

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Billy Mitchell Elementary School	19-64691-6014856	9.27.21	10.6.22

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

LESD is deeply committed to raising the bar and closing learning gaps for all students. As a result, the board made a resolution that translated the eight state priorities into the following 4 goals that drive our LCAP: (1) increasing academic achievement, (2) ensuring access and equity, (3) improving parent and student engagement, and (4) providing 21st century learning environments. Our SPSA is organized around these four district goals. It includes action items funded by both supplemental and concentration as well as Title I funds, enabling us to utilize these funds to provide supplemental services to each targeted population. By organizing all of the district’s initiatives and spending into the four LCAP goals, the district is able to ensure that these activities funded from various state and federal sources are not duplicative and support common outcomes.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

During the course of the school year, parents, teachers, and other staff members participate in the LCAP survey. These results are used to determine district LCAP priorities. Staff and teachers will also take collaboration surveys after Professional Development to help develop next steps.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Ed Services walkthroughs: Growth and improvement in the district's instructional focus area - intentional questioning to support academic discourse and student critical thinking across all content areas - are measured through the classroom walkthrough protocol data that is utilized twice monthly at each school by the principal and members of the Educational Services team. The data collected with this instrument is analyzed bi-monthly to measure impact and implementation of the instructional focus. Data from over 1,000 classroom observations in 2018-19 indicated that in the area of multiple exchanges and building up an idea, most conversations fell in the "attempting" range, or "2" on a 4-point scale, and so we dug deeper into how to help students build up ideas through multiple exchanges.

Principal walkthroughs: Principal walkthroughs of all classrooms one to two times per week to observe instructional practices, implementation of professional learning and schoolwide goals and student engagement. Principal collects data on consistent, rigorous structures, collaboration across grade levels, and student engagement. These walkthroughs are followed up with both individual feedback and also collaborative conversation with grade levels.

Evaluation process: Principal follows the district wide evaluation process which begins with notification in September. Throughout this process teachers will set instructional goals and principal will evaluate the progress towards those goals together with the teacher. Principal will conduct both certificated and classified evaluations for the 2022-2023 school year.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The ELPAC is administered annually to help determine the English language proficiency of all students who are English Learners, measure their growth over time, and to determine eligibility for reclassification as fluent English proficient (RFEP). It is also used to evaluate the effectiveness of designated and integrated ELD.

The district administers STAR reading 4x per year to all students to assess reading proficiency and modify instruction as appropriate. Locally designed formative math assessments are given each trimester in elementary, and IABs are administered in middle school math classes for the same purpose. Curriculum-embedded English Language Arts assessments are used K-8 to assess student progress, specifically Units 1 and 4 in elementary. Unit 4 also serves as a reclassification criterion for K-5 students.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Summative and formative assessments are used to determine professional development needs, interventions, purchase of supplemental materials, and lesson planning. Professional learning communities consisting of teachers and staff meet regularly to analyze the assessment results and use the data to develop, design, implement, and modify instruction to meet student needs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are fully credentialed and receive on-going professional development through the school year based on Board adopted curriculum.

100% of the teachers and instructional aides are NCLB Highly Qualified.

Staff development continues at the district-level and at the site level. Teachers are trained in the most current techniques that align with district adopted curricular programs and assessment tools. Teachers are given weekly grade level structured collaboration meetings as opportunities to work together in planning and developing the competencies needed to be successful in implementing designated and integrated English Language Development and standards-based math warmups.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are fully credentialed and receive on-going professional development through the school year based on Board adopted curriculum.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff professional development is aligned to district and site goals related to the implementation of the standards-based curriculum. Staff development time is also dedicated to assessing student data and work in order to make informed instructional decisions.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

All schools have a Language Arts Specialist, Teacher on Special Assignment for Math Instruction and an English Learner Resource Teacher. In addition, Mitchell has a Teacher on Special Assignment for Special Education.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers have 50 minutes of structured collaboration time per week. Additionally, teachers have 50% of Tuesday afternoons to participate in grade level collaboration for 75 minutes each session.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Mitchell School currently uses Common Core Standards in each classroom that have been adopted by the Lawndale Elementary School District. In addition, Mitchell uses both the English Language Arts Standards and the English Language Development Standards. The core curriculum is supported through district-adopted textbooks and supplemented with additional literacy materials that are housed in the Literacy Center and Library. Each teacher has materials that support this model as well as access to supplemental materials available in the Literacy Center.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Mitchell adheres to recommended instructional minutes for Reading/Language Arts, English Language Development, P.E., and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Trimester and pacing guides are used in to support Common Core.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The core curriculum is in alignment with the California State adopted textbook list and follows standards-based instruction. In addition, supplemental resources are available to all teachers that are aligned with the standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE adopted and standards aligned -instructional materials are used in all core curriculum areas.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Billy Mitchell School provides services in many ways to underperforming students: 1. Interventions before and after school programs that target literacy and math. 2. Targeted small groups for instruction by a Bilingual Aide and instructional aides to provide support for students needing specific interventions in ELD and ELA. 3. Some Billy Mitchell teachers provide intervention hours before and after school for students. 4. A LAS, ELIRT and Math TOSA all provide coaching support and instructional support to teachers. 6. A before school newcomer support group.

Collaborative Small Learning Communities, Benchmark Advance ELA/ELD Curriculum, Response to Intervention and other intervention support, Everyday Math, Close Reading, Cognitively Guided Instruction, Mathematical Discourse, Math partnerships, and language partnerships are all a common part of the instruction at Mitchell.

Mitchell also has two Learning Center Teachers who services students with IEPs and students who are in the Rtl Tier III level.

Evidence-based educational practices to raise student achievement

The district's instructional focus on intentional questioning to support academic discourse and student critical thinking across all content areas pushes teachers to utilize grade level appropriate assignments, allows students to express their thinking, and engages students in what they are learning. Video and transcripts of student discussions are used as learning tools for teachers and school leaders to measure the impact of instruction for all students and to make adjustments as necessary (i.e. sentence frames for students with low levels of English proficiency). The instructional focus and monitoring tools have remained consistent for three years to enable teachers and school leaders to acquire, implement, and assess improved practices. This sustained focus on academic discourse has enabled teachers and school leaders to develop shared vocabulary and strategies across the district, and data analysis allows all stakeholders to share in the celebration of improved student achievement (in ELA), and to share accountability for continued struggles (in math) and planning for reducing the number of students working below grade level.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Family University (or simply FamilyU) is LESD's parent engagement program created to empower parents to get involved in their child's education and at their schools. FamilyU recognizes our parents for their volunteering efforts, attending workshops, and participating in school and district committee meetings across the district.

We strive to ensure all families feel welcome at our school. Through FamilyU we aim to create a genuine connection with our families by building capacity in our parents to share their voice and become advocates for their child's education.

The community liaison plays a vital role in bridging the gap between home and school, as she works to involve families in school activities. She helps to connect families with a variety of service providers within the District and the community. Additional family, school, district and community resources available to assist students include:

- Little Company of Mary Hospital Medical Van
- Annual Eye Exams
- Annual Dental Screenings
- Referrals available for Counseling
- Attendance Program
- Realizing Amazing Potential (RAP) before & after-school program
- Resource Specialist
- Health Clerk on-site
- School Psychologist (1 FTE)
- Adaptive P.E. Specialist
- Occupational Therapist
- P. S. Arts
- Two Speech Therapists
- Mitchell Garden
- Healthy Families
- Makerspace

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Each year, the Lawndale Elementary School District community is surveyed to assess family needs and review any parent suggestions for the instructional program. From this data, educational opportunities are designed to assist families in helping their children be successful at school. Parent involvement activities are scheduled to increase parent knowledge of strategies that can be used at home to improve student achievement.

Parents and community members are encouraged to participate in school support and governance bodies such as the PTA, School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee, District Parent Advisory Committee and other district and site based committees in order to have a voice in the planning, implementation, and evaluation of ConApp programs (Title I, II, III, and IV).

Through staff participation in SSC//ELAC, leadership team meetings, collaborative grade level teams, and staff meetings, teachers are included in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

All Lawndale schools operate schoolwide Title I programs, and use those funds to provide the following services to improve instruction and outcomes for students who are working below grade level:

Extended learning

Interventions

Instructional assistants to implement targeted interventions

Sub release time for planning and refining integrated and designated ELD

Sub release time for lesson study/lab days with the goal of improving instructional practices through collaborative planning, lesson observation, and debriefing.

Before- and/or afterschool newcomer ELD interventions to develop basic English with extensive oral practice

Technology to increase access to differentiation and intervention materials

Conferences for teachers to learn how to better differentiate instruction for underperforming students. We provide an intervention model to match Rtl. Students not performing to grade level expectations are give small group instruction by the teacher in the classroom and followed with data through progress monitoring. Students needing more support are pulled out for interventions. Students far below do have opportunities to receive interventions before and after school.

Fiscal support (EPC)

The district provides ongoing communication and support in fiscal management.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Billy Mitchell School Site Council (SSC) membership includes the principal, classroom teachers and additional staff members, together with parents from the Billy Mitchell community. The SSC convenes every other month to review the SPSA and schoolwide data, participate in discussion, and provide input on how funding will be utilized to best support our student population. Throughout the year the SSC approves the budget and any modifications in the SPSA as they monitor effectiveness of the specific actions implemented.

Resource Inequities

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

At Billy Mitchell, resource inequities can be identified as additional personnel needed to run after school intervention services for students at risk.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.2%	0.2%	0.24%	1	1	1
African American	8.47%	9.1%	8.39%	42	43	35
Asian	2.82%	2.8%	2.64%	14	13	11
Filipino	0.6%	0.6%	0.72%	3	3	3
Hispanic/Latino	81.05%	79.2%	78.18%	402	373	326
Pacific Islander	0.4%	0.6%	1.92%	2	3	8
White	4.84%	5.7%	5.04%	24	27	21
Multiple/No Response	0.81%	0.6%	1.68%	4	3	7
Total Enrollment				496	471	417

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	98	80	79
Grade 1	65	72	66
Grade 2	83	60	67
Grade3	81	86	59
Grade 4	96	81	77
Grade 5	73	92	69
Total Enrollment	496	471	417

Conclusions based on this data:

1. Billy Mitchell student enrollment is composed of a diverse ethnic population of learners, with the predominant group represented is the Latinx population. This population remains consistent over the last three years.
2. Over the last three years, our incoming kindergarten enrollment has significantly declined, thus decreasing the overall school population. Attracting new families is an important aspect to be mindful of.
3. The declining enrollment can be identified schoolwide, which suggests that special programs must be implemented and test scores must be increased to gain the attention in the community and bring in new students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	237	180	131	45.4%	36.3%	27.8%
Fluent English Proficient (FEP)	55	76	69	10.5%	15.3%	14.6%
Reclassified Fluent English Proficient (RFEP)	6	48	10	2.6%	20.3%	5.6%

Conclusions based on this data:

1. The Billy Mitchell student population consists of about 27.8% who are classified as English Learners. This is a significant student group that needs to be supported to acquire English with specific strategies and targeted measures outlined in the SPSA.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	93		73	92		0	92		0	98.9		0.0
Grade 4	70		69	70		0	70		0	100		0.0
Grade 5	88		85	87		0	87		0	98.9		0.0
All	251		227	249		0	249		0	99.2		0.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2416.			23.91			21.74			23.91			30.43		
Grade 4	2437.			14.29			18.57			27.14			40.00		
Grade 5	2469.			13.79			29.89			19.54			36.78		
All Grades	N/A	N/A	N/A	17.67			23.69			23.29			35.34		

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	26.09			40.22			33.70			
Grade 4	18.57			50.00			31.43			
Grade 5	18.39			43.68			37.93			
All Grades	21.29			44.18			34.54			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	17.39			50.00			32.61		
Grade 4	5.71			60.00			34.29		
Grade 5	11.49			51.72			36.78		
All Grades	12.05			53.41			34.54		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	18.48			69.57			11.96		
Grade 4	8.57			71.43			20.00		
Grade 5	18.39			52.87			28.74		
All Grades	15.66			64.26			20.08		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	17.39			54.35			28.26		
Grade 4	11.43			52.86			35.71		
Grade 5	14.94			50.57			34.48		
All Grades	14.86			52.61			32.53		

Conclusions based on this data:

1. There is a need to increase overall ELA proficiency with all of our students. Approximately 45% of students grades 3-5 were Not Meeting standards in ELA in 2018-2019. This data demonstrates the need for further intervention.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	93		73	92		0	92		0	98.9		0.0
Grade 4	70		69	70		0	70		0	100		0.0
Grade 5	88		85	87		0	87		0	98.9		0.0
All	251		227	249		0	249		0	99.2		0.0

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2408.			10.87			25.00			29.35			34.78		
Grade 4	2445.			5.71			24.29			34.29			35.71		
Grade 5	2467.			8.05			16.09			32.18			43.68		
All Grades	N/A	N/A	N/A	8.43			21.69			31.73			38.15		

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	21.74			33.70			44.57			
Grade 4	15.71			31.43			52.86			
Grade 5	11.49			34.48			54.02			
All Grades	16.47			33.33			50.20			

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	17.39			50.00			32.61		
Grade 4	12.86			51.43			35.71		
Grade 5	13.79			44.83			41.38		
All Grades	14.86			48.59			36.55		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	13.04			56.52			30.43		
Grade 4	8.57			52.86			38.57		
Grade 5	12.64			43.68			43.68		
All Grades	11.65			51.00			37.35		

Conclusions based on this data:

1. Math data shows students have made fifteen percentage points growth but continue to lag behind. There are a large number of students who fall in the nearly met category. According to the claim Mathematical reasoning, students at Mitchell need more time to formulate reasonable answers, prove their answers and justify their thinking. Our goal this year is to concentrate on mathematical discourse and bridge the connection between math partnerships where discourse is practiced orally and then written about using academic vocabulary.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1411.1	1410.3	1375.4	1422.3	1421.9	1388.6	1384.8	1383.1	1344.6	42	39	27
1	1451.0	1445.9	1429.8	1456.3	1456.5	1457.7	1445.1	1434.8	1401.3	38	32	18
2	1481.3	1452.9	1439.2	1482.0	1455.5	1441.9	1480.4	1450.0	1436.0	43	29	20
3	1482.1	1482.0	1455.1	1475.3	1485.4	1463.4	1488.5	1478.1	1446.3	48	38	32
4	1503.0	1493.8	1472.5	1496.0	1485.8	1486.6	1509.3	1501.2	1458.0	33	38	25
5	1517.7	1532.7	1493.4	1517.2	1523.6	1506.0	1518.0	1541.2	1480.5	20	29	23
All Grades										224	205	145

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	38.10	12.82	11.11	38.10	38.46	29.63	*	33.33	40.74	*	15.38	18.52	42	39	27
1	52.63	15.63	22.22	*	46.88	33.33	*	18.75	22.22	*	18.75	22.22	38	32	18
2	69.77	31.03	10.00	*	27.59	40.00	*	20.69	20.00	*	20.69	30.00	43	29	20
3	*	34.21	9.38	41.67	36.84	34.38	33.33	13.16	34.38	*	15.79	21.88	48	38	32
4	*	26.32	32.00	54.55	39.47	32.00	*	26.32	8.00	*	7.89	28.00	33	38	25
5	*	37.93	26.09	*	44.83	47.83	*	13.79	8.70	*	3.45	17.39	20	29	23
All Grades	38.84	25.85	17.93	33.48	39.02	35.86	13.39	21.46	23.45	14.29	13.66	22.76	224	205	145

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	50.00	15.38	14.81	*	48.72	29.63	*	20.51	37.04	*	15.38	18.52	42	39	27
1	60.53	40.63	61.11	*	28.13	11.11	*	18.75	11.11	*	12.50	16.67	38	32	18
2	74.42	41.38	20.00	*	27.59	25.00	*	10.34	40.00	*	20.69	15.00	43	29	20
3	25.00	55.26	21.88	41.67	28.95	37.50	*	5.26	25.00	*	10.53	15.63	48	38	32
4	42.42	44.74	60.00	45.45	34.21	12.00	*	13.16	0.00	*	7.89	28.00	33	38	25
5	65.00	48.28	69.57	*	48.28	8.70		0.00	4.35	*	3.45	17.39	20	29	23
All Grades	51.34	40.49	39.31	27.23	36.10	22.07	8.93	11.71	20.00	12.50	11.71	18.62	224	205	145

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	28.57	12.82	11.11	*	20.51	11.11	35.71	48.72	51.85	*	17.95	25.93	42	39	27
1	44.74	12.50	5.56	*	25.00	16.67	*	34.38	44.44	31.58	28.13	33.33	38	32	18
2	55.81	17.24	10.00	25.58	31.03	25.00	*	20.69	30.00	*	31.03	35.00	43	29	20
3	*	15.79	0.00	33.33	39.47	18.75	31.25	28.95	46.88	31.25	15.79	34.38	48	38	32
4	*	18.42	16.00	42.42	36.84	24.00	*	21.05	16.00	*	23.68	44.00	33	38	25
5	*	20.69	4.35	*	31.03	34.78	*	37.93	30.43	*	10.34	30.43	20	29	23
All Grades	28.57	16.10	7.59	29.02	30.73	21.38	20.09	32.20	37.24	22.32	20.98	33.79	224	205	145

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	57.14	25.64	7.41	30.95	58.97	70.37	*	15.38	22.22	42	39	27
1	68.42	50.00	61.11	*	40.63	27.78	*	9.38	11.11	38	32	18
2	79.07	48.28	10.00	*	27.59	65.00	*	24.14	25.00	43	29	20
3	22.92	34.21	18.75	68.75	47.37	50.00	*	18.42	31.25	48	38	32
4	45.45	23.68	48.00	48.48	60.53	32.00	*	15.79	20.00	33	38	25
5	65.00	6.90	34.78	*	89.66	47.83	*	3.45	17.39	20	29	23
All Grades	54.91	31.22	28.28	34.82	54.15	49.66	10.27	14.63	22.07	224	205	145

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	42.86	23.08	11.11	40.48	56.41	59.26	*	20.51	29.63	42	39	27
1	55.26	18.75	55.56	*	62.50	22.22	*	18.75	22.22	38	32	18
2	76.74	37.93	25.00	*	41.38	60.00	*	20.69	15.00	43	29	20
3	39.58	68.42	46.88	43.75	18.42	37.50	*	13.16	15.63	48	38	32
4	48.48	55.26	68.00	48.48	36.84	4.00	*	7.89	28.00	33	38	25
5	60.00	79.31	73.91	*	17.24	8.70	*	3.45	17.39	20	29	23
All Grades	53.13	46.83	46.21	33.48	39.02	32.41	13.39	14.15	21.38	224	205	145

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	2.56	0.00	66.67	84.62	66.67	*	12.82	33.33	42	39	27
1	50.00	21.88	22.22	*	50.00	44.44	28.95	28.13	33.33	38	32	18
2	67.44	17.24	10.00	*	41.38	50.00	*	41.38	40.00	43	29	20
3	*	10.53	0.00	62.50	65.79	59.38	31.25	23.68	40.63	48	38	32
4	*	13.16	12.00	63.64	57.89	44.00	*	28.95	44.00	33	38	25
5	*	27.59	8.70	60.00	62.07	52.17	*	10.34	39.13	20	29	23
All Grades	30.80	14.63	7.59	47.77	61.46	53.79	21.43	23.90	38.62	224	205	145

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	45.24	38.46	22.22	35.71	38.46	48.15	*	23.08	29.63	42	39	27
1	31.58	15.63	0.00	34.21	65.63	61.11	34.21	18.75	38.89	38	32	18
2	39.53	17.24	15.00	44.19	55.17	50.00	*	27.59	35.00	43	29	20
3	*	18.42	3.13	75.00	63.16	65.63	*	18.42	31.25	48	38	32
4	36.36	36.84	8.00	48.48	50.00	48.00	*	13.16	44.00	33	38	25
5	*	20.69	0.00	*	68.97	78.26	*	10.34	21.74	20	29	23
All Grades	32.14	25.37	8.28	48.21	56.10	58.62	19.64	18.54	33.10	224	205	145

2019-20 Data:

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

Conclusions based on this data:

1. Our English Learners are stronger in Listening and Speaking versus Reading and Writing, which shows us where we need to focus additional supports.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
471	90.9	27.8	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	131	27.8
Foster Youth	1	0.2
Homeless	13	2.8
Socioeconomically Disadvantaged	428	90.9
Students with Disabilities	97	20.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	43	9.1
American Indian or Alaska Native	1	0.2
Asian	13	2.8
Filipino	3	0.6
Hispanic	373	79.2
Two or More Races	3	0.6
Native Hawaiian or Pacific Islander	3	0.6
White	27	5.7

Conclusions based on this data:

- 1.





School and Student Performance Data

Overall Performance

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

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2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We are maintaining equity for various student groups in regards to the suspension rates.
2. We need to increase equitable outcomes for our English Learner population.
3. For ELA and Math, there is a need to increase academic performance levels.

School and Student Performance Data

Academic Performance English Language Arts

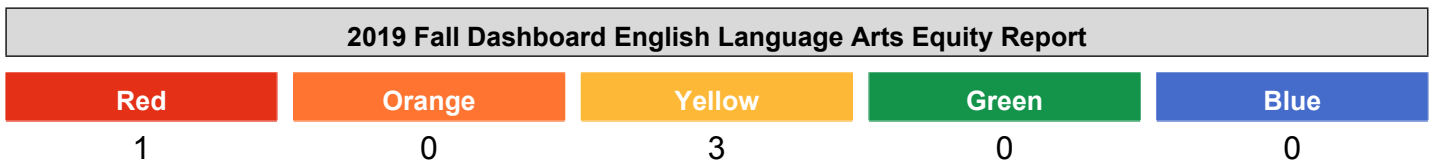
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Yellow 25 points below standard Increased ++5 points 255	<p>English Learners</p> Yellow 32.7 points below standard Increased Significantly ++17.6 points 135	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p> Yellow 27.7 points below standard Increased ++7.8 points 224	<p>Students with Disabilities</p> Red 74.7 points below standard Maintained -0.8 points 46

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 7.4 points below standard Increased ++5.4 points 25	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 29.6 points below standard Increased ++3.3 points 209	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
59 points below standard	48.5 points above standard	18.6 points below standard
Increased Significantly ++17.0 points	Increased Significantly ++22.5 points	Declined -10.1 points
102	33	108

Conclusions based on this data:

- The significant decline in ELA scores in the Current English Learner student group indicates a need to focus on integrated ELD strategies so the acquisition of English is supported throughout the school day.
- Our staff will dedicate structured collaboration time to data analysis to determine where to best support students to make growth.

School and Student Performance Data

Academic Performance Mathematics

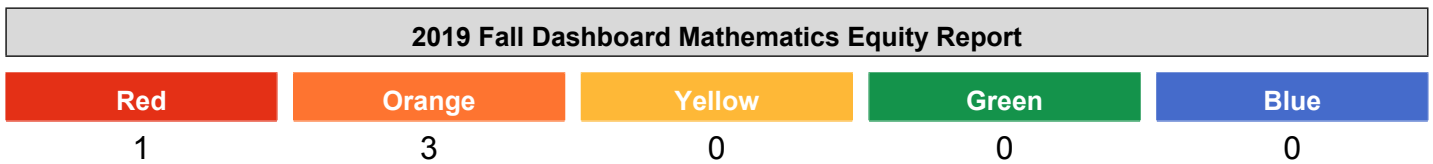
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 42.4 points below standard Declined -6.1 points 255	<p>English Learners</p> Orange 43.7 points below standard Maintained 0 points 135	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p> Orange 44.7 points below standard Declined -5 points 224	<p>Students with Disabilities</p> Red 96.8 points below standard Declined -6 points 46

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 38.5 points below standard Declined Significantly -22.4 points 25	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 44 points below standard Declined -4.4 points 209	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
62.6 points below standard Maintained ++2.7 points 102	14.7 points above standard Declined -3.9 points 33	44.1 points below standard Declined -14.4 points 108

Conclusions based on this data:

1. Similar to the results in ELA, the Current English Learner group requires additional support to demonstrate proficiency.
2. Our staff will dedicate structured collaboration time to data analysis to determine where to best support students to make growth, our largest student groups will benefit most from this.

School and Student Performance Data

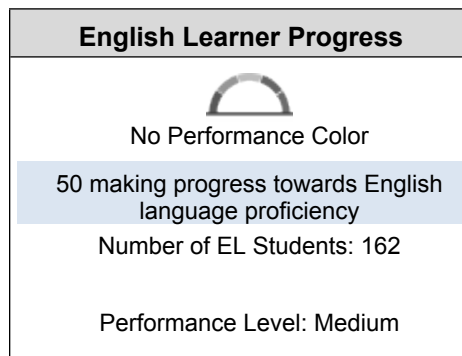
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.5	36.4	8.0	41.9

Conclusions based on this data:

1. The English Learner population declined significantly in the area of ELA. For this reason, our focus this year will be on increasing literacy, foundational skills and language proficiency to better prepare them for success.
2. The English Learner population also declined in Mathematics. The focus and support in language development will help to increase status for this group of learners.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

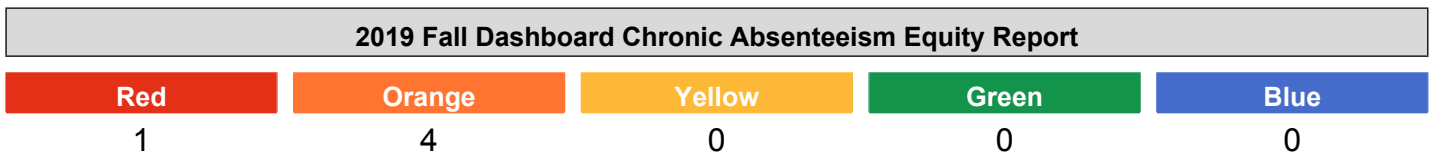
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> Orange 12.5 Increased +1.9 535	<p>English Learners</p> Orange 10 Increased Significantly +3.7 241	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p>Socioeconomically Disadvantaged</p> Red 14 Increased Significantly +3.3 451	<p>Students with Disabilities</p> Orange 19.4 Maintained +0.2 93

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 14.9 Increased +8.5 47	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.6 Increased +1.3 438	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 25 Increased +5 24

Conclusions based on this data:

1. Billy Mitchell's Chronic Absentee rate of 10.6% exceeds the district average of 7.2%. We need to continue to support positive attendance programs both schoolwide and within classrooms.

School and Student Performance Data

Conditions & Climate Suspension Rate

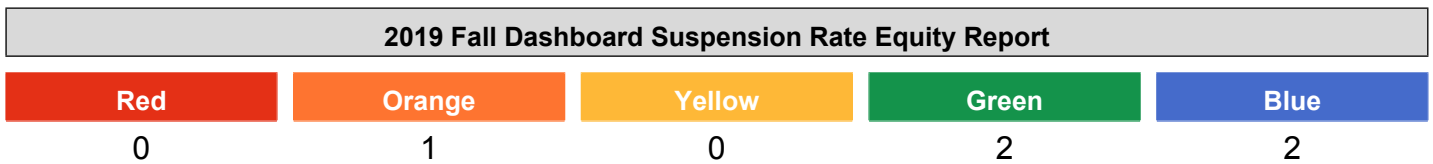
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>0.9</p> <p>Maintained 0</p> <p>545</p>	<p>English Learners</p> <p>Blue</p> <p>0.4</p> <p>Declined -0.7</p> <p>244</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>5</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>0.9</p> <p>Maintained -0.1</p> <p>460</p>	<p>Students with Disabilities</p> <p>Green</p> <p>2.1</p> <p>Declined -0.9</p> <p>94</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 4.1 Increased +4.1 49	 No Performance Color Less than 11 Students - Data 9	 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 3
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.4 Declined -0.6 446	 No Performance Color Less than 11 Students - Data 9	 No Performance Color Less than 11 Students - Data 4	 No Performance Color 4.2 Increased +4.2 24

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.9	0.9

Conclusions based on this data:

- The restorative practices we had in place are a positive alternative to suspension.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Increase Academic Achievement: ELA, SLA, ELD, Math, Science, S.S, P.E

LEA/LCAP Goal

In the area of English Language Arts, Mathematics and English Language Development, the LESD will increase the number of students scoring in the range of proficient/Early Advanced or above by 5% over the next three years, resulting in a total growth of 15% at the conclusion of the 2022-2023 school year. The progress of the following student subgroups will also be monitored to ensure a 5% growth; African-American, Hispanic or Latino, Socioeconomically Disadvantaged, and English Learners.

Goal 1

By the end of the 2022-23 school year, student achievement on local ELA benchmarks will increase by 5% in all grade levels as measured by the STAR Reading assessment. By the end of the 2022-23 school year, the percentage of students meeting or exceeding standard on the STAR Reading assessment will increase by 5%. By the end of the 2022-23 school year, student achievement on local math benchmarks will increase by 5% in all grade levels as measured by the STAR Math assessment benchmarks. By the end of the 2022-23 school year, the percentage of students in 3rd through 5th grade meeting or exceeding standard on the STAR Math assessment will increase by 5%. The English Learner population goal is make adequate yearly progress on the ELPAC until reclassified RFEP. By the end of the 2022-23 school year, increase the percentage of English Language Learners meeting or exceeding standard on local assessments and SBAC by 5%. The progress of the following student groups will also be monitored to ensure a 5% growth during the 2022-23 school year: African-American, Hispanic or Latino, and English Learners.

Identified Need

Identified areas of need include: student achievement in ELA and Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Scores on STAR Reading and STAR Math	STAR Reading 32% Overall Third Grade 28% Fourth Grade 36% Fifth Grade 33% STAR Math: 37% Overall Third Grade 29% Fourth Grade 45% Fifth Grade 36%	STAR Reading 37% Overall Third Grade 33% Fourth Grade 42% Fifth Grade 38% STAR Math: 42% Overall Third Grade 34% Fourth Grade 50% Fifth Grade 41%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Direct purchases to support academic achievement in all content areas.

Purchase instructional materials to help support teachers facilitating engaging lesson activities that will foster increased with academic achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3000

Supp & Con 1
4000-4999: Books And Supplies
4350 -Direct Purchase

3440

Supp & Con 1
4000-4999: Books And Supplies
4310 - Instructional materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide up to 30 additional hours for certificated teachers to support academic achievement initiatives for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1480

Supp & Con 1
1000-1999: Certificated Personnel Salaries
1170 - Add'l hours

682

Supp & Con 1
3000-3999: Employee Benefits
Fringe for certificated additional hours

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide a \$300 supply budget for certificated staff to ensure all students have materials and school supplies needed for learning. (Twenty classroom teachers, LAS, one LC teacher, one PE teacher, one SpEd TOSA, and two speech teachers. 26 cert staff, x \$300 = \$7800).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7800

Source(s)

Supp & Con 1
4000-4999: Books And Supplies
4310 - Instructional Materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase supplemental books for Literacy Center to support Benchmark instruction for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Supp & Con 1
4000-4999: Books And Supplies
4210- Books and Materials

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Fund up to 20 additional hours for teachers to move classrooms and grade levels in order to form stronger collaborative teams to improve academic achievement.

Fund up to five roving sub days for collaborative goal setting meetings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

800

Supp & Con 1
1000-1999: Certificated Personnel Salaries
1170 Additional Hours

720

Supp & Con 1
1000-1999: Certificated Personnel Salaries
1161 - Release Time

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Provide substitute for combo class on field trip days. Two days total.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

280

Supp & Con 1
1000-1999: Certificated Personnel Salaries
1161 Release Time

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

See attached document entitled Mitchell SPSA Annual Review.

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

See attached document entitled Mitchell SPSA Annual Review.

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.

See attached document entitled Mitchell SPSA Annual Review.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Ensure Access & Equity: SpEd, Other Interventions

LEA/LCAP Goal

In the area of English Language Arts, Mathematics and English Language Development, the LESD will increase the number of students scoring in the range of At or Above Benchmark by 5% over the next three years, resulting in a total growth of 15% at the conclusion of the 2022-2023 school year. The progress of the following student subgroups will also be monitored to ensure a 5% growth; African-American, Hispanic or Latino, Socioeconomically Disadvantaged, English Learners and reclassified English Learners.

Goal 2

By the end of the 2022-2023 school year, students in the following subgroups: African-American, Hispanic or Latinx, Students with Disabilities, and English Learners will increase by 5% in all grade levels as measured by local benchmark and state assessments.

Identified Need

Identified areas of need include: student group achievement in ELA and Math for English Learners, African Americans, and students with disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Scores on STAR Reading & STAR Math	English Learners (69 Students, Grades 3-5)) STAR Reading: 15% Overall STAR Math: 22% Overall	English Learners (69 Students, Grades 3-5)) STAR Reading: 20% Overall STAR Math: 27% Overall
	African American (18 students, Grades 3-5) STAR Reading: 17% Overall STAR Math: 11%	African American (18 students, Grades 3-5) STAR Reading: 22% Overall STAR Math: 16%
	Students with Disabilities (23 students, Grades 3-5) STAR Reading: 0% Overall STAR Math: 0% Overall	Students with Disabilities (23 students, Grades 3-5) STAR Reading: 5% Overall STAR Math: 5% Overall

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Socio-economically disadvantaged students

Strategy/Activity

Fund up to 20 additional hours of before and after school interventions for socio-economically disadvantaged students who are approaching standard in ELA or math. Interventions may be conducted by classroom teachers, LAS, Math TOSA, or ELIRT.

Fund up to 60 additional hours for instructional assistants to support with newcomer interventions and targeted literacy interventions for specific students in significant student groups

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
800	Title I 1000-1999: Certificated Personnel Salaries 1170 - Additional Hours
2000	Title I 2000-2999: Classified Personnel Salaries 2170 - Instructional Aide Salary Additional Hours
824	Title I 3000-3999: Employee Benefits Fringe classified hours

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who are academically far below grade level standards.

Strategy/Activity

Fund one Bilingual Instructional Assistant for 3 hours per day to provide small group support and intervention to students who are in need of urgent intervention in foundational skills of Language Arts.

Fund three Instructional Assistant for 3 hours per day to provide small group support and intervention to students who are in need of urgent intervention in foundational skills of Language Arts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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13207	Title I 2000-2999: Classified Personnel Salaries 2131-Bilingual Instructional Aide Salary
40,014	Title I 2000-2999: Classified Personnel Salaries 2130- Instructional Aide Salary
4061	Title I 3000-3999: Employee Benefits Fringe

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who are academically far below grade level standards.

Strategy/Activity

Additional Hours and supplies for LAS, Math TOSA, ELIRT and teachers to analyze data, plan SSTs, plan targeted interventions for small group instruction and site professional development - 30 hours over the school year (Math TOSA after June 11th only)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
800	Supp & Con 2 1000-1999: Certificated Personnel Salaries 1170- Add'l Hours
250	Supp & Con 2 3000-3999: Employee Benefits Fringe certificated hours

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

To support and celebrate students who will meet the criteria to reclassify as RFEP, purchase materials for reclassification ceremony.

To support and celebrate students who will meet the criteria to reclassify as RFEP, purchase books for reclassification ceremony.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
860	Supp & Con 2 4000-4999: Books And Supplies 4350-Direct Purchase
300	Supp & Con 2 4000-4999: Books And Supplies 4210- Books

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Socio-economically disadvantaged students

Strategy/Activity

Fund up to 18 release days for classroom teachers for observation, collaboration, planning and progress monitoring in support of at promise students.

Fund up to 20 release days for SDC and LC teachers to join structured collaboration and observe students in the general education setting to support inclusion.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2520	Title I 1000-1999: Certificated Personnel Salaries 1161 - Release Time
2800	Title I 1000-1999: Certificated Personnel Salaries 1161 - Release Time
1042	Title I 3000-3999: Employee Benefits Fringe

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

As supplemental support for CCSS reading comprehension & critical thinking skills, purchase literature and books to support interventions.

Purchase instructional materials to support interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3000

Title I
4000-4999: Books And Supplies
4210

2500

Title I
4000-4999: Books And Supplies
4310

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Special Education Students

Strategy/Activity

Mitchell administrator and staff to attend various conferences and workshops.

Purchase materials and supplies to support special education learning environments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1800

Title I
5800: Professional/Consulting Services And
Operating Expenditures
5220 - Conferences

2200

Title I
4000-4999: Books And Supplies
4350

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

[Empty box for proposed expenditures]

None Specified

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

See attached document entitled Mitchell SPSA Annual Review.

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

See attached document entitled Mitchell SPSA Annual Review.

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.

See attached document entitled Mitchell SPSA Annual Review.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve Parent and Student Engagement

LEA/LCAP Goal

In the area of Parent and Student Engagement, the LESD will see a 2% improvement over the next three years in the CA Healthy Kids Surveys as well as suspension, expulsion, attendance, absenteeism, and drop out rates resulting in a 6% improvement.

Goal 3

By the end of the 2022-23 school year, Mitchell school will increase ADA to reach the goal of 97% (not counting COVID related absences). Additionally, Mitchell School will increase the campus parent engagements with in person events, including family activities and parent workshops by 5%. By the end of the 2022-23 school year, Mitchell will meet the goal of 0% for student suspensions.

Identified Need

Identified areas of need include: increasing attendance percentage by 1% and lowering the student suspension rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall ADA and ADA by period.	Overall ADA for 2018-2019: 94.63%	Overall ADA for 2021-2022: 97%
Suspension rate from 2018-2019 school year.	Suspension rate from 2018-2019 school year: 0.9%	Suspension rate from 2021-2022 school year: 0%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Fund up to 60 additional hours for certificated staff to provide student & family support, related to PBIS, SEL, Family Nights, Student Council, and Kindergarten Orientation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2400	Supp & Con 3 1000-1999: Certificated Personnel Salaries 1170 - Additional Hours
416	Supp & Con 3 3000-3999: Employee Benefits Fringe

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Student

Strategy/Activity

Purchase materials and incentives to support PBIS Tier I and Tier II implementation to continue to support a positive school climate and improve parent and student engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3600	Supp & Con 3 4000-4999: Books And Supplies 4350 Direct Purchase

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learner Families

Strategy/Activity

Fund up to 36 Additional Hours for translations to support communication with parents and families.

Fund up to 24 days of teacher release time for SSTs, Observations, and Data Analysis to support and enhance teacher-parent communication and understanding about student need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

1200	Title I 1000-1999: Certificated Personnel Salaries 1170 Additional Hours
3360	Title I 1000-1999: Certificated Personnel Salaries 1161- Release Time
940	Title I 3000-3999: Employee Benefits Fringe

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Fund up to 200 additional hours for Community Liaison, SSAs, and Instructional Assistants to aid with student and parent support, safety and engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	Supp & Con 3 2000-2999: Classified Personnel Salaries 2930-Classified Add'l Hours
2936	Supp & Con 3 3000-3999: Employee Benefits Fringe

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Identified Student Groups

Strategy/Activity

Fund contracts to provide workshops to support parent and student engagement to improve academic achievement of identified student groups.

Fund contract for consulting sessions with Trajectory of Hope to support student and parent engagement for our African American families.

Funds to support workshops for parent involvement.

Fund contract for positive behavior BMX assembly for all students to support our PBIS program. (sponsored by PTA)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
17500	Title I 5800: Professional/Consulting Services And Operating Expenditures 5810 Contracted Services
2500	Title I 5800: Professional/Consulting Services And Operating Expenditures 5810 - Contracted Services
1573	Title I Parent Involvement 4000-4999: Books And Supplies 4350 - Direct Purchases
0	

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide funding to support Food Corp contract with supplies as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1040

Supp & Con 3
4000-4999: Books And Supplies
4350

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

See attached document entitled Mitchell SPSA Annual Review.

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

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Goals, Strategies, & Proposed Expenditures

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

Goal Subject

21st Century Learning: Technology, School Supplies

LEA/LCAP Goal

The LESD will continue to provide instructional technology professional learning opportunities, hire fully credentialed teachers, and provide the necessary textbooks and material.

Goal 4

By the end of the 2022-23 school year, increase the student use of technology to enhance learning and become proficient in 21st Century technology skills and maintain the student to device ratio. Additionally, Mitchell school will meet 100% of Williams Compliance expectations for facilities, textbooks, and teacher credentialing.

Identified Need

Identified areas of need include: ensuring all students have access to a device at home and at school and maintaining up to date student Chromebooks.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chromebook to student ratio	5th - 1:1	5th - 1:1
TK/Kindergarten iPad to student ratio	4th - 2:1	4th - 2:1
	3rd - 2:1	3rd - 2:1
	2nd - 2:1	2nd - 2:1
	1st - 2:1	1st - 2:1
	TK/K - 2:1	TK/K - 2:1

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Purchase office supplies, furniture and supplies for identified areas on campus for student safety and support. (27000)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

8325

Supp & Con 4
4000-4999: Books And Supplies
4350 - Direct Purchase

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Direct Purchases for supplies and equipment, for 21st Century classrooms, makerspace, and school environment.

Purchase instructional materials to support 21st Century Learning Environments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

9000

Supp & Con 4
4000-4999: Books And Supplies
4350-Direct Purchase

500

Supp & Con 4
4000-4999: Books And Supplies
4310 - Instructional Materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Equipment repair.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

965

Supp & Con 4
5000-5999: Services And Other Operating Expenditures
5630-Equipment repair (radio and replacement charger)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Direct Purchases for STEM supplies, equipment and technology for 21st Century classrooms and makerspace to enrichment a high-poverty school in order to improve design thinking and 21st Century skills for the lowest performing students.

Purchase iPads and Chromebooks for 21st Century classrooms and makerspace.

Purchase instructional materials to support 21st Century Learning Environments in a high-poverty school in order to improve 21st Century skills of the lowest performing students.

Purchase computer software, applications and platforms to support 21st Century Learning Environments in a high-poverty school in order to improve 21st Century skills of the lowest performing students. This includes MobyMax, ClassKick, and Boom Cards.

Purchase computer software, applications and platforms to support 21st Century Learning Environments in a high-poverty school in order to improve 21st Century skills of the lowest performing students. This includes MobyMax and ClassKick utilizing parent involvement funds.

Purchase books to support 21st Century Learning Environments in a high-poverty school in order to improve 21st Century skills of the lowest performing students.

Fund Discovery Cube assemblies and workshops to support a STEM focus and NGSS for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

13929

Title I
4000-4999: Books And Supplies
4350 - Direct Purchase

2688

Title I
4000-4999: Books And Supplies

	4400 Non Cap Equipment
12344	Title I 4000-4999: Books And Supplies 4310 - Instructional Materials
6444	Title I 4000-4999: Books And Supplies 4340 - Computer Software
1576	Title I Parent Involvement 4000-4999: Books And Supplies 4340 - Computer Software
4000	Title I 4000-4999: Books And Supplies 4210 - Books
6500	Title I 5800: Professional/Consulting Services And Operating Expenditures 5810 - Contracted Services

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Fund up to 40 additional hours for the library media clerk to support with literacy related tasks.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

800

Source(s)

Supp & Con 4
2000-2999: Classified Personnel Salaries
2930

289

Supp & Con 4
3000-3999: Employee Benefits
Fringe

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

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

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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.

See attached document entitled Mitchell SPSA Annual Review.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$206,505.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$148,173.00
Title I Parent Involvement	\$3,149.00

Subtotal of additional federal funds included for this school: \$151,322.00

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 (\$)
	\$0.00
Supp & Con 1	\$18,702.00
Supp & Con 2	\$2,210.00
Supp & Con 3	\$14,392.00
Supp & Con 4	\$19,879.00

Subtotal of state or local funds included for this school: \$55,183.00

Total of federal, state, and/or local funds for this school: \$206,505.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
Supp & Con 1	18,702.00
Supp & Con 2	2,210.00
Supp & Con 3	14,392.00
Supp & Con 4	19,879.00
Title I	148,173.00
Title I Parent Involvement	3,149.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	17,160.00
2000-2999: Classified Personnel Salaries	60,021.00
3000-3999: Employee Benefits	11,440.00
4000-4999: Books And Supplies	88,619.00
5000-5999: Services And Other Operating Expenditures	965.00
5800: Professional/Consulting Services And Operating Expenditures	28,300.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

1000-1999: Certificated Personnel Salaries	Supp & Con 1	3,280.00
3000-3999: Employee Benefits	Supp & Con 1	682.00
4000-4999: Books And Supplies	Supp & Con 1	14,740.00
1000-1999: Certificated Personnel Salaries	Supp & Con 2	800.00
3000-3999: Employee Benefits	Supp & Con 2	250.00
4000-4999: Books And Supplies	Supp & Con 2	1,160.00
1000-1999: Certificated Personnel Salaries	Supp & Con 3	2,400.00
2000-2999: Classified Personnel Salaries	Supp & Con 3	4,000.00
3000-3999: Employee Benefits	Supp & Con 3	3,352.00
4000-4999: Books And Supplies	Supp & Con 3	4,640.00
2000-2999: Classified Personnel Salaries	Supp & Con 4	800.00
3000-3999: Employee Benefits	Supp & Con 4	289.00
4000-4999: Books And Supplies	Supp & Con 4	17,825.00
5000-5999: Services And Other Operating Expenditures	Supp & Con 4	965.00
1000-1999: Certificated Personnel Salaries	Title I	10,680.00
2000-2999: Classified Personnel Salaries	Title I	55,221.00
3000-3999: Employee Benefits	Title I	6,867.00
4000-4999: Books And Supplies	Title I	47,105.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	28,300.00
4000-4999: Books And Supplies	Title I Parent Involvement	3,149.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	18,702.00
Goal 2	78,978.00
Goal 3	41,465.00
Goal 4	67,360.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 7 Parent or Community Members

Name of Members	Role
Courtney Gillette	Principal
Evelyn Duarte	Other School Staff
Amanda Brown	Classroom Teacher
Iliana Cruz	Other School Staff
Alexis Hinckley	Parent or Community Member
Brenda Veronica	Parent or Community Member
Scott Smith	Parent or Community Member
Jessica Barajas-Holton	Parent or Community Member
Gessee Quincy	Parent or Community Member
Grizelda Vigil	Parent or Community Member
Melody Ngaue-Tu'uholoaki	Parent or Community Member

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



State Compensatory Education Advisory Committee



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 10/6/2022.

Attested:



Principal, Courtney Gillette on 10/6/2022

SSC Chairperson, See above. on