

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	9.19.23	10.19.23

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. Additionally parents, 5th grade students, and teachers take our End of Year California Healthy Kids Survey (CHKS) and California School Parent Survey (CSPS) respectively, to gauge progress in PBIS implementation and school climate from various stakeholders.

Classroom Observations

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

Principal and Assistant Principal walkthroughs: Growth and improvement in the district's drivers to ensure that we are meeting our district goals. Through intentional focus on the MTSS structures in classrooms for behavior and SEL, data-driven instruction using i-Ready diagnostics and small groups, and intentional collaboration through professional learning communities (PLC), these walkthroughs will focus on gathering data monthly by the principal. The data collected is analyzed to measure the impact of our district's drivers. Both administrators conduct walkthroughs of all classrooms once to twice weekly to observe instructional practices, implementation of professional learning, and schoolwide goals and student engagement. The principal collects data on consistent, rigorous structures, collaboration across grade levels, and student engagement. These walkthroughs are followed by individual feedback and collaborative conversations with grade levels.

Evaluation process: The Principal and Assistant Principal follow the district-wide evaluation process, beginning with the September notification. Throughout this process, teachers will set instructional goals, and the principal will evaluate the progress toward those goals together with the teacher. The principal will conduct certificated and classified evaluations for the 2023-2024 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 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 the i-Ready diagnostic assessment three times a 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 credentialed and receive ongoing professional development through the school year based on Board adopted curriculum.

Staff development continues at the district level and the site level. Teachers are trained in best practices and strategies 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 successfully implement 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 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 Instructional 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 uses Common Core Standards in each classroom 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 housed in the Literacy Center and Library. Each teacher has materials supporting this model and 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 Title I instructional aide and instructional aides to support 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 provide teachers with coaching and instructional support. 6. A before-school newcomer support group.

Collaborative Professional Learning Communities, Benchmark Advance ELA/ELD Curriculum, Tier II and Tier III interventions, differentiated and targeted small group instruction, Everyday Math, Close Reading, Cognitively Guided Instruction, Mathematical Discourse, Math partnerships, and language partnerships, integrated ELD strategies, are all a common part of the instruction at Mitchell.

Mitchell also has two Learning Center Teachers who service students with IEPs and those in the RtI Tier III level.

Evidence-based educational practices to raise student achievement

Through the use of i-Ready diagnostic assessments as well as other formative assessments, all teachers will work within their Professional Learning Communities to ensure that they are providing data-informed instruction. Data analysis allows all stakeholders to share in the celebration of improved student achievement and to share accountability for continued struggles and planning for reducing the number of students working below grade level. They will strategically plan and implement lessons that meet student groups where they are currently, and support them in meeting their trimester and end-of-year goals. Additionally, teachers will work collaboratively with other team members such as our Student Support Services Team to ensure that there is a whole child approach to instruction by embedding Tier I supports for Social-Emotional needs and behavior supports.

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 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 connect families with various 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
- Three 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 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 using academic assessments to provide information on and 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 given 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.

Educational Partner 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.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.24%	0.23%	1	1	1
African American	9.1%	8.39%	9.77%	43	35	43
Asian	2.8%	2.64%	2.05%	13	11	9
Filipino	0.6%	0.72%	1.14%	3	3	5
Hispanic/Latino	79.2%	78.18%	77.5%	373	326	341
Pacific Islander	0.6%	1.92%	1.59%	3	8	7
White	5.7%	5.04%	2.73%	27	21	12
Multiple/No Response	0.6%	1.68%	3.41%	3	7	15
Total Enrollment				471	417	440

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	80	79	132
Grade 1	72	66	51
Grade 2	60	67	66
Grade 3	86	59	66
Grade 4	81	77	54
Grade 5	92	69	71
Total Enrollment	471	417	440

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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	131	130	142	27.80%	31.2%	32.3%
Fluent English Proficient (FEP)	69	59	55	14.60%	14.1%	12.5%
Reclassified Fluent English Proficient (RFEP)	10			7.6%		

Conclusions based on this data:

1. The Billy Mitchell student population consists of about 32.3% 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	73	55	61	0	54	59	0	54	59	0.0	98.2	96.7
Grade 4	69	65	54	0	61	54	0	61	54	0.0	93.8	100.0
Grade 5	85	61	64	0	58	63	0	58	63	0.0	95.1	98.4
All Grades	227	181	179	0	173	176	0	173	176	0.0	95.6	98.3

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2406.	2394.		11.11	18.64		33.33	13.56		16.67	30.51		38.89	37.29
Grade 4		2447.	2408.		18.03	3.70		22.95	25.93		27.87	18.52		31.15	51.85
Grade 5		2488.	2483.		13.79	20.63		31.03	25.40		32.76	20.63		22.41	33.33
All Grades	N/A	N/A	N/A		14.45	14.77		28.90	21.59		26.01	23.30		30.64	40.34

Reading Demonstrating understanding of literary and non-fictional texts											
Grade Level	% Above Standard			% At or Near Standard			% Below Standard				
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 3		11.11	10.17		72.22	54.24		16.67	35.59		
Grade 4		13.11	11.11		62.30	61.11		24.59	27.78		
Grade 5		10.34	11.11		74.14	69.84		15.52	19.05		
All Grades		11.56	10.80		69.36	61.93		19.08	27.27		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.41	10.17		62.96	45.76		29.63	44.07
Grade 4		14.75	0.00		59.02	46.30		26.23	53.70
Grade 5		13.79	19.05		63.79	55.56		22.41	25.40
All Grades		12.14	10.23		61.85	49.43		26.01	40.34

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.70	11.86		88.89	69.49		7.41	18.64
Grade 4		8.20	9.26		73.77	68.52		18.03	22.22
Grade 5		10.34	14.29		77.59	66.67		12.07	19.05
All Grades		7.51	11.93		79.77	68.18		12.72	19.89

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.56	13.56		74.07	64.41		20.37	22.03
Grade 4		11.48	7.41		65.57	68.52		22.95	24.07
Grade 5		12.07	12.70		67.24	61.90		20.69	25.40
All Grades		9.83	11.36		68.79	64.77		21.39	23.86

Conclusions based on this data:

1. There is a need to increase overall ELA proficiency with all of our students. Approximately 36.36% of students grades 3-5 were Met or Exceeded standards in ELA in 2022-2023. This data demonstrates the need for further intervention.
2. CAASPP Support

Prior to the Covid Pandemic LESD had noted a positive upward trend of increasing scores for SWD performance on SBAC in both ELA and Math proficiency.

For LESD SWD numerous areas of curricular assistance are provided to support student deficits in the area of language arts and math. Students receive their prescribed Specialized Academic Instruction (SAI) minutes from their Individualized Education Plan (IEP). These SAI minutes target individual and specific goals in a small group setting that include targeted reading and math goals based on their individual needs. Interventions may include special education teacher utilization of Benchmark Phonics Skill Bags for our students who need pre teach, reteach or intervention on Phonemic Awareness, Phonics and Reading Fluency. LESD is in the 5th year of utilization of iReady for our SWD. iReady is a web-based adaptive diagnostic assessment that assesses students' reading and math skills to the sub-domain level, prescribing differentiated Common Core instruction and intervention so learners of all abilities can achieve success. Students have access to iReady daily. Students' progress is regularly monitored through diagnostic measurements and growth monitoring probes.

LESD has identified two new intervention programs to address gaps in student progress and target student needs in the areas of Reading and Math. These two programs are the Sondag System Reading Intervention Curriculum program and the Touch Math Intervention Curriculum Program. Both programs have begun pilot implementation at numerous LESD school site locations, with a full District implementation in the 2023/24 school year.

Sondag System:
The Sondag System is a research and evidence based reading intervention program using structured, systematic, multisensory approaches to remediate reading. The Sondag System utilizes Orton-Gillingham instructional principles that are considered part of a structured literacy program, including simultaneous multisensory approach using explicit phonics instruction. The National Reading Panel identified Orton-Gillingham as one of the effective methodologies that addresses the needs of struggling students.

All LESD Learning Center Special Education teachers will complete the Sondag System 1 and System 2 implementation training during the course of the 2022/23 school year. Sondag System incorporates intensive, small group instruction with weekly progress monitoring and assessments. The Sondag system utilizes pre and post tests as well as progress monitoring. Reading Intervention Lessons are direct and explicit focusing on phonemic

awareness, phonics, fluency and vocabulary. Souday meets the CA Guidelines for Reading Intervention that are multisensory, evidence based, structured (systematic, cumulative, explicit, diagnostic), Sequential (organized, logical order, cumulative); Explicit (Deliberate teaching, stated objectives) and Direct (explicit teaching of a skill set through lectures and demonstration). Students with disabilities, who are exhibiting limited growth in reading skills through District and Special Education Assessments, will be identified to participate in targeted and intensive reading intervention within the Learning Center environment. Small Group Souday System Intervention will occur multiple times per week in small groups targeting phonological awareness, phonics, fluency, vocabulary and reading comprehension through multi sensory hands on lessons. Small groups are designed based on student skill level, rather than age or grade level. The small, homogenous, groups are designed to provide students with targeted skills to address their deficits in learning. Students are assessed by the pre reading level of assessments, and after the unit completion, a post reading level assessment is conducted. The reassessment checks for mastery of the skill and provides the teacher with instruction on remediating students further or transferring them to a different skill.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	73	55	61	0	54	60	0	53	60	0.0	98.2	98.4
Grade 4	69	65	54	0	60	54	0	60	54	0.0	92.3	100.0
Grade 5	85	61	64	0	58	64	0	58	64	0.0	95.1	100.0
All Grades	227	181	179	0	172	178	0	171	178	0.0	95.0	99.4

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2394.	2396.		3.77	8.33		24.53	25.00		35.85	23.33		35.85	43.33
Grade 4		2454.	2429.		13.33	7.41		21.67	16.67		31.67	35.19		33.33	40.74
Grade 5		2453.	2474.		13.79	15.63		18.97	14.06		15.52	29.69		51.72	40.63
All Grades	N/A	N/A	N/A		10.53	10.67		21.64	18.54		27.49	29.21		40.35	41.57

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		7.55	13.33		49.06	46.67		43.40	40.00	
Grade 4		23.33	7.41		45.00	38.89		31.67	53.70	
Grade 5		10.53	15.63		47.37	40.63		42.11	43.75	
All Grades		14.12	12.36		47.06	42.13		38.82	45.51	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.55	10.00		62.26	51.67		30.19	38.33
Grade 4		11.67	9.26		48.33	50.00		40.00	40.74
Grade 5		6.90	18.75		48.28	45.31		44.83	35.94
All Grades		8.77	12.92		52.63	48.88		38.60	38.20

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.77	11.67		73.58	56.67		22.64	31.67
Grade 4		13.33	11.11		58.33	55.56		28.33	33.33
Grade 5		10.53	6.25		52.63	65.63		36.84	28.13
All Grades		9.41	9.55		61.18	59.55		29.41	30.90

Conclusions based on this data:

- Math data shows that approximately 29% of students in grades 3-5 met or exceeded Math standards as assessed by SBAC. This shows that there is a need for an increase in rigor and literacy skills through content knowledge building, especially for our ELs who have a more difficult time accessing Tier III vocabulary in Mathematics.
- CAASPP Support**
Prior to the Covid Pandemic LESD had noted a positive upward trend of increasing scores for SWD performance on SBAC in both ELA and Math proficiency.

TouchMath is a multi-sensory math curriculum that presents math in a way where students use seeing, hearing, and touching numerals. The program uses a numeral as a direct manipulative, making an abstract concept into real and concrete action. It is also a multi-sensory curriculum approach that allows students to engage in mathematics visually, tactically, and kinesthetically. Research supports the effectiveness of TouchMath as positively impacting students' performance in cardinality, operational algorithms, conceptual understanding, application, fluency, automaticity, and modeling. The multi-sensory approach of using touchpoints to an abstract item such as a number, helps students conceptualize the total quantity of digits. Eventually, students' progress their mathematical knowledge of the number of dots, or touchpoints, on a digit that corresponds with the quantity of a number. This progression from concrete to pre-representation allows students to gain access to deeper levels of mathematical understanding. TouchMath supports the Next Generation Mathematics Standards, Universal Design for Learning, Standards of Mathematical Practice, Response-to-Intervention, Research- Based Best Practices, Mathematical Progressions, Visualizations in Mathematics, CRA-Continuum, and the Mathematical Mindset.

Starting in the 2023/2024 school year full implementation of TouchMath will occur at the Elementary School Site Level Learning Center programs and for students in Special Day Class programs, where appropriate, at the Elementary and Middle School Levels. In addition, Middle School Level Learning Center programs will utilize Touch Math Intervention to support student needs. Teachers will receive training for the 2023/24 school year.

Materials are organized by topic allowing teachers to choose specific skills that need to be retaught. Teachers will support small group instruction using TouchMath as it engages students physically as they touch the numbers - they see it, say it, hear it and touch it, and it takes the guessing out of math. Each number from 1 through 9 has Touch Points corresponding to the digit's quantity:

 - *Numerals 1 through 5 use single Touch Points
 - *Numerals 6 through 9 use double TouchPoints
 - *Students touch single TouchPoints once and double TouchPoints twice.

By touching the TouchPoints and counting aloud, Touch Math uses the multi-modality approach and focuses on the visual learner, the auditory learner and the kinesthetic learner. Learners make connections between the numeral and the quantity it represents in order to successfully add and subtract.

Regular assessment of specific skills is essential to ensure student success. Formal assessments combined with ongoing classroom teacher observations measure what has been taught. These assessments occur upon completion of work on a particular skill, and the results are used for re-teaching and remediation. Teacher's are able to incorporate objective guides and/or implementation strategies into lesson plans and/or IEPs.

SWD Participation in CAASPP

The district and site has identified three approaches to ensure that 95% of students in each student group are tested. First, school staff have discussed the importance of all students, especially students with disabilities, to

participate in the testing process as a way to support home/school communication about student progress. Second, the district and site notification letters are worded to ensure participation in state testing. Third, the district has created internal tracking measures to ensure that all site and district testing coordinators are aware of which student groups students who may not be tested belong to and can determine if the site will meet the 95% tested target.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1375.4	1432.5	1391.0	1388.6	1452.4	1403.0	1344.6	1386.0	1362.7	27	31	53
1	1429.8	1422.8	1408.1	1457.7	1447.1	1438.6	1401.3	1398.1	1376.9	18	17	16
2	1439.2	1421.3	1439.3	1441.9	1446.3	1437.6	1436.0	1395.8	1440.5	20	12	19
3	1455.1	1485.7	1447.8	1463.4	1491.9	1432.9	1446.3	1478.9	1461.8	32	15	13
4	1472.5	1511.7	1499.4	1486.6	1521.8	1502.0	1458.0	1501.2	1496.0	25	22	15
5	1493.4	1545.5	1496.1	1506.0	1547.7	1497.7	1480.5	1542.9	1494.0	23	12	15
All Grades										145	109	131

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.11	12.90	11.32	29.63	48.39	28.30	40.74	32.26	35.85	18.52	6.45	24.53	27	31	53
1	22.22	11.76	0.00	33.33	5.88	31.25	22.22	52.94	43.75	22.22	29.41	25.00	18	17	16
2	10.00	0.00	0.00	40.00	41.67	26.32	20.00	25.00	47.37	30.00	33.33	26.32	20	12	19
3	9.38	6.67	0.00	34.38	33.33	53.85	34.38	53.33	7.69	21.88	6.67	38.46	32	15	13
4	32.00	18.18	6.67	32.00	50.00	53.33	8.00	22.73	26.67	28.00	9.09	13.33	25	22	15
5	26.09	16.67	13.33	47.83	58.33	46.67	8.70	25.00	26.67	17.39	0.00	13.33	23	12	15
All Grades	17.93	11.93	6.87	35.86	40.37	35.88	23.45	34.86	33.59	22.76	12.84	23.66	145	109	131

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.81	25.81	16.98	29.63	51.61	35.85	37.04	19.35	26.42	18.52	3.23	20.75	27	31	53
1	61.11	11.76	6.25	11.11	23.53	50.00	11.11	52.94	25.00	16.67	11.76	18.75	18	17	16
2	20.00	25.00	15.79	25.00	33.33	36.84	40.00	25.00	26.32	15.00	16.67	21.05	20	12	19
3	21.88	26.67	38.46	37.50	60.00	23.08	25.00	6.67	0.00	15.63	6.67	38.46	32	15	13
4	60.00	54.55	20.00	12.00	36.36	53.33	0.00	9.09	26.67	28.00	0.00	0.00	25	22	15
5	69.57	66.67	46.67	8.70	25.00	40.00	4.35	8.33	0.00	17.39	0.00	13.33	23	12	15
All Grades	39.31	33.94	21.37	22.07	40.37	38.93	20.00	20.18	20.61	18.62	5.50	19.08	145	109	131

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.11	3.23	3.77	11.11	22.58	11.32	51.85	51.61	56.60	25.93	22.58	28.30	27	31	53
1	5.56	5.88	0.00	16.67	5.88	6.25	44.44	29.41	31.25	33.33	58.82	62.50	18	17	16
2	10.00	0.00	0.00	25.00	33.33	15.79	30.00	16.67	52.63	35.00	50.00	31.58	20	12	19
3	0.00	6.67	0.00	18.75	20.00	7.69	46.88	20.00	38.46	34.38	53.33	53.85	32	15	13
4	16.00	0.00	0.00	24.00	27.27	33.33	16.00	40.91	33.33	44.00	31.82	33.33	25	22	15
5	4.35	8.33	0.00	34.78	50.00	20.00	30.43	33.33	53.33	30.43	8.33	26.67	23	12	15
All Grades	7.59	3.67	1.53	21.38	24.77	14.50	37.24	35.78	48.09	33.79	35.78	35.88	145	109	131

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.41	25.81	15.09	70.37	70.97	60.38	22.22	3.23	24.53	27	31	53
1	61.11	11.76	25.00	27.78	76.47	62.50	11.11	11.76	12.50	18	17	16
2	10.00	25.00	5.26	65.00	58.33	68.42	25.00	16.67	26.32	20	12	19
3	18.75	13.33	30.77	50.00	73.33	30.77	31.25	13.33	38.46	32	15	13
4	48.00	31.82	20.00	32.00	59.09	53.33	20.00	9.09	26.67	25	22	15
5	34.78	16.67	13.33	47.83	83.33	66.67	17.39	0.00	20.00	23	12	15
All Grades	28.28	22.02	16.79	49.66	69.72	58.78	22.07	8.26	24.43	145	109	131

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.11	38.71	16.98	59.26	58.06	56.60	29.63	3.23	26.42	27	31	53
1	55.56	17.65	37.50	22.22	64.71	50.00	22.22	17.65	12.50	18	17	16
2	25.00	33.33	36.84	60.00	50.00	47.37	15.00	16.67	15.79	20	12	19
3	46.88	66.67	30.77	37.50	26.67	38.46	15.63	6.67	30.77	32	15	13
4	68.00	63.64	66.67	4.00	36.36	33.33	28.00	0.00	0.00	25	22	15
5	73.91	91.67	80.00	8.70	8.33	6.67	17.39	0.00	13.33	23	12	15
All Grades	46.21	49.54	36.64	32.41	44.04	44.27	21.38	6.42	19.08	145	109	131

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	3.23	3.77	66.67	77.42	73.58	33.33	19.35	22.64	27	31	53
1	22.22	11.76	0.00	44.44	35.29	25.00	33.33	52.94	75.00	18	17	16
2	10.00	8.33	0.00	50.00	33.33	73.68	40.00	58.33	26.32	20	12	19
3	0.00	6.67	0.00	59.38	40.00	46.15	40.63	53.33	53.85	32	15	13
4	12.00	0.00	0.00	44.00	59.09	60.00	44.00	40.91	40.00	25	22	15
5	8.70	25.00	6.67	52.17	58.33	60.00	39.13	16.67	33.33	23	12	15
All Grades	7.59	7.34	2.29	53.79	55.05	61.83	38.62	37.61	35.88	145	109	131

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	22.22	25.81	15.09	48.15	38.71	49.06	29.63	35.48	35.85	27	31	53
1	0.00	0.00	0.00	61.11	64.71	62.50	38.89	35.29	37.50	18	17	16
2	15.00	0.00	0.00	50.00	50.00	63.16	35.00	50.00	36.84	20	12	19
3	3.13	13.33	7.69	65.63	73.33	46.15	31.25	13.33	46.15	32	15	13
4	8.00	22.73	13.33	48.00	63.64	60.00	44.00	13.64	26.67	25	22	15
5	0.00	25.00	20.00	78.26	75.00	66.67	21.74	0.00	13.33	23	12	15
All Grades	8.28	16.51	10.69	58.62	57.80	55.73	33.10	25.69	33.59	145	109	131

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.
2. As our English Learners continue to develop in academic English, we must provide integrated ELD supports in all content areas.
3. The school will be offering small group and intervention supports to our English Learners.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
440	88.6	32.3	0.7
Total Number of Students enrolled in Billy Mitchell Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	142	32.3
Foster Youth	3	0.7
Homeless	6	1.4
Socioeconomically Disadvantaged	390	88.6
Students with Disabilities	89	20.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	43	9.8
American Indian	1	0.2
Asian	9	2
Filipino	5	1.1
Hispanic	341	77.5
Two or More Races	15	3.4
Pacific Islander	7	1.6
White	12	2.7

Conclusions based on this data:

1. Our largest student group are students who come from Latinx/e background or identify as Latinx/e.

2. Approximately 1/3 of our student population is composed of ELs, which speaks to the importance of providing additional interventions and SEL supports for ELs and Newcomers.
3. Out of 440 students enrolled, 88.6% come from low SES which suggests the importance of having parent education and workshops to support their learning about how their student is performing.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Orange	Suspension Rate Blue
Mathematics Orange		
English Learner Progress 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 an urgent need to increase academic performance levels.

School and Student Performance Data

Academic Performance English Language Arts

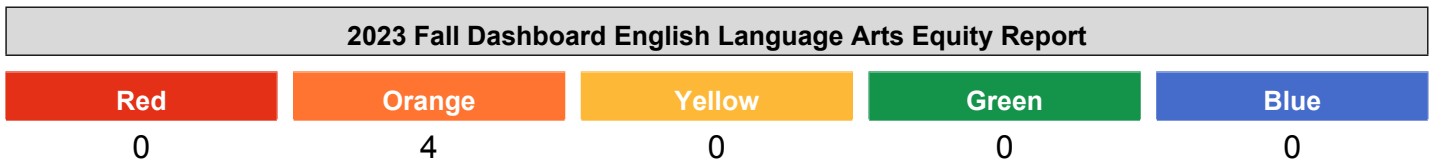
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 36.2 points below standard Decreased -14 points 186 Students	 Orange 65.1 points below standard Decreased Significantly -31.5 points 64 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 2 Students	 Orange 41.6 points below standard Decreased Significantly -17.4 points 166 Students	 Orange 82.7 points below standard Increased +9.2 points 42 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>82.3 points below standard</p> <p>Increased Significantly +32.7 points</p> <p>16 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>34.9 points below standard</p> <p>Decreased -11.2 points</p> <p>151 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>93.2 points below standard</p> <p>Decreased -15 points</p> <p>40 Students</p>	<p>18.2 points below standard</p> <p>Decreased Significantly -34.8 points</p> <p>24 Students</p>	<p>27.3 points below standard</p> <p>Decreased -13 points</p> <p>104 Students</p>

Conclusions based on this data:

1. 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.
2. Our staff will dedicate structured collaboration time to data analysis to determine where to best support students to make growth.
3. Our staff will analyze the iReady assessment results and form and hold small groups to support the academic progress of students.

School and Student Performance Data

Academic Performance Mathematics

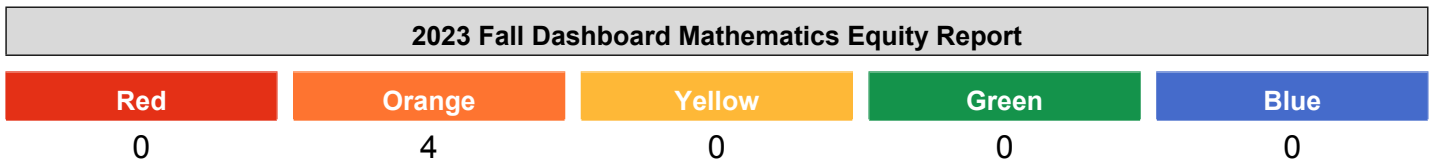
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Orange 45.6 points below standard Maintained +2.8 points 185 Students	English Learners Orange 65.7 points below standard Decreased -12.1 points 64 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged Orange 50.2 points below standard Maintained +1.5 points 165 Students	Students with Disabilities Orange 97.2 points below standard Increased Significantly +15 points 41 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
62.3 points below standard Increased Significantly +79.8 points 16 Students	 No Performance Color 0 Students	Less than 11 Students 4 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 48.2 points below standard Maintained +1.3 points 150 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students	Less than 11 Students 6 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
80.7 points below standard Increased +8.6 points 40 Students	40.8 points below standard Decreased -11.4 points 24 Students	40.6 points below standard Increased +7.5 points 103 Students

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.
3. Our staff will analyze the iReady assessment results and form and hold small groups to support the academic progress of students.

School and Student Performance Data

Academic Performance English Learner Progress

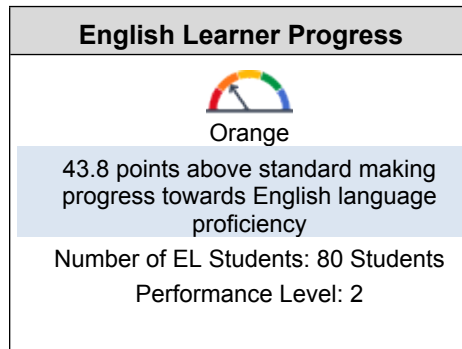
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

2023 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.

2023 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
15	27	0	31

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.
3. Our staff will analyze the iReady assessment results and form and hold small groups to support the academic progress of students. Intervention groups will also be held to support the acquisition and learning of our English Learner students.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

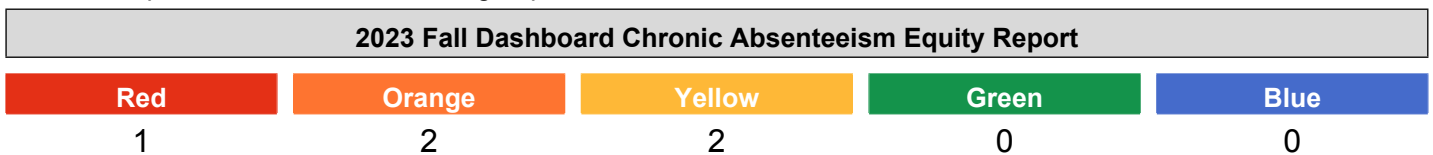
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>37.5% Chronically Absent</p> <p>Declined -2.8</p> <p>467 Students</p>	<p>English Learners</p> <p>Red</p> <p>44.6% Chronically Absent</p> <p>Maintained -0.4</p> <p>157 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>38.1% Chronically Absent</p> <p>Declined Significantly -4.8</p> <p>409 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>46.1% Chronically Absent</p> <p>Declined -3</p> <p>115 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 29.8% Chronically Absent Declined -4.5 47 Students	Less than 11 Students 1 Student	Less than 11 Students 9 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 36.8% Chronically Absent Declined Significantly -4 364 Students	45.5% Chronically Absent Increased 12.1 22 Students	Less than 11 Students 7 Students	33.3% Chronically Absent Declined -4.8 12 Students

Conclusions based on this data:

- Billy Mitchell's Chronic Absentee rate of 37.5% exceeds the district average of 7.2%. We need to continue to support positive attendance programs both schoolwide and within classrooms.
- LESD has identified students who need to attend school regularly. Chronic absenteeism is defined as students who miss at least 10% of instructional days in an academic year. To address these concerns at Billy Mitchell, the following steps are in place to address our students' needs, including those students with disabilities.:

 School sites are contacting parents consistently and regularly to address daily absences. Attendance clerks will work closely with Social Workers, Counselors, and site Administrators to continue to support students and parents to offer supportive services to mitigate school attendance issues- medical, social, and or emotional support. Extended learning opportunities through Saturday School (Academy) where indicated students will be identified and invited to attend Saturday School based on their overall academic performance, chronic absenteeism, and staff recommendations. In addition, targeted support is provided for students with attendance concerns through a yearly cycle of the Student Attendance Review Team (SART) held at the sites before making a referral to the Student Attendance Review Board (SARB).
- School sites will continue to promote positive attendance via Positive Behavior Intervention Supports.

School and Student Performance Data

Conditions & Climate Suspension Rate

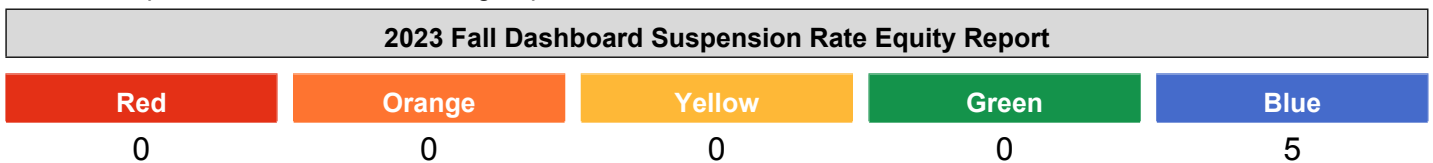
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Blue 0% suspended at least one day Maintained 0 479 Students	English Learners Blue 0% suspended at least one day Maintained 0 164 Students	Foster Youth Less than 11 Students 3 Students
Homeless Less than 11 Students 10 Students	Socioeconomically Disadvantaged Blue 0% suspended at least one day Maintained 0 416 Students	Students with Disabilities Blue 0% suspended at least one day Maintained 0 116 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0% suspended at least one day Maintained 0 49 Students	Less than 11 Students 1 Student	Less than 11 Students 9 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least one day Maintained 0 373 Students	0% suspended at least one day Maintained 0 23 Students	Less than 11 Students 7 Students	0% suspended at least one day Maintained 0 12 Students

Conclusions based on this data:

1. The restorative practices we had in place are a positive alternative to suspension.
2. The school believes in building strong relationships and rapport with all students and teaching them about schoolwide expectations as an alternative to school suspension.
3. The school follows the PBIS model and supports teachers with Professional Development opportunities to help them build their capacity and understanding the CASEL framework.

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 areas of English Language Arts, Mathematics, and English Language Development, 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% after the 2023-2024 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 2023-24 school year, student achievement on local ELA benchmarks will increase by 5% in all grade levels as measured by the i-Ready Language Arts assessment. By the end of the 2023-24 school year, the percentage of students meeting or exceeding standard on the i-Ready Language Arts assessment will increase by 5%. By the end of the 2023-24 school year, student achievement on local math benchmarks will increase by 5% in all grade levels as measured by the i-Ready Math assessment benchmarks. By the end of the 2023-24 school year, the percentage of 3rd through 5th grade students meeting or exceeding standard on the i-Ready assessment will increase by 5%. The English Learner population goal is to make adequate yearly progress on the ELPAC until they RFEP. By the end of the 2023-24 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 2023-24 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 iReady Reading and Math	iReady ELA 1st-5th Overall Mid or Above Grade Level: 4% Early On Grade Level: 10% One Grade Level Below: 37% Two Grade Levels Below: 32% Three or More Grade Levels Below: 17%	iReady ELA 1st-5th Overall Mid or Above Grade Level: 9% Early On Grade Level: 15% One Grade Level Below: 42% Two Grade Levels Below: 37% Three or More Grade Levels Below: 22%
	iReady Math 1st-5th Overall Mid or Above Grade Level: 1% Early On Grade Level: 3% One Grade Level Below: 46% Two Grade Levels Below: 34%	iReady Math 1st-5th Overall Mid or Above Grade Level: 6% Early On Grade Level: 8% One Grade Level Below: 51% Two Grade Levels Below: 39%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Three or More Grade Levels Below: 15%	Three or More Grade Levels Below: 20%

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)
3050	Supp & Con 1 4000-4999: Books And Supplies 4350 -Direct Purchase
1000	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
754	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 \$350 supply budget for certificated staff to ensure all students have materials and school supplies needed for learning. (Twenty-two classroom teachers, LAS, one LC teacher, one PE teacher, one SpEd TOSA, and two speech teachers. 28 cert staff, x \$350 = \$9800).

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)
9800	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)	Source(s)
0	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 and student data reflection.

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)

280

Source(s)

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: 2022-23

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 areas 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% after the 2023-24 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 2023-24 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 iReady Reading and 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
1825	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 two Instructional Assistants for 3 hours per day to provide small group support and intervention to students who need urgent intervention in foundational Language Arts skills.

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)
32119	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, ELIRT and teachers to analyze data, plan SSTs, plan targeted interventions for small group instruction and site professional development - 20 hours over the school year

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
184	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 risk 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)

1675

Title I
1000-1999: Certificated Personnel Salaries
1161 - Release Time

1955

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 special education 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)

All Students

Strategy/Activity

Fund field trips related to grade level standards for all students.

Fund field trip transportation for grade level field trips.

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)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures 5815
	District Funded 5800: Professional/Consulting Services And Operating Expenditures 5812

Annual Review

SPSA Year Reviewed: 2022-23

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, LESD will see a 2% improvement over the next three years in the CA Healthy Kids Surveys as well as suspension, expulsion, absenteeism resulting in a 6% improvement.

Goal 3

By the end of the 2023-24 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 2023-24 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
552	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)

English Learners

Strategy/Activity

Mitchell staff to attend various conferences and workshops, including CABE.

Mitchell parents to attend conferences and workshops, including CABE.

Conferences expenses and reimbursements for Mitchell staff.

Conferences expenses and reimbursements for Mitchell parents.

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)
1530	Title I 5000-5999: Services And Other Operating Expenditures 5220 - Conferences
1110	Title I Parent Involvement 5000-5999: Services And Other Operating Expenditures 5220 - Conferences
600	Title I 5000-5999: Services And Other Operating Expenditures 4350
1700	Title I Parent Involvement 5000-5999: Services And Other Operating Expenditures 4350

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

Mitchell administrators and staff to attend various PBIS/SEL conferences and workshops.

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)

1000

Supp & Con 3
5000-5999: Services And Other Operating Expenditures
5220 - Conferences

2600

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)
1440	Title I 1000-1999: Certificated Personnel Salaries 1170 Additional Hours
2515	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
1418	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 and materials 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)
	Title I 5800: Professional/Consulting Services And Operating Expenditures 5810 Contracted Services
	Title I 5800: Professional/Consulting Services And Operating Expenditures 5810 - Contracted Services
2998	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)
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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.

Fund FoodCorp Contract for personnel to support the Mitchell Garden.

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

3750

Supp & Con 3
5000-5999: Services And Other Operating
Expenditures
5810

Annual Review

SPSA Year Reviewed: 2022-23

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

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 2023-24 school year, Mitchell school will 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.

Purchase computer software, applications and platforms 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)
7608	Supp & Con 4 4000-4999: Books And Supplies 4350-Direct Purchase
500	Supp & Con 4 4000-4999: Books And Supplies 4310 - Instructional Materials
4417	Supp & Con 4 4000-4999: Books And Supplies 4340 - Software

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)

500

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 Heggarty, 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)

6000	Title I 4000-4999: Books And Supplies 4350 - Direct Purchase
	Title I 4000-4999: Books And Supplies 4400 Non Cap Equipment
471	Title I 4000-4999: Books And Supplies 4310 - Instructional Materials
4000	Title I 4000-4999: Books And Supplies 4340 - Computer Software
	Title I Parent Involvement 4000-4999: Books And Supplies 4340 - Computer Software
500	Title I 4000-4999: Books And Supplies 4210 - Books
	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

284

Supp & Con 4
3000-3999: Employee Benefits
Fringe

Annual Review

SPSA Year Reviewed: 2022-23

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.

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	\$136,827.00

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	\$71,797.00
Title I Parent Involvement	\$5,808.00

Subtotal of additional federal funds included for this school: \$77,605.00

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	\$17,884.00
Supp & Con 2	\$2,144.00
Supp & Con 3	\$16,760.00
Supp & Con 4	\$22,434.00

Subtotal of state or local funds included for this school: \$59,222.00

Total of federal, state, and/or local funds for this school: \$136,827.00

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	17,884.00
Supp & Con 2	2,144.00
Supp & Con 3	16,760.00
Supp & Con 4	22,434.00
Title I	71,797.00
Title I Parent Involvement	5,808.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	14,865.00
2000-2999: Classified Personnel Salaries	38,744.00
3000-3999: Employee Benefits	10,059.00
4000-4999: Books And Supplies	61,169.00
5000-5999: Services And Other Operating Expenditures	10,190.00
5800: Professional/Consulting Services And Operating Expenditures	1,800.00

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	754.00
4000-4999: Books And Supplies	Supp & Con 1	13,850.00
1000-1999: Certificated Personnel Salaries	Supp & Con 2	800.00
3000-3999: Employee Benefits	Supp & Con 2	184.00
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	1,970.00
4000-4999: Books And Supplies	Supp & Con 3	3,640.00
5000-5999: Services And Other Operating Expenditures	Supp & Con 3	4,750.00
2000-2999: Classified Personnel Salaries	Supp & Con 4	800.00
3000-3999: Employee Benefits	Supp & Con 4	284.00
4000-4999: Books And Supplies	Supp & Con 4	20,850.00
5000-5999: Services And Other Operating Expenditures	Supp & Con 4	500.00
1000-1999: Certificated Personnel Salaries	Title I	8,385.00
2000-2999: Classified Personnel Salaries	Title I	33,944.00
3000-3999: Employee Benefits	Title I	6,867.00
4000-4999: Books And Supplies	Title I	18,671.00
5000-5999: Services And Other Operating Expenditures	Title I	2,130.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,800.00
4000-4999: Books And Supplies	Title I Parent Involvement	2,998.00
5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement	2,810.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1	17,884.00
Goal 2	55,945.00
Goal 3	29,593.00
Goal 4	33,405.00

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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Dalia Coronel	Principal
Roberto Lacayo	Classroom Teacher
Lourdes Lopez	Classroom Teacher
Madison Jones	Classroom Teacher
Iliana Cruz	Other School Staff
Brenda Veronica	Parent or Community Member
Alexis Hinckley	Parent or Community Member
Jessica Barajas-Holton	Parent or Community Member
Melody Ngaue-Tu'uholoaki	Parent or Community Member
Grizelda Vigil	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 10/5/2023.

Attested:

	Principal, Dalia Coronel on 10/5/2023
	SSC Chairperson, See above. on