

Mitchell Intermediate 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)

School Contact Information	
School Name	Mitchell Intermediate School
Street	1753 Fifth Street
City, State, Zip	Atwater, CA 95301
Phone Number	(209) 357-6124
Principal	Aaron Delworth
E-mail Address	adelworth@aesd.edu
Web Site	www.mitchellsenior.school
CDS Code	24-65631-6025357

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

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

Mitchell Intermediate is a comprehensive, departmentalized junior high school serving approximately 825 students. Mitchell Intermediate is located in the central valley and serves a diverse student population. There are approximately 36 full time teachers, one part-time band teacher, and 21 support staff that are committed to the success of every student that attends our school. Mitchell Senior 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 Senior 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 Senior 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 2017-18)

Grade Level	Number of Students
Grade 7	493
Grade 8	432
Total Enrollment	925

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.6
Asian	3.5
Filipino	0.4
Hispanic or Latino	68.6
Native Hawaiian or Pacific Islander	0.3
White	21.6
Socioeconomically Disadvantaged	80.8
English Learners	12.6
Students with Disabilities	10.6
Foster Youth	0.4

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	36.5	34	33	202.5
Without Full Credential	0	3	4	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: November 2018

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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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
Health	N/A		
Visual and Performing Arts	N/A		

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/13/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Room 115: Carpet has a lot of wrinkles and coming up. Room 202: New carpet tiles fraying. Room 206: Some chipped tile. Carpet worn but intact. Room 300: Cement floor Room 301: Interior surfaces old. Room 305: Need some baseboards repaired, cement floor. Room 404: Some surfaces need painting but not peeling. Room 405: Some loose ceiling tiles but not falling down
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Room 301: Sink slow to drain. Room 305: Old science class sinks but working.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/13/2018	
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 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
English Language Arts/Literacy (grades 3-8 and 11)	52.0	49.0	48.0	47.0	48.0	50.0
Mathematics (grades 3-8 and 11)	31.0	32.0	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
All Students	903	892	98.78	49.27
Male	477	471	98.74	44.37
Female	426	421	98.83	54.76
Black or African American	29	28	96.55	53.57
American Indian or Alaska Native	--	--	--	--
Asian	33	32	96.97	62.50
Filipino	--	--	--	--
Hispanic or Latino	624	617	98.88	43.99
Native Hawaiian or Pacific Islander	--	--	--	--
White	189	188	99.47	62.23
Two or More Races	15	14	93.33	57.14
Socioeconomically Disadvantaged	741	731	98.65	43.42
English Learners	296	288	97.30	29.17
Students with Disabilities	92	90	97.83	7.78
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	901	896	99.45	32.37
Male	475	475	100	33.26
Female	426	421	98.83	31.35
Black or African American	29	28	96.55	32.14
American Indian or Alaska Native	--	--	--	--
Asian	33	33	100	54.55
Filipino	--	--	--	--
Hispanic or Latino	623	620	99.52	29.03
Native Hawaiian or Pacific Islander	--	--	--	--
White	189	189	100	37.57
Two or More Races	14	13	92.86	46.15
Socioeconomically Disadvantaged	739	734	99.32	26.84
English Learners	296	295	99.66	17.97
Students with Disabilities	90	89	98.89	4.49
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
Science (grades 5, 8, and 10)	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
7	21.7	26.7	28.4

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)

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 Night.

Contact Person: Aaron Delworth, 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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	9.5	11.8	12.6	4.2	5.4	3.8	3.7	3.7	3.5
Expulsions	0.0	0.4	0.2	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 August of 2018 and approved by the board on November 13, 2018.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.0	8	26	3	26.0	11	17	9	27.0	11	22	8
Mathematics	29.0	2	25	2	29.0	2	18	7	28.0	6	36	18
Science												
Social Science	28.0	2	26	2	29.0	1	24	5	32.0	1	10	18

Note: 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.

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	2.0	N/A
Social Worker	0	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	0	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	\$3,796.00	\$378.00	\$3,417.00	\$70,411.24
District	N/A	N/A	\$3,494.89	\$77,176
Percent Difference: School Site and District	N/A	N/A	-2.2	1.71
State	N/A	N/A	\$7,125	\$76,046
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 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)

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 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.