill 2015	Yes	0
<b>Science</b>	K-6 Pearson/Scott Foresman California Science 2008	Yes	0
<b>History-Social Science</b>	K-5 McMillan/McGraw Hill California Vistas 2007 6 Holt California Social Studies 2007	Yes	0
<b>Foreign Language</b>	N/A		
<b>Health</b>	N/A		
<b>Visual and Performing Arts</b>	N/A		

**School Facility Conditions and Planned Improvements (Most Recent Year)**

In February 2018, a work order was placed to repair the roof leaks outside of the office near the cafeteria. The work order is pending.

In May 2018, a work order was placed to repair a safety concern on the back of rooms 17 & 18 - the AC units have sharp projections and students are getting hurt. Work order is pending.

In July 2018, a work order was placed to plant trees in the front of the school. Work order is pending.

In August 2018, the climbing wall on the Kindergarten playground was replaced.

In October 2018, a work order was placed to repair the large slide on the main playground, as two plastic pieces on it are broken.

In November 2018 two push gates for emergency evacuation purposes were installed; one on the Kindergarten playground and one next to the cafeteria.

In November 2018, new fire retardant blinds were installed in classrooms.

In November 2018, a work order was placed to address the tree roots that are a tripping hazard on the playground.

**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

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: 11/13/2018		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	After a visit from the Fire Marshall on 11/14/18, we were given a list of items we need to address - door stops, exit signs and labels for all electrical panels. Work order #20147, #20149 and #20150 were submitted on 11/15/18. Room 8: Older carpet but in good shape Room 15: Cracked tile but still in place. Room 21: Older carpet but in good shape. Small crack in ceiling tiles.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Electrical panel signage: Work order submitted on 11/15/18.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: 11/13/2018</b>	
<b>Overall Rating</b>	<b>Exemplary</b>

**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 English Language Arts/Literacy (ELA) and Mathematics for All Students  
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	48.0	51.0	48.0	47.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	40.0	41.0	33.0	35.0	37.0	38.0

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

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	344	338	98.26	50.59
<b>Male</b>	192	189	98.44	47.62
<b>Female</b>	152	149	98.03	54.36
<b>Black or African American</b>	--	--	--	--
<b>Asian</b>	12	11	91.67	45.45
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	267	262	98.13	47.33
<b>White</b>	51	51	100.00	64.71
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	305	299	98.03	48.49

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
English Learners	181	176	97.24	40.34
Students with Disabilities	41	41	100.00	19.51
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	344	342	99.42	40.64
Male	192	192	100	45.83
Female	152	150	98.68	34
Black or African American	--	--	--	--
Asian	12	12	100	16.67
Filipino	--	--	--	--
Hispanic or Latino	267	266	99.63	40.23
White	51	51	100	47.06
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	305	303	99.34	37.62
English Learners	181	181	100	31.49
Students with Disabilities	41	40	97.56	15
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**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 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.6	47.1	35.3

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.

**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 2018-19)**

There are many opportunities for parent involvement at Mitchell K-6 School. Input and feedback from parents are always valued and welcomed.

\*School Site Council, consisting of parents and staff in equal numbers, oversees and develops the school site plan. This plan determines how Federal and State categorical funds are used. The council meets a minimum of 5 times annually.

\*The Parent Teacher Organization (PTO) is very active. Fundraising activities support student rewards, library books and numerous student activities. PTO also sponsors perfect attendance honors, family movie nights, and assemblies.

\*ELAC, the English Language Advisory Council consists of parents whose students are learning English as a second language. Meetings are held 4 times per year. Topics include ELL student programs, student progress, and other areas of interest to the council.

\*Classroom volunteers are welcomed by many teachers. Numerous parents volunteer on a regular basis. Parents are invited to attend monthly recognition assemblies and other annual events.

If you are interested in serving on any committees or want to volunteer at the school, you can contact the school Principal at (209) 357-6112.



## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	1.1	1.5	0.2	4.2	5.4	3.8	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

Mitchell K-6 has a comprehensive safety plan that was developed by staff, parents and community agencies to help insure the safety of all students and staff in the event of an emergency. This plan is updated annually and regular drills are conducted for fire, intruders and earthquakes. The drills and procedures are practiced and rehearsed so that all students respond quickly and safely. Campus supervision is provided by classroom teachers, campus supervisors, assistants the principal and learning director. All visitors are required to sign in at the office before entering the campus.

Safety Plan was reviewed and approved on November 13, 2018.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	27		3		25		3		26		3	
<b>1</b>	27		3		26		3		25		3	
<b>2</b>	26		3		26		3		26		3	
<b>3</b>	27		3		27		3		24		3	
<b>4</b>	28		3		32		2		33			2
<b>5</b>	33			2	33		1	2	33			3
<b>6</b>	31		2	1	23	2	2	1	21	2	3	
<b>Other</b>	10	1										

Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.2	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	1	N/A
Other	0	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$3,850.00	\$623.00	\$3,227.00	\$66,353.74
District	N/A	N/A	\$3494.89	\$77,176
Percent Difference: School Site and District	N/A	N/A	-7.7	-3.9
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	-31.2	-1.4

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 2017-18)**

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)

General and Categorical funding are strategically used to increase student learning results. Categorical 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 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,323	\$48,064
Mid-Range Teacher Salary	\$75,917	\$75,417
Highest Teacher Salary	\$96,209	\$94,006
Average Principal Salary (Elementary)	\$117,785	\$119,037
Average Principal Salary (Middle)	\$112,195	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$179,057	\$183,692
Percent of Budget for Teacher Salaries	35.0	36.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

**Professional Development (Most Recent Three Years)**

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 focused on Next Generation Science Standards (NGSS), Mathematical Mindset and Mathematic Number Talks.

The district has three instructional coaches to help all teachers with ELA, assessments and technology. 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.