

W.E. Mitchell Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 School Contact Information

School Name	W.E. Mitchell Middle School
Street	2100 Zinfandel Drive
City, State, Zip	Rancho Cordova, CA 95670
Phone Number	916-294-9050
Principal	Amy Strawn
Email Address	astrawn@fcusd.org
School Website	www.fcusd.org/mitchell
County-District-School (CDS) Code	34673306059208

2022-23 District Contact Information

District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
Email Address	skoligian@fcusd.org
District Website Address	www.fcusd.org

2022-23 School Overview

School Vision and Mission:

The current Vision and Mission statements reflect our values and dedication to the International Baccalaureate (IB) Middle Years Programme (MYP). These two foundational statements were collaboratively written and are reviewed annually by all stakeholders. One additional consideration for our next review will be to reflect on our ever evolving values and priorities within the school-wide Professional Learning Community (PLC).

VISION STATEMENT:

Mitchell Middle School creates lifelong learners who personify the International Baccalaureate Learner Profile traits:

Inquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-minded
Caring
Risk-takers
Balanced
Reflective

MISSION STATEMENT:

At Mitchell, we lead by example. We are citizens of the world and show respect for others through kind words and actions. We put forth our best effort and work hard to achieve academic excellence. We grow by taking risks and by learning from our mistakes. We believe laughter is an important part of learning. With courage, this is who we are, especially when no one is looking.

SCHOOL-WIDE LEARNER OUTCOMES: (Taken from the International Baccalaureate Learner Profile)

INQUIRERS

2022-23 School Overview

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

See attachment

Retrieved from: <http://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>

School & Community Profile:

Folsom Cordova Unified School District (FCUSD) is comprised of two communities located in Sacramento County along Highway 50. With a population of more than 20,089 students, schools are an average of twenty miles from downtown Sacramento and just over 100 miles from San Francisco. FCUSD is comprised of twenty elementary schools, one charter elementary school, four middle schools, three comprehensive senior high schools, three alternative high schools, a virtual academy, and one adult school. W. E. Mitchell Middle School (MtMS) is one of the four FCUSD middle schools located in the city of Rancho Cordova. Built in 1965, Mitchell was a Junior High School serving students in grades seven through nine. In 1993, the ninth graders moved to Cordova High and in 1997, sixth graders began attending MtMS.

MtMS's student enrollment in 21/22 was 846 students. The school has many different cultural groups and languages including Spanish, Russian, Armenian, Ukrainian, and many others. The most current California Department of Education (CDE) Ethnicity data from 2019-20 is as follows: 6.6% African American, .12% American Indian or Native Alaskan, 8.34% Asian, 3.24% Filipino, 33.37% Hispanic or Latino, 1.49% Pacific Islander, 32.75% White, 13.57% Two or More Races/No Response. As you can see from this data, Mitchell Middle School has a very diverse population of students. Hispanic/Latino is our largest represented ethnic group. The school translates all school communication into Spanish. The comprehensive English Language Advisory Committee (ELAC) group serves our diverse population and we have two Bilingual Assistants on campus daily to support students.

2022-23 School Overview

Mitchell Middle School has many programs and services in place that are designed to meet the academic and social emotional needs of each student. In providing learning opportunities for students, we consider the fact that middle school students are changing rapidly and require a lot of attention and patience during this time of growth academically, socially, emotionally, and physically. The goal is to teach students the concepts outlined in the California Common Core State Standards (CCCSS), 21st Century skills, and help them develop holistically as global citizens. The school constantly evaluates curriculum and delivery systems to meet the diverse learning needs of all students. Time is set aside in the schedule each Thursday for teachers to collaborate and reflect on their practices, address assessment data, map curriculum, and focus on student achievement and needs. In addition, Mitchell Middle School has an advisory period five days a week to assist students with character education, targeted intervention, and support..

In the fall of 2015, W.E. Mitchell Middle School (the whole school) became an International Baccalaureate Middle Years Programme World School in partnership with Cordova High School. As part of the requirements of the International Baccalaureate Programme, students receive instruction and engage in learning experiences in eight subject areas. In the fall of 2020, W.E. Mitchell Middle School and Cordova High school participated in their first International Baccalaureate Middle Years Programme Evaluation. Prior to this visit, the schools spent over 12 months conducting a Self-Study and submitting pieces of evidence to the International Baccalaureate. In October 2020, the schools participated in a multi-day virtual visit with the evaluation report being received in Spring 2021.

Subject areas for Mitchell Middle School Students are:

Language and Literature
Language Acquisition (Spanish)
Individuals and Societies
Mathematics
Arts (Performing and Visual)
Sciences/Design
Physical and Health Education

Within the subject areas listed above Mitchell offers honors/advanced classes in 6th, 7th, and 8th grade Language & Literature, Mathematics, and Science classes. High achieving students are honored by being included on the honor roll through community recognition.

Mitchell Middle School has a robust program of support services. All students have access to a counseling center where two full-time counselors and one part-time counselor provide a number of vital services that are helpful to the well-being of Mitchell students. Through district support, there is a full-time Marriage and Family Therapist (MFT) on campus to work with students who may be struggling with a variety of social and emotional challenges. Additionally, the school has a full-time Academic Coach, health education, and after-school sports and clubs. Mitchell students participate in the Twin Rivers Athletic League, giving students the opportunity to compete in soccer, basketball, volleyball, wrestling, and track and field. There are also several after-school tutoring opportunities students have at their disposal as well as the After School Education and Safety (ASES) Program, and Folsom Cordova Community Partnership activities.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	277
Grade 7	269
Grade 8	257
Total Enrollment	803

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
American Indian or Alaska Native	0.1
Asian	8.3
Black or African American	6.6
Filipino	3.2
Hispanic or Latino	33.4
Native Hawaiian or Pacific Islander	1.5
Two or More Races	13.6
White	32.8
English Learners	14.7
Foster Youth	0.1
Homeless	5.0
Migrant	0.0
Socioeconomically Disadvantaged	49.4
Students with Disabilities	17.3



A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.40	76.10	820.90	87.93	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.60	0.39	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.60	4.15	8.90	0.96	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	1.38	11.60	1.24	12115.80	4.41
Unknown	7.30	18.32	88.40	9.48	18854.30	6.86
Total Teaching Positions	40.00	100.00	933.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.00	90.59	893.90	90.67	234405.20	84.00
Intern Credential Holders Properly Assigned	0.80	2.15	7.40	0.76	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	9.40	0.96	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	2.15	12.70	1.30	11953.10	4.28
Unknown	1.90	5.09	62.20	6.31	15831.90	5.67
Total Teaching Positions	38.60	100.00	985.90	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.80	0.00
Misassignments	0.80	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.60	0.00

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.50	0.00
Local Assignment Options	0.00	0.80
Total Out-of-Field Teachers	0.50	0.80

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.80	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.20	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 25, 2022, and determine that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	2022 August
--	-------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
---------	--	-----------------------------	--

Reading/Language Arts	McGraw Hill, 2015 College Board, 2011 Sopris West, 2006 Pearson iLit, 2015 6 - 8 Stride, 2020	Yes	0.0%
Mathematics	McGraw Hill, 2015 College Board, 2011 Cengage, 2018 6 - 8 Stride, 2020	Yes	0.0%
Science	Teacher Curriculum Institute (TCI), 2019 Discovery Comm. Inc., 2003 6 - 8 Stride, 2020	Yes	0.0%
History-Social Science	McGraw Hill, 2019 6 - 8 Stride, 2020	Yes	0.0%
Foreign Language	EMC Paradigm, 2019, 2002 Houghton Mifflin Harcourt, 2010 6 - 8 Stride, 2020	Yes	0.0%

School Facility Conditions and Planned Improvements

W. E. Mitchell Middle School was originally constructed in 1965 and is comprised of forty-one classrooms, a gym and locker rooms, two multipurpose rooms/cafeterias, a library & media center, a music room, a speech room, a staff lounge, a counseling center, learning center, and computer lab. There is a track and soccer field, a baseball field as well as surrounding fields for running, a black top with numerous basketball courts, and areas for four squares, handball, jump rope, and other activities appropriate for such a surface. All of these areas, as well as the actual gymnasium, are used for our physical education classes, lunchtime activities, and sports teams. In the past ten years, remodeling has included modern heating and air conditioning, restrooms were modernized to meet Americans with Disabilities Act (ADA) specifications, all classrooms were painted; and the floors, ceilings, lighting, and cabinetry were replaced. Over ten years ago, another bond was passed, and improvements made to the school's parking lot included a safer bus loop and a safety fire lane in the rear of the school. In 2016, the city of Rancho Cordova installed an "electronic crosswalk" with flashing signage when pedestrians are crossing Zinfandel Boulevard directly in front of the school. All classrooms and office buildings were retrofitted to connect to a local area network and a vast area network. Four years ago, the campus was modernized including heating and air conditioning, restrooms, classrooms, and a number of other facilities that were updated in the modernization.

Cleaning Process: The principal works daily with a custodial staff of four to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair: District maintenance staff ensures that the repairs and work orders necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs.

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

Date of inspection: October 25, 2022

Year and month of the most recent FIT report

2022 October

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
------------------	-----------	-----------	-----------	---

School Facility Conditions and Planned Improvements				
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	34	N/A	59	N/A	47
Mathematics (grades 3-8 and 11)	N/A	21	N/A	48	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	789	757	95.94	4.06	33.69
Female	380	362	95.26	4.74	38.95
Male	409	395	96.58	3.42	28.86
American Indian or Alaska Native	--	--	--	--	--
Asian	74	71	95.95	4.05	50.70
Black or African American	53	52	98.11	1.89	25.00
Filipino	25	25	100.00	0.00	56.00
Hispanic or Latino	265	254	95.85	4.15	25.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	111	105	94.59	5.41	30.48
White	249	239	95.98	4.02	38.49
English Learners	123	112	91.06	8.94	8.04
Foster Youth	0	0	0.00	0.00	0.00
Homeless	41	38	92.68	7.32	18.42
Military	12	12	100.00	0.00	41.67
Socioeconomically Disadvantaged	311	294	94.53	5.47	22.45
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	139	128	92.09	7.91	7.03

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	789	766	97.08	2.92	21.41
Female	380	367	96.58	3.42	20.71
Male	409	399	97.56	2.44	22.06
American Indian or Alaska Native	--	--	--	--	--
Asian	74	73	98.65	1.35	39.73
Black or African American	53	52	98.11	1.89	9.62
Filipino	25	25	100.00	0.00	44.00
Hispanic or Latino	265	256	96.60	3.40	14.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	111	105	94.59	5.41	23.81
White	249	243	97.59	2.41	22.63
English Learners	123	118	95.93	4.07	1.69
Foster Youth	0	0	0.00	0.00	0.00
Homeless	41	39	95.12	4.88	7.69
Military	12	12	100.00	0.00	25.00
Socioeconomically Disadvantaged	311	300	96.46	3.54	13.33
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	139	130	93.53	6.47	6.15

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	20	NT	44.81	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	242	240	99.17	0.83	20
Female	135	134	99.26	0.74	17.16
Male	107	106	99.07	0.93	23.58
American Indian or Alaska Native	--	--	--	--	--
Asian	23	23	100	0	21.74
Black or African American	16	16	100	0	12.5
Filipino	--	--	--	--	--
Hispanic or Latino	76	75	98.68	1.32	12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	31	96.88	3.12	25.81
White	83	83	100	0	26.51
English Learners	40	40	100	0	0
Foster Youth	0	0	0	0	0
Homeless	13	13	100	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	98	97	98.98	1.02	11.34
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	27	96.43	3.57	3.7

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	94%	97%	98%	97%	98%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents are encouraged to attend Back to School Night in the fall and Evening on the Green in the spring. Mitchell Middle School hosts a School Site Council (SSC), Coffee with the Principal, Parent Teacher Student Association (PTSA), and English Language Advisory Committee (ELAC), which focuses on implementing support for all students including academically underachieving students and those needing additional services to experience success. Parents are always encouraged to be involved and Student Support Team (SST) meetings are scheduled to support students who struggle academically and/or behaviorally and are experiencing difficulty with maintaining grade level expectations.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	874	850	279	32.8
Female	419	411	137	33.3
Male	455	439	142	32.3
American Indian or Alaska Native	2	2	0	0.0
Asian	74	73	8	11.0
Black or African American	65	59	25	42.4
Filipino	26	26	6	23.1
Hispanic or Latino	291	283	113	39.9
Native Hawaiian or Pacific Islander	14	13	6	46.2
Two or More Races	121	117	41	35.0
White	278	274	79	28.8
English Learners	147	144	46	31.9
Foster Youth	3	2	1	50.0
Homeless	51	48	31	64.6
Socioeconomically Disadvantaged	462	444	173	39.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	153	147	59	40.1

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	11.18	3.25	2.45
Expulsions	0.00	0.06	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.11	11.90	0.20	4.04	0.20	3.17
Expulsions	0.00	0.00	0.01	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.90	0.00
Female	9.55	0.00
Male	14.07	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.35	0.00
Black or African American	29.23	0.00
Filipino	0.00	0.00
Hispanic or Latino	15.46	0.00
Native Hawaiian or Pacific Islander	7.14	0.00
Two or More Races	13.22	0.00
White	7.55	0.00
English Learners	11.56	0.00
Foster Youth	0.00	0.00
Homeless	21.57	0.00
Socioeconomically Disadvantaged	14.07	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	16.99	0.00

2022-23 School Safety Plan

W. E. Mitchell Middle School is committed to the safety and security of each student. To maintain these conditions, which contribute to the best possible learning environment, the Safe School Plan includes the following elements: child abuse reporting, disaster preparedness procedures, discipline/suspension/expulsion, notice to teachers of errant behavior, sexual harassment, dress code, safe ingress and egress, safe and orderly environment, and school discipline plan. The school administration, safety committee, and School Resource Officer review the Safe School Plan, and portions are rewritten each fall to meet the ongoing safety concerns in our schools and our nation. Each staff member receives a safety portfolio at the beginning of the year with disaster preparedness information including fire drills, lock-down drills, and duck-and-cover drills. A Safety Folder and evacuation route is posted in each classroom. All Mitchell staff have been trained in disaster preparedness. Throughout the school year, faculty meetings are devoted to planning and rehearsing specific safety events and school responses. Each year students practice the required number of fire, lock-down, and duck-and-cover drills.

Mitchell has entered into a cooperative agreement with the United Methodist Church of Rancho Cordova, located directly across the street from the school, to act as a staging ground in case of an emergency. Security is the number one priority for the administration and staff and our school has been provided with an in-school suspension monitor, and two noon-duty supervisors. Strict procedures are in place and enforced for visitors entering the campus. The staff, principal, and assistant principals monitor the campus for intruders and hazards. Mitchell teachers serve supervision duties before and after school weekly. The district has provided Mitchell with a Rancho Cordova School Resource Officer, who also responds to specific school needs and is often on campus.

In addition, our school is safe and clean. Traditionally, the grounds are well maintained and hazards are removed immediately and over the summer, two trees were removed and all were trimmed. The restrooms, eating facilities, the gym, the music room, and the library are cleaned daily. Classrooms are cleaned every second day. Any safety hazard that is reported to the school administration is reviewed immediately and resolved either by the head custodian or by district maintenance.

Date of Last Review/Update: December 6, 2022

Date Last Reviewed with Staff: December 7, 2022

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	5	9	7
Mathematics	23	14	4	12
Science	26	7	4	13
Social Science	29	4	3	13

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	7	13	4
Mathematics	24	10	6	10
Science	27	4	8	9
Social Science	22	9	10	6

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	6	12	4
Mathematics	21	12	7	9
Science	23	8	6	10
Social Science	23	7	11	5

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	334.58

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.2

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,163	\$1,980	\$6,183	\$77,674
District	N/A	N/A	\$7,825.21	\$80,585
Percent Difference - School Site and District	N/A	N/A	-23.4	-3.7
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-6.4	-12.9

2021-22 Types of Services Funded

In addition to general state funding, Mitchell receives state and federal funding from the following categorical funds and other support programs: Title I Improving Academic Achievement, Title II Supporting Effective Instruction, Title III English Learners, Title III Immigrant Student Program, Title IV Student Support and Academic Enrichment, Elementary and Secondary Relief Dollars (ESSER), LCAP Supplemental Funds (English Learners/Low Income Student), and funds for interventions and expanded learning.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2020-2021 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,116	\$54,370
Mid-Range Teacher Salary	\$72,125	\$82,681
Highest Teacher Salary	\$98,654	\$106,610
Average Principal Salary (Elementary)	\$133,273	\$135,283
Average Principal Salary (Middle)	\$136,712	\$141,244
Average Principal Salary (High)	\$147,263	\$152,955
Superintendent Salary	\$252,138	\$264,367
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Folsom Cordova Unified School District has provided up to two professional development days for certificated staff for the current year and the last two years. Each employee is encouraged to grow professionally through self-evaluation and reflection; by attending college and university classes as well as statewide and local workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided through Professional Learning Communities (PLC), lead teachers, and site-level academic, reading, math, science, and technology coaches. In addition, our district staff has worked collaboratively to provide an induction program for qualified new teachers.

In addition, W. E. Mitchell Middle School also offers faculty a wide range of professional development specifically to meet the requirements of the International Baccalaureate (IB) Middle Years Program (MYP). This includes professional development on unit writing, inquiry and project-based instruction, formative and summative assessment, and cross-curricular activities. Faculty members attend workshops facilitated by the IB throughout the school year and collaborate around that professional development. As secondary literacy is also a primary concern of Mitchell Middle School many faculty have attended online Guided Language Acquisition Design (GLAD) training to implement in their classrooms, as well as promote throughout all content areas. GLAD training will be ongoing for Mitchell faculty for several years to come. Finally, in supporting Response to Intervention (RTI) at Mitchell Middle School, the school participated in three PLC Solution Tree training in August.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2