



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
W.E. Mitchell Middle School	34673306059208	February 25, 2026	August 20, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by W.E. Mitchell Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Mitchell has a Title I schoolwide program. Our school-wide program follows the tenets of the International Baccalaureate (IB) Middle Years Programme (MYP) with built-in comprehensive supports through an advisory period and targeted supports.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by W.E. Mitchell Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Mitchell has a Title I schoolwide program. Our school-wide program follows the tenets of the International Baccalaureate (IB) Middle Years Programme (MYP) with built-in comprehensive supports through an advisory period and targeted supports.

We will follow the Every Student Succeeds Act (ESSA) requirements and be aligned with the Folsom Cordova Unified School District (FCUSD) Local Control and Accountability Plan (LCAP).

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

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 22,000 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 2026 was 730 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 2025-2026 is as follows: 7.4% African American, 9.3% Asian, 3.5% Filipino, 37.3% Hispanic or Latino, 1.4% Pacific Islander, 27.8% White, 12.9% Two or More Races, and 0.4% American Indian or Alaska Native. 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 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), and 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. 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 the Sacramento County of Education (SCOE), there is a full-time Mental Health Specialist 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.

Parents are encouraged to attend Back to School Night in the fall, Evening on the Green, and our Musical Performance in the spring. Mitchell Middle School hosts a School Site Council (SSC), 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.

Educational Partner Involvement

How, when, and with whom did W.E. Mitchell Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

W.E. Mitchell Middle School utilized a variety of outreach efforts for input and feedback. Meetings in 2025-2026 were held both virtually and in person.

Meeting Committees/Focus: Parent Teacher Student Association (PTSO), School Site Council (SSC), English Learner Advisory Committee (ELAC), Faculty/Staff Meetings, Climate Team, and Student Council Meetings.

Meeting Dates:

PTSO 8/19/25, 9/04/25, 10/01/25, 11/06/25, 12/04/25, 1/08/26, 2/05/26, 3/12/26, 4/23/26, 5/07/26

SSC 9/10/25, 10/22/25, 12/10/25, 2/25/26, 4/15/26

ELAC 8/28/25, 10/16/25, 11/06/25, 1/15/26, 2/12/26, 5/21/26

Faculty/Staff meeting on the first Thursday of the month and as needed

Faculty department collaboration/grade level met the other three Thursdays.

The Climate Team met monthly on Tuesdays

Student Council within Advisory

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Mitchell Middle School has a long history with a rich tradition of serving a diverse set of students and partnering with the Rancho Cordova community to develop lifelong learners with a passion to serve others and celebrate success.

For 2025-2026, Mitchell Middle School was not identified as a school eligible for ATSI. As a site, we will continue to monitor the progress of all students with a focus on the following: Mathematics and Suspension Rate. According to the 2025 California Dashboard, three subgroups are in the red category for both Mathematics and Suspension Rate: African American, Socioeconomically Disadvantaged, and Students with Disabilities.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Based on the CA Dashboard data, the following are in the "Red" or "Orange" performance category for "all students":

Mathematics - Red

Suspension Rate - Red

Steps to address areas of significant improvement:

- Specific focus in mathematics in the area of concepts and procedures. Higher focus on the depth of knowledge and focused interim assessment blocks (FIABs).

- To lower our suspension rate, we are working in collaboration with campus organizations to build a stronger sense of belonging and enhance overall safety.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Based on the CA Dashboard data, the following subgroups are in need of significant targeted support:

African American, English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities are in the "Red" performance category for Mathematics. Asian, Long-Term English Learners, and White are in the "Orange" performance category.

African American, Homeless, and Long-Term English Learners are in the "Red" performance category for Suspension Rate. Two or More Races are in the "Orange" performance category.

Steps to address areas of significant improvement:

- Focus on our District Equity Questions when making decisions that impact student learning and the needs of specific student groups.
- In response to ongoing underperformance in mathematics, the school will institute increased collaboration between math and Special Education teachers to strengthen instructional coherence.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Students in grades (6-8) are assessed using Renaissance three times a year. This assessment measures achievement in mathematics and English Language Arts.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for W.E. Mitchell Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	0.13%	0.42%		1	3
African American	7.81%	8.21%	7.37%	60	62	53
Asian	8.46%	7.95%	9.32%	65	60	67
Filipino	3.39%	3.44%	3.48%	26	26	25
Hispanic/Latino	37.50%	39.34%	37.27%	288	297	268
Pacific Islander	1.95%	1.46%	1.39%	15	11	10
White	24.74%	26.89%	27.82%	190	203	200
Multiple/No Response	15.23%	12.58%	12.93%	117	95	93
Total Enrollment				768	755	719

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	256	253	250
Grade 7	260	246	243
Grade 8	252	256	226
Total Enrollment	768	755	719

Conclusions based on this data:

1. Overall student enrollment has declined.
2. Hispanic/Latino population increased slightly in 2024-2025. The current percentage is similar to the percentage in 2023-2024 (37%). White student population is slightly increasing from 24.74% (2023–2024) to 27.82% (2025-2026).
3. Asian, Filipino, and Pacific Islander, and American Indian subgroups have small fluctuations but relatively stable.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	141	157	119	15.2%	18.4%	16.6%
Fluent English Proficient (FEP)	137	131	147	19.1%	17.8%	20.4%

Conclusions based on this data:

1. In comparison to 2023-2024, the percent of English Language Learners has increased by 1.4%.
2. There is a slight increase of students identified as Fluent English Proficient (FEP). Reclassification continues to be a goal for English Learners.
3. Mitchell will leverage instructional strategies that integrate English Language Development (ELD) with core content instruction.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	275	248	254	261	240	241	260	240	241	94.9	96.8	94.9
Grade 7	231	244	228	223	232	217	222	232	217	96.5	95.1	95.2
Grade 8	254	236	245	241	228	239	239	228	239	94.9	96.6	97.6
All Grades	760	728	727	725	700	697	721	700	697	95.4	96.2	95.9

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2461.	2473.	2474.	6.92	9.17	9.13	16.15	20.83	20.33	26.92	25.42	24.90	50.00	44.58	45.64
Grade 7	2510.	2499.	2516.	12.16	9.48	11.06	24.77	24.57	29.95	22.07	22.84	22.58	40.99	43.10	36.41
Grade 8	2517.	2526.	2537.	10.46	9.21	10.88	23.01	25.88	33.47	28.03	26.75	23.43	38.49	38.16	32.22
All Grades	N/A	N/A	N/A	9.71	9.29	10.33	21.08	23.71	27.83	25.80	25.00	23.67	43.41	42.00	38.16

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	10.77	13.39	12.86	42.31	43.10	44.40	46.92	43.51	42.74
Grade 7	13.12	13.36	14.75	59.28	53.45	57.14	27.60	33.19	28.11
Grade 8	14.23	16.67	8.37	51.88	48.25	57.32	33.89	35.09	34.31
All Grades	12.64	14.45	11.91	50.69	48.21	52.80	36.67	37.34	35.29

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	5.02	4.17	7.92	39.00	43.75	44.58	55.98	52.08	47.50
Grade 7	13.12	9.48	14.35	42.99	45.69	52.78	43.89	44.83	32.87
Grade 8	9.21	13.16	18.83	45.19	41.23	48.95	45.61	45.61	32.22
All Grades	8.90	8.86	13.67	42.28	43.57	48.63	48.82	47.57	37.70

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	11.54	9.17	11.20	70.77	72.08	63.90	17.69	18.75	24.90
Grade 7	11.76	6.90	8.29	72.85	70.69	71.89	15.38	22.41	19.82
Grade 8	12.13	11.40	12.55	63.60	70.61	66.95	24.27	17.98	20.50
All Grades	11.81	9.14	10.76	69.03	71.14	67.43	19.17	19.71	21.81

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	7.69	12.92	9.13	64.23	61.25	66.80	28.08	25.83	24.07
Grade 7	16.29	15.95	11.98	64.71	55.60	62.67	19.00	28.45	25.35
Grade 8	14.23	15.79	17.15	65.69	66.23	63.18	20.08	17.98	19.67
All Grades	12.50	14.86	12.77	64.86	61.00	64.28	22.64	24.14	22.96

Conclusions based on this data:

1. Participation is strong and consistent across years and grades, exceeding 95% in all cases, ensuring reliable data representation of student performance.
2. The Overall Achievement for All students in %Standard Exceed and %Standard Met showed a notable increase from 30.79% in 2022-2023 to 38.16% in 2024-2025. The percent of students at Standard not Met decreased by 5.25% from 2022-2023 to 2024-2025. Mitchell invested a strong focus in writing in all content areas.
3. Mitchell will focus on strengthening Tier 1 instruction through the implementation of the FCUSD Model of Instruction.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	275	246	254	266	239	250	263	239	250	96.7	97.2	98.4
Grade 7	231	243	228	224	238	225	223	238	225	97.0	97.9	98.7
Grade 8	254	236	245	239	232	243	239	232	243	94.1	98.3	99.2
All Grades	760	725	727	729	709	718	725	709	718	95.9	97.8	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2446.	2463.	2448.	8.75	8.79	6.00	10.65	12.55	14.00	19.39	26.78	22.00	61.22	51.88	58.00
Grade 7	2491.	2475.	2473.	10.31	11.34	8.89	16.14	10.92	11.56	26.91	21.85	24.44	46.64	55.88	55.11
Grade 8	2491.	2489.	2482.	7.53	11.21	11.11	11.72	10.34	7.41	27.20	16.81	20.16	53.56	61.64	61.32
Grade 11															
All Grades	N/A	N/A	N/A	8.83	10.44	8.64	12.69	11.28	11.00	24.28	21.86	22.14	54.21	56.42	58.22

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	9.96	7.53	5.60	26.82	35.98	35.60	63.22	56.49	58.80
Grade 7	12.11	11.76	7.11	37.22	31.51	38.67	50.67	56.72	54.22
Grade 8	8.79	10.34	9.05	44.35	35.34	35.39	46.86	54.31	55.56
Grade 11									
All Grades	10.24	9.87	7.24	35.82	34.27	36.49	53.94	55.85	56.27

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	7.98	5.02	4.40	36.50	46.44	38.00	55.51	48.54	57.60
Grade 7	8.07	12.61	6.67	52.47	42.02	47.11	39.46	45.38	46.22
Grade 8	9.21	8.19	9.47	51.46	48.71	47.74	39.33	43.10	42.80
All Grades	8.41	8.60	6.82	46.34	45.70	44.15	45.24	45.70	49.03

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	8.75	7.53	6.40	49.05	58.16	54.40	42.21	34.31	39.20
Grade 7	10.31	8.40	6.67	60.54	56.30	56.89	29.15	35.29	36.44
Grade 8	7.53	8.19	6.58	58.16	60.34	50.62	34.31	31.47	42.80
All Grades	8.83	8.04	6.55	55.59	58.25	53.90	35.59	33.71	39.55

Conclusions based on this data:

1. Participation is strong and consistent across years and grades, exceeding 95% in all cases, ensuring reliable data representation of student performance.
2. A significant proportion of students are not meeting the established standards. The majority of students in each grade are classified as "Standard Not Met," this percentage has increased over the three years.
3. Mitchell will focus on strengthening Tier 1 instruction through the implementation of the FCUSD Model of Instruction. Intentional intervention supports will be reviewed and determined collaboratively to deliver during the Advisory/Flex period. In response to ongoing underperformance in mathematics, the school will institute increased collaboration between math and Special Education teachers to strengthen instructional coherence.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1490.1	1501.8	1507.0	1476.9	1498.7	1498.4	1502.8	1504.3	1515.1	53	42	66
7	1513.9	1512.6	1518.1	1502.5	1506.0	1506.6	1524.7	1518.7	1529.1	30	47	39
8	1520.8	1513.7	1525.9	1500.6	1514.8	1522.6	1540.4	1512.0	1528.6	34	33	40
All Grades										117	122	145

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	3.77	14.63	22.73	32.08	34.15	31.82	32.08	36.59	12.12	32.08	14.63	33.33	53	41	66
7	20.00	19.15	28.21	33.33	23.40	23.08	16.67	27.66	12.82	30.00	29.79	35.90	30	47	39
8	14.71	15.15	17.50	29.41	36.36	32.50	26.47	15.15	20.00	29.41	33.33	30.00	34	33	40
All Grades	11.11	16.53	22.76	31.62	30.58	29.66	26.50	27.27	14.48	30.77	25.62	33.10	117	121	145

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	20.75	29.27	36.36	32.08	41.46	22.73	15.09	14.63	13.64	32.08	14.63	27.27	53	41	66
7	30.00	31.91	46.15	30.00	23.40	10.26	10.00	17.02	7.69	30.00	27.66	35.90	30	47	39
8	20.59	24.24	32.50	29.41	36.36	30.00	20.59	9.09	15.00	29.41	30.30	22.50	34	33	40
All Grades	23.08	28.93	37.93	30.77	33.06	21.38	15.38	14.05	12.41	30.77	23.97	28.28	117	121	145

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	3.77	2.44	4.55	9.43	12.20	27.27	41.51	53.66	28.79	45.28	31.71	39.39	53	41	66
7	3.33	8.51	15.38	33.33	12.77	20.51	20.00	29.79	20.51	43.33	48.94	43.59	30	47	39
8	5.88	6.06	7.50	32.35	21.21	12.50	29.41	33.33	45.00	32.35	39.39	35.00	34	33	40
All Grades	4.27	5.79	8.28	22.22	14.88	21.38	32.48	38.84	31.03	41.03	40.50	39.31	117	121	145

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	3.77	15.00	27.69	64.15	60.00	46.15	32.08	25.00	26.15	53	40	65
7	13.33	23.40	10.26	53.33	44.68	53.85	33.33	31.91	35.90	30	47	39
8	11.76	18.18	7.50	58.82	51.52	62.50	29.41	30.30	30.00	34	33	40
All Grades	8.55	19.17	17.36	59.83	51.67	52.78	31.62	29.17	29.86	117	120	144

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	30.19	53.66	51.52	41.51	31.71	15.15	28.30	14.63	33.33	53	41	66
7	36.67	45.65	53.85	36.67	26.09	12.82	26.67	28.26	33.33	30	46	39
8	41.18	54.84	58.97	29.41	12.90	15.38	29.41	32.26	25.64	34	31	39
All Grades	35.04	50.85	54.17	36.75	24.58	14.58	28.21	24.58	31.25	117	118	144

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1.89	2.44	4.55	20.75	31.71	37.88	77.36	65.85	57.58	53	41	66
7	6.67	10.87	12.82	43.33	21.74	28.21	50.00	67.39	58.97	30	46	39
8	29.41	6.06	12.82	14.71	30.30	17.95	55.88	63.64	69.23	34	33	39
All Grades	11.11	6.67	9.03	24.79	27.50	29.86	64.10	65.83	61.11	117	120	144

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	20.75	10.00	15.38	54.72	75.00	63.08	24.53	15.00	21.54	53	40	65
7	16.67	8.51	30.77	60.00	68.09	35.90	23.33	23.40	33.33	30	47	39
8	17.65	12.12	5.00	55.88	60.61	77.50	26.47	27.27	17.50	34	33	40
All Grades	18.80	10.00	16.67	56.41	68.33	59.72	24.79	21.67	23.61	117	120	144

Conclusions based on this data:

- The number of students assessed each year is rising, from 117 in 2022-2023 to 145 in 2024-2025.
- The data shows steady improvement across all grade levels over the past three years, with strong gains in Written Language during 2024-2025.
- Mitchell will leverage instructional strategies that integrate English Language Development (ELD) with core content instruction.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
755	62.8%	20.8%	0.0%
Total Number of Students enrolled in W.E. Mitchell Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	157	20.8%
Foster Youth	0	0.0%
Homeless	35	4.6%
Socioeconomically Disadvantaged	474	62.8%
Students with Disabilities	154	20.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	62	8.2%
American Indian	1	0.1%
Asian	60	7.9%
Filipino	26	3.4%
Hispanic	297	39.3%
Two or More Races	95	12.6%
Pacific Islander	11	1.5%
White	203	26.9%

Conclusions based on this data:

1. The student population is highly diverse, both in terms of race/ethnicity and special program needs.

2. With Hispanic and White students making up the majority, but with meaningful representation from multiple other groups, culturally responsive teaching and inclusive practices are essential for meeting the needs of all students.
3. The largest racial/ethnic group is Hispanic, representing 39.3% of enrollment. White students are the second largest group at 26.9%.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



2025 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Red
Mathematics  Red		
English Learner Progress  Blue		

Conclusions based on this data:

- Based on the data available, Mitchell demonstrated growth in English Language Arts, Chronic Absenteeism, and English Learner Progress.
- Suspension Rate increased by 3.3% in comparison to 2024. Student groups in the Red are the following: African American, Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities.

3. According to the 2025 California Dashboard data, Mitchell Middle School's chronic absenteeism declined by 1.9%. Chronic absenteeism has been declining over the past three years; attendance continues to be an area of high priority.

School and Student Performance Data

Academic Performance English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Yellow 37.3 points below standard Increased 9.6 points 676 Students	English Learners Orange 79.8 points below standard Increased 14.9 points 211 Students	Long-Term English Learners Orange 88.7 points below standard Increased 31.5 points 52 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color 95.2 points below standard Increased 15.6 points 26 Students	Socioeconomically Disadvantaged Yellow 62.8 points below standard Increased 7.1 points 427 Students

Students with Disabilities  Red 116.5 points below standard Declined 5.3 points 131 Students	African American  Orange 70.9 points below standard Increased 15.2 points 47 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Orange 9.9 points below standard Declined 3.7 points 56 Students	Filipino  No Performance Color 1.3 points above standard Declined 13.6 points 26 Students	Hispanic  Yellow 53.2 points below standard Increased 7.9 points 276 Students
Two or More Races  Yellow 19.6 points below standard Increased 23.5 points 82 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	White  Yellow 25.1 points below standard Increased 10.1 points 180 Students

Conclusions based on this data:

1. Based on the 2025 data available, Mitchell performance scores for English Language Arts increased for the following subgroups: English Learners, Long-Term English Learners, Socioeconomically Disadvantaged, African American, Hispanic, Two or More Races, and White.
2. Increase is evident across subgroups; all are still points below standard.
3. Mitchell will continue to focus on writing across all subject areas, staff will continue to receive support to collaborate within their subject and across disciplines.

School and Student Performance Data

Academic Performance Mathematics

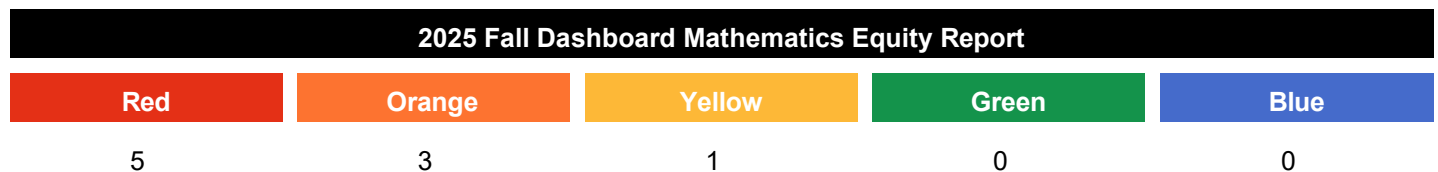
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 95.3 points below standard Declined 8.5 points 686 Students	English Learners  Red 135.5 points below standard Maintained -1.9 points 222 Students	Long-Term English Learners  Orange 162 points below standard Increased 31 points 52 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 157.8 points below standard Declined 30.4 points 28 Students	Socioeconomically Disadvantaged  Red 119 points below standard Declined 10 points 437 Students

Students with Disabilities  Red 162.9 points below standard Declined 20.1 points 130 Students	African American  Red 153.3 points below standard Declined 15.6 points 47 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Orange 68.9 points below standard Declined 33.3 points 58 Students	Filipino  No Performance Color 44.4 points below standard Declined 37.6 points 26 Students	Hispanic  Red 120.7 points below standard Declined 9.7 points 278 Students
Two or More Races  Yellow 78.3 points below standard Increased 9.3 points 83 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	White  Orange 63.2 points below standard Declined 4.2 points 185 Students

Conclusions based on this data:

1. Based on the 2025 California Dashboard data, Mathematics declined from "Orange" to "Red" in the category for All Students.
2. Two student groups demonstrated an increase in points: Long-Term English Learners and Two or More Races.
3. English Learners for the past two years have not increased or declined; they have "maintained."

School and Student Performance Data

Academic Performance Science

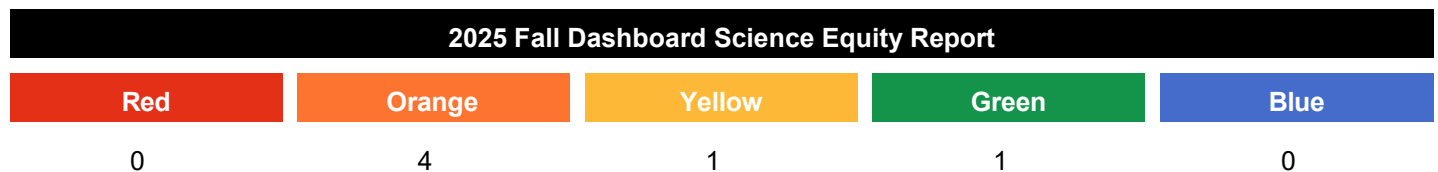
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Yellow 48.1 science points Maintained -0.6 points 238 Students	English Learners  Orange 37.6 science points Maintained 1.1 points 72 Students	Long-Term English Learners  No Performance Color 33.9 science points Increased 2.2 points 26 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged  Orange 42.5 science points Maintained -1.3 points 150 Students

Students with Disabilities  Orange 42.5 science points Maintained -0.8 points 43 Students	African American  No Performance Color 40.7 science points Declined 9.9 points 15 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 52.3 science points Declined 3.6 points 20 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Orange 43.3 science points Maintained -0.4 points 113 Students
Two or More Races  Green 52.8 science points Increased 2.4 points 32 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 52.6 science points Maintained 0.8 points 48 Students

Conclusions based on this data:

1. Based on the 2025 California Dashboard data, Science is in "Yellow" in the category for All Students.
2. All student groups "maintained" with the exception of Two or More Races, which "increased" by 2.4 points.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 Blue
58.2 making progress.	76.1 making progress.
Number Students: 122 Students	Number Students: 46 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9.9%	31.4%	1.7%	57%

Conclusions based on this data:

1. According to the 2025 California Dashboard data, English Language Learners are making progress: English Learner Progress (58.2%), Long-Term English Learner Progress (76.1%).
2. 57% of students improved by at least one ELPI level, indicating positive language development.
3. Less students decreased one ELPI level (9.9%) in comparison to 2024 (21.3%), which is a notable growth.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A for Middle Schools
2. N/A for Middle Schools
3. N/A for Middle Schools

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Yellow 17.8% Chronically Absent Declined 1.9 796 Students	English Learners Yellow 10.5% Chronically Absent Declined 6.8 181 Students	Long-Term English Learners Green 6.7% Chronically Absent Declined 14.8 60 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless Red 55.8% Chronically Absent Increased 11.1 52 Students	Socioeconomically Disadvantaged Orange 22.5% Chronically Absent Declined 2.7 519 Students

Students with Disabilities  Orange 27.8% Chronically Absent Declined 2.3 158 Students	African American  Red 36.2% Chronically Absent Increased 5.5 69 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Yellow 9.5% Chronically Absent Maintained -0.3 63 Students	Filipino  No Performance Color 3.7% Chronically Absent Maintained 0 27 Students	Hispanic  Yellow 15.1% Chronically Absent Declined 3.5 311 Students
Two or More Races  Red 21.9% Chronically Absent Increased 0.6 105 Students	Pacific Islander  No Performance Color 75% Chronically Absent Increased 1.7 12 Students	White  Yellow 14.4% Chronically Absent Declined 3.9 208 Students

Conclusions based on this data:

1. According to the 2025 California Dashboard data, the Chronic Absenteeism Rate at Mitchell Middle School is 17.8%, which is a decline from the previous year.
2. Seven subgroups demonstrated growth, with the exception of Homeless, African American, and Two or More Races.
3. Mitchell will continue to monitor and inform parents, students, and staff of the attendance rate and chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red Orange Yellow Green Blue

Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A for Middle schools
2. N/A for Middle schools
3. N/A for Middle schools

School and Student Performance Data

Conditions & Climate Suspension Rate

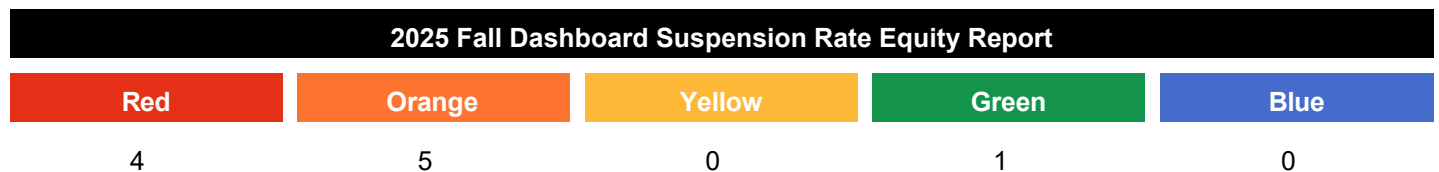
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 12.1% suspended at least one day Increased 3.3% 813 Students	English Learners  Orange 8.1% suspended at least one day Increased 1.1% 185 Students	Long-Term English Learners  Green 6.7% suspended at least one day Declined 7.4% 60 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  Orange 22.2% suspended at least one day Declined 1.9% 54 Students	Socioeconomically Disadvantaged  Red 14.8% suspended at least one day Increased 5.4% 535 Students

Students with Disabilities  Red 18% suspended at least one day Increased 8.1% 161 Students	African American  Red 28.8% suspended at least one day Increased 5.5% 73 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Orange 10.9% suspended at least one day Increased 6.8% 64 Students	Filipino  No Performance Color 3.7% suspended at least one day Increased 3.7% 27 Students	Hispanic  Orange 11.5% suspended at least one day Increased 3.7% 312 Students
Two or More Races  Red 15.6% suspended at least one day Increased 3.5% 109 Students	Pacific Islander  No Performance Color 0% suspended at least one day Declined 6.7% 12 Students	White  Orange 7.4% suspended at least one day Increased 1.7% 215 Students

Conclusions based on this data:

1. Based on the 2025 California Dashboard data, the overall suspension rate increased by 3.3%.
2. Subgroups that increased are the following: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, Asian, Hispanic, Two or More Races, and White.
3. Mitchell will continue to use Social Emotional Learning, Restorative Practices, other means, and engagement strategies to support a positive school climate.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Monitor student progress, educational outcomes, and social-emotional learning to ensure growth and achievement for all students.

School Goal

1.1 Increase student achievement in ELA as measured by Renaissance STAR diagnostics, CAASPP, and PLC agreed upon common assessments.

1.2 Increase student achievement in math as measured by Renaissance STAR diagnostics, CAASPP, and PLC agreed upon common assessments.

1.3 Increase the use of research-based instructional strategies to support English Learners.

1.4 Ensure Special Education students make grade level progress.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)

1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations

1.02 - Ensure English Learners, Foster Youth, and Students with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.

1.03 - Improve TK/Kindergarten readiness as measured by curriculum embedded assessment.

1.04 - Grad rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Data available reveals a need to increase math and ELA achievement.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	37.3 points below standard	32 points below standard
CAASPP Math	95.3 points below standard	90 points below standard

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Increase academic and SEL support for students and teachers (LCAP 1 and 3).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless,	21,357 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach (IC) to support all instructional areas,

		and Long-Term English Learners.	specifically, ELA and math classrooms. IC will push-in as well as pull-out support of students and teachers and create/facilitate school-wide intervention systems. 8,787 Title I 3000-3999: Employee Benefits Instructional Coach benefits. 1,129 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach (IC) to support all instructional areas, specifically, ELA and math classrooms. IC will push-in as well as pull-out support of students and teachers and create/facilitate school-wide intervention systems. 465 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach benefits. 9,171 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .40 FTE Counselor. 3,827 LCFF - Supplemental 3000-3999: Employee Benefits .40 FTE Counselor benefits. 11,122 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention teacher. 4,188 Learning Recovery 3000-3999: Employee Benefits Intervention teacher benefits. 1,250 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Exposure to the applications of standards outside of the school environment. Transportation 1,250 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures
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			Exposure to the applications of standards outside of the school environment. Student Activity Fees.
1.2	Professional development for International Baccalaureate (IB), Social Emotional Learning (SEL), Guided Language Acquisition Design (GLAD), and Culturally and Linguistic Teaching and Learning (CLR). Professional development for faculty to support: Professional Learning Communities (PLC) implementation, effective teaching in every classroom, standards-based instruction (CCCSS) literacy and GLAD instructional strategies, and International Baccalaureate Implementation and Assessment (LCAP 1 and 3).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	2,500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time/subs. 994 LCFF - Supplemental 3000-3999: Employee Benefits Release time/subs benefits. 6,691 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional development and consulting for SEL and restorative practices.
1.3	Supporting the ELA and math academic achievement and SEL of all students (LCAP 1 and 3).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	5,182 Learning Recovery 1000-1999: Certificated Personnel Salaries SEL support teacher release. 1,606 Learning Recovery 3000-3999: Employee Benefits SEL support teacher release benefits. 625 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Individualized intervention programs. 10,975 LCFF - Supplemental 4000-4999: Books And Supplies Instructional supplies, including Music allocation. 11,523 Learning Recovery 1000-1999: Certificated Personnel Salaries .40 FTE Math teacher. 2,555 Learning Recovery 3000-3999: Employee Benefits .40 FTE Math teacher benefits. 4000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

			Before/After School Support/Intervention
1.4	Support for student safety and instructional leadership (LCAP Goal 2, 3 and 4).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	36,147 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal. 9,164 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal benefits. 31,791 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Campus supervision. 16,576 LCFF - Supplemental 3000-3999: Employee Benefits Campus supervision benefits.
1.5	Academic support for English Language Development (LCAP 1, 3 and 4).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	17,180 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .80 FTE ELL Allocation. 6,149 LCFF - Supplemental 3000-3999: Employee Benefits .80 FTE ELL Allocation benefits. 20,326 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant. 11,046 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Assistant benefits. 7,579 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional Bilingual Instructional Assistant 3,155 LCFF - Supplemental 3000-3999: Employee Benefits Additional Bilingual Instructional Assistant benefits.
1.6	Increase parent engagement, communication, and attendance support (LCAP 2).	All students, specifically those in the following student groups:	1,000 LCFF - Supplemental 5900: Communications

		Students with Disabilities, African American, Homeless, and Long-Term English Learners.	Postage. 375 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional time for Bilingual Instructional Assistants (BIA) and classified support. 139 LCFF - Supplemental 3000-3999: Employee Benefits Additional time for Bilingual Instructional Assistants (BIA) and classified support benefits. 6,436 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .4375 FTE Clerk. 4,065 LCFF - Supplemental 3000-3999: Employee Benefits .4375 FTE Clerk benefits. 3,412 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .313 FTE Health Assistant. 1,497 LCFF - Supplemental 3000-3999: Employee Benefits .313 FTE Health Assistant benefits. 9,871 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator. 4,026 LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator benefits.
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In reviewing data and previous goals, we determined the need of increasing support in the classrooms. Planned strategies and activities for 2026-2027 will prioritize instruction, supporting faculty and staff through professional

development, parent engagement and support, and targeted interventions to meet the needs of our highest need learners.

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

Staff participated in professional development and release days to collaborate and work on lessons and units. Planned professional development for 2026-2027 will prioritize writing and mathematics for all students, specifically students in the following student groups: Long-Term English Learners, Homeless, African American, and Students with Disabilities.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We plan to participate in a more robust reflection of our practices with a renewed focus on our Model of Instruction, Professional Learning Communities (PLC), Social Emotional Learning (SEL), and International Baccalaureate (IB). Deeper focus for 2026-2027 will be on expanding the resources for families and providing additional interventions to support academic achievement and reduce absenteeism.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase meaningful parent, family, and student engagement through inclusive opportunities, effective communication, and collaborative partnerships.

School Goal

2.1 Increase student attendance and reduce chronic absenteeism.

2.3 Reduce suspension rate, specifically in the following student groups: Socioeconomically Disadvantaged, Students with Disabilities, African American, and Homeless.

2.3 Maintain 8th grade promotion to high school at or above 95%.

2.4 Increase parent/community engagement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations (State Priority 3, 5 and 6)

2.01 - Increase student attendance rates and reduce chronic absenteeism.

2.02 - Increase the high school graduation rate and decrease the dropout rate for all students.

2.03 - Reduce student suspensions, expulsion rates, and bullying incidents.

2.04 - Increase opportunities for family engagement and parent input and the utilization of volunteers.

2.05 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the California Dashboard data, chronic absenteeism and suspension rates are an area of need.

Parent/community engagement is critical to student success; this is also a targeted area.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	17.8%	13%
Decrease in Suspension Rates	12.1%	7%
Parent Engagement	25 active parent volunteers	20% Increase

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Increase class engagement to improve academic and SEL support for students and teachers (LCAP 1 and 3).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless,	21,357 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach (IC) to support all instructional areas,

		and Long-Term English Learners.	specifically in ELA and math classrooms. IC will push-in as well as pull-out support of students and teachers to create/facilitate school-wide intervention systems. 8,787 Title I 3000-3999: Employee Benefits Instructional Coach Benefits. 1,129 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach (IC) to support all instructional areas, specifically in ELA and math classrooms. IC will push-in as well as pull-out support of students and teachers to create/facilitate school-wide intervention systems. 465 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach Benefits. 9,171 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .40 FTE Counselor. 3,827 LCFF - Supplemental 3000-3999: Employee Benefits .40 FTE Counselor Benefits. 11,122 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher. 4,188 Learning Recovery 3000-3999: Employee Benefits Intervention Teacher Benefits.
2.2	Professional development for International Baccalaureate (IB), Social Emotional Learning (SEL), Guided Language Acquisition Design (GLAD), and Culturally and Linguistic Teaching and Learning (CLR). Professional development for faculty to support: Professional Learning Communities (PLC) implementation, effective teaching in every classroom, standards-based instruction (CCCSS) literacy and GLAD instructional strategies, Restorative Practices, International Baccalaureate Implementation and Assessment (LCAP 1 and 3).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	2,500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time/subs. 993 LCFF - Supplemental 3000-3999: Employee Benefits Release time/subs benefits. 6,690 LCFF - Supplemental

			5000-5999: Services And Other Operating Expenditures Professional development and consulting for SEL and restorative practices.
2.3	Supporting the academic achievement and SEL of all students (LCAP 1 and 3).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	5,182 Learning Recovery 1000-1999: Certificated Personnel Salaries SEL support teacher release. 1,606 Learning Recovery 3000-3999: Employee Benefits SEL support teacher release benefits. 625 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Individualized intervention programs. 10,974 LCFF - Supplemental 4000-4999: Books And Supplies Instructional supplies, including Music allocation. 4,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Before/After School Support/Intervention 11,523 Learning Recovery 1000-1999: Certificated Personnel Salaries .40 FTE Math teacher. 2,555 Learning Recovery 3000-3999: Employee Benefits .40 FTE Math teacher benefits. 1,250 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Exposure to the application of standards outside of the school environment. Transportation. 1,250 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Exposure to the application of standards outside of the

			school environment. Student Activity Fees.
2.4	Support for student safety and instructional leadership to reduce suspensions (LCAP 2,3, and 4).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	36,147 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal. 9,163 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal benefits. 31,791 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Campus supervision. 16,576 LCFF - Supplemental 3000-3999: Employee Benefits Campus supervision benefits.
2.5	Academic support for English Language Development and resources for parent engagement (LCAP 1, 2, 3 and 4).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	17,180 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .80 FTE ELL Allocation. 6,148 LCFF - Supplemental 3000-3999: Employee Benefits .80 FTE ELL Allocation benefits. 20,326 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant. 11,045 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Assistant benefits. 7,578 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional Bilingual Instructional Assistant 3,154 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Assistant Benefits
2.6	Increase parent engagement, communication, and attendance support (LCAP 2).	All students, specifically those in the following student groups: Students with	1,000 LCFF - Supplemental 5900: Communications Postage.

		Disabilities, African American, Homeless, and Long-Term English Learners.	375 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional time for Bilingual Instructional Assistants (BIA) and classified support. 139 LCFF - Supplemental 3000-3999: Employee Benefits Additional time for Bilingual Instructional Assistants (BIA) and classified support benefits. 6,436 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .4375 FTE Clerk. 4,065 LCFF - Supplemental 3000-3999: Employee Benefits .4375 FTE Clerk benefits. 3,412 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .313 FTE Health Assistant. 1,497 LCFF - Supplemental 3000-3999: Employee Benefits .313 FTE Health Assistant benefits. 9,871 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator. 4,026 LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator benefits.
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In reviewing data and previous goals, we are in need of increasing support to new teachers in the classrooms both instructionally and with engagement. Planned strategies for 2026-2027 will prioritize instruction, restorative practices, and engagement.

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

Additional funds have been allocated to support release time for collaboration.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to our needs our focus will continue on equity, student connectedness, climate, and restorative practices.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Provide professional development opportunities for the staff in a continued effort to deliver engaging instructional experiences to promote academic achievement.

School Goal

3.1 Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.

3.1 Increase student achievement and success, particularly in ELA and math, as evidenced by CAASPP.

3.2 Deepen Professional Learning Communities (PLC) with a focus on common assessments and standardization of grading and equitable grading practices.

3.3 and 3.4 Provide consistent professional development for all faculty around SEL, PBIS, EL instructional strategies, Guided Language Acquisition Design (GLAD), restorative practices, and International Baccalaureate (IB).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 2, 4 and 7)

3.01 - Provide Transformative Social Emotional Learning (T-SEL) and culturally relevant professional development on instructional strategies and essential standards.

3.02 - Provide professional development opportunities in quality first instruction.

3.03 - Ensure all teachers use research-based EL instructional strategies to guarantee students access to instruction and improve achievement.

3.04 - Provide access to A-G, CTE, IB, AP and STEM courses to ensure students are college and career ready

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Professional development for all staff to ensure PLC, PBIS and SEL implementation. Student achievement, specifically in ELA and math achievement data continues to be an area of need.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development Plan	Attendance data from PD days, recorded PD participants at conferences, and weekly/monthly site PD	All teachers will be trained in MYP, Model of Instruction, and the Strategic Implementation Guide for collaborative teams (PLC)
CAASPP Mathematics	95.3 points below standard	90 points below standard
CAASPP ELA	37.3 points below standard	32 points below standard

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Increase academic and SEL support for students and teachers (LCAP 1 and 3).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	21,357 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach (IC) to support all instructional areas, specifically ELA and math classrooms. IC will push-in as well as pull-out support of students and teachers and create/facilitate school-wide intervention systems. 8,786 Title I 3000-3999: Employee Benefits Instructional Coach benefits. 1,129 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach (IC) to support all instructional areas, specifically ELA and math classrooms. IC will push-in as well as pull-out support of students and teachers and create/facilitate school-wide intervention systems. 464 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach benefits. 9,171 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .40 FTE Counselor. 3,827 LCFF - Supplemental 3000-3999: Employee Benefits .40 FTE Counselor benefits. 11,122 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention teacher. 4,188 Learning Recovery 3000-3999: Employee Benefits Intervention teacher benefits.
3.2	Professional development for International Baccalaureate (IB), Social Emotional Learning	All students, specifically those in the following	2,500 LCFF - Supplemental

	(SEL), Guided Language Acquisition Design (GLAD), and Culturally and Linguistic Teaching and Learning (CLR). Professional development for faculty to support: Professional Learning Communities (PLC) implementation, standards-based instruction (CCCSS) literacy and GLAD instructional strategies, and International Baccalaureate Implementation and Assessment (LCAP 1 and 3).	student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	1000-1999: Certificated Personnel Salaries Release time/subs. 993 LCFF - Supplemental 3000-3999: Employee Benefits Release time/subs benefits. 6,690 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional development and consulting for SEL and restorative practices.
3.3	Supporting the ELA and math academic achievement and SEL of all students (LCAP 1 and 3).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	5,182 Learning Recovery 1000-1999: Certificated Personnel Salaries SEL support teacher release. 1,606 Learning Recovery 3000-3999: Employee Benefits SEL support teacher release benefits. 625 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Individualized intervention programs. 10,974 LCFF - Supplemental 4000-4999: Books And Supplies Instructional supplies, including Music allocation. 11,523 Learning Recovery 1000-1999: Certificated Personnel Salaries .40 FTE Math teacher. 2,555 Learning Recovery 3000-3999: Employee Benefits .40 FTE Math teacher benefits. 1,250 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Exposure to the application of standards outside of the school environment. Transportation. 1,250 LCFF - Supplemental

			5800: Professional/Consulting Services And Operating Expenditures Exposure to the application of standards outside of the school environment. Student Activity Fees.
3.4	Support for student safety and instructional leadership (LCAP Goal 2, 3 and 4).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	36,147 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Assistant Principal. 9,162 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal benefits. 31,791 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Campus supervision. 16,575 LCFF - Supplemental 3000-3999: Employee Benefits Campus supervision benefits.
3.5	Academic support for English Language Development (LCAP 1, 3 and 4).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	17,180 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .80 ELL FTE Allocation. 6,148 LCFF - Supplemental 3000-3999: Employee Benefits .80 ELL FTE Allocation benefits. 20,326 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant. 11,045 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Assistant benefits. 7,578 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional Bilingual Instructional Assistant 3,154 LCFF - Supplemental 3000-3999: Employee Benefits

			Bilingual Instructional Assistant benefits.
3.6	Increase parent engagement, communication, and attendance support (LCAP 2).	All students, specifically those in the following student groups: Students with Disabilities, African, American, Homeless, and Long-Term English Learners.	375 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional time for Bilingual Instructional Assistants (BIA) and classified support. 138 LCFF - Supplemental 3000-3999: Employee Benefits Additional time for Bilingual Instructional Assistants (BIA) and classified support benefits. 3,411 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .313 FTE Health Assistant. 1,496 LCFF - Supplemental 3000-3999: Employee Benefits .313 FTE Health Assistant benefits. 9,871 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Parent Coordinator. 4,026 LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator benefits.

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The Instructional Coach and Intervention Teacher continue to support all staff with instructional strategies, resources, and data monitoring.

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

Mitchell Middle School did a satisfactory job meeting and using the budgeted projections. Staff attended and participated in professional development throughout the year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In 2026-2027, the site will have a larger emphasis on increasing math and reading achievement, embedding SEL, and culturally and linguistically responsive teaching and learning into first instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Provide a safe, positive, and supportive school environment where students thrive.

School Goal

4.1 Provide new teacher support through professional development, collaboration, and mentorship.

4.2 Maintain campus in good repair.

4.3. Provide ongoing professional development for staff/faculty on International Baccalaureate (IB), Social Emotional Learning (SEL), Guided Language Acquisition Design (GLAD), Equitable Grading, and Culturally and Linguistically Responsive Teaching and Learning (CLR).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive (State Priority 1 and 6)

4.01 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

4.02 - Maintain schools in good repair.

4.03 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

4.1 Support first- and second year teachers and teachers who are new to Mitchell.

4.2 Continue to do monthly facility inspections.

4.3 Support fully credentialed teachers and their access to materials and quality professional development focused on student learning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Williams Audit Instructional Materials Audit	100%	100%
CAASPP ELA	38.16% met or exceeded standard	43% met or exceeded standard
CAASPP Math	19.64% met or exceeded standard	25% met or exceeded standard

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Increase academic and SEL support for students and teachers (LCAP 1 and 3).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless,	21,358 Title I 1000-1999: Certificated Personnel Salaries Instructional Coach (IC) to support all instructional areas,

		and Long-Term English Learners.	specifically, ELA and math classrooms. IC will push-in as well as pull-out support of students and teachers and create/facilitate school-wide intervention systems. 8,786 Title I 3000-3999: Employee Benefits Instructional Coach benefits. 1,128 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Coach (IC) to support all instructional areas, specifically ELA and math classrooms. IC will push-in as well as pull-out support of students and teachers and create/facilitate school-wide intervention systems. 464 LCFF - Supplemental 3000-3999: Employee Benefits Instructional Coach benefits. 9,171 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .40 FTE Counselor. 3,827 LCFF - Supplemental 3000-3999: Employee Benefits .40 FTE Counselor benefits. 11,123 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention teacher. 4,188 Learning Recovery 3000-3999: Employee Benefits Intervention teacher benefits.
4.2	Professional development for International Baccalaureate (IB), Social Emotional Learning (SEL), Guided Language Acquisition Design (GLAD), and Culturally and Linguistic Teaching and Learning (CLR). Professional development for faculty to support: Professional Learning Communities (PLC) implementation, standards-based instruction (CCSS) literacy and GLAD instructional strategies, and International Baccalaureate Implementation and Assessment (LCAP 1 and 3).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	2,500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time/subs. 993 LCFF - Supplemental 3000-3999: Employee Benefits Release time/subs benefits. 6,690 LCFF - Supplemental

			5000-5999: Services And Other Operating Expenditures Professional development and consulting for SEL and restorative practices.
4.3	Supporting the academic achievement and SEL of all students (LCAP 1 and 3).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	5,180 Learning Recovery 1000-1999: Certificated Personnel Salaries SEL support teacher release. 1,605 Learning Recovery 3000-3999: Employee Benefits SEL support teacher release benefits. 625 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Individualized intervention programs. 10,974 LCFF - Supplemental 4000-4999: Books And Supplies Instructional supplies, equipment, includes Music Allocation. 11,521 Learning Recovery 1000-1999: Certificated Personnel Salaries .40 FTE Math teacher. 2,556 Learning Recovery 3000-3999: Employee Benefits .40 FTE Math teacher benefits. 1,250 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Exposure to the application of standards outside of the school environment. Transportation. 1,250 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Exposure to the application of standards outside of the school environment. Student Activity Fees.
4.4	Support for student safety and instructional leadership (LCAP 2, 3 and 4).	All students, specifically those in the following student groups:	36,147 LCFF - Supplemental

		Students with Disabilities, African American, Homeless, and Long-Term English Learners.	1000-1999: Certificated Personnel Salaries Assistant Principal. 9,162 LCFF - Supplemental 3000-3999: Employee Benefits Assistant Principal benefits. 31,790 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Campus supervision. 16,575 LCFF - Supplemental 3000-3999: Employee Benefits Campus supervision benefits.
4.5	Academic support for English Language Development (LCAP 1, 3 and 4).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	17,180 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries .80 FTE ELL Allocation. 6,148 LCFF - Supplemental 3000-3999: Employee Benefits .80 FTE ELL Allocation benefits. 20,325 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant. 11,045 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Assistant benefits. 7,578 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional Bilingual Instructional Assistant 3,154 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Assistant benefits.
4.6	Increase parent engagement, communication, and attendance support (LCAP 2).	All students, specifically those in the following student groups: Students with Disabilities, African American, Homeless, and Long-Term English Learners.	1,000 LCFF - Supplemental 5900: Communications Postage for home/school communication. 375 LCFF - Supplemental

			2000-2999: Classified Personnel Salaries Additional time for Bilingual Instructional Assistants (BIA) and classified support. 138 LCFF - Supplemental 3000-3999: Employee Benefits Additional time for Bilingual Instructional Assistants (BIA) and classified support benefits. 6,435 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .4375 FTE Clerk. 4,064 LCFF - Supplemental 3000-3999: Employee Benefits .4376 FTE Clerk benefits. 3,411 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .313 FTE Health Assistant. 1,496 LCFF - Supplemental 3000-3999: Employee Benefits .313 FTE Health Assistant benefits. 9,871 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator. 4,026 LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator benefits.
4.13			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Parent engagement with the support of our Parent Coordinator has been gradually increasing. Academic after-school student support was well attended throughout the year.

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

No major differences between budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In 2026-2027, the site will have a larger emphasis on increasing ELA and math achievement, imbedding SEL, and culturally and linguistically responsive teaching and learning into first instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,176,978.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$120,575.00

Subtotal of additional federal funds included for this school: \$120,575.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$911,702.00
Learning Recovery	\$144,701.00

Subtotal of state or local funds included for this school: \$1,056,403.00

Total of federal, state, and/or local funds for this school: \$1,176,978.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	120,575	0.00
LCFF - Supplemental	911,702	0.00
Learning Recovery	144,701	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	911,702.00
Learning Recovery	144,701.00
Title I	120,575.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	482,524.00
2000-2999: Classified Personnel Salaries	299,433.00
3000-3999: Employee Benefits	308,863.00
4000-4999: Books And Supplies	43,897.00
5000-5999: Services And Other Operating Expenditures	26,761.00
5700-5799: Transfers Of Direct Costs	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	7,500.00
5900: Communications	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	285,790.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	299,433.00
3000-3999: Employee Benefits	LCFF - Supplemental	240,321.00
4000-4999: Books And Supplies	LCFF - Supplemental	43,897.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	26,761.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	7,500.00
5900: Communications	LCFF - Supplemental	3,000.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	111,305.00
3000-3999: Employee Benefits	Learning Recovery	33,396.00
1000-1999: Certificated Personnel Salaries	Title I	85,429.00
3000-3999: Employee Benefits	Title I	35,146.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	299,131.00
Goal 2	299,123.00
Goal 3	283,615.00
Goal 4	295,109.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Sandra Garcia	Principal
Jennifer Trevino	Other School Staff
Cathy Hatcher	Classroom Teacher
Soma Majumber	Classroom Teacher
Christina Sinclair	Classroom Teacher
Lauren Crosariol	Parent or Community Member
Dana Tidwell	Parent or Community Member
Eric Mott	Parent or Community Member
Marci Wallace	Parent or Community Member
Sheetal Lal	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELAC Members	Role
Sandra Garcia	Principal
Cathy Hatcher	Classroom Teacher
Anzhelika Rakin	Other School Staff
Bruno Leon-Gonzalez	Other School Staff
Oksana Kovalenko	Parent or Community Member
Yolanda Rangel	Parent or Community Member
Natalia Komutkov	Parent or Community Member
Romina Castro	Secondary Student
Corinna Kirkland-Caplan	Classroom Teacher

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
 - a. The school's needs assessment.
 - b. The school's annual language census.
- c. Ways to make parents aware of the importance of regular school attendance.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

State Compensatory Education Advisory Committee

English Learner Advisory Committee

Departmental Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on February 25, 2026.

Attested:



Principal, Sandra Garcia on 2/25/26



SSC Chairperson, Cathy Hatcher on 2/25/26

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

Mitchell Middle School English Learners Advisory Committee [ELAC]

meeting on Thursday, February 12, at 8:30 AM
in the Project Room in the Library **AND VIRTUAL**

AGENDA:

- Your GLOWS and GROWS for Mitchell Middle School
- Updates and reports from previous ELAC and DELAC meetings
- ELPAC testing schedule for February and March 2026
- Local Control and Accountability Plan [LCAP] updates
- Parent Questions/Discussions

Please know that young children are welcome.

We look forward to seeing you at the ELAC meeting! **Please plan to join in person or online!**

RSVP to chatcher@fcusd.org

**W.E. MITCHELL MIDDLE SCHOOL
SCHOOL SITE COUNCIL MEETING
AGENDA**



Date: 02/25/26

Time: 5:00pm

**Location: MtMS Library-
Town Hall**

AGENDA

1. Call to Order - Introductions & Warm Welcome
2. Previous Meeting Minutes - [12/10/2025](#)
3. Public Comment
4. New Business
 - a. Data Walk
 - b. Supplemental Budget Plan
 - c. Budget Review
5. Share the Good News
6. Adjournment/Next Meeting
 - a.
 - b. [The next meeting will be held on April 15, 2026.](#)

Minutes respectfully submitted by:

Signature

Date

**Under the Open Meeting Law, no action related to public comment may be acted upon at the meeting. Issues raised at the meeting may be scheduled for another SSC meeting, as approved by the council. Public comment is generally limited to two minutes per person.*

**W.E. MITCHELL MIDDLE SCHOOL
SCHOOL SITE COUNCIL MEETING
AGENDA/MINUTES**



Date: 02/25/26

Time: 5:00pm

Location: MS Teams

AGENDA

1. Call to Order - Introductions & Warm Welcome:
 - a. Meeting Start Time: 4:56PM
 - b. Introductions & Warm Welcome Meeting was called to order at 5pm by Facilitator Dr. Sandra Garcia.
 - a. Meeting Attendees - Dr. Sandra Garcia, Sheetal Lal, Cathy Hatcher, Christina Sinclair, Dana Tidwell, Eric Mott and Jennifer Trevino.
2. Previous Meeting Minutes - [12/10/2025](#) Approved; on the motion of Mr. Mott, seconded by: Ms. Hatcher.
3. Public Comment: None
4. New Business: Facilitator Dr. Sandra Garcia.
 - a. Data Walk: LCAP and SPSA W.E. Mitchell Middle School Data Walk 2026. SPSA- site goals to align with district wide goals. Dr. Garcia spoke on the data helping provide accountability on how funding is used within the school and monitor progress. Our school in ELA is standing in the yellow zone as the district is in green; despite being in the yellow, there has been signs of improvement overall. For Mitchell we have about 57 students who are progressing at least one level. In 2024 Mitchell Middle was in yellow and in 2025 we continue to be in yellow; even though the school remains in yellow, there is a decline or increase within the colored range. The goal is to move towards green and blue- organization and structure has been one of our main focuses last year and it continues to be this year.
 - b. Supplemental Budget Plan: the school had put together a Projected Allocation of Title 1 of \$120, 575 and Site Supplemental Projected Allocation of \$248, 955.
 - c. Budget Review: The site has used a total of \$74,880 and we have a balance of \$40,106. A breakdown shows Professional Development at \$11,483 with the Title I expenditure at \$8,584. We were fortunate enough to receive a \$20,000 in PBIS grant from the city this year, which is being used for student incentives and to help with the field trips. The projected budget was unanimously approved by the board members
5. Share the Good News: Before the February Break the school hosted alongside PTSO the Kindness Marauder Mile RUN which was a huge success this year bringing in \$6,054. The RUN this year was intentionally planned during the Kindness Week. The Kindness Closet was open to the public for two days with a lot of families taking advantage of the items made available. We have quite a few field trips coming up; with 6th graders going to IMAX and more. Quite a few of our English Learner students were reclassified.

6. Adjournment/Next Meeting

a. Adjourned: 5:37PM

b. The next meeting will be held on April 15, 2026.

Minutes respectfully submitted by:

Signature

Date

**Under the Open Meeting Law, no action related to public comment may be acted upon at the meeting. Issues raised at the meeting may be scheduled for another SSC meeting, as approved by the council. Public comment is generally limited to two minutes per person.*

Sign in sheet for **MtMS** ELAC Meeting Thursday, Feb 12, 2026, 8:30 AM

[illegible]

Mitchell Middle School ELAC, February 12 at 8:30 AM

Mitchell Middle School
ELAC, 12 de Febrero a las
8:30 a.m.

Средняя школа
Митчелла ELAC, 12
февраль, 8:30.

Mitchell Middle School GLOWS and GROWS

BRILLA y CRECE

СВЕТИТСЯ и РАСТЕТ

ELPAC Testing procedure: three sessions in spring
Listening and Reading one day
Writing on a separate day
Speaking on a third day, one-on-one in March

Procedimiento de prueba ELPAC: tres sesiones en primavera

Escuchar y leer un día

Escribir en un día aparte

Hablando en un tercer día, uno a uno en marzo

Процедура тестирования ELPAC: три сеанса в весна

Слушать и читать один день

Пишу в отдельный день

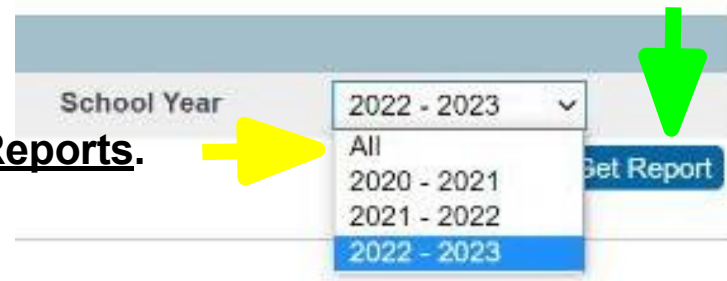
Выступление на третий день, в формате личной беседы в марте

There is no time limit on ELPAC testing.

No hay límite de tiempo para las pruebas ELPAC. Тестирование ELPAC не ограничено по времени.

Previewing a child's previous ELPAC scores:

- Open PowerSchool. On the left, click on Score Reports.
- Change the School Year dropdown to "**All**".
- CLICK the **Get Report** button at bottom right.



EIA = ELPAC Initial Assessment [first]

ESA = ELPAC Summative Assessment

Vista previa de los puntajes ELPAC anteriores de un niño:

- Abre PowerSchool. A la izquierda, haga clic en Informes de puntuación.
- Cambie el menú desplegable Año escolar a "Todos".
- HAGA CLIC en el botón Obtener informe en la parte inferior derecha.

EIA = Evaluación inicial de ELPAC [primero]

ESA = Evaluación sumativa ELPAC

Предварительный просмотр предыдущих результатов ELPAC ребенка:

- Откройте PowerSchool. Слева нажмите «Отчеты о результатах».
- Измените раскрывающийся список «Учебный год» на «Все».
- НАЖМИТЕ кнопку «Получить отчет» в правом нижнем углу.

EIA = начальная оценка ELPAC [первая]

ESA = итоговая оценка ELPAC

Data: Deeper Dive

Datos: inmersión más a fondo



[CA School DASHBOARD LINK](#)

Mitchell MS

School Site Council Meeting

Data Walk

25 de Febrero a las 5 PM

25 февраль, 5 PM



"Let the Conversations Begin"

ThoughtExchange

What services to support student learning do we want to:

- maintain,
- increase and improve,
- add or develop



<https://tejoin.com/scroll/957330055>



Next DELAC meeting for 2026

[District English Language Advisory Committee]

[Comité Asesor Distrital del
Idioma Inglés]

Martes, 24 de febrero, en línea

5 p.m. – 6:30 p.m.

[Окружной консультативный
комитет по английскому языку]

Вторник, 24 февраля, онлайн

17:00 – 18:30

Next ELAC Meeting on May 21 at 8:30 AM

Mitchell Middle School
ELAC, Reunión el 21 de
mayo a las 8:30 AM

Средняя школа
Митчелла ELAC, Встреча
состоится 21 мая в 8:30
утра

Parent Questions/Discussions and Future business to address

Preguntas/discusiones de
los padres y Futuros
negocios a abordar

Родительские
вопросы/обсуждения и
будущий бизнес для
решения



School Site Council W.E. Mitchell Middle School International Baccalaureate World School

February 25, 2026
Agenda

Agenda

1. Call to Order - Introductions and Warm Welcome
2. Previous Meeting Minutes - [12/10/2025](#)
3. Public Comment
4. New Business
 - a. Data Walk
 - b. Supplemental Budget Plan
 - c. Budget Review
5. Share the Good News
6. Adjournment/Next Meeting

Introductions and Warm Welcome



If you could instantly master any hobby,
what would it be?

Public Comment



Data Walk



LCAP as a two-way Communication Tool

1

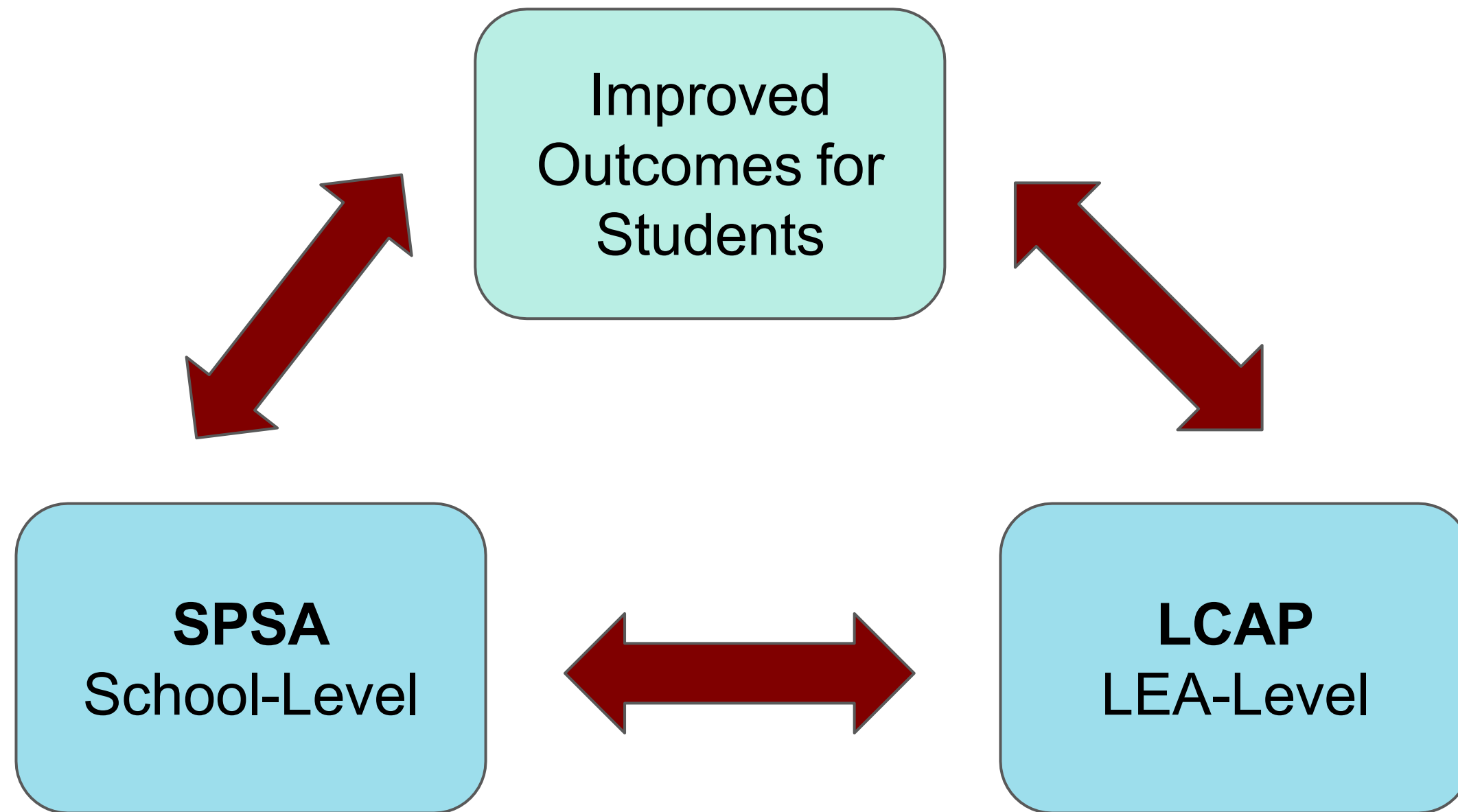
Provides **districts** with opportunity to explain to students, parents, teachers, and community stakeholders how and why programs and services were selected



Provides **students, parents, teachers, and the community** with a voice in district planning to ensure that programs and services meet the unique needs of the community

2

LCAP and SPSA Alignment:



Both plans must be designed with the other in mind to maximize outcomes for students

4 Equity Question for Decision-Making

- Who are the specific student groups impacted by this decision, policy or practice?
- How have we engaged diverse community voice in specifying the problem that needs to be solved, success criteria for the program and barriers that need to be removed in order to positively impact student outcomes?
- How will this action specifically accelerate and/or improve outcomes for Black or African American, Hispanic, English Learner, Special Education, foster and homeless and/or low income students?
- What steps do we need to take to make sure that underserved students benefit from this academic, enrichment and/or wellness resource?

W. E. Mitchell Middle Demographics / Demografía

California School Dashboard (<https://www.caschooldashboard.org/>)

Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
W. E. Mitchell Middle	755	8.2%	0.1%	7.9%	3.4%	39.3%	1.5%	26.9%	12.6%	0.0%

Subgroup	Enrollment
English Learners	157
Foster Youth	0
Homeless Youth	35
Migrant Education	0
Students with Disabilities	154
Socioeconomically Disadvantaged	474
All Students	755



Academic Performance

- English Language Arts (6-8)
- Mathematics (6-8)
- English Learner Performance Indicator (ELPI)

Data is reported by performance levels.

From highest to lowest, the five levels are:

- Blue
- Green
- Yellow
- Orange
- Red



Language Arts (6th-8th grade)

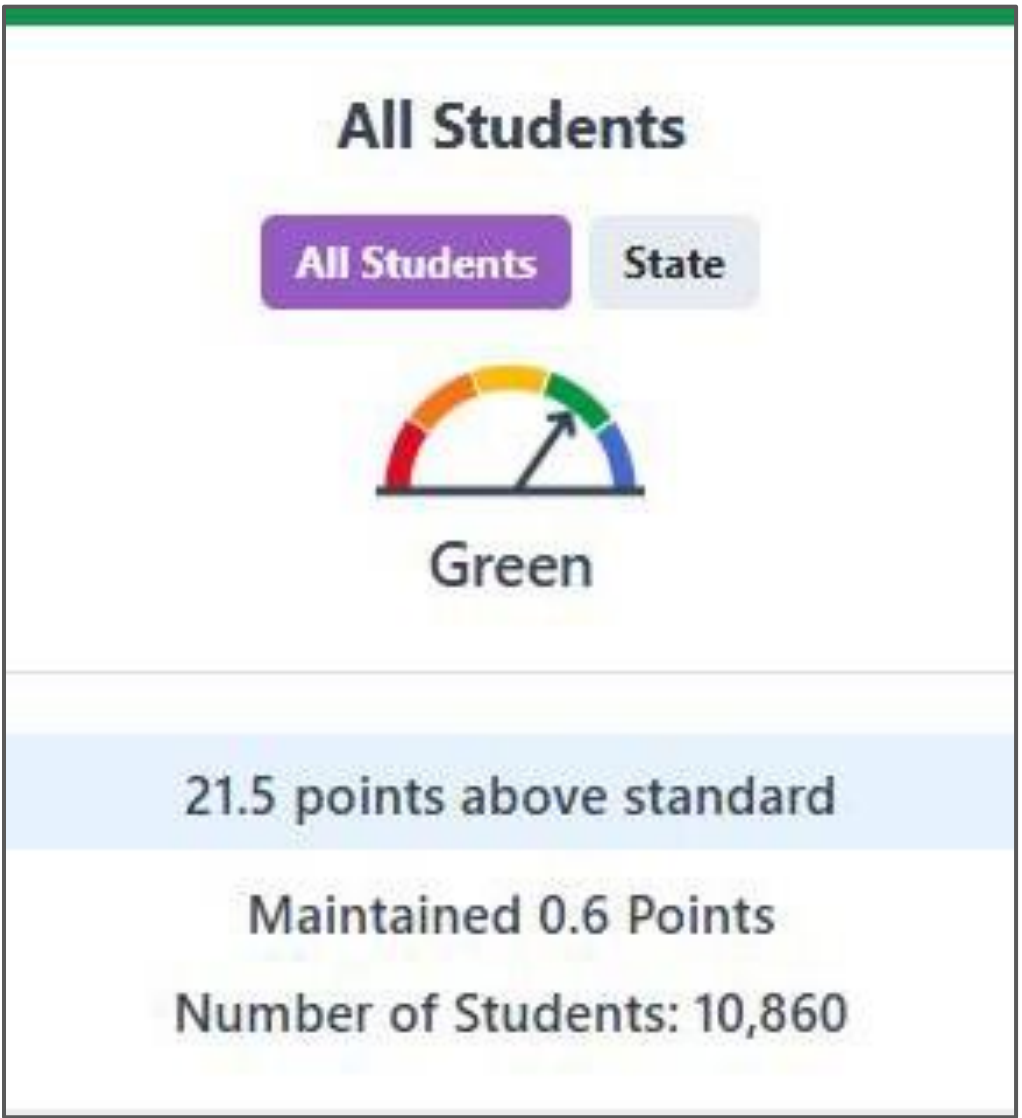
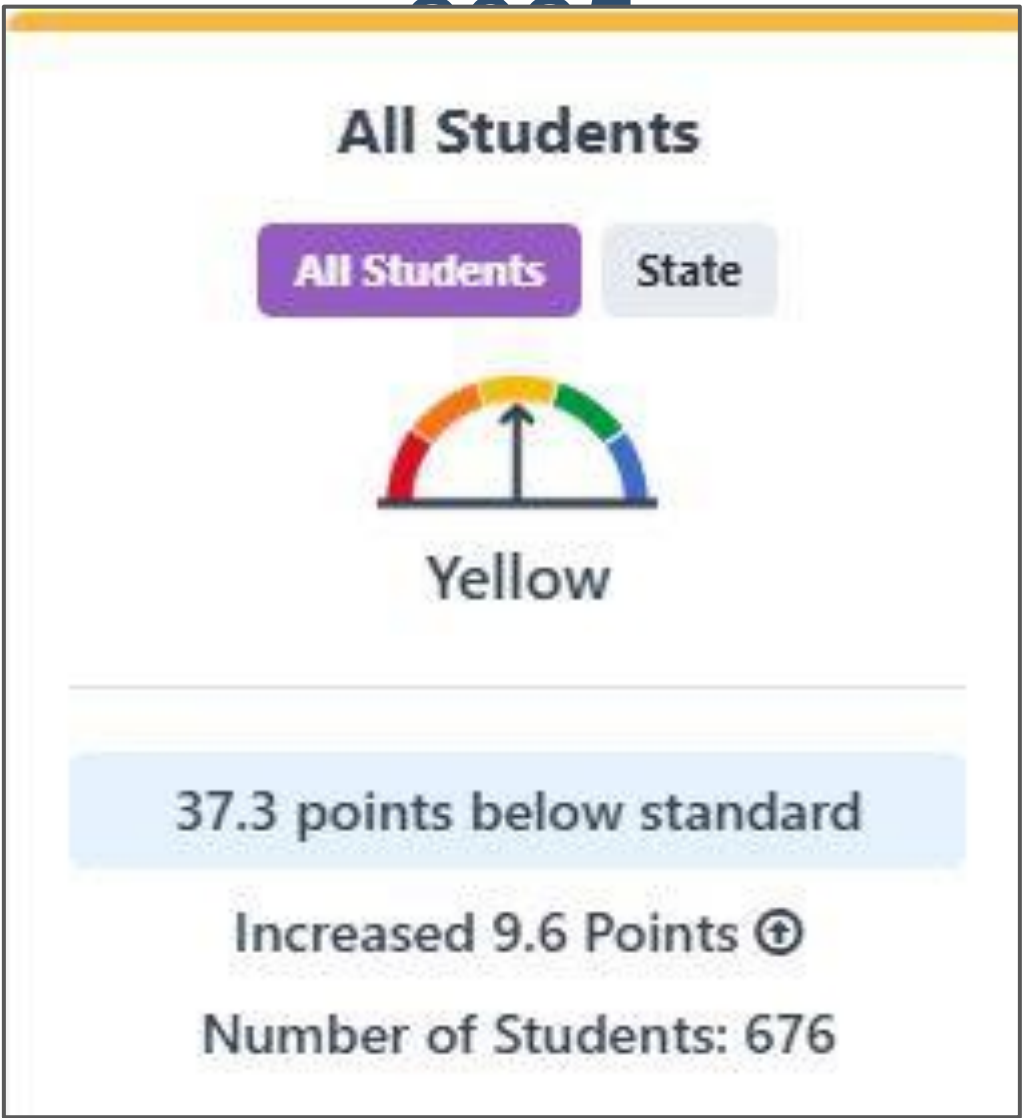
Artes del Lenguaje (grados 6^{to} - 8^{vo})

W. E. Mitchell Middle

FCUSD 2025



<https://tejoin.com/scroll/957330055>

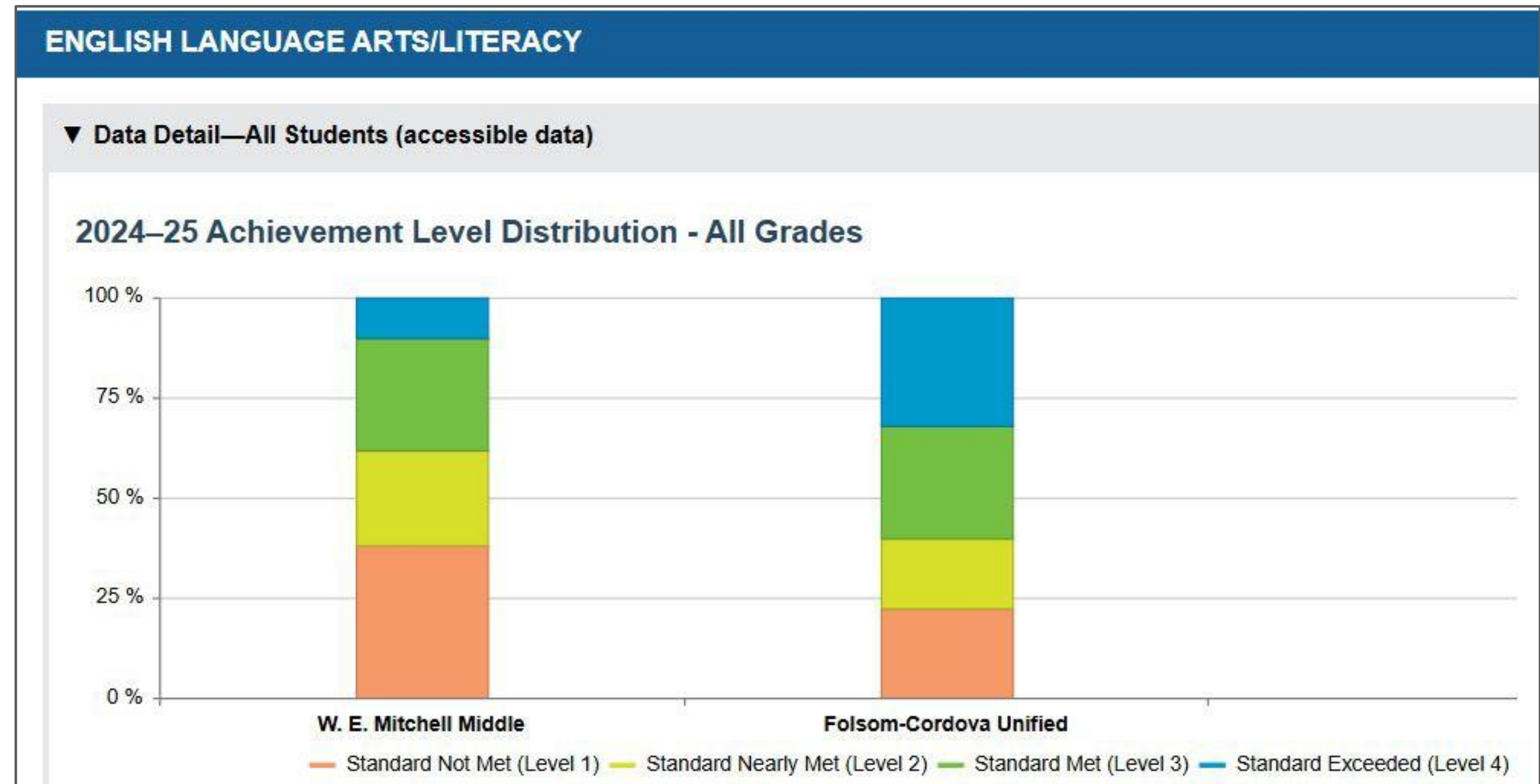


Language Arts (6th-8th grade)

Artes del Lenguaje (grados 6^{to} - 8^{vo})



<https://tejoin.com/scroll/957330055>



Mathematics (6th-8th grade)

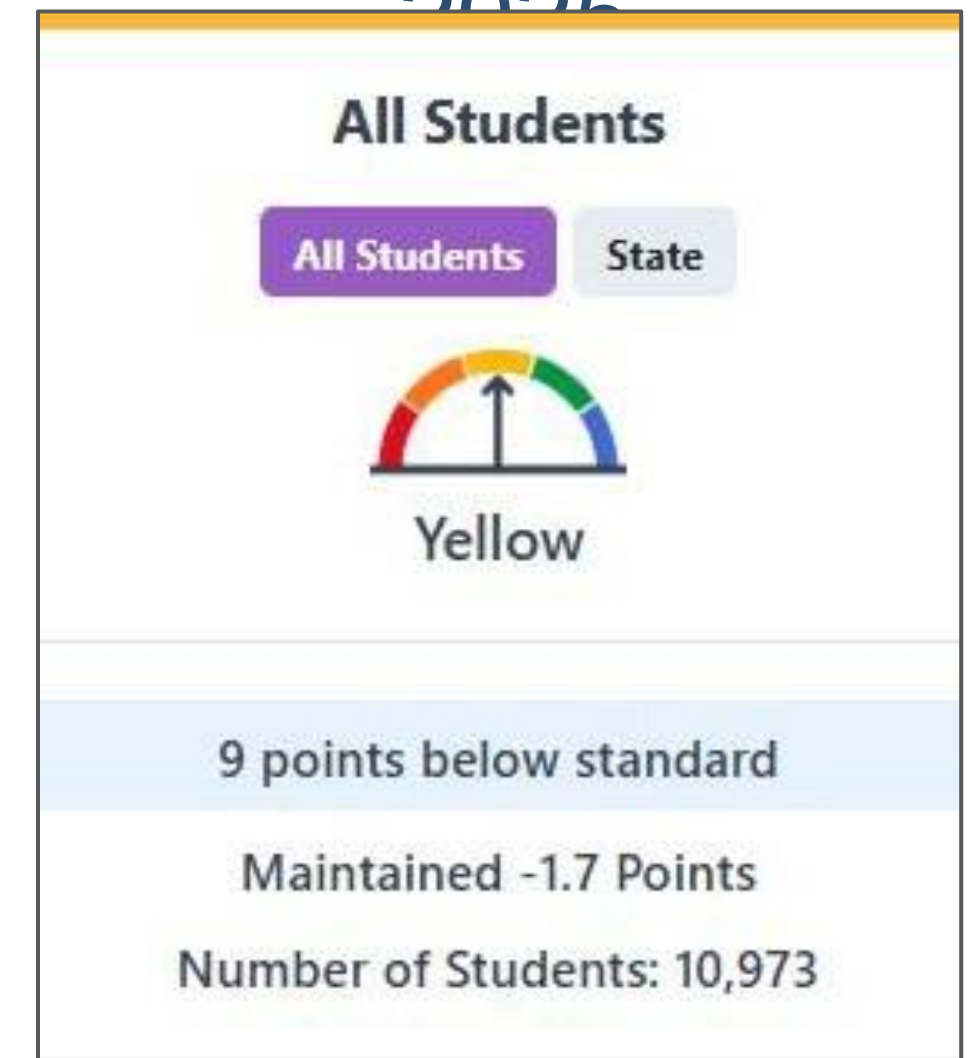
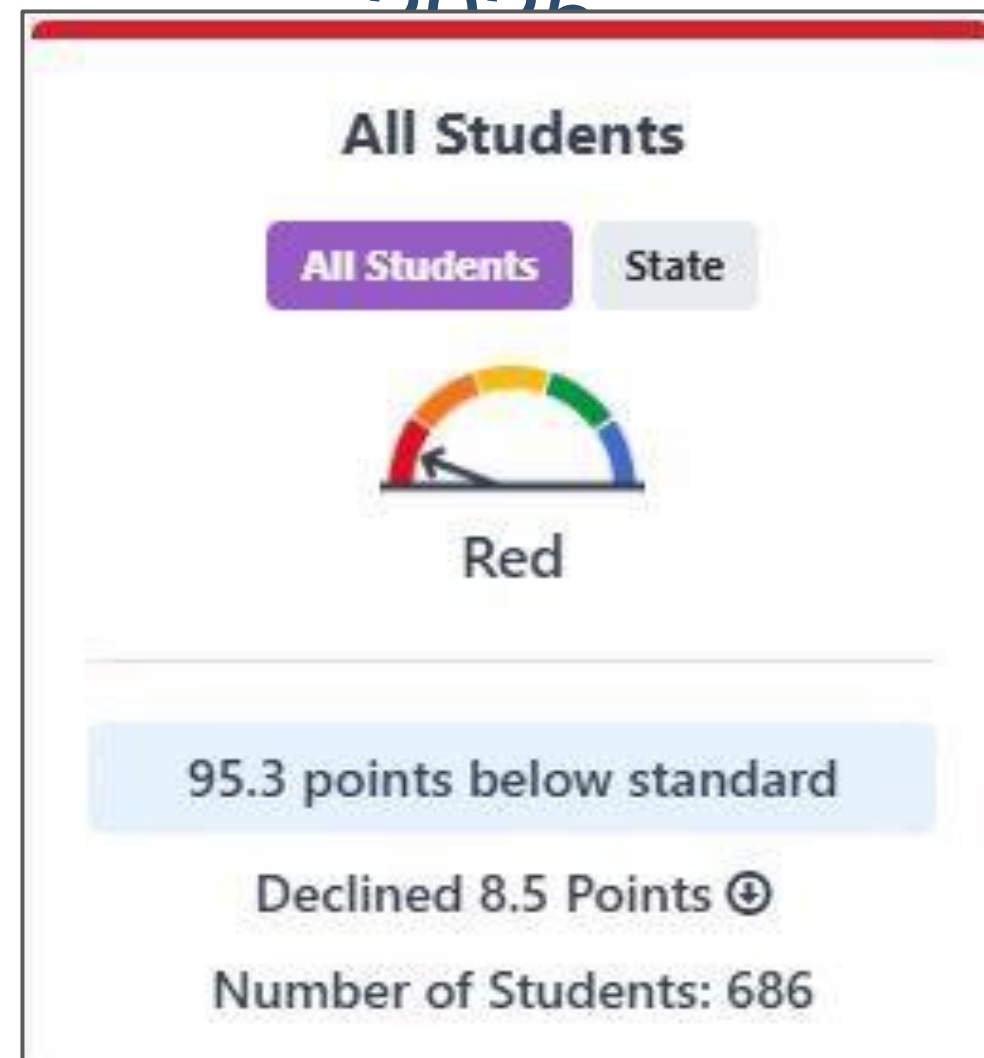
Matemáticas (grados 6^{to} - 8^{vo})

W. E. Mitchell Middle
2025

FCUSD
2025



<https://tejoin.com/scroll/957330055>

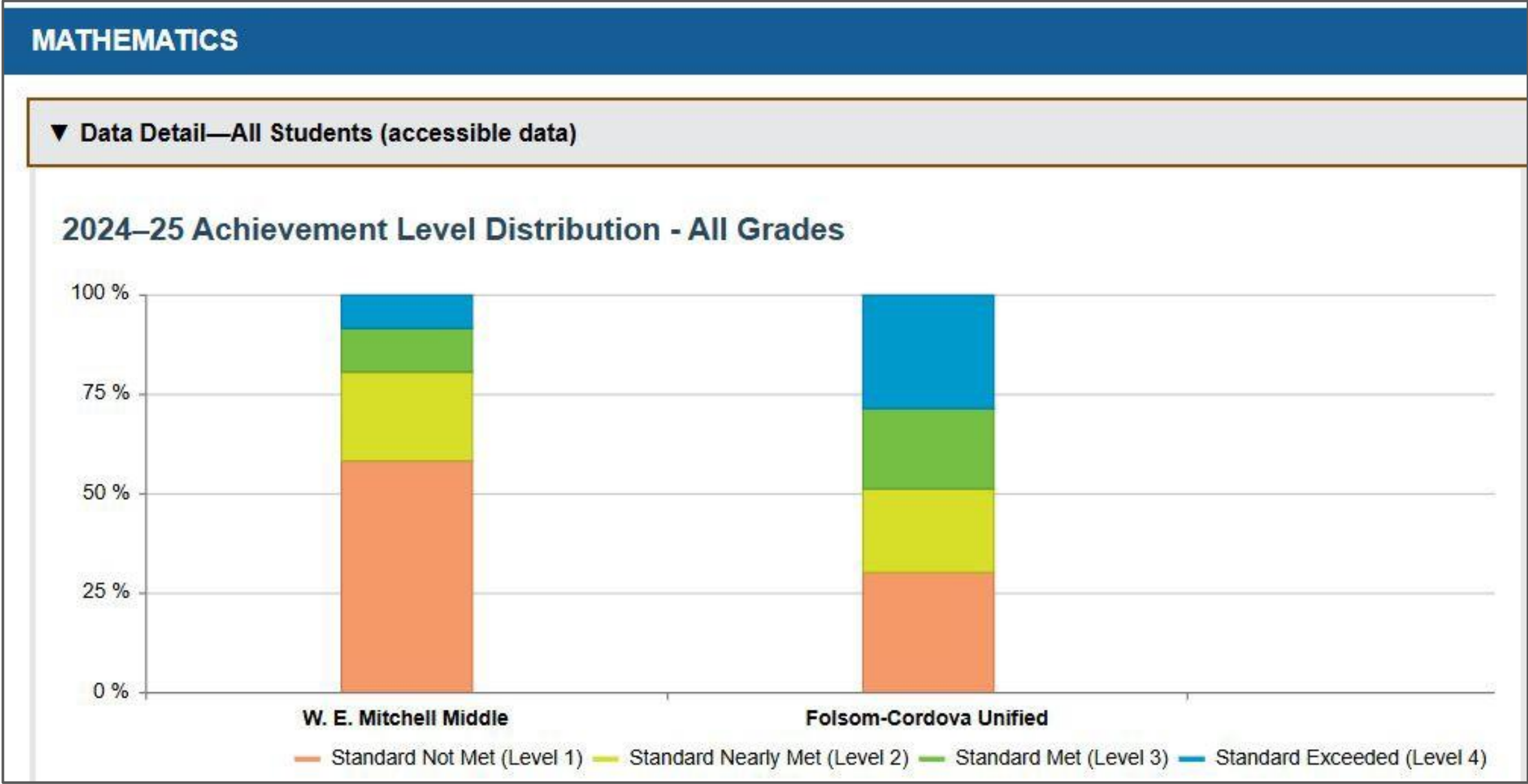


Mathematics (6th-8th grade)

Matemáticas (grados 6^{to} - 8^{vo})



<https://tejoin.com/scroll/957330055>



English Learner Progress Indicator (ELPI)

District Data
Data shows percentage of current English Learner (EL) students:

- Making progress towards English language proficiency
- Maintaining the highest

el

<https://tejoin.com/scroll/957330055>



Summative ELPAC

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



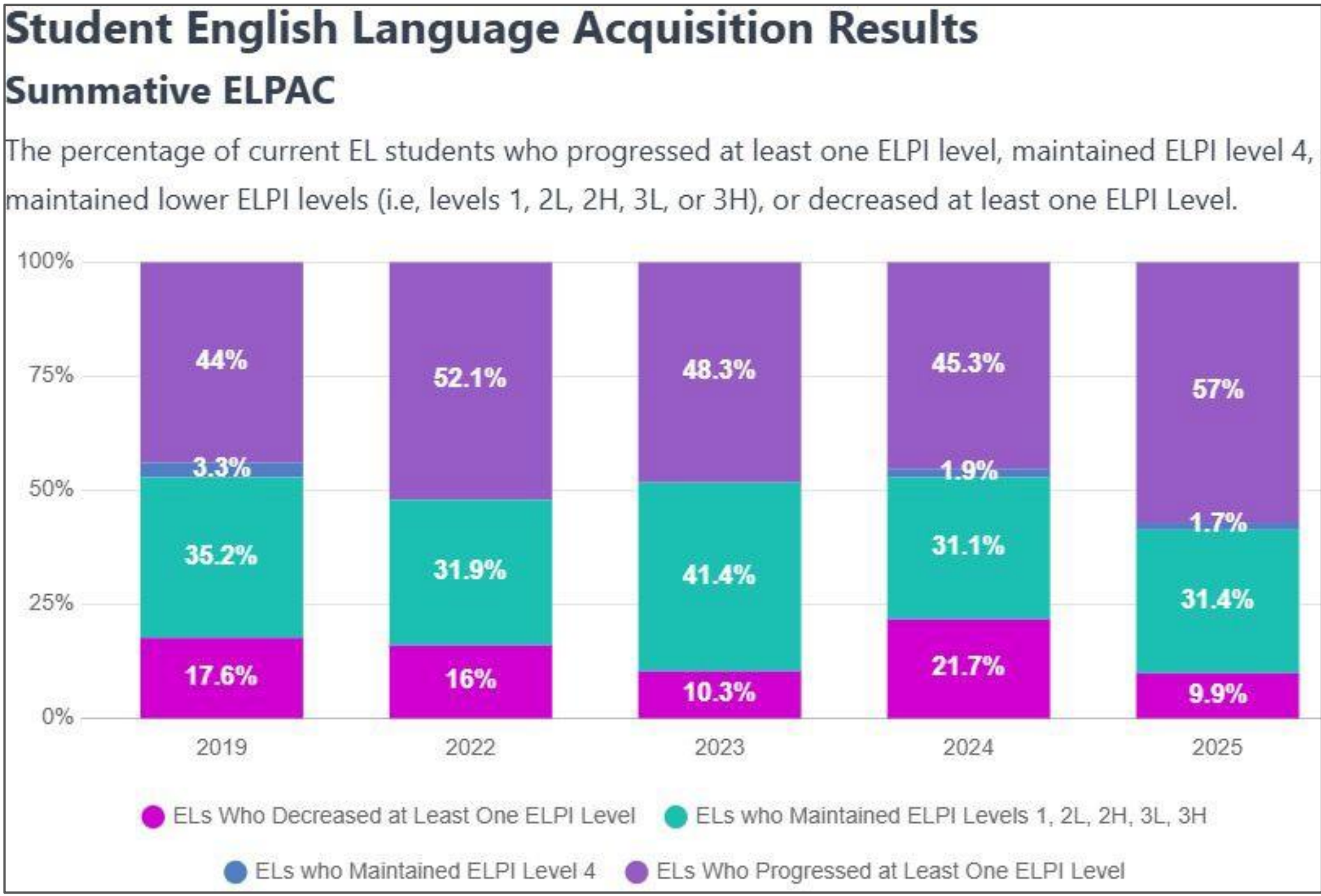
English Learner Progress Indicator (ELPI)

Indicador del Rendimiento de los Aprendices de Inglés (ELPI)

W. E. Mitchell Middle



<https://tejoin.com/scroll/957330055>



Academic Engagement

- Chronic Absenteeism

- Students were absent for 10 percent or more of the total instructional school days each student was expected to attend.

Data is reported by performance levels. From highest to lowest, the five performance levels are:

- Blue
- Green
- Yellow
- Orange
- Red



Chronic Absenteeism

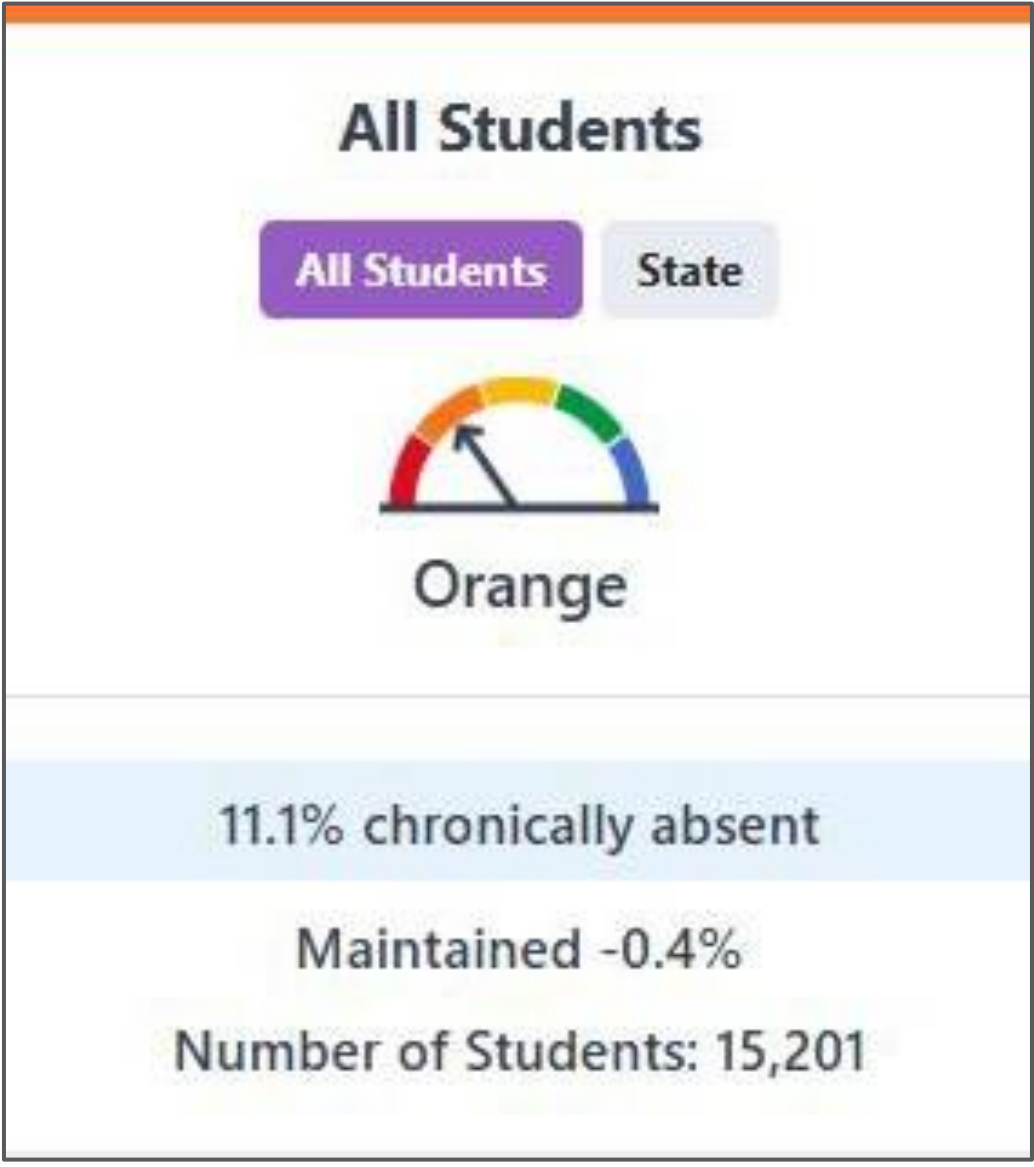
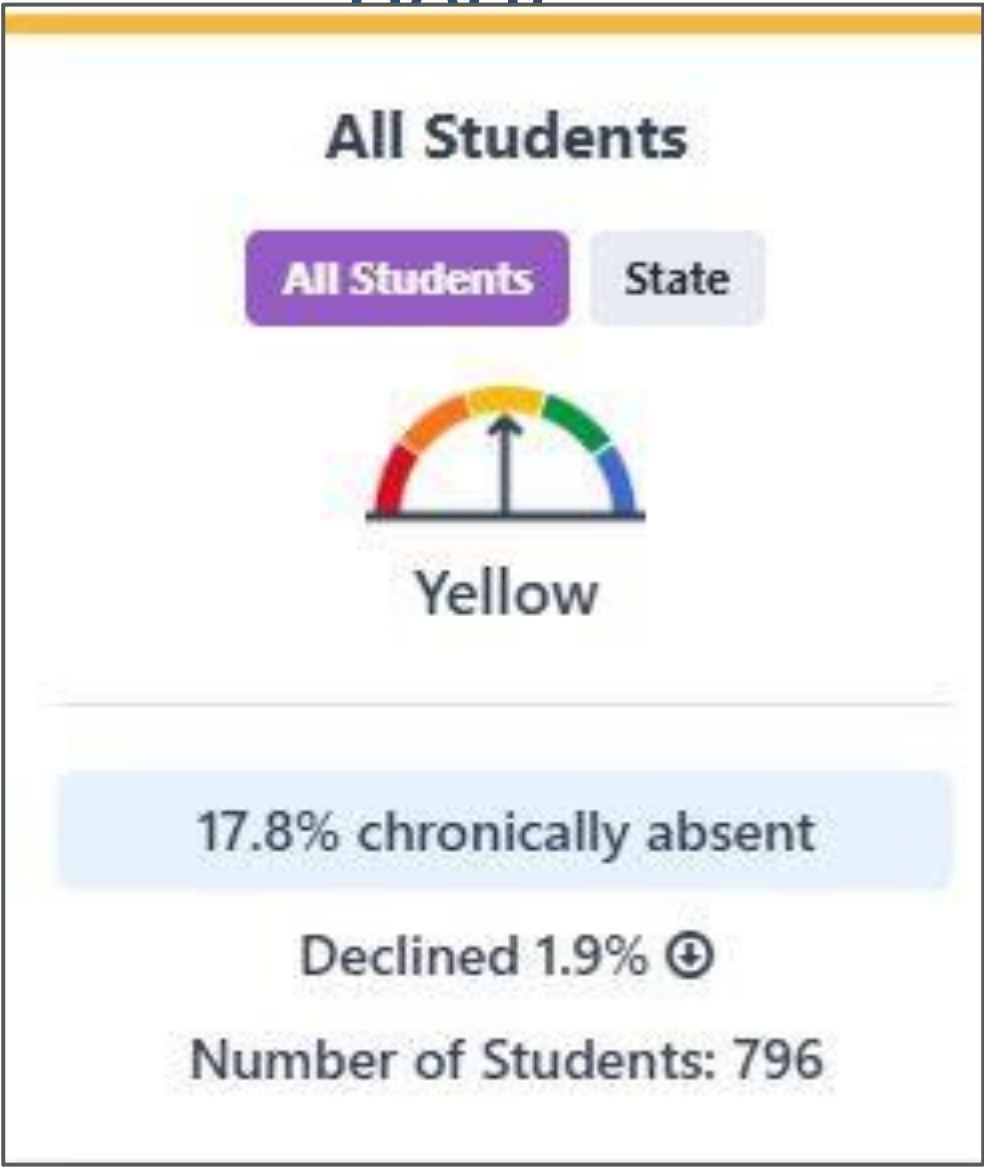
Ausentismo Crónico

W. E. Mitchell Middle
0005

FCUSD 2025



<https://tejoin.com/scroll/957330055>



Chronic Absenteeism

Ausentismo Crónico

W. E. Mitchell Middle

FCUSD

 Red African American Homeless Two or More Races	 Orange Socioeconomically Disadvantaged Students with Disabilities	 Yellow Asian English Learners Hispanic White
 Green Long-Term English Learners	 Blue No Student Groups	 No Performance Color American Indian Filipino Foster Youth Pacific Islander

 Red Foster Youth	 Orange Pacific Islander	 Yellow African American American Indian English Learners Hispanic Homeless Long-Term English Learners Two or More Races Socioeconomically Disadvantaged Students with Disabilities
 Green Asian White	 Blue Filipino	 No Performance Color No Student Groups



Conditions and Climate

- Suspension Rate
 - The percentage of students who were suspended for at least one day in a given school year. Students suspended for multiple days or multiple times are only counted once in the suspension rate.

Data is reported by performance levels. From highest to lowest, the five performance levels are:

- Blue
- Green
- Yellow
- Orange
- Red



Suspension Rate

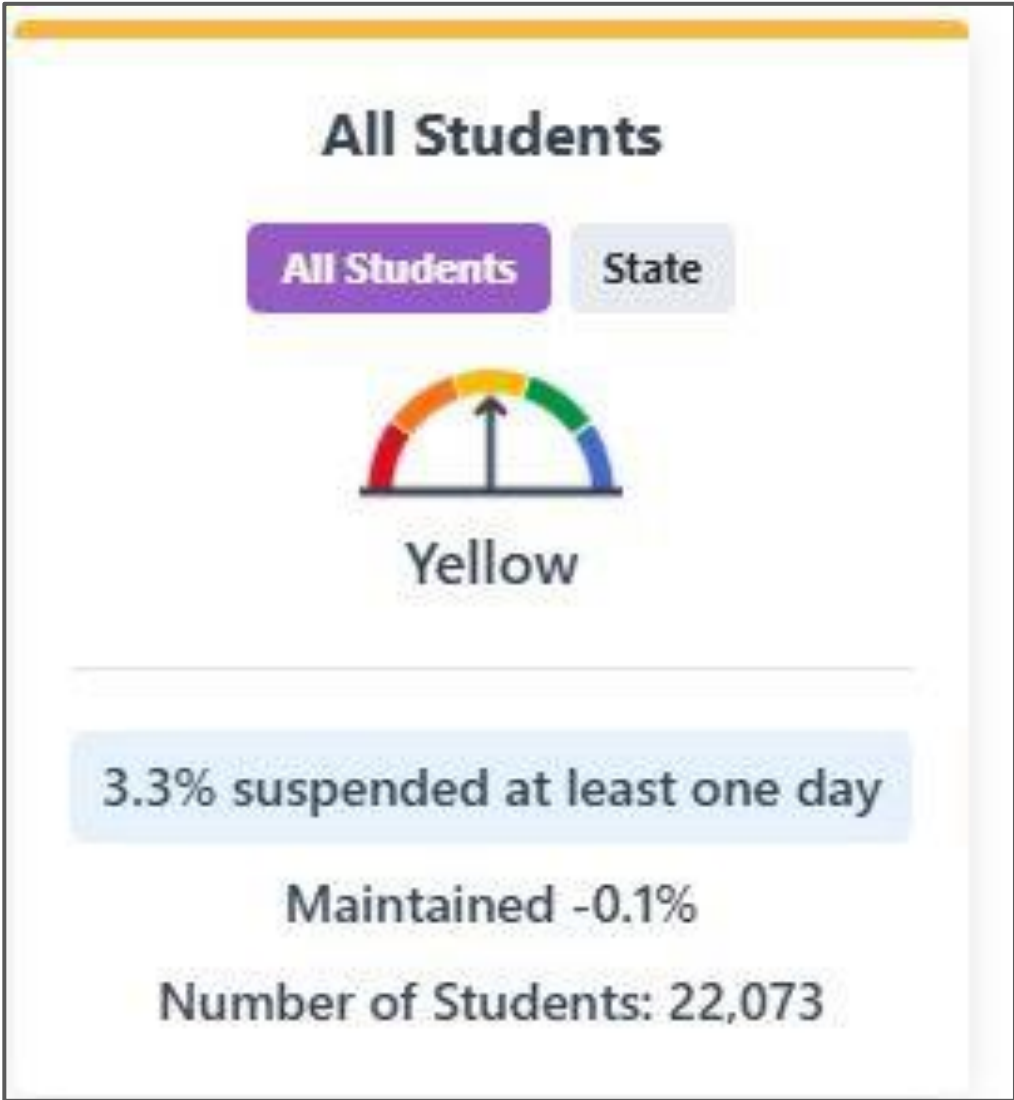
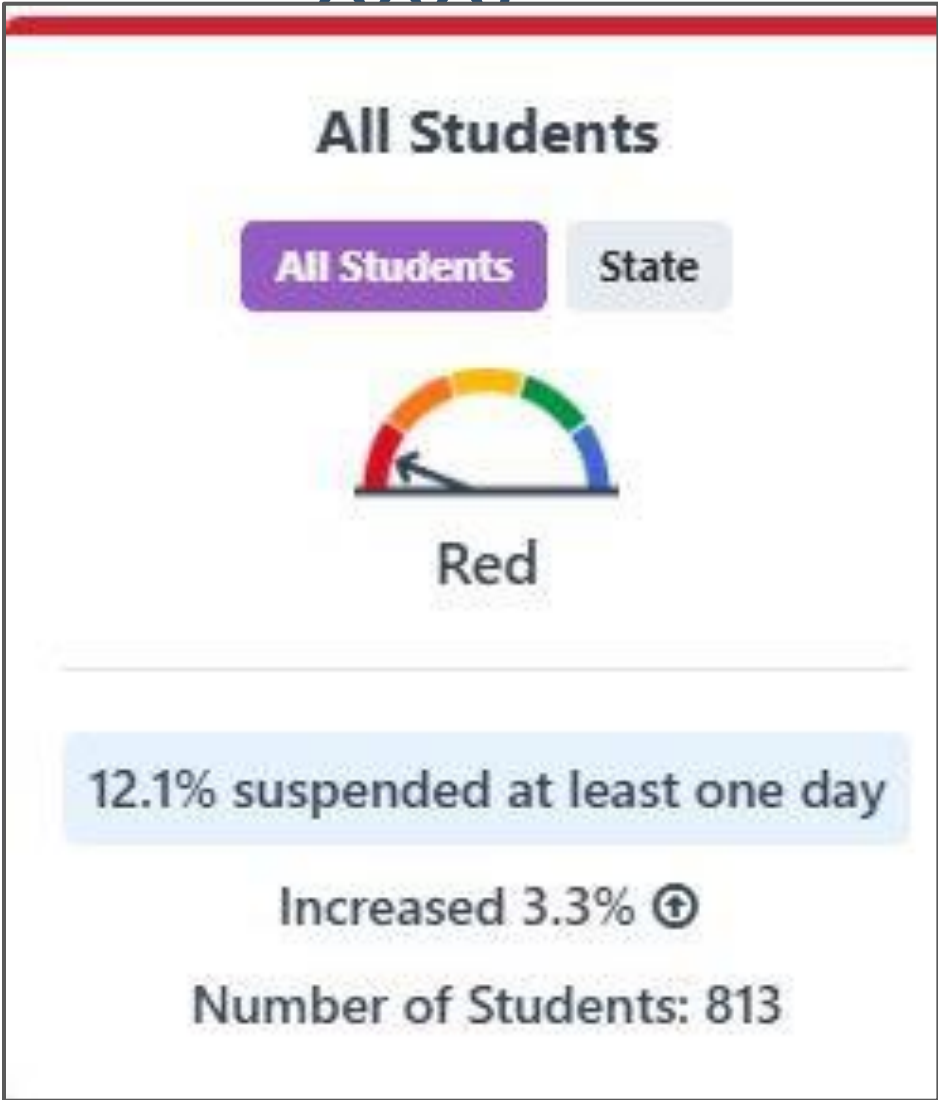
Tasa de Suspensión

W. E. Mitchell Middle

FCUSD 2025



<https://tejoin.com/scroll/957330055>

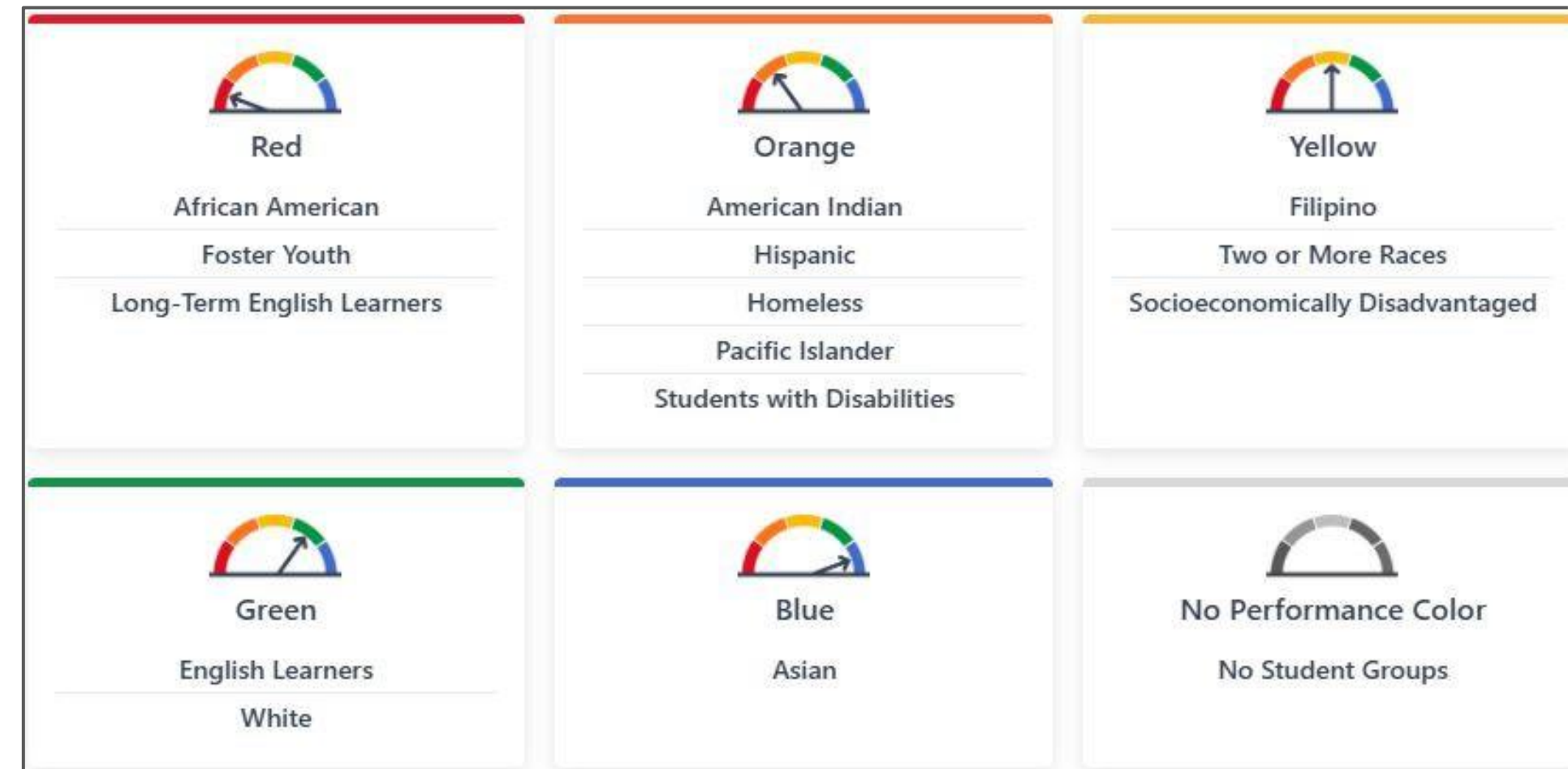
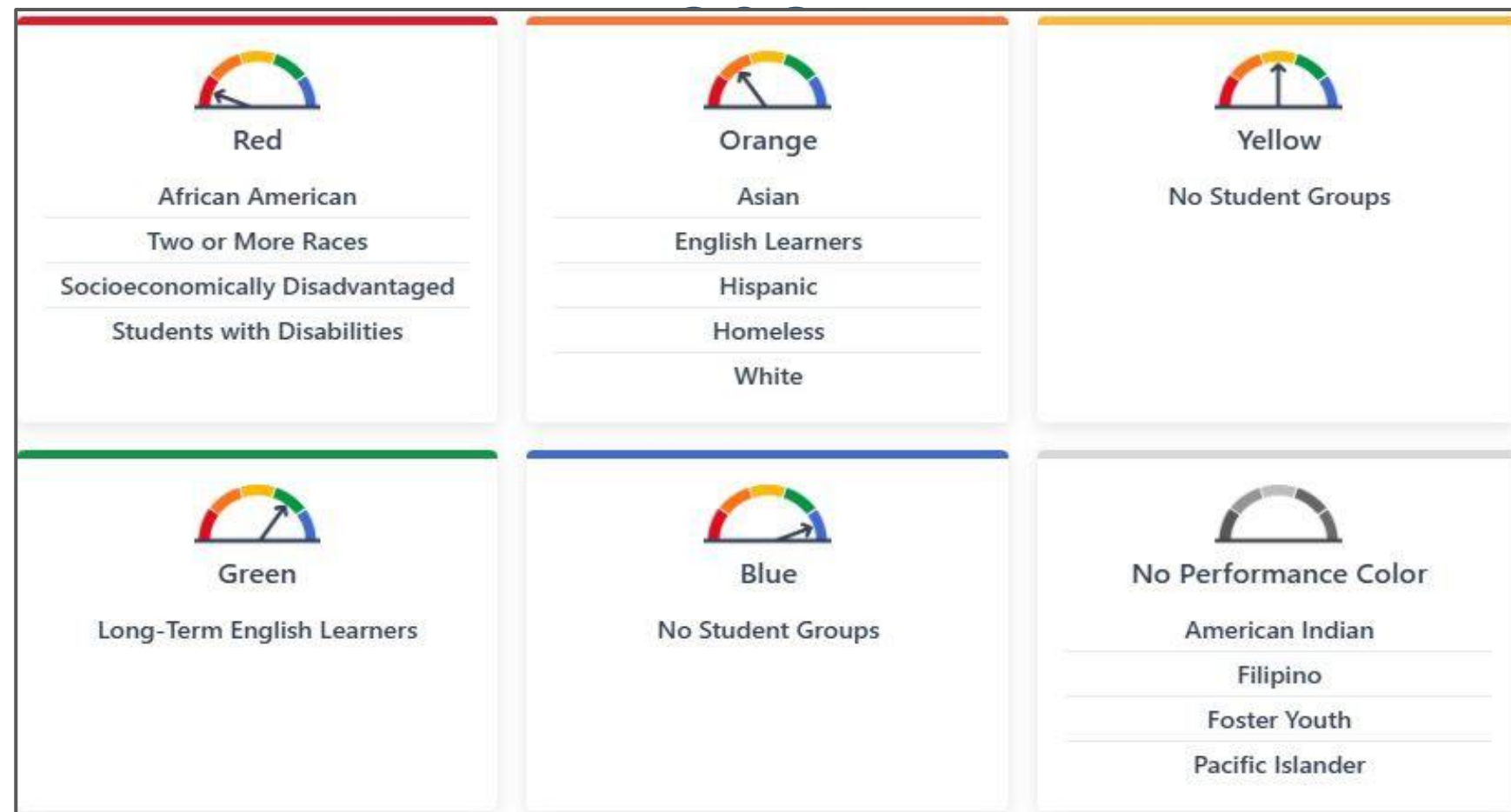


Suspension Rate

Tasa de suspensión

W. E. Mitchell Middle

FCUSD 2025



MtMS Dashboard 3 year

C

English Language Arts (Grades 3rd-8th and 11th)			
			
	Orange	Yellow	Yellow
	22-23	23-24	24-25
Number of Students:	713	697	676
Distance from standard:	-50.1	-46.9	-37.3
Change in points based on the prior year:	-4.2	3.2	9.6
Change Level:	Decreased	Increased	Increased
CAASPP Proficiency:	30.79%	33.00%	38.16%
% Participation Rate:	96	99	98

Mathematics (Grades 3rd-8th and 11th)			
			
	Orange	Orange	Red
	22-23	23-24	24-25
Number of Students:	704	700	686
Distance from standard:	-87.7	-86.8	-95.3
Change in points based on the prior year:	-6.3	0.9	-8.5
Change Level:	Decreased	Maintained	Decreased
CAASPP Proficiency:	21.52%	21.72%	19.64%
% Participation Rate:	95	98	98

Science (Grades 5,8 and High School)			
	NPC	NPC	
			Yellow
	22-23	23-24	24-25
Number of Students:	244	234	238
Distance from standard:	-16.5	-16.3	48.1
Change in points based on the prior year:	NA	0.2	-0.6
Change Level:	NA	NA	Maintained
CAASPP Proficiency:	26.94%	21.28%	23.68%
% Participation Rate:	98	99	100

Chronic Absenteeism (Grades TK-8)			
			
	Yellow	Yellow	Yellow
	22-23	23-24	24-25
Number of Students:	858	797	796
% Chronically absent:	24.9	19.7	17.8
% Change based on the prior year:	-7.9	-5.2	-1.9
Change Level:	Increased Signif.	Increased Signif.	Increased

Suspension Rate (Grades TK-12)			
			
	Red	Yellow	Red
	22-23	23-24	24-25
Number of Students:	110	73	98
% Suspended at least one day:	12.4	8.7	12.1
% Change based on the prior year:	0.6	-3.7	3.3
Change Level:	Decreased	Increased Signif.	Decreased

English Learner Progress (Grades 1-12)			
			
	Orange	Yellow	Blue
	22-23	23-24	24-25
Number of Students:	88	108	122
% making progress:	47.7	46.3	58.2
Change in points based on the prior year:	-4.4	-1.4	11.9
Change Level:	Decreased	Maintained	Increased Signif.

College/Career (Grades 9-12)			
	NPC	NPC	NPC
	22-23	23-24	24-25
Number of Students:			
% Prepared for success after graduation:			
% Change based on the prior year:	--		
Change Level:	--		

Graduation Rate (Grade 9-12)			
	NPC	NPC	NPC
	22-23	23-24	24-25
Number of Students:	--	--	--
% Graduated:	--	--	--
% Change based on the prior year:	--	--	--
Change Level:	--	--	--



NPC: No performance color released.
Less than 11 students - data not displayed for privacy.

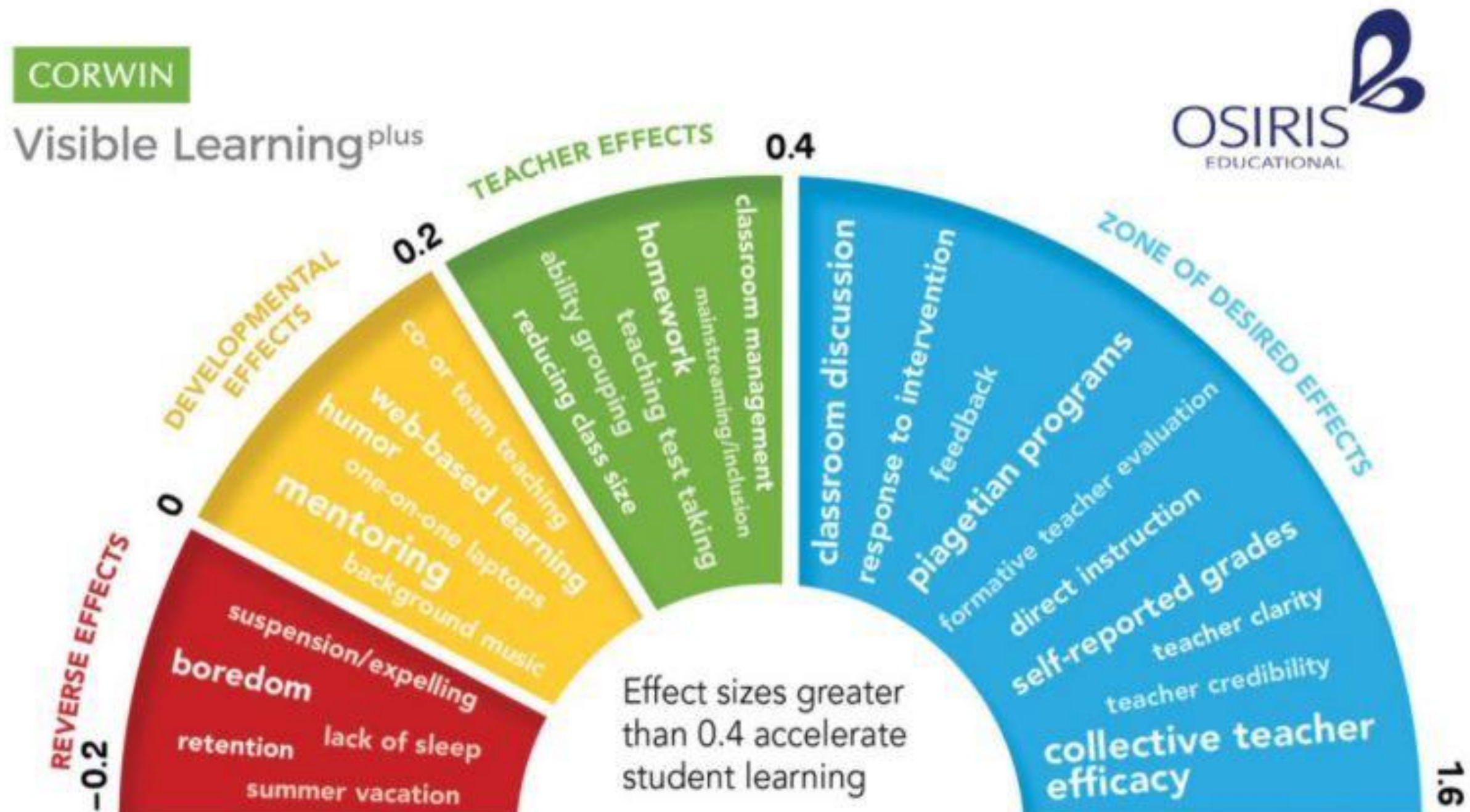
Supplemental Budget Plan



Title Projected Allocation: \$120,575

Site Supplemental Projected Allocation: \$248, 955

Total: \$369,530



Visible Learning Barometer of Influences. (c) 2019 Corwin and Osiris

Please review [John Hattie's data on what accelerates learning](#). Which of your initiatives are aligned to what accelerates learning?

MtMS Problem of Practice Statement

We need to continue to strengthen collaboration between Special Education and Math Teachers so that Students with Disabilities can access grade-level essential standards.

26/27 SUPPLEMENTAL FUNDING PROPOSAL

Funded Item	COST	Intended Student Group	How we will measure progress	New	Current	Adjust
.40 Counselor incl. benefits	\$51,992 ☒ Site Supp. ☐ District Supp. ☐ Title 1	☐ SED ☐ EL ☐ Students w/Disabilities ☐ Homeless & Foster Youth ☐ Chronic Absentee ☐ All Students	☒ Attendance ☒ Suspension ☒ Renaissance/STAR ☒ CAASPP/CAST ☒ ELPAC ☒ California Healthy Kids ☒ Panorama ☒ COST		X	
Instructional Coach incl. benefits Title 1 (73.22%) = \$113,853 District Supp (26.78%) = \$41,639	\$ 113,853 ☐ Site Supp. ☒ District Supp. ☒ Title 1	☒ SED ☒ EL ☒ Students w/Disabilities ☐ Homeless & Foster Youth ☐ Chronic Absentee ☐ All Students	☐ Attendance ☐ Suspension ☒ Renaissance/STAR ☒ CAASPP/CAST ☒ ELPAC ☐ California Healthy Kids ☐ Panorama ☐ COST		X	

Professional Development (including Collaborative Focused Release Time)	\$ 46,279 ☒ Site Supp. ☐ District Supp. ☒ Title 1	☐ SED ☐ EL ☐ Students w/Disabilities ☐ Homeless & Foster Youth ☐ Chronic Absentee ☒ All Students	☐ Attendance ☐ Suspension ☒ Renaissance/STAR ☒ CAASPP/CAST ☒ ELPAC ☒ California Healthy Kids ☐ Panorama ☐ COST		X	
Field Trips (Fees & Transportation)	\$ 10,000 ☒ Site Supp. ☐ District Supp. ☐ Title 1	☐ SED ☐ EL ☐ Students w/Disabilities ☐ Homeless & Foster Youth ☐ Chronic Absentee ☒ All Students	☒ Attendance ☒ Suspension ☐ Renaissance/STAR ☐ CAASPP/CAST ☐ ELPAC ☒ California Healthy Kids ☒ Panorama ☐ COST		X	
Academic Before/After School Intervention incl. Benefits (Classified and Certificated)	\$11,000 ☒ Site Supp. ☐ District Supp. ☐ Title 1	☒ SED ☒ EL ☒ Students w/Disabilities ☒ Homeless & Foster Youth ☐ Chronic Absentee ☐ All Students	☒ Attendance ☐ Suspension ☒ Renaissance/STAR ☒ CAASPP/CAST ☒ ELPAC ☐ California Healthy Kids ☐ Panorama ☐ COST		X	

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BIA incl. Benefits	\$ 42,930 ☒ Site Supp. ☐ District Supp. ☐ Title 1	☐ SED ☒ EL ☒ Students w/Disabilities ☐ Homeless & Foster Youth ☐ Chronic Absentee ☐ All Students	☐ Attendance ☒ Suspension ☒ Renaissance/STAR ☒ CAASPP/CAST ☒ ELPAC ☐ California Healthy Kids ☐ Panorama ☐ COST			X
Parent Coordinator incl. Benefits (.75 Site Supp)	\$ 41,691 ☒ Site Supp. ☒ District Supp. ☐ Title 1	☐ SED ☐ EL ☐ Students w/Disabilities ☐ Homeless & Foster Youth ☐ Chronic Absentee ☒ All Students	☒ Attendance ☐ Suspension ☐ Renaissance/STAR ☐ CAASPP/CAST ☐ ELPAC ☐ California Healthy Kids ☐ Panorama ☐ COST ☒ Parent Volunteers		X	
Clerical and BIA Extra Duty Hours incl. benefits	\$ 500 ☒ Site Supp. ☐ District Supp. ☐ Title 1	☐ SED ☒ EL ☐ Students w/Disabilities ☐ Homeless & Foster Youth ☐ Chronic Absentee ☐ All Students	☒ Attendance ☐ Suspension ☐ Renaissance/STAR ☐ CAASPP/CAST ☒ ELPAC ☐ California Healthy Kids ☐ Panorama ☐ COST ☐ Parent Volunteers		X	

Zearn (math intervention)	\$ 2,500 ☒ Site Supp. ☐ District Supp. ☐ Title 1	☐ SED ☐ EL ☐ Students w/Disabilities ☐ Homeless & Foster Youth ☐ Chronic Absentee ☒ All Students	☐ Attendance ☐ Suspension ☒ Renaissance/STAR ☒ CAASPP/CAST ☐ ELPAC ☐ California Healthy Kids ☐ Panorama ☐ COST ☐ Parent Volunteers		X	
Instructional Supplies (Building Thinking Classroom Materials, calculators, Art supplies, printer ink)	\$ 35,000 ☒ Site Supp. ☐ District Supp. ☐ Title 1	☐ SED ☐ EL ☐ Students w/Disabilities ☐ Homeless & Foster Youth ☐ Chronic Absentee ☒ All Students	☒ Attendance ☐ Suspension ☒ Renaissance/STAR ☒ CAASPP/CAST ☒ ELPAC ☐ California Healthy Kids ☐ Panorama ☒ COST ☐ Parent Volunteers		X	
Postage	\$ 3,000 ☒ Site Supp. ☐ District Supp. ☐ Title 1	☐ SED ☐ EL ☐ Students w/Disabilities ☐ Homeless & Foster Youth ☐ Chronic Absentee ☒ All Students	☒ Attendance ☒ Suspension ☐ Renaissance/STAR ☐ CAASPP/CAST ☐ ELPAC ☐ California Healthy Kids ☐ Panorama ☐ COST ☐ Parent Volunteers		X	

Music Allocation	\$ 10,785 ☒ Site Supp. ☐ District Supp. ☐ Title 1	☐ SED ☐ EL ☐ Students w/Disabilities ☐ Homeless & Foster Youth ☐ Chronic Absentee ☒ All Students	☐ Attendance ☐ Suspension ☐ Renaissance/STAR ☐ CAASPP/CAST ☐ ELPAC ☐ California Healthy Kids ☐ Panorama ☐ COST ☐ Parent Volunteers			
Total Projected Allocation for Title 1 and Supp = \$369,530 Total Allocated: \$369,530						

Budget Review

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,179,581.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$129,876.00

Subtotal of additional federal funds included for this school: \$129,876.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$922,376.00
Learning Recovery	\$127,329.00

Subtotal of state or local funds included for this school: \$1,049,705.00

Total of federal, state, and/or local funds for this school: \$1,179,581.00

Supplemental Funds	Approximate Current Expenditures (February 2026)
Professional Development	11,483
Field Trips	5,954
Books Other Than Textbooks	5,153
Music	9,906
After School Support	5,858
Supplies	29,533
Software	6,993
Total	74,880
Balance	40,106

Title 1	Approximate Current Expenditures (February 2026)
Professional Development	8,584
Supplies	0
Total	8,584
Balance	3,422

Share the Good News

Kindness Week

**We met our goal!
Marauder Mile**

**We appreciate our
parent/guardian
volunteers :)**

Kindness Closet

**English Learner
Reclassification**

**Upcoming Field
Trips**

Coming Soon!



**A glimpse of our upcoming events...
so much to look forward, stay
focused Marauders.**

School Site Council (SSC) Meeting Dates

SCAN ME



MITCHELL MIDDLE SCHOOL

SCHOOL SITE COUNCIL

2025-2026

SEPTEMBER 10 5:00PM VIRTUAL	OCTOBER 22 5:00PM VIRTUAL	DECEMBER 10 5:00PM VIRTUAL
FEBRUARY 25 5:00PM IN-PERSON	APRIL 15 5:00PM VIRTUAL	MAY 13 5:00PM VIRTUAL

Thank you!