

# W.E. Mitchell Middle School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 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/fq/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.

## 2025-26 School Contact Information

<b>School Name</b>	W.E. Mitchell Middle School
<b>Street</b>	2100 Zinfandel Drive
<b>City, State, Zip</b>	Rancho Cordova, CA 95670
<b>Phone Number</b>	916-294-9050
<b>Principal</b>	Sandra Garcia
<b>Email Address</b>	sgarcia@fcusd.org
<b>School Website</b>	<a href="https://mtms.fcusd.org">https://mtms.fcusd.org</a>
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	34673306059208

## 2025-26 District Contact Information

<b>District Name</b>	Folsom Cordova Unified School District
<b>Phone Number</b>	916-294-9000
<b>Superintendent</b>	Erik Swanson
<b>Email Address</b>	eswanson@fcusd.org
<b>District Website</b>	<a href="https://fcusd.org">https://fcusd.org</a>

## 2025-26 School Description and Mission Statement

### 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 educational partners. 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

## 2025-26 School Description and Mission Statement

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.

### PRINCIPILED

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 21,000 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 as of May 2025 was 785 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 2023-2024 is as follows: 7.8% African American, 8.5% Asian, 3.4% Filipino, 37.5% Hispanic or Latino, 2.0% Pacific Islander, 24.7% White, 15.2% Two or More Races, and 0.9% Not Reported. 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 three Bilingual Assistants on campus daily to support students.

Mitchell Middle School has many programs and services in place that are designed to meet the academic and social emotional

## 2025-26 School Description and Mission Statement

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 (CCSS), 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. As part of the 5-year International Baccalaureate re-evaluation, Mitchell Middle School participated in a multi-day visit in October 2020 and March 2025, followed by an evaluation report.

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 and Mathematics. 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 provide a number of vital services that are helpful to the well-being of Mitchell students. Through district support and Sacramento County of Education (SCOE), there is a full-time Marriage and Family Therapist (MFT) and a SCOE Clinician 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 Instructional Coach, Attendance Technician, 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

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	253
Grade 7	246
Grade 8	256
<b>Total Enrollment</b>	<b>755</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44
Male	54.3
American Indian or Alaska Native	0.1
Asian	7.8
Black or African American	8.1
Filipino	3.4
Hispanic or Latino	38.7
Native Hawaiian or Pacific Islander	1.4
Two or More Races	12.4
White	26.4
English Learners	20.4
Homeless	4.6
Socioeconomically Disadvantaged	61.7
Students with Disabilities	20.1

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	35	90.59	893.9	90.67	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0.8	2.15	7.4	0.76	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	9.4	0.96	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.8	2.15	12.7	1.3	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	1.9	5.09	62.2	6.31	15831.9	5.67
<b>Total Teaching Positions</b>	38.6	100	985.9	100	279044.8	100

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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	33.1	81.49	907.9	90.94	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	1	2.46	12.4	1.24	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	16.8	1.69	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.5	8.64	19.5	1.95	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	3	7.37	41.7	4.18	14303.8	5.15
<b>Total Teaching Positions</b>	40.7	100	998.4	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
<b>Total Teaching Positions</b>						

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	
Misassignments	0.00	0	
Vacant Positions	0.00	0	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	2.5	
Local Assignment Options	0.80	1	
<b>Total Out-of-Field Teachers</b>	0.80	3.5	

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 14, 2025, 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** 2025 August

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill, 2015 Sopris West, 2006 Houghton Mifflin Harcourt, 2025 6 - 8 Stride, 2020	0.0%
<b>Mathematics</b>	McGraw Hill, 2015 College Board, 2011 Cengage, 2018 6 - 8 Stride, 2020	0.0%
<b>Science</b>	Teacher Curriculum Institute (TCI), 2019 6 - 8 Stride, 2020 *Required Health Concepts are taught as part of 7th Grade Science	0.0%
<b>History-Social Science</b>	McGraw Hill, 2019 6 - 8 Stride, 2020	0.0%
<b>Foreign Language</b>	EMC/Cengage, 2019, 2002 6 - 8 Stride, 2020	0.0%

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

## School Facility Conditions and Planned Improvements

W. E. Mitchell Middle School was originally constructed in 1964 and is comprised of forty-nine 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. Permanent buildings were added to the site in 1968. Portables were added in 2006, 2007, 2018, and 2022. A Science building was added in 2018, in addition to the other 2018 portables. This site has four storage containers. 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 were 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. Most recently, the school completed full campus fencing in August 2025.

**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.

The LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards is available at the school office, at the LEA office, or on the Internet at <https://www.fcusd.org/departments/maintenance-operations/covid-19-info-cleaning-standards>. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

**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. For the 2025/2026 school year, the LEA has budgeted 3% percent of the LEA's general fund budget for the deferred maintenance program.

Date of inspection: October 29, 2025

Year and month of the most recent FIT report

2025 October

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			

## School Facility Conditions and Planned Improvements

**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).

**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.

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	32	37	58	59	47	48
<b>Mathematics</b> (grades 3-8 and 11)	21	19	49	48	35	37

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	745	710	95.30	4.70	37.46
<b>Female</b>	336	317	94.35	5.65	44.79
<b>Male</b>	409	393	96.09	3.91	31.55
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	62	57	91.94	8.06	50.88
<b>Black or African American</b>	56	53	94.64	5.36	20.75
<b>Filipino</b>	26	26	100.00	0.00	53.85
<b>Hispanic or Latino</b>	296	291	98.31	1.69	30.24
<b>Native Hawaiian or Pacific Islander</b>	11	8	72.73	27.27	--
<b>Two or More Races</b>	95	89	93.68	6.32	44.94

<b>White</b>	198	185	93.43	6.57	44.86
<b>English Learners</b>	147	123	83.67	16.33	6.50
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	43	36	83.72	16.28	19.44
<b>Military</b>	14	13	92.86	7.14	30.77
<b>Socioeconomically Disadvantaged</b>	474	448	94.51	5.49	27.23
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	141	134	95.04	4.96	8.96

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	745	730	97.99	2.01	19.32
<b>Female</b>	336	328	97.62	2.38	20.73
<b>Male</b>	409	402	98.29	1.71	18.16
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	62	61	98.39	1.61	26.23
<b>Black or African American</b>	56	53	94.64	5.36	1.89
<b>Filipino</b>	26	26	100.00	0.00	34.62
<b>Hispanic or Latino</b>	296	294	99.32	0.68	10.20
<b>Native Hawaiian or Pacific Islander</b>	11	9	81.82	18.18	--
<b>Two or More Races</b>	95	94	98.95	1.05	22.34
<b>White</b>	198	192	96.97	3.03	32.81
<b>English Learners</b>	147	143	97.28	2.72	1.40
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	43	42	97.67	2.33	7.14
<b>Military</b>	14	13	92.86	7.14	7.69

<b>Socioeconomically Disadvantaged</b>	474	465	98.10	1.90	12.47
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	141	133	94.33	5.67	5.26

## 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.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	21.28	23.67	45.67	46.01	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	256	253	98.83	1.17	22.92
Female	112	111	99.11	0.89	22.52
Male	144	142	98.61	1.39	23.24
American Indian or Alaska Native	0	0	0	0	0
Asian	22	21	95.45	4.55	28.57
Black or African American	18	18	100.00	0.00	5.56
Filipino	--	--	--	--	--
Hispanic or Latino	118	118	100.00	0.00	16.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	36	97.30	2.70	33.33
White	50	50	100.00	0.00	28.00
English Learners	41	41	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	15	15	100.00	0.00	20.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	157	157	100.00	0.00	13.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	44	93.62	6.38	9.09

### 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.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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 5	98%	98%	99%	98%	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.

#### 2025-26 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 Organization (PTSO), and English Language Advisory Committee (ELAC), which focuses on implementing supports 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.

We are committed to working in partnership with our youth, their families, and community service agencies to bring resources onto our campus that remove barriers to students' learning, retaining, and applying knowledge. This is done by understanding the Science of Learning Development, and that youth who are exposed to chronically stressful experiences will struggle with learning if they do not feel psychologically and physically safe on our campuses. Supportive environmental conditions that foster strong relationships and build a sense of community are a priority for us. These include positive sustained relationships with the families of our students that foster attachment and emotional connections; physical, emotional, and identity safety; and a sense of belonging and purpose. It is our goal to work collaboratively with parents in a shared decision-making approach where we are all working to support learning at school and at home.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
12.77%	9.1%		3.48%	3.31%		3.6%	3.28%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0.03%	0.04%		0.08%	0.07%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 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. During the 2024-2025 school year, six (6) student accidents were reported.

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: October 22, 2025  
Date Last Reviewed with Staff: October 24, 2025

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	24	9	10	6
Mathematics	25	7	6	10
Science	25	7	3	13
Social Science	27	5	4	11

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	22	13	9	4
Mathematics	23	10	9	6
Science	22	9	9	7
Social Science	22	8	8	7

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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				
Mathematics				
Science				
Social Science				

## 2024-25 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	

## 2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
<b>School Site</b>	\$11,307	\$3,316	\$7,991	\$84,018
<b>District</b>	N/A	N/A	\$10,163.68	\$90,633
<b>Percent Difference - School Site and District</b>	N/A	N/A	-23.9	-199.6
<b>State</b>	N/A	N/A	\$11,146	\$100,333
<b>Percent Difference - School Site and State</b>	N/A	N/A	-29.6	-199.7

## Fiscal Year 2024-25 Types of Services Funded

In addition to general state funding, Mitchell Middle receives supplemental state and federal funding through various categorical and support programs, including Title I Improving Academic Achievement, Title II: Supporting Effective Instruction, Title III: English Learners and Immigrant Student Program, Title IV: Student Support and Academic Enrichment, Learning Recovery, Educator Effectiveness, LCAP Supplemental Funds for English Learners and Low-Income Students, and the Expanded Learning Opportunity Program. Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2024-2025 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.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
<b>Beginning Teacher Salary</b>	\$48,723	\$60,863
<b>Mid-Range Teacher Salary</b>	\$83,441	\$93,575
<b>Highest Teacher Salary</b>	\$119,839	\$125,548
<b>Average Principal Salary (Elementary)</b>	\$170,891	\$157,645
<b>Average Principal Salary (Middle)</b>	\$166,156	\$165,341
<b>Average Principal Salary (High)</b>	\$175,110	\$182,580
<b>Superintendent Salary</b>	\$363,418	\$357,064
<b>Percent of Budget for Teacher Salaries</b>	33.81%	30.36%
<b>Percent of Budget for Administrative Salaries</b>	5.35%	4.88%

## Professional Development

Folsom Cordova Unified School District provided staff with three professional development days this school year. 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; reading professional literature, and networking. District-sponsored in-service training is provided through Professional Learning Communities (PLC) training, lead teachers, Teachers on Special Assignment (TOSA), and site-level academic, reading, math, science, and technology coaches. Professional development was also offered on the Science of Reading (SOR), English language development, Positive Behavior and Intervention Supports (PBIS), and on other instructional practices. FCUSD district staff work collaboratively to provide an induction program for qualified new teachers and ongoing professional development workshop options.

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	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	1	3	3