

2017-2018

The Single Plan for Student Achievement



W.E. Mitchell Middle School

School: W.E. Mitchell Middle School
CDS Code: 34673306059208
District: Folsom Cordova Unified School District
Principal: Dr. Jim Huber
Revision Date: October 11, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Dr. Jim Huber
Position: Principal
Phone Number: 916.294.9050
Address: 2100 Zinfandel Drive
Rancho Cordova, CA 95670
E-mail Address: jhuber@fcusd.org

The District Governing Board approved this revision of the SPSA on November 16, 2017.

Table of Contents

School Vision and Mission	5
School and Community Profile	6
Comprehensive Needs Assessment Components	7
Data Analysis	7
Surveys	7
Classroom Observations.....	7
Analysis of Current Instructional Program	7
Description of Barriers and Related School Goals	11
Ten Components of a Schoolwide Program Plan	13
Evaluation of Effectiveness Summary	17
School and Student Performance Data	20
CAASPP Results (All Students)	20
CELDT (Annual Assessment) Results.....	24
CELDT (All Assessment) Results	25
2016-17 "At-Risk" and Long-Term English Learners (LTEL)	26
District Assessment Form - English Language Arts	28
District Assessment Form – Mathematics	29
Survey of School Effectiveness Summary	30
Planned Improvements in Student Performance	31
English/Language Arts	31
English Language Development	35
Mathematics.....	40
Disproportionality	43
World Language	47
Science.....	49
History/Social Science	51
Counseling/SEL	53
Career and Technical Education	55
VAPA-Visual and Performing Arts.....	57
Physical Education and Health	59
Summary of Expenditures in this Plan.....	61
Total Allocations and Expenditures by Funding Source	61
Total Expenditures by Object Type.....	62
Total Expenditures by Object Type and Funding Source	63

Total Expenditures by Goal64
Annual Notice of Uniform Complaint Procedures & Non-Discrimination/Sexual Harassment Policies65
Title I Parent Involvement Policy.....66
Title I Parent Compact67
School Site Council Membership68
English Learner Advisory Committee (ELAC) Membership.....69
Recommendations and Assurances.....70

School Vision and Mission

W.E. Mitchell Middle School's Vision and Mission Statements

VISION:

Mitchell is a reflection of the entire community. We provide students with the educational tools to meet the technological demands of the future and the social skills to function in a culturally diverse society.

Families are an integral part of our educational process. In recognition of this important role, family involvement is actively sought, encouraged, and welcomed. At Mitchell, our primary goal is to prepare students to become good citizens and to promote to High School and excel in all areas that a high school program has to offer. "At Mitchell Middle School we question, learn, think, care and act!"

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.

PRINCIPILED

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

OPEN-MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

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

School and Community Profile

W. E. Mitchell Middle School is a neighborhood school located in the city of Rancho Cordova. Built in 1965 as Mitchell Junior High School (7-8-9), it changed in 1992 when the ninth graders moved to Cordova High School. In 1997 sixth graders were added to Mitchell Middle School.

Mitchell has many programs and services in place that are designed to meet the needs of each student in the middle school years. In providing learning opportunities for our 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. Our goal is to teach our students the concepts outlined in the Common Core Standards, and to help them develop holistically as future family and community leaders. We constantly assess our curriculum and delivery systems in order to meet the diverse learning needs of all students. Time is set aside in the schedule each Thursday for teachers to collaborate, address assessment data, map curriculum and focus on student achievement and student needs. In addition, Mitchell Middle School has an advisory period five days a week to assist students with character education, tutoring, and make-up/extra support. Our school has implemented a modified block schedule which allows us to more fully explore concepts to assist with student inquiry and deeper exploration of subject matter topics.

In the fall of 2015 W.E. Mitchell Middle School became an International Baccalaureate Middle Years Programme World School. As part of the requirements of the International Baccalaureate Programme students work through eight subject areas during their middle school experience.

Subject areas for Mitchell Middle School Students are:

- * Language and Literature
- * Language Acquisition (Spanish or Mandarin)
- * Individuals and Societies
- * Mathematics
- * Arts (Performing and Visual)
- * Sciences
- * Physical and Health Education
- * Design (Culinary Design in 6th grade, Digital Design in 7th grade and Project Lead the Way in 8th grade).

Within the subject areas listed above Mitchell offers honors classes in 6th, 7th and 8th grade Language & Literature, Mathematics and Science classes. High achieving students are honored by being included on the honor roll, through community recognition, and by gaining an "Honors" designation on their certificate of progression to high school.

Mitchell Middle School has a robust program of support services. All students have access to an excellent counseling center where three counselors (two full time, one part time) provide a number of vital services that are helpful to the well being of Mitchell students.

Through district support, we also have two Marriage and Family Therapists on campus two and a half days per week to work with students

who may be struggling with a variety of social and emotional challenges. Additionally, our school has 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 is also several after school tutoring opportunities students have at their disposal as well as the

STARS after school Program sponsored by the Rancho Cordova Police Department that promotes academic excellence, physical activity and citizenship.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Surveys were conducted during the 2016 -2017 school year by multiple stakeholders including faculty, staff, parents and students. The results of these surveys were a refocus on how Mitchell Middle School delivers academic interventions for struggling students as well as ways to continue to strengths the school culture both academically and socially/emotionally. The result of the surveys, and corresponding collaborative meetings with faculty, staff and PTSA resulted in a decision to reapply ourselves to the Response to Intervention model in order to more effectively and systematically impact areas of academic need. Responding to the need to continually improve campus culture Mitchell Middle School established another collaborative link to Cordova High School, our IB partner school, and invested in the "Teaching with Love and Logic" program. An administrative team from both schools attended a three day workshop over the summer to assist in facilitation at the school sites and the program was rolled out in August, 2017. Teachers and administrators will engage in monthly lessons related to positive behavioral strategies and interventions throughout the 2017 - 2018 school year followed by an in-dept, faculty wide, book study and assessment of the program's implementation during the 2018 - 2019 school year. We also moved to a four day a week model of math interventions for all students who needed it during our advisory classes. This is in addition to our before school, lunch time and after school tutoring opportunities and allows students who are not able to come before or after school access to academic support.

Classroom Observations

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

Our evaluation system requires new teachers to be formally observed twice each semester, and informally observed twice each semester. Veteran staff is formally and informally observed once each semester. Besides the evaluation schedule all administrators at Mitchell block out time each week for informal observations/ visits in all campus classrooms. District personnel, board members and other members of the community are also often on campus and visit classrooms.

From classroom visits, as well as conversations with faculty and school leadership, it was determined that Mitchell Middle School would focus on four areas of instruction over the course of the next five years. 1. Inquiry based and/or project based teaching and learning. 2. Increased integration of literacy learning strategies throughout all subject areas. 3. An even stronger emphasis on multiple formative assessments (non grade bearing) before a summative assessment (grade bearing) is given to students and 4. To work toward a school wide "data informed" approach to decision making in regard to teaching and learning in subject areas as well as individual classrooms.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Mitchell Middle School uses data from state and local assessments to inform and modify classroom instruction. The assessments are also used to assist in placement of students in appropriate subject area classes. The district, in conjunction with the schools, created benchmark assessments that were conducted in English and mathematics in order to give schools data, in addition to the data from the Smarter Balance Assessments, to monitor and track student academic growth. In addition, Mitchell Middle School, along with the entire district, has implemented i-Ready to track student learning progress beginning in English and mathematics and eventually expanding throughout the other subject areas.

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

The district wide implementation of i-Ready has given Mitchell Middle School the ability to assess student progress in English Language Arts and Mathematics three times a year, providing very clear data on student growth in these two critical areas. Use of these three benchmark assessments (given in August, December and combined with the state Smarter Balance assessment at the end of the year allows Mitchell to have a very clear understanding of students specific academic needs. The collection of the data impacts which classes students are placed in the following school year, as well as identify students who have need of additional academic support throughout the school year in a particular area. All subject areas are also working through the Response to Intervention (RtI) process to establish essential standards, common assessments and appropriate responses to students who need additional support in specific areas.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

At Mitchell Middle School faculty are highly qualified and credentialed in the subject areas they teach.

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

Mitchell Middle School is staffed at appropriate levels and all faculty actively participate in professional development.

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

All professional development is based on instruction and addresses the transition to the Common Core. The majority of Mitchell Middle School faculty has also received training in regard to IB requirements for instruction and assessment in their perspective subject areas. An additional focus for professional development over the next five years will be in the areas of literacy learning strategies (GLAD Training), Inquiry based and project based learning (IB/MYP Approaches to Learning), Formative assessments and data analysis (i-Ready) and Response to Interventions (RtI).

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

District lead teachers and an on-site coach provide on-going support to teachers. There are also multiple professional development workshops scheduled throughout the school year to continue to support Mitchell's transition to the IB programme. Mitchell is also working with the English, mathematics, social science and science district lead teachers to support all subject areas in regard to pacing and teaching/learning strategies.

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

Teacher collaboration takes place three times per month. This takes the form of subject area specific collaboration, cross-curricular collaboration, creation of formative and summative assessments, creation of IB unit plans, etc. There are also four collaboration days scheduled school year 2017 - 2018 for Mitchell Middle and Cordova High School teachers to collaborate in relation to IB curriculum, instructional strategies and assessments.

Teaching and Learning

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

All curriculum and instruction is aligned to appropriate state standards.

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

The school schedule provides students with the required number of instructional minutes per day. Language Arts and Math times are protected.

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

District pacing windows allow teachers to monitor their instructional progress. Assessment windows allow teachers to monitor student progress. Mitchell continues to work on a variety of intervention programs when students are identified with a specific learning or subject area need.

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

The Sacramento County Office of Education conducted a Williams Compliance Audit. Mitchell was found in compliance with the requirements mandated under the Williams Act.

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

All curricular materials, including all intervention materials, are board approved and aligned to state standards. Teachers have been trained in the use of curricular and intervention materials used by the school in their perspective subject areas.

Opportunity and Equal Educational Access

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

Mitchell Middle School employes a variety of formative assessments to identify students who are struggling with the curriculum in order to provide focused and targeted interventions within the classroom setting, thus ensuring student success. District benchmark assessments and the implementation of i-Ready will also allow Mitchell to more accurately and consistently track student progress and provide/adapt interventions in "real time," rather than waiting for the end of a grading quarter or semester to determine a student requires more support.

14. Research-based educational practices to raise student achievement

In order to create an instructional environment that fosters learning, our school has implemented a Positive Behavior

Interventions and Support program (PBIS) with students. Our teachers are trained in BEST strategies and have implemented the PBIS approach to a positive classroom and campus environment based on strong character and respect. Becoming an International World Baccalaureate Middle Years Programme meant that Mitchell Middle School has also integrated the 10 IB learner profiles (listed at the beginning of this document) into all aspects of the school culture. Combining a focus on character development with strong and focused instructional practices has created an optimal learning environment for the students of Mitchell Middle School. Implementing "Teaching with Love and Logic" has also begun the process of creating a more uniformed approach to classroom management among faculty members.

Parental Involvement

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

Parents are encourage to attend Back to School Night in order to receive materials about their child's classrooms, subject area expectations, etc. Information is also provided in the form of a monthly principals blog as well as a newsletter posted on the school's website announcing upcoming school events. Parents are constantly invited to engage the school whenever there are questions or issues involving their students. A variety of information nights to keep parents abreast of the IB programme will take place during the 2017 - 2018 school year. In the spring of 2014 Mitchell hosted an Internet Safety Workshop open to all parents in the Folsom Cordova Unified School district. This workshop is held every three years for both students and parents/guardians/community members. Spring 2018 Mitchell will once again be hosting our Internet Safety Workshop.

The first Monday of the month the Principal hosts "An Evening with the Principal" from 5:30 to 7:00pm in the library. This is an ongoing meeting time that any parent, guardian or community member can meet with the principal outside of the traditional school day, which is problematic for many working parents, to ask questions, discuss concerns, get information on specific school programs, etc.

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

Our school's Site Council consists of three parents, two students, three certificated employees and two classified employees who meet regularly with staff to stay informed on school progress and make decisions about changes, approve our school site safety plan and the Single Plan for Student Achievement.

Our PTSA board meets the fourth Monday of each month and general PTSA sessions are held quarterly. In addition, our English Language Advisory Committee meets four times per year (we hold both a morning and evening session each time) to discuss ways to support English Language learners in our school and surrounding community.

Funding

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

Categorical funds are used to fund a collaboration teacher who works with teachers and students to ensure students success and counselor services to connect the school resources with our neediest students and families.

18. Fiscal support (EPC)

Our school has access to EL funding, district support funds, and Title 2 and 3 funding.

Description of Barriers and Related School Goals

Based upon data analysis of district bench mark assessments, California Healthy Kids Survey (CHKS) by staff, School Site Council, faculty teams and the PTSA, the three school wide areas of focus to improve student achievement were affirmed for the 2017 -2018 school year: academics, school climate and parent/community stakeholder involvement.

Addressing Academic goals: Barriers include the ongoing transition to the new California Common Core State Standards as well as the instructional requirements laid out by the International Baccalaureate Organization. There is a need for ongoing and sustained professional development related to inquiry and project based learning, literacy development throughout all curricular areas and the consistent use of data at all levels of learning to guide instruction. Teachers must focus on implementing effective research-based instructional strategies that provide access to all learners in the school, as well as the systematic use of formative assessment (and the subsequent data it provides) to guide the pace and direction of instruction. Students who enter the school with less academic skills must be quickly identified and then immersed in focused interventions within the school day to help them catch up as quickly as possible to their peers. All students benefit from high expectations, and teachers/staff need the skills to create leaning environments that not only promote student growth but challenge their own perceptions about student potential.

Another barrier for many of our students is limited access to technology outside the school day. Because of the changing professional/global environment, technical proficiency is critical to the success of students as they transition to high school and post-secondary education and career opportunities. In order to facilitate proficiency with technology, Mitchell Middle School is investing in a variety of hardware and software to support students' access and sustained use of technology throughout all subject areas.

Addressing School Climate goals: School climate is a critical element in terms of creating an environment that allows students to learn to the fullest extent of their capacity. A safe and nurturing campus is a priority of all faculty and staff at Mitchell Middle School.

To that end, Mitchell Middle School faculty created the Mission Statement that also serves as the Mitchell Touchstone. This is woven throughout all school literature and is referred to by administrators, staff and faculty throughout the day and is often woven into classroom instruction. The touchstone is also repeated every Friday after the flag salute to remind all students, faculty and staff of the code we live by at Mitchell Middle School.

In conjunction with the Mitchell Touchstone, the IB Learner Profile is displayed prominently throughout the entire school and students are often asked to relate which learner profile trait is being highlighted or exhibited depending on the academic or social activity taking place.

There is also a practical element to the focus on a positive school climate. Mitchell Middle School has a Positive Behavior and Intervention Supports (PBIS) team that meets bi-weekly to create a variety of positive incentives for students at Mitchell Middle School. The PBIS team created "Mitchell Money" that students can earn throughout the day for academic progress, exhibiting outstanding character traits, etc. The "money" is saved by students and can be spent in the student store several times each month. Each month throughout the school year all teachers also highlight a student who has exhibited academic growth, strong character traits, good sportsmanship, etc. in the form of "The Marauder of the Month" award. The school also celebrates the "Marauders of the Month" by hosting a breakfast each semester for all students nominated for the award during that semester. A variety of other incentives take place throughout the school year to promote school pride and to call out exemplary academic progress and/or civic responsibility.

Addressing the Parent involvement goals: Low education levels, mobility, poverty, and language barriers are oftentimes huge barriers to meaningful parental participation at Mitchell Middle School. While challenging, addressing these barriers is essential to increasing student achievement. Of all stakeholders, parents/guardians have the most interest in the success of their children and can share important information about their children's needs and available supports outside the home. Programs that support parents with access to information and resources for assisting their children with their education are a priority need.

Mitchell Middle School has an active and energetic PTSA that does an outstanding job in reaching out and communicating school events to our parents and guardians. Mitchell Middle School has created a Parent Resource Center in our Library which is open every 1st Monday night of the month in order to offer parents support in accessing their students' records, understanding what is happening in their students' classrooms, etc. This also promotes parent and guardian's ability to communicate with their student's teachers and/or school administrators and support staff, etc.

The principal hosts an “open forum” meeting the first Monday of every month to make himself available to parents/guardians outside of the normal school hours. This time is completely open in terms of discussion, so parents/guardians can bring any topic, idea, information or concern to discuss with the principal.

The school website was redesigned during the 2015 – 2016 school year to make information more easily accessible. The site is maintained and updated by the Parent Coordinator. The school is also looking into creating a Mitchell Middle School App for tech savvy parents, as well as using Twitter and other social media platforms to communicate all aspects of school information, events, culture, etc. to our stakeholder groups.

Ten Components of a Schoolwide Program Plan

2017 -2018 School Year

For the 2017 -2018 school year, W.E. Mitchell Middle School will continue to operate as a Schoolwide Title I program. As required by NCLB Section 1114 (b) (1) for Schoolwide program plans, the following ten components are specifically addressed:

Component 1:

W.E. Mitchell Middle School has conducted a comprehensive needs assessment. Listed are the tools used and an analysis of the results.

Tool:

District Benchmark Data, CELDT, Smarter Balance

Analysis of Results:

A review of the data resulted in a refocusing on instructional strategies used by the teachers as well as more consistent use of formative assessment to insure understanding and mastery of concepts/skills before giving the summative assessments and then moving on to the next unit. The adoption of the International Baccalaureate also promotes the use of formative assessment, data analysis and modification of instruction before summative assessments are given. A greater focus, as well as professional development, around consistent use of literacy learning strategies across all content areas was also a result of the data analysis.

Tool:

Teacher analysis (classroom grades, attendance, homework completion)

Stakeholder input (staff, parent, student)

Classroom Observations (administrators, faculty)

District Bench Mark Assessments

State Testing

Analysis of Results:

Continued work on formative assessment creation/ implementation. Continued support of the PBIS program, and collaboration with the district office and Rancho Cordova PD in order to aggressively support families whose students are habitually truant.

Component 2: Schoolwide reform strategies currently in place provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).

W.E. Mitchell Middle School has a schoolwide proficiency rate of 42% in English/Language Arts and 29% in Mathematics. See data section for longitudinal results.

Teachers use effective methods and instructional strategies based on scientific research that: strengthen the core academic program at W.E. Mitchell Middle School. Students receive additional quality learning time by providing an extended school year, before- and after-school learning and programs, summer programs and opportunities, and an enriched and accelerated curriculum. Specific programs and strategies include:

Homework Club (All subjects)

Before School, Lunch Time and After School Interventions in ELA and Math as well as targeted Math and ELA Intervention during advisory classes.

Community Volunteers (tutoring assistance before and after school)

School wide Reading program supported by Accelerated Reader

ACES Program sponsored by the Rancho Cordova Police Department

Summer School

Peer Tutoring Groups

Strategies for meeting the educational needs of historically underserved populations include:

* Instruction/Collaboration Coach to assist with data analysis and setting up interventions for ELA.

* Math Intervention Teacher for additional support within and outside of the math classrooms.

* Instructional Assistants to support students in either language or learning.

- * "School Culture Coach" a certificated member of the faculty who will be responsible for all the positive interventions related to school culture that assists in keeping students in school, engaged in campus life, etc. (PBIS, Student Store, Character Development/Anti-bullying Program, etc).
- * i-Ready reading assessment program
- * i-Ready assessment of students for targeted math interventions that are reassessed/modified every six weeks depending on student needs/growth.
- * I-Lit ELA Intervention Class
- * History classes supplemented with ELA/Literacy instructional supports
- * Marriage and Family Therapists on campus to assist students struggling with social/emotional issues that may be interfering with classroom engagement/academic growth.

The staff addresses the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the schoolwide program.

Specific services include:

- * Quarterly assessments to determine individual student growth/academic need in ELA and Math
- * Math and ELA intervention courses for students needing more support each day in advisory class. (Quarterly assessment determines whether support continues or students have made sufficient growth to attend regular (non-academic intervention) advisory class.
- * Classes created specifically to address ELA/ELD needs of students where. (Strategic ELA and Strategic History Classes where literacy supports are built into the curriculum.)

To determine the extent to which students' needs are met, the school will:

- Monitor student progress
- Teacher/Staff/Parent referrals
- Staff/Parent/Community Collaboration
- Parent/Teacher Conference
- Advisory grade checks

The single school plan for W.E. Mitchell Middle School is in alignment with the goals of the Local Educational Agency Plan (LEAP) and all state requirements.

Component 3: W.E. Mitchell Middle School students are instructed by highly qualified teachers. The number of highly qualified teachers at W.E. Mitchell Middle School, as specified by NCLB is 45, which equates to 100%.

Component 4: NCLB Sections 1119 and 1114 (a) (4) require a high quality of ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards. W.E. Mitchell Middle School has implemented the following professional development opportunities:

- Common Core Training.
- Training for IB - Middle Years Program.
- Program Monitoring Training.
- PDA - on going staff development in curricular areas.
- Technology training in student data and classroom instruction.
- GLAD Literacy Learning Strategies.
- PLC Training.
- i-READY Training.
- I-Lit Training.
- Study Sync Training.
- "Next Generation Science Standards" Professional Development.
- Mathematics instruction professional development.
- Teaching with Love and Logic Training

Component 5: Folsom Cordova Unified School District continues to provide a variety of incentives to attract the highest quality teachers. The District offers a competitive salary schedule with generous stipends for teachers who have attained a Master's Degree or higher. Additionally, new teachers are provided a strong beginning teacher support program with professional development that meets the needs of each teacher. Finally, over ten colleges and universities annually place over 150 student teachers in the district, so the most competent new teachers are observed and offered employment. All Folsom Cordova Unified School District teachers are NCLB compliant as mandated by law.

Component 6: Parent involvement is a priority at W.E. Mitchell Middle School. Strategies to increase parental involvement through means such as family literacy services in accord with NCLB, Section 1118 include:

Monthly PTSA meetings
Monthly "Evening with the Principal" informational meetings
Various PTSA sponsored events
"Day on the Green" Family Night
Bi-monthly ELAC meetings
Parent Resource Center
Connect-ed messages
Translation services
Website information and digital marquee
Exploration and future implementation of a variety of social media platforms

Component 7: Preschool transition is an important component at W.E. Mitchell Middle School. Entering kindergarten students are provided transitional support through a variety of activities and/or programs. These activities and/or programs include:

N/A

Component 8: Teachers continually provide input into the decisions regarding the use of academic assessments, described in NCLB Section 1111(b) (3), to provide information on, and to improve, the achievement of individual students and the overall instructional program. As teachers become more sophisticated in the use of data to help drive instruction, decisions regarding student needs have become more and more teacher-driven. Examples of this include:

- * PLC training for the development of SMART goals toward student academic achievement and how to measure student progress.
- * Development of essential subject area standards and common assessments.
- * Collaboration between grade level teachers/collaboration between Mitchell Middle School and Cordova High School.
- * Input in the design of the intervention programs.
- * i-Ready Assessment data/faculty discussions (for Math and English)

Component 9: Student performance on statewide assessments is electronically available to teachers as soon as test scores are released by the state. Teachers have a web-based data management system that shows the state results for each student in their class. Teachers are able to quickly determine the students who need additional assistance in reaching proficiency. This helps teachers identify and provide effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standards as required by Section 1111(b)(1). Other examples of how teachers identify and provide assistance to students who experience difficulty in attaining the proficient or advanced levels of the academic content standards include:

- * Data results used to modify instruction
- * Data results determine student classroom placement
- * Call an SST meeting
- * Homework club
- * Collaborate with colleagues and share resources
- * Sharing best practices
- * Review of data from AR assessments/ classroom Assessments/ i-Ready data

Component 10: All federal, state, and local services and programs, including programs supported under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training are coordinated and integrated at W.E. Mitchell Middle School. Some examples of how programs are coordinated include:

- * Bullying Prevention - adopted curriculum - and assemblies
- * Homeless services
- * Technology Access and training
- * Wireless internet environment
- * Counseling Services
- * MFT Services
- * Health Services

Evaluation of Effectiveness Summary

Top 2-3 SPSA Priorities and Major Expenditures Supporting Each Priority	
Priority 1: Student Access to Technology	Expenditures to support priority 1:
Priority 2: Faculty Professional Development	Expenditures to support priority 2:
Priority 3: Assessment & Support Curriculum/Materials	Expenditures to support priority 3:

Strategies Identified in 2016-17 SPSA and Degree of Implementation for Each Strategy				
	Degree of Implementation: ✓			
	Fully Implemented	Partially Implemented	Not Implemented Yet	Modified or Eliminated
Strategy 1: Faculty Professional Development	X			
Strategy 2: RtI Reformed and Restructured	X			
Strategy 3: I-Ready	X			
Strategy 4: I-Lit	X			
Strategy 5: GLAD Strategies		X		
Strategy 6: PBIS Reformed and Restructured		X		
Strategy 7: District DPAs in ELA & Math	X			
Strategy 8: Advisory Interventions ELA & Math	X			
Strategy 9: Teaching Math for a Growth Mindset (Jo Boaler)			X	
Strategy 10: Boys and Girls Group (social) Interventions		X		

Barriers to *partially or not implemented strategies and actions taken to mitigate each barrier including adjustment of SPSA Plan to overcome barrier	
1. Partially or non-implemented strategy:	I-Ready
Barrier(s) to strategy:	Necessary time for training to build teacher knowledge/comfort level with the program
Action(s) taken to mitigate/overcome barrier:	Work with Department Chair/Lead Teachers for ongoing professional development

Barriers to *partially or not implemented strategies and actions taken to mitigate each barrier including adjustment of SPSA Plan to overcome barrier	
2. Partially or non-implemented strategy:	I-Lit
Barrier(s) to strategy:	Necessary time for training to build teacher knowledge/comfort level with the program
Action(s) taken to mitigate/overcome barrier:	Work with Department Chair/Lead Teachers for ongoing professional development
3. Partially or non-implemented strategy:	GLAD Strategies
Barrier(s) to strategy:	Low numbers able to attend due to the restrictions of the training.
Action(s) taken to mitigate/overcome barrier:	Continued training of faculty members until, at minimum, all English, History and Science teachers have been trained in the instructional strategies.
4. Partially or non-implemented strategy:	PBIS Reformed and Restructured
Barrier(s) to strategy:	Focus of last three years had to be IB in order to pass accreditation. Teams like PBIS suffered as a result.
Action(s) taken to mitigate/overcome barrier:	Re-education of faculty/staff of PBIS. Creation of new PBIS Team
5. Partially or non-implemented strategy:	Growth Mindset
Barrier(s) to strategy:	Discussion/Research began mid-year
Action(s) taken to mitigate/overcome barrier:	Growth Mindset introduced to parents/Faculty attending training on implementation in the classroom setting.
6. Partially or non-implemented strategy:	Boys and Girls Group (social) Interventions
Barrier(s) to strategy:	Finding resources to bring to campus for targeted intervention for kids struggling socially
Action(s) taken to mitigate/overcome barrier:	Partnership with outside agency to bring group interventions to campus after school

SPSA Strategies that were effective in improving student achievement for the target audience/Data evidence	
Effective Strategy:	Data Evidence:
1. I-Ready Diagnostic	Consistent identification of individual student academic need(s)
2. I-Lit Intervention	Reading Growth = 1.5 years or better
3. PLC Implementation	Teacher Collaboration now focused on academic SMART goal and how progress to be measured. (Previous collaboration was often not specific to student growth).
4. GLAD Instructional Strategies	Where implemented teachers report higher level of student engagement and higher level of teacher satisfaction of classroom climate.
5. Advisory I-Ready Interventions	Student growth in specific targeted areas of Math and ELA. Math intervention now school wide
6. Renaissance Accelerated Reader	School wide literacy program. Number of books read by students tracked consistently throughout the school

SPSA Strategies that were effective in improving student achievement for the target audience/Data evidence	
Effective Strategy:	Data Evidence:
	year.
7. PBIS/RtI Reformed and Restructured	School wide focus on consistent implementation of PBIS and RtI. (Both programs seen as complimenting and supported each other.) New PBIS coach on campus to ensure faculty and staff are recognizing and rewarding positive behavioral choices and "catching students doing something right" rather than only calling out misbehavior. Title 1 coach and Math Intervention teacher assisting faculty and students to understand ELA and Math data to assist students in closing academic gaps in these subject areas.
8. Faculty Instructional Professional Development	All monthly faculty meetings devoted to Teaching with Love and Logic for the 2017 - 2018 school year.
9. Department Full Release Days	Each department receives a full release day each semester to work collaboratively on essential standards, common assessments and student interventions particular to that subject area.

SPSA Strategies that were ineffective/minimally effective OR level of effectiveness is undetermined in improving student achievement for the target audience/data evidence	
Ineffective strategy:	Data Evidence:
1. Read 180	Student/Teacher frustration with program, lack of substantial student growth. Program dropped for 2017 - 2018 school year
2. Limited ELA and/or Math advisory interventions	The 2016 - 2017 school year saw Mitchell pull small groups of students into specific advisory classes for Math or ELA intervention time. While there was evidence of student growth, the sheer number of Mitchell students who come to us far below grade level made this intervention in-effective. We simply were not impacting enough students throughout the school year.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	207	253	274	203	252	271	198	251	271	98.1	99.6	98.9
Grade 7	273	266	246	264	263	244	263	261	244	96.7	98.9	99.2
Grade 8	232	246	261	218	245	257	212	244	256	94.0	99.6	98.5
All Grades	712	765	781	685	760	772	673	756	771	96.2	99.3	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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2486.6	2488.6	2478.7	5	12	8.86	27	20	23.62	29	31	23.62	37	36	43.91
Grade 7	2514.3	2512.3	2541.7	7	7	14.75	28	28	31.15	28	28	32.38	37	37	21.72
Grade 8	2555.5	2530.2	2538.2	9	8	8.20	39	31	31.25	27	24	32.42	23	37	28.13
All Grades	N/A	N/A	N/A	7	9	10.51	31	27	28.53	28	28	29.31	32	37	31.65

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 6	9	14	12.92	45	40	43.54	46	46	43.54	
Grade 7	12	13	20.16	45	46	57.61	42	41	22.22	
Grade 8	21	15	16.41	50	45	48.44	29	40	35.16	
All Grades	14	14	16.36	47	44	49.61	39	43	34.03	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	14	15	14.76	44	43	33.95	41	42	51.29
Grade 7	17	14	22.63	48	51	49.38	35	35	27.98
Grade 8	23	14	16.02	49	47	46.88	27	40	37.11
All Grades	18	14	17.66	47	47	43.12	34	39	39.22

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	7	16	7.38	66	59	68.63	27	25	23.99
Grade 7	7	12	11.52	65	67	70.78	28	21	17.70
Grade 8	12	7	9.38	68	68	71.09	19	25	19.53
All Grades	9	12	9.35	66	65	70.13	25	23	20.52

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	14	21	15.50	60	52	46.13	26	27	38.38
Grade 7	18	11	25.93	51	56	53.09	30	32	20.99
Grade 8	23	20	17.58	58	45	55.08	19	35	27.34
All Grades	18	17	19.48	56	51	51.30	25	31	29.22

Conclusions based on this data:

1. The ELA data confirms Mitchell's commitment to building literacy proficiency was one of the correct area to concentrate our efforts.
2. In conjunction with a focus on literacy learning strategies more work needs to be done to develop students skills in writing. Thus, writing across all curricular areas was a focus for the past year, resulting in a school wide agreement on "Mitchell Writing Norms" that are used across all curricular areas. The English Department is also training other subject area instructors "Step Up to Writing" as a means to help support consistent writing expectations throughout all subject areas.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	207	253	273	203	252	270	198	250	270	98.1	99.6	98.9
Grade 7	273	267	246	261	263	244	260	258	243	95.6	98.5	99.2
Grade 8	232	246	258	213	245	254	212	244	254	91.8	99.6	98.4
All Grades	712	766	777	677	760	768	670	752	767	95.1	99.2	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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2465.0	2479.6	2456.9	2	8	5.19	10	18	12.59	37	30	28.89	48	45	53.33
Grade 7	2476.5	2482.4	2519.3	4	3	10.70	15	12	23.05	31	40	32.92	49	45	33.33
Grade 8	2491.2	2489.8	2488.8	8	3	3.54	9	14	12.60	25	26	29.13	56	56	54.72
All Grades	N/A	N/A	N/A	5	5	6.39	12	15	15.91	31	32	30.25	51	48	47.46

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 6	2	9	8.15	31	38	26.67	67	53	65.19	
Grade 7	9	5	19.34	31	32	38.27	58	63	42.39	
Grade 8	9	5	4.33	25	30	27.17	66	65	68.50	
All Grades	7	6	10.43	29	33	30.51	63	60	59.06	

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	4	9	7.78	52	44	37.41	45	47	54.81
Grade 7	8	6	11.93	58	41	48.97	34	53	39.09
Grade 8	16	9	8.27	43	48	44.09	42	43	47.64
All Grades	9	8	9.26	51	44	43.29	40	48	47.46

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	4	12	10.00	56	50	38.15	40	38	51.85
Grade 7	7	6	16.05	68	57	54.73	24	38	29.22
Grade 8	5	5	5.12	46	54	48.43	49	41	46.46
All Grades	5	8	10.30	57	54	46.81	37	39	42.89

Conclusions based on this data:

1. Mitchell students overall struggle with Mathematics. The use of i-Ready to help diagnose where students have gaps in their learning/understanding of mathematical concepts and problem solving skills will help faculty and staff to specifically target the areas of need on an individual basis throughout the math intervention programs as well as during general class time. Mitchell has also allocated four days a week of advisory time for students who need it to receive additional support in math.
2. Literacy training will also be critical to assisting students work through "real world problems" as well as be able to communicate their reasoning and conclusions.
3. Student assessments in Math also highlights the need to change our approach with math instruction and consistent formative assessment throughout each instructional unit before the teacher(s) move forward to their next unit. Professional development to help teachers refine their instructional approaches and assessment procedures has begun this school year.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	3	3	5	45	37	28	28	45	48	14	8	6	10	8	14
7	4	23	13	43	45	42	38	19	37	9	6	5	6	6	3
8	11	10	15	47	48	48	28	29	11	3	3	11	11	10	15
Total	6	11	9	45	43	36	32	32	37	8	6	7	9	8	11

Conclusions based on this data:

1. W.E. Mitchell Middle School currently has 292 English Learner (EL) students and 179 students who have been reclassified (RFEP). The California English Language Development Test (CELDT) measures the following skills: listening, speaking, reading, and writing. Recent CELDT data shows that 26% of our EL students are proficient or advanced in speaking and 22% are proficient or advanced in listening. Identified areas for improvement are writing and reading. To support these areas, ELD Strategic English classes were created so identified EL students receive a second period of English Language Arts support.
2. We expect the school wide shift to literacy leaning strategies (GLAD Training) in all curricular areas (academic vocabulary development, multiple touches with source documents, opportunities to share out learning publicly, etc.) to also have a significant impact on students and a greater increase toward English proficiency and reclassification. In conjunction with this shift, i-READY will allow us to identify specific areas of need in terms of EL development, allowing us to target those areas more specifically during interventions such as advisory class.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	3	3		45	35		28	43		14	10		10	10	
7	4	22		41	47		37	19		10	6		8	6	
8	11	9		46	47		27	28		3	6		14	9	
Total	6	11		43	42		31	31		9	8		10	9	

Conclusions based on this data:

1. From the data CELDT students tend to move up to intermediate, intermediates tend to stagnate, and the upper students tend to move in to general ed. Due to the fact that many of our ELD students are transient , trying to monitor growth of individuals in an effort to rate effectiveness of the program is difficult.
2. The data suggests that many of our English Learners who have been in our district for their entire education are not struggling in academic classes because of difficulty with the language but rather they may need more support in organizational and academic study skills. Support in the aforementioned English, social studies and advisory classes will help Mitchell Middle School address these areas of need.

School and Student Performance Data

2016-17 "At-Risk" and Long-Term English Learners (LTEL)

Name	English Learners				RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL		
Blanche Sprentz Elementary	45	5	0	4	10	64
Carl H. Sundahl Elementary	6	3	1	0	17	27
Cordova Gardens Elementary	50	12	6	12	15	95
Cordova High	51	4	113	59	507	734
Cordova Meadows Elementary	78	27	0	15	13	133
Cordova Villa Elementary	103	21	0	20	15	159
Empire Oaks Elementary	21	3	0	1	24	49
Folsom Cordova K-8 Community Charter	6	0	4	2	4	16
Folsom High	16	2	20	8	262	308
Folsom Hills Elementary	19	1	0	4	14	38
Folsom Lake High	0	0	1	7	7	15
Folsom Middle	5	0	13	10	112	140
Gold Ridge Elementary	59	7	0	5	53	124
Kinney High (Continuation)	0	1	13	3	23	40
Mather Heights Elementary	23	3	0	6	27	59
Mills Middle	35	0	61	61	208	365
Natoma Station Elementary	35	0	0	1	27	63
Navigator Elementary	46	18	0	9	33	106
Nonpublic, Nonsectarian Schools	0	0	3	1	1	5
Oak Chan Elementary	17	2	0	3	21	43
Peter J. Shields Elementary	82	17	0	20	25	144
Prospect Community Day School	0	0	0	1	5	6
Rancho Cordova Elementary	125	24	0	24	20	193
Riverview STEM Elementary	18	1	0	2	35	56
Russell Ranch Elementary	31	2	0	4	69	106
Sandra J. Gallardo Elementary	42	4	0	4	55	105
Sutter Middle	21	4	20	10	193	248
Theodore Judah Elementary	46	7	0	5	54	112
Vista del Lago High	5	2	11	1	136	155
W. E. Mitchell Middle	7	1	54	51	179	292
Walnutwood High (Independent Study)	2	1	8	1	17	29
White Rock Elementary	140	33	2	32	40	247
Williamson Elementary	134	28	0	19	43	224

Name	English Learners				RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL		
Folsom-Cordova Unified	1,268	233	330	405	2,264	4,500
Sacramento County	21,955	4,686	7,279	8,391	30,818	73,129
State	683,688	152,669	230,119	265,929	1,047,267	2,379,672

Conclusions based on the school data:

1. While we are moving students into RFEP, continued work needs to be done in order to more consistently show adequate growth year to year.
2. Continued focus on ELA skills is critical across all content areas.

Conclusions based on the district data:

- 1.

District Assessment Form - English Language Arts

Local Assessment/ Common Assessment	Data by Grade Level																							
	Grade 6			Grade 7			Grade 8			Grade														
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
ELA DPA Fall	33	31	30	38	37	26	34	33	38															
ELA DPA	30	34		28	45		35	39																
ELA DPA	35	38		32	43		37	43																

Conclusions based on this data:

1. A variety of assessment data now available to Mitchell Middle School and the FCUSD necessitated difficult conversations during the 2016 - 2017 school year concerning the level of support many of our students required in English Language Arts. With many students entering their middle school years 3 or more grade levels behind in ELA skills, inconsistent interventions were not having enough of an impact to help these students make multiple years of progress toward closing the literacy gap between them and their peers. Thus a new approach was necessary. Working with district lead teachers, Mitchell Middle School created Strategic ELA courses that target specific literacy skills with the intent of helping students recover multiple years of academic progress within one school year. (Thus closing the achievement gap by, it is hoped, helping students attain "grade level literacy" by the end of the 8th grade). Those ELA accelerated support classes began last year. As the 2016 - 2017 school year came to a close, it became obvious the supports we were providing for our EL students were not having a strong enough impact on progress, so specific EL students were scheduled into a second period of ELA support for the 2017 - 2018 school year.
2. Formative and summative assessments suggest that many of our students struggle with grade level fluency, including grade level vocabulary and word analysis. While these students might not need as consistent an intervention as the new strategic ELA classes, additional support in specific academic areas within the English Language Arts ARE necessary to help identified students fill specific gaps in their skill sets. As previously stated, along with the entire district, Mitchell has adopted i-Ready to better identify the areas of focus for our students. Thus grade level ELA teachers will collaborate and work around the development of specific skills, while interventions within the advisory classes and/or after school tutoring will allow faculty and staff to assist students with specific ELA needs captured from the i-Ready data.
3. "Learning walks" that allow teachers to observe each other during instructional time, as well as administrative classroom visits and formal evaluations will help keep the literacy development focus at Mitchell Middle School throughout the school year. Ensuring that faculty are practicing the learning strategies covered in GLAD and other professional development opportunities. Continued assessment using i-READY will allow Mitchell to track our progress toward all students reaching proficiency in their ELA skill sets.

District Assessment Form – Mathematics

Local Assessment/ Common Assessment	Data by Grade Level																							
	Grade 6			Grade 6 Math C1-M			Grade 7			Grade 7 Math C2-M			Grade 8			Grade 8 Math C3-M			Grade Int Math 1 EOC Final DPA (May)			Grade		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Math DPA Fall	35	29	30				16	22	18				20	15	27									
Math DPA	35	39					20	32					20	22										
Math DPA	40	38					22	38					37	30										

Conclusions based on this data:

1. Mitchell students overall struggle with Mathematics. The use of i-Ready to help diagnose where students have gaps in their learning/understanding of mathematical concepts and problem solving skills will help faculty and staff to specifically target the areas of need on an individual basis through the math intervention programs built into the advisory period four days a week, as well as during general class time.
2. In an effort to support math teachers and increase student proficiency, Mitchell Middle School hired a Mathematics intervention specialist during the 2017 - 2018 school year. This person will work with math teachers, assist in collaboration and professional development opportunities, team teach particular lessons, help to differentiate instruction and coordinate all math interventions. She will also assist in small group pull out sessions to target problem areas for specific students identified by i-Ready assessments and data.
3. Professional development around math instruction through a "Growth Mindset" will also take place during the 2017 - 2018 school year as Mitchell math teachers look to change their instructional delivery practices within the classroom.

Survey of School Effectiveness Summary

The school effectiveness elements below characterize the current educational practices at this school. The conclusions reached in this section regarding the contribution of each element to the quality of the program are used to determine improvements described in the following sections of the plan. Summarize the findings of the *Survey of School Effectiveness* using the following rating scale for each of the school effectiveness elements and identify areas for improvement.

1	2	3	4
This element is not developed; its contribution is definitely a barrier to our work. There is little question among staff that this element is in need of improvement.	This element has a history of mixed contribution to the overall quality of the program. While generally satisfactory, some parts can be strong while other parts are problematic	This element contributes to the overall quality of the program. While not among the strongest, it is seen as a positive factor. Improving this element would contribute to overall program improvement, but it is probably not a high priority item.	This element is <u>exceptionally strong</u> . It could be described as in a category that is “above and beyond” what would normally be expected.

School Effectiveness Elements	Average Rating
Guaranteed and Viable Curriculum	4
Challenging Goals and Effective Feedback	2
Collegiality and Professionalism	3
Student Motivation	2
Instruction	2
Classroom Curriculum Design	3
Other: Parent Involvement	1
Other: School /Community Relations	3

Keeping in mind quantitative data analyses (API, AYP, AMAOs, local and common assessments), target for growth the school effectiveness elements that if improved will have the greatest impact on student achievement in targeted areas:

Identify 3-5 School Effectiveness Sub-Elements for Growth	Curriculum Area(s)
Improve reading comprehension and overall literacy rates for Mitchell Middle School students.	ELA with support from all subjects
Provide interventions for students before, during and after school	ELA and Math
Support writing strategies in all core subjects	Science, History, Physical Education and Electives
Ongoing professional development for all teachers and staff around common core and International Baccalaureate curriculum and inquiry/project based learning & literacy development	All faculty and staff
Increase student access to technology throughout all curricular areas	All subjects

Planned Improvements in Student Performance

English/Language Arts

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English/Language Arts
LEA GOAL: District Entry
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in Reading/Language Arts. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
School Goals: 1. Identify our lowest readers and support them with an intensive intervention (I-READY and I-Lit fully implemented 2016 - 2017 and continuing through 2017 - 2018 school year) 2. Increase literacy learning strategies used by all teachers in all subject areas. (GLAD training continued from 2015 - 2016 school year) 3. Provide consistent professional development for all faculty around Professional Learning Communities, Common Core, literacy instruction, and International Baccalaureate Instruction and Assessment. 4. Share i-Ready data with students & families to they understand where they are "grade level wise" in ELA in order to understand necessary interventions 5. Increase librarian involvement with ELA classes and one to one student interaction around library use, research, primary text, etc.)
Data Used to Form this Goal:
District Benchmark Assessments, CELDT, DPA, i-READY and CAASPP
Findings from the Analysis of this Data:
ELA was a mixture of ups and downs by grade. Grades 6 and 8 declined slightly while 7th grade went up. While the changes were slight, ELA needs to continue to be a focus for Mitchell Middle School and attention on literacy needs more focused work.
How the School will Evaluate the Progress of this Goal:
Teachers will review data from formative and summative assessments as well as district and state assessments and confer with students, staff, and parents. GLAD instructional practices in all content areas will also assist in supporting and developing students literacy growth.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Review of student scores on district benchmark assessments, CAASP and i-READY data, as well as teacher reports on reading levels to identify students needing intensive reading intervention. (LCAP 4)	2017 -2018	Jim Huber, Principal. Academic Coach	Support in ELA classrooms including push-in as well as pull-out support of students and teachers. Team teaching and assistance with differentiation. Tutoring.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I Title I	25228 8927
2. Professional Development of faculty using GLAD techniques. Ongoing professional development. (LCAP 3)	2017 -2018	Jim Huber/Various Faculty Members.	General Fund	1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures	Unrestricted	
International Baccalaureate Training for all teachers throughout the year. (LCAP 3)	2017 -2018	Jim Huber/Amy Strawn	School IB Budget	0000: Unrestricted	Unrestricted	
Extended Day Interventions (LCAP 4)	2017 -2018	Jim Huber, Elena Cabrera	Summer School Translation/Testing/Lead Teachers	None Specified None Specified	LCFF - Supplemental LCFF - Supplemental	
Support material to support students with organization and course assignments. (LCAP 1)	2017 -2018	Jim Huber, Elena Cabera	Student planners and handbooks	5000-5999: Services And Other Operating Expenditures	Title I	1085
Renaissance Accelerated Reader Intervention (LCAP 1)	2017 -2018	Jim Huber,	Renaissance Learning, News ELA	5000-5999: Services And Other Operating Expenditures	Title I	3750
Supplies that will allow students to interact with text. (GLAD Learning Strategies) (LCAP 1 & 2)	2017 -2018	Jim Huber, Elena Cabrera	Title 1	4000-4999: Books And Supplies	Title I	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer more intervention programs (LCAP 1, 2, & 4)	2017 -2018	Principal and Staff	Provide additional programs and support to LTELS and high need students Provide additional interventions and services during the school year as student academic needs are determined	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental LCFF - Supplemental	25,982 9,056
Professional Development of faculty related RtI (Instruction and intervention) (LCAP 1 & 4)	2017 -2018	Jim Huber, Principal, Christy Wilkerson Assistant Principal	Title 1	1000-1999: Certificated Personnel Salaries	Title I	1000
New Computer for Librarian (LCAP 1 & 4)	2017 - 2018	Jim Huber, Principal	Enable librarian to manage materials, monitor AR assessments and student scores, counsel student on fluency/comprehension growth, etc.	4000-4999: Books And Supplies	Title I	2000
Teacher Stipends for After School Tutoring in English Language Arts (LCAP 1 & 4)	2017 - 2018	Jim Huber Principal, Christy Wilkerson Assistant Principal	Stipends to run after school tutoring clinic for students struggling with literacy, fluency, comprehension, etc.	1000-1999: Certificated Personnel Salaries	Title I	3500
Postage in order to mail out I Ready ELA results to families three times a year. (LCAP 3)	2017 - 2018	Jim Huber Principal, Christy Wilkerson Assistant Principal	Title One	5900: Communications	Title I	350

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences. Monthly program evaluation and collaboration. (LCAP 1, 2 & 4)	2017 – 2018	Jim Huber Principal, Elena Cabrera Director of Categorical Programs	Instructional Aide Salaries/Subs/ Temp/Hourly	2000-2999: Classified Personnel Salaries	Title I	600
Contingency	2017 - 2018	Jim Huber Principal, Elena Cabrera Director of Categorical Programs	Title One	5800: Professional/Consulting Services And Operating Expenditures	Title I	551

Planned Improvements in Student Performance

English Language Development

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learners
LEA GOAL: District Entry
Performance Goal 2: All limited-English-proficient students will become proficient in English and as well as become proficient or better in reading/language arts and mathematics. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
District Goal 1: Student achievement and Success School Goal 2: High quality direct instruction in ELD and SDAIE School Goal 3: Continued support of Parent Resource Center once a month School Goal 4: Provide consistent professional development for literacy learning strategies in all content area classrooms. School Goal 5: Share i-Ready data with students & families to they understand where they are "grade level wise" in ELA in order to understand necessary interventions.
Data Used to Form this Goal:
District Wide Benchmark Assessments, CELDT, school assessments, i-READY and CAASPP data.
Findings from the Analysis of this Data:
Low rates of growth for many of our EL students with a tenancy to remain stagnant within the ELD program
How the School will Evaluate the Progress of this Goal:
Formative and summative assessments built within instructional programs as well as teacher observations/interactions with students. Increase in GPA of EL learners Data captured by i-READY throughout the school year

Number of parents accessing the resource center each month

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Focus on criterion referenced data, rubrics, teacher observations and local summative assessments. (LCAP 4)	2017 -2018	Jim Huber Principal Christy Wilkerson Vice Principal Amy Strawn MYP Coordinator	IB funding Supplemental student instruction	0000: Unrestricted 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	District Funded LCFF - Supplemental LCFF - Supplemental	
Continue to focus on creation of a variety of formative and summative assessments throughout grades 6-8 (LCAP 4)	2017 -2018	Jim Huber Principal Christy Wilkerson Vice Principal Amy Strawn MYP Coordinator	IB funding	0000: Unrestricted	District Funded	
BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences. Monthly program evaluation and collaboration. (LCAP 1, 2 & 4)	2017 -2018	Jim Huber, Elena Cabrera, BIA	Program monitoring & collaboration	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF - Supplemental LCFF - Supplemental	108 1325
4. Supplies that will allow students to interact with text. (GLAD Learning Strategies). 5. Support material to support students with organization and course assignments. (LCAP1 & 2)	2017 -2018	Jim Huber, Elena Cabrera	GLAD/Misc Supplemental supplies	4000-4999: Books And Supplies	Title I	530

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continued support of Parent Resource Center 1st Monday of every Month to allow EL parents access to technology, learn how to check their students grades, communicate with classroom teachers, etc. (LCAP 1 & 2)	2017 -2018	Jim Huber, Elena Cabrera	Parent Coordinator - 3.1 Increase family engagement and parent input and the utilization of volunteers. 3.2 Increase two-way community partnerships that support student learning. 3.3 Increase the efficiency, timeliness and accessibility of district communications	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	941
			Supplemental translation services	3000-3999: Employee Benefits	LCFF - Supplemental	229
Additional assistance throughout the year toward interpreting SST meetings, parent meetings, back to school night, etc. (LCAP 2)	2017 -2018	Jim Huber, Elena Cabrera	Instructional Aide Salaries/Subs/Temp/Hourly Program monitoring & collaboration	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	
				3000-3999: Employee Benefits	LCFF - Supplemental	
Implementation of i-READY to track student data on ELD assessments. Allowing for targeted interventions before, throughout and after the instructional day to help build students mastery of English (LCAP 4)	2017 -2018	Jim Huber, Principal. Christy Wilkerson, Vice Principal. School Counselors/Department Chairs	General Fund	4000-4999: Books And Supplies	Unrestricted	
Review of student scores on district benchmark assessments, CAASP and i-READY data, as well as teacher reports on reading levels to identify students needing intensive reading/ELD intervention. (LCAP 1, 2, 3 & 4)	2017 -2018	Jim Huber, Suzanne Borth, Title I Academic Coach	Support in ELD classrooms including push-in as well as pull-out support of students and teachers. Team teaching and assistance with differentiation.	1000-1999: Certificated Personnel Salaries	Title I	25227

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				3000-3999: Employee Benefits	Title I	8926
Supplemental instructional materials and supplies. Support material to support students with organization and course assignments. (LCAP 1)	2017 - 2018	Jim Huber, Elena Cabrera	Student planners and handbooks	5000-5999: Services And Other Operating Expenditures	Title I	1085
Increase student engagement and provide a safe, healthy, and positive learning environment. (LCAP 1)	2017 - 2018	Principal and Staff	Provide athletics, clubs, and other extracurricular activities with scholarships for EL/LI/Foster students as needed	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6093
				3000-3999: Employee Benefits	LCFF - Supplemental	927
			Replace and or/repair musical instruments	4000-4999: Books And Supplies	LCFF - Supplemental	2748
				5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	852
Supplemental administration support (LCAP 1)	2017 - 2018	Principal and Staff	Administrative support	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9491
				3000-3999: Employee Benefits	LCFF - Supplemental	1871
Professional Development of faculty related RtI (Instruction and intervention) (LCAP 1 & 4)	2017 - 2018	Jim Huber Principal, Christy Wilkerson Asst. Principal, Amy Strawn Asst. Principal	Title 1	1000-1999: Certificated Personnel Salaries	Title I	1000
Postage in order to mail out I Ready ELA results to families three times a year. (LCAP 3)	2017 - 2018	Jim Huber Principal, Christy Wilkerson Asst. Principal, Amy Strawn Asst. Principal	Title One	5900: Communications	Title I	350

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Renaissance Accelerated Reader Intervention (LCAP 1)	2017 – 2018	Jim Huber Principal, Elena Cabrera Director of Categorical Programs	Renaissance Learning, News ELA	5000-5999: Services And Other Operating Expenditures	Title I	3750
Contingency	2017 – 2018	Jim Huber Principal, Elena Cabrera Director of Categorical Programs	Title 1	5800: Professional/Consulting Services And Operating Expenditures	Title I	551

Planned Improvements in Student Performance

Mathematics

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL: District Entry
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in Mathematics. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
School Goal 1: Student Achievement and Success School Goal 2: Provide consistent professional development for all faculty around Common Core and International Baccalaureate Instruction and Assessment School Goal 3: Provide consistent professional development for literacy learning strategies in all content area classrooms. School Goal 4: Share i-Ready data with students & families to they understand where they are "grade level wise" in Math in order to understand necessary interventions.
Data Used to Form this Goal:
District Wide Benchmark Assessments, CELDT, site formative and summative assessments, i-READY data, CAASPP data
Findings from the Analysis of this Data:
Mitchell continues to show a variety of needs in mathematics across the board. Mitchell Middle will build math intervention into advisory and continue to focus on targeted instruction and the use of formative assessments and i-READY data to inform instructional practice.
How the School will Evaluate the Progress of this Goal:
Criterion referenced data, based on rubrics, based on teacher norming, teacher observations, local formative and summative assessments and i-READY data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Criterion referenced data, based on rubrics, based on teacher norming, teacher observations, and local summative assessments. (LCAP 4)	2017 - 2018	Jim Huber Principal Christy Wilkerson Vice Principal Math Support Provider, Amy Strawn MYP Coordinator, Diana Hinkle Department Chair	IB Funding	0000: Unrestricted	District Funded	
Work to develop and implement criterion based math assessments across all grade levels and all curriculum (using the same rubric for all subjects and grade levels.(LCAP 4)	2017 - 2018	Jim Huber Principal Christy Wilkerson Vice Principal, Christina Sinclair Math Support Provider, Amy Strawn MYP Coordinator, Diana Hinkle Department Chair	IB Funding	0000: Unrestricted	District Funded	
Extended Day Interventions (LCAP 1, 2 & 4)	2017 - 2018	Jim Huber, Elena Cabrera	Summer School Translation/Testing/Lead Teachers	None Specified None Specified	LCFF - Supplemental LCFF - Supplemental	
Supplemental instructional materials and supplies. Support material to support students with organization and course assignments. (LCAP 1)	2017 - 2018	Jim Huber, Elena Cabrera,	Supplies Student planners and handbooks	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	Title I Title I	1105 1085
Implementation of i-READY to track student data on math assessments. Allowing for targeted interventions before, throughout and after the instructional day to help build students mastery of math (LCAP 4)	2017 - 2018	Jim Huber Principal Christy Wilkerson Vice Principal Math Support Provider, Amy Strawn MYP Coordinator, Diana Hinkle Department Chair	General Fund	4000-4999: Books And Supplies	Unrestricted	

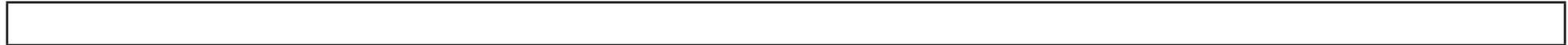
Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development for Math teachers to improve instructional delivery/assessment in the classroom. (LCAP 3)	2017 - 2018	Jim Huber Principal Christy Wilkerson Vice Principal Math Support Provider, Amy Strawn MYP Coordinator, Diana Hinkle Department Chair	Title 1	5000-5999: Services And Other Operating Expenditures	Title I	6550
Teacher Stipends to run after school Math Clinic for students far below grade level in math. (LCAP 1 & 4)	2017 - 2018	Jim Huber Principal ,Christy Wilkerson Assistant Principal	After school tutoring for students who struggle with numeracy, math facts, specific gaps in math skills/knowledge, etc.	1000-1999: Certificated Personnel Salaries	Title I	5500
Postage in order to mail out I Ready Math results to families three times a year. (LCAP 3)	2017 - 2018	Jim Huber Principal ,Christy Wilkerson Assistant Principal	Title One	5900: Communications	Title I	300
Contingency	2017 – 2018	Jim Huber Principal, Elena Cabrera Director of Categorical Programs	Title One	5800: Professional/Consulting Services And Operating Expenditures	Title I	551

Planned Improvements in Student Performance

Disproportionality

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Low Income
LEA GOAL: District Entry
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in all subject areas. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
School Goals: Increase text rich environment in classrooms to facilitate student understanding and interaction with core subject area materials. School Goals: Open parent resource center once a month to facilitate low Income parents interaction with the school/teachers School Goals: Increase school wide (all subject areas) use of literacy instructional learning strategies. School Goals: Increase consistent use of a student planner by all students to help them keep track and take responsibility for their learning. School Goals: Share i-Ready data with students & families so they understand where they are "grade level wise" in ELA and Math in order to understand necessary interventions.
Data Used to Form this Goal:
District Wide Benchmark Assessments, CELDT, site formative and summative assessments, i-READY data, CAASPP data
Findings from the Analysis of this Data:
Continued focus on ELA and Math for the majority of Mitchell students remain a priority.
How the School will Evaluate the Progress of this Goal:
Increase in GPA of Students Number of parents accessing the resource center each Month Assessment of data collected by i-READY throughout the year CAASPP data



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
Consistent Unit Boards in all classrooms that spell out objectives, essential questions, provide rubrics and anchor assignment examples, etc. for students while they work through each unit/daily lesson. (LCAP 1)	2017 - 2018	James Huber Principal, Christy Wikerson, Brian Botsford, Amy Strawn Assistant Principals.	General Fund	4000-4999: Books And Supplies	General Fund		
Continued support of Parent Resource Center 1st Monday evening of each month to allow parents access to technology, learn how to check their students grades, communicate with classroom teachers, etc. (LCAP 2)	2017 - 2018	James Huber, Elena Cabrera	Site Funds	2000-2999: Classified Personnel Salaries	Site Formula Funds	800	
				3000-3999: Employee Benefits	Site Formula Funds	100	
BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences. Monthly program evaluation and collaboration. (LCAP 1, 2 and 4)	2017 - 2018	Jim Huber, Elena Cabrera	Instructional Aides for direct student support and intervention	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	17613	
				Program Monitoring & collaboration	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	492
					3000-3999: Employee Benefits	LCFF - Supplemental	6036
					Supplemental student instruction	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental
3000-3999: Employee Benefits	LCFF - Supplemental	3475					
Provide students in low income subgroup equal access to experiential learning opportunities with extra curricular activities. (LCAP 1)	2017 - 2018	Jim Huber and Staff	Student scholarships for instructional activities	5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	8933	
				5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	4184	
			After School Activities/Clubs	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	27755	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				3000-3999: Employee Benefits	LCFF - Supplemental	4221
			Replacement and or repair of musical instruments for student enrichment	4000-4999: Books And Supplies	LCFF - Supplemental	12521
				5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3879
Increase parent and community engagement. (LCAP 2)	2017 - 2018	Jim Huber, Elena Cabrera,	Parent Coordinator 3.1 Increase family engagement and parent input and the utilization of volunteers. 3.2 Increase two-way community partnerships that support student learning. 3.3 Increase the efficiency, timeliness and accessibility of district communications	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	4289
				3000-3999: Employee Benefits	LCFF - Supplemental	1042
Implementation of i-READY to track student data on ELA and Math assessments. Allowing for targeted interventions before, throughout and after the instructional day to help build students mastery of English Language Arts and Mathematics. (LCAP 1 & 4)	2017 - 2018	Jim Huber, Principal. Christy Wilkerson, Vice Principal. School Counselors/Department leaders	General Fund	4000-4999: Books And Supplies	Unrestricted	
Supplemental administrative support (LCAP 1)	2017 - 2018	Principal and Staff	Admin support	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	43238

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				3000-3999: Employee Benefits	LCFF - Supplemental	8521
Supplemental instructional materials and supplies. Support material to support students with organization and course assignments. (LCAP 1 & 4)	2017 - 2018	Jim Huber, Elena Cabrera,	Supplies	4000-4999: Books And Supplies	Title I	1000
			Student planners and handbooks	5000-5999: Services And Other Operating Expenditures	Title I	1084
Review of student scores on district benchmark assessments, CAASP and i-READY data, as well as teacher reports on reading levels to identify students needing intensive reading/ELD intervention. (LCAP 1 , 3 & 4)	2017 - 2018	Jim Huber, Academic Coach	Support in classrooms including push-in as well as pull-out support of students and teachers. Team teaching and assistance with differentiation.	1000-1999: Certificated Personnel Salaries	Title I	25227
				3000-3999: Employee Benefits	Title I	8926
Professional Development of faculty related Rtl (Instruction and intervention) (LCAP 1 & 4)	2017 - 2018	Jim Huber, Principal, Christy Wilkerson Assistant Principal	Title 1	1000-1999: Certificated Personnel Salaries	Title I	1000
Interprogram Field Trips/Transportation for all grade levels to Museums & Colleges (LCAP 1)	2017 - 2018	Jim Huber Principal, Christy Wilkerson Assistant Principal, Brian Botsford Assistant Principal, Amy Strawn Assistant Principal	Title 1	5700-5799: Transfers Of Direct Costs	Title I	
Contingency	2017 – 2018	Jim Huber Principal, Elena Cabrera Director of Categorical Programs	Title 1	5800: Professional/Consulting Services And Operating Expenditures	Title I	551

Planned Improvements in Student Performance

World Language

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: World Language
LEA GOAL: District Entry
Performance Goal 1: World Language students will reach high standards at a minimum of attaining proficiency or better. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
District Goal 1: Student Achievement and Success School Goal (s): 1. Focus on creating a Language Acquisition program that is high quality and meets all standards set by the IB and Common Core 2. Provide consistent professional development for all faculty around Common Core and International Baccalaureate Instruction and Assessment 3. Provide consistent professional development for literacy learning strategies in all content area classrooms. 4. Collaborate with Language acquisition department at Cordova High School.
Data Used to Form this Goal:
CELDT, local language acquisition assessments, MYP assessments
Findings from the Analysis of this Data:
No data available as Language Acquisition is in its developmental stages at Mitchell.
How the School will Evaluate the Progress of this Goal:
Criterion referenced data, based on rubrics, based on teacher norming, teacher observations, and local summative assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Criterion referenced data, based on rubrics, based on teacher norming, teacher observations, and local summative assessments. (LCAP 4)	2017 - 2018	Jim Huber Principal Christy Wilkerson Vice Principal Amy Strawn IB MYP Coordinator World Language Teachers	IB Funding	0000: Unrestricted	District Funded	
Continue to develop and implement criterion based assessments across all grade levels and all curriculum (using the same rubric for all subjects and grade levels) (LCAP 4)	2017 - 2018	Jim Huber Principal Christy Wilkerson Vice Principal Amy Strawn IB MYP Coordinator World Language Teachers	IB Funding	0000: Unrestricted	District Funded	

Planned Improvements in Student Performance

Science

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Science
LEA GOAL: District Entry
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in the Science. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
District Goal 1: Student achievement and Success School Goals: <ol style="list-style-type: none">1. Focus on high quality, IB/Common Core School Standards based instruction.2. Provide consistent professional development for all faculty around Common Core and International Baccalaureate Instruction and Assessment.3. Provide consistent professional development around Next Generation Science Standards. (NGSS)3. Provide consistent professional development for literacy learning strategies in all content area classrooms.
Data Used to Form this Goal:
CELDT, and local assessments including projects and MYP assessments, CAASPP
Findings from the Analysis of this Data:
We will continue to focus on project and inquiry based learning and the use of a variety of instructional strategies to continue the gains in science scores. Assessments are also being created to align more with the curriculum through IB and Common Core Training as well as the new NGSS.
How the School will Evaluate the Progress of this Goal:
Criterion referenced data, based on rubrics, based on teacher norming, teacher observations, and local formative and summative assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Criterion referenced data, based on rubrics, based on teacher norming, teacher observations, and local summative assessments. (LCAP 4)	2017 - 2018	Jim Huber, Principal. Christy Wilkerson, Vice Principal. School Counselors/Department Leaders	IB Funding	0000: Unrestricted	District Funded	
Continue to develop and implement criterion based assessments across all grade levels and all curriculum (using the same rubric for all subjects and grade levels) (LCAP 4)	2017 - 2018	Jim Huber, Principal. Christy Wilkerson, Vice Principal. School Counselors/Department Chairs	IB Funding	0000: Unrestricted	District Funded	
Implementation of i-READY to track student data on science assessments. Allowing for targeted interventions before, throughout and after the instructional day to help build students mastery of scientific skills and concepts.	2016 -2017	Jim Huber, Principal. Christy Wilkerson, Vice Principal. School Counselors/Department Chairs	General Fund	4000-4999: Books And Supplies	Unrestricted	

Planned Improvements in Student Performance

History/Social Science

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Social Science
LEA GOAL: District Entry
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in the History/Social Science. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018
SCHOOL GOAL: LCAP Aligned
District Goal 1: Student Achievement and Success School Goal (s): 1. Focus on high quality, IB/Common Core School Standards based instruction. 2. Provide consistent professional development for all faculty around Common Core and International Baccalaureate Instruction and Assessment 3. Provide consistent professional development for literacy learning strategies in all content area classrooms. 4. Focus on "skills building" in all social studies classrooms in relation to student interaction with text.
Data Used to Form this Goal:
CELDT, and local assessments including History Day and MYP assessments
Findings from the Analysis of this Data:
Social Science made substantial gains in the last school year and will continue to focus on a variety of instructional practices as well as using formative assessment to inform instructional practices. Literacy skill building will continue to be the focus to assist student interaction and connection to text.
How the School will Evaluate the Progress of this Goal:
Criterion referenced data, based on rubrics, based on teacher norming, teacher observations, and local summative assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Criterion referenced data, based on rubrics, based on teacher norming, teacher observations, and local summative assessments. (LCAP 4)	2017 - 2018	Jim Huber Principal, Brian Botsford Vice Principal, Amy Strawn IB MYP	IB Funding	0000: Unrestricted	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Coordinator, Karen York Department Leader				
Continue to develop and implement criterion based assessments across all grade levels and all curriculum (using the same rubric for all subjects and grade levels.) (LCAP 4)	2017 - 2018	Jim Huber Principal, Brian Botsford Vice Principal, Amy Strawn IB MYP Coordinator, Karen York Department Leader	IB Funding	0000: Unrestricted	District Funded	
History Day Participation (LCAP 1 & 4)	2017 - 2018		General Fund	0000: Unrestricted	District Funded	

Planned Improvements in Student Performance

Counseling/SEL

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Counseling/SEL
LEA GOAL: District Entry
Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
District Goal 2: Healthy, Safe, and Innovative Learning Environment School Goal: A positive campus culture that allows all students to learn at the highest levels. School Goal: Administrative and Counseling partnership on caseload by alphabet to ensure more consistent support for students struggling emotionally/behaviorally.
Data Used to Form this Goal:
Healthy Kids Survey PBIS Surveys
Findings from the Analysis of this Data:
The Healthy Kids Survey revealed that Mitchell Middle School needed to refocus its efforts around creating a positive school environment. The PBIS team was reformed and restructured at the end of the 2016 - 2017 school year with a focus on reinforcing positive student behaviors and creating a positive campus climate at Mitchell. A new PBIS coach was hired in the fall of 2017.
How the School will Evaluate the Progress of this Goal:
Student Surveys at the end of the school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Meeting with students on each counselors caseload. (Teamed with a vice principal by alphabet). Counselors and vice principals review grades, log entries and discipline file on their case load to determine students who may be struggling academically, socially or emotionally. (LCAP 1)	2017 - 2018	Jim Huber Principal, Brian Botsford Vice Principal, Christy Wilkerson Vice Principal, Amy Strawn IB MYP Coordinator, Missy Means, Barbara Eklund Counselors.	IB Funding	0000: Unrestricted	District Funded	
Intervention Hours:Positive School Culture. Counselor to work with PBIS team to assist in creation of anti-bullying/positive school climate materials. Students/staff to promote safe campus and encourage students to engage in respectful behaviors and decrease incidents of bullying/harassment campus wide. (LCAP 1)	2017 - 2018	Jim Huber Principal, Brian Botsford Vice Principal, Christy Wilkerson Vice Principal, Amy Strawn IB MYP Coordinator, Missy Means, Barbara Eklund Counselors.	IB Funding	0000: Unrestricted	District Funded	
2.5 days of Marriage and Family Therapist work for general ed. students and 2.5 days per week of Marriage and Family Therapist work for special education students. Therapists will work with students struggling with social, emotional and/or mental illness. Limited individual and small group counseling sessions will be scheduled, with students referred to outside mental health services when necessary. (LCAP 1)	2017 - 2018	Jim Huber Principal Scott Meyer Child Welfare Coordinator	General Fund	1000-1999: Certificated Personnel Salaries	District Funded	
			General Fund	3000-3999: Employee Benefits	District Funded	
Counselor to support parent engagement and education of educational institution. (LCAP 2)	2017 - 2018	Jim Huber, Elena Cabrera	Counselor	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	67,727
				3000-3999: Employee Benefits	LCFF - Supplemental	18,435

Planned Improvements in Student Performance

Career and Technical Education

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Career and Technical Education
LEA GOAL: District Entry
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in CTE-Career Technical Education. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
District Goal 1: Student achievement and Success School Goals: Focus on high quality, IB/Common Core School Standards based instruction. School Goals: Provide consistent professional development for literacy learning strategies in all content area classrooms and technology use.
Data Used to Form this Goal:
CELDT, and local assessments including PLTW competitions and MYP assessments
Findings from the Analysis of this Data:
Project Lead the way is one of the most popular programs Mitchell currently offers to students
How the School will Evaluate the Progress of this Goal:
Criterion referenced data, based on rubrics, based on teacher norming, teacher observations, and local summative assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Criterion referenced data, based on rubrics, based on teacher norming, teacher observations, and local summative assessments. (LCAP 4)	2017 - 2018	Jim Huber Principal Amy Strawn IB MYP Coordinator Peter Lane PLTW Instructor, Natalie Eck Department Leader	IB Funding	0000: Unrestricted	District Funded	
Continue to develop and implement criterion based assessments across all grade levels and all curriculum (using the same rubric for all subjects and grade levels) (LCAP 4)	2017 - 2018	Jim Huber Principal Amy Strawn IB MYP Coordinator Peter Lane PLTW Instructor, Natalie Eck Department Leader	IB Funding	0000: Unrestricted	District Funded	

Planned Improvements in Student Performance

VAPA-Visual and Performing Arts

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: VAPA-Visual and Performing Arts
LEA GOAL: District Entry
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in the VAPA/Fine Arts. Performance Goal 5: All students will graduate from high school
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
District Goal 1: Student achievement and Success School Goals: Focus on high quality, IB/Common Core School Standards based instruction. School Goals: Provide consistent professional development for literacy learning strategies in all content area classrooms.
Data Used to Form this Goal:
CELDT, and local assessments including performance based art shows, concerts, and MYP assessments
Findings from the Analysis of this Data:
All students at Mitchell Middle School have some type of fine arts class. (Visual or performing).
How the School will Evaluate the Progress of this Goal:
Criterion referenced data, based on rubrics, based on teacher norming, teacher observations, and local summative assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Criterion referenced data, based on rubrics, based on teacher norming, teacher observations, and local summative assessments. (LCAP 4)	2017 - 2018	Jim Huber Principal Amy Strawn IB MYP Coordinator, Natalie Eck Department leader. Fine Arts Teachers	IB Funding	0000: Unrestricted	District Funded	
Continue to develop and implement criterion based assessments across all grade levels and all curriculum (using the same rubric for all subjects and grade levels) (LCAP 4)	2017 - 2018	Jim Huber Principal Amy Strawn IB MYP Coordinator, Natalie Eck Department leader. Fine Arts Teachers	IB Funding	0000: Unrestricted	District Funded	

Planned Improvements in Student Performance

Physical Education and Health

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet CA Common Core Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Physical Education and Health
LEA GOAL: District Entry
Performance Goal 1: All students will reach high standards at a minimum of attaining proficiency or better in Physical Education and Health. Students will develop healthy lifestyles through physical education and health education. Performance Goal 5: All students will graduate from high school.
LCAP GOAL: District Entry
LCAP Goals 2017-2018 GOAL 1: All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1) GOAL 2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6) GOAL 3: Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7) GOAL 4: Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
SCHOOL GOAL: LCAP Aligned
District Goal 1: Student achievement and Success School Goals: Focus on high quality, IB/Common Core School Standards based instruction. School Goals: Provide consistent professional development for literacy learning strategies in all content area classrooms.
Data Used to Form this Goal:
CELDT, and local assessments including MYP assessments. State Health Assessments
Findings from the Analysis of this Data:
Many students at Mitchell Middle School reflect the national struggle with childhood obesity. Many of our students come to Mitchell with very limited exposure to leisure and sporting activities as well as gaps in understanding related to nutrition and overall personal health.
How the School will Evaluate the Progress of this Goal:
Criterion referenced data based on rubrics, based on teacher norming, teacher observations, and local summative assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Criterion referenced data, based on rubrics, based on teacher norming, teacher observations, and local summative assessments. (LCAP 4)	2017 - 2018	Jim Huber Principal Brian Botsford Vice Principal Amy Strawn IB MYP Coordinator Tracy Idrago Department Chair	IB Funding	0000: Unrestricted	District Funded	
Continue to develop and implement criterion based assessments across all grade levels and all curriculum (using the same rubric for all subjects and grade levels) (LCAP 4)	2017 - 2018	Jim Huber Principal Brian Botsford Vice Principal Amy Strawn IB MYP Coordinator Tracy Idrago Department Chair	IB Funding	0000: Unrestricted	District Funded	

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	107,452	-34,837.00
LCFF - Supplemental	406,402	104,728.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Supplemental	301,674.00
Site Formula Funds	900.00
Title I	142,289.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	278,258.00
2000-2999: Classified Personnel Salaries	24,243.00
3000-3999: Employee Benefits	82,017.00
4000-4999: Books And Supplies	20,904.00
5000-5999: Services And Other Operating Expenditures	23,120.00
5700-5799: Transfers Of Direct Costs	13,117.00
5800: Professional/Consulting Services And Operating	2,204.00
5900: Communications	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	190,576.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	22,843.00
3000-3999: Employee Benefits	LCFF - Supplemental	55,138.00
4000-4999: Books And Supplies	LCFF - Supplemental	15,269.00
5000-5999: Services And Other Operating	LCFF - Supplemental	4,731.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	13,117.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	800.00
3000-3999: Employee Benefits	Site Formula Funds	100.00
1000-1999: Certificated Personnel Salaries	Title I	87,682.00
2000-2999: Classified Personnel Salaries	Title I	600.00
3000-3999: Employee Benefits	Title I	26,779.00
4000-4999: Books And Supplies	Title I	5,635.00
5000-5999: Services And Other Operating	Title I	18,389.00
5800: Professional/Consulting Services And	Title I	2,204.00
5900: Communications	Title I	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1 – English Language Arts	83,029.00
Goal 2 – English Language Development	66,004.00
Goal 3 – Mathematics	15,091.00
Goal 4 – Disproportionality	194,577.00
Goal 5 – World Language	
Goal 6 – Science	
Goal 7 – History/Social Science	
Goal 8 – Counseling	86,162.00
Goal 9 – Career and Technical Education	
Goal 10 – Fine Arts	
Goal 11 – Physical Education and Health	

Annual Notice of Uniform Complaint Procedures & Non-Discrimination/Sexual Harassment Policies

The school site council (SSC) and English Language Advisory Committee (ELAC) have been provided with and discussed, the rights of parents, students, and staff about:

- The district's policies and administrative regulations for AR1313.a:
 - Uniform Complaint Procedures
 - Non-Discrimination/Sexual Harassment

School Site Council

Signature

English Learner Advisory Committee

Signature

Title I Parent Involvement Policy

Mitchell Middle School is actively working to involve all parents and guardians of its students. To achieve a positive relationship with our parents/guardians Mitchell Middle School offers the following programs and school events:

1. Active PTSA (Board meets monthly, General Session each quarter)
2. Bi-Monthly ELAC meetings (Morning and Evening Session held each time)
3. Back to School Night
4. Day on the Green. (A family night that celebrates our performing and visual arts and design classes. Supported and sponsored by our Parent Music Boosters and PTSA)
5. Parent Resource Center in the Library 1st Monday evening of every month.
6. Evenings with the Principal. (The principal is on campus the 1st Monday of every month, in the Library, from 5:00 to 6:30 to meet any interested parent/guardian/community member informally).

Title I Parent Compact

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jim Huber	X				
Michelle Zilles (Parent Coordinator & Chairperson)			X		
Stacey Michelini (Admin. Asst.)			X		
Ruthann Monterosa		X			
David Sewell		X			
Karen Vasquez				X	
Sylvia Johnson				X	
Amor Caballero-Castillo				X	
Sandee Brown				X	
Raina Cyphers				X	
Phani Priya Kanneganti (Alternate Parent)				X	
Peter Lane (Alternate Teacher)		X			
Numbers of members of each category:	1	3	2	6	0

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) Membership

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 Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jim Huber	X				
Suzanne Borth		X			
Michelle Zilles			X		
Ana Wolfgram			X		
Venu Kanneganti				X	
Rosa Silva				X	
Maria Perez Camacho				X	
Maria Angel				X	
Petra Isauro				X	
Elia Castro Rocha				X	
Alejandria Caestro				X	
Numbers of members of each category	1	1	2	7	
TOTALS (Check for Parity)		4		7	

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 Single 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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X	English Learner Advisory Committee	_____ Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
X	Departmental Advisory Committee (secondary)	_____ Signature
X	Other committees established by the school or district (list): Parent Teacher Student Association	_____ Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 10/11/2017.

Attested:

Dr. Jim Huber		
Typed Name of School Principal	Signature of School Principal	Date

Michelle Zilles		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date



Jim Huber
Mitchell Middle School



Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2017 Single Plan for Student Achievement	2017-10-11	View	View	View	36

Previous Section: [English Learner Advisory Committee \(ELAC\) Membership](#) | Current Section: Recommendations and Assurances | Next Section: [Next Section](#)

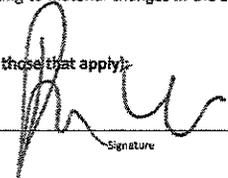
[Save Data](#) | [View Current Document](#) | [View Section](#) | You have modified data that has not been saved.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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 Single 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 (Check those that apply):

- English Learner Advisory Committee
- Special Education Advisory Committee
- Gifted and Talented Education Program Advisory Committee
- District/School Liaison Team for schools in Program Improvement
- Departmental Advisory Committee (secondary)
- Other committees established by the school or district (list):
Parent Teacher Student Association

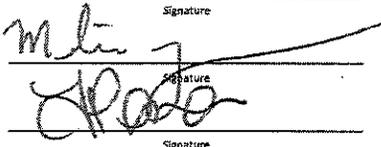


Signature

Signature

Signature

Signature



Signature

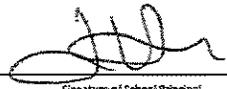
Signature

- The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- This SPSA was adopted by the SSC at a public meeting on 10/11/2017

Attested:

Dr. Jim Huber

Typed Name of School Principal



Signature of School Principal

10-11-17

Date

Michelle Zilles

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10/11/17

Date

Previous Section: [English Learner Advisory Committee \(ELAC\) Membership](#) | Current Section: Recommendations and Assurances | Next Section: [Next Section](#)



Jim Huber
Mitchell Middle School

Home Translate My Info Log Out

Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2017 Single Plan for Student Achievement	2017-10-11		View	View	36

[Previous Section](#) [Current Section](#) [Next Section](#)
[Summary of Expenditures by Goal](#) [Annual Notice of Uniform Complaint Procedures](#) [Title I Parent Involvement Policy](#)

[Save Data](#) [View Current Document](#) [View Section](#)

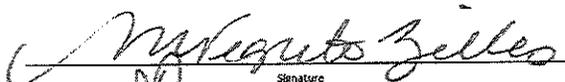
Annual Notice of Uniform Complaint Procedures & Non-Discrimination/Sexual Harassment Policies

The school site council (SSC) and English Language Advisory Committee (ELAC) have been provided with and discussed, the rights of parents, students, and staff about:

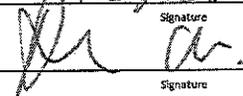
- The district's policies and administrative regulations for AR1313.a:
 - Uniform Complaint Procedures
 - Non-Discrimination/Sexual Harassment

School Site Council

English Learner Advisory Committee



 Signature



 Signature

PUBLIC NOTICE

2017 – 2018

School Site Council Meeting

First Meeting of the Year

October 11, 2017

Mitchell Library

5:00pm – 6:30pm

**We encourage all parents, teachers, staff
and students to attend.**

Next Site Council Meeting of the school year:

January 8th, 2018

School Site Council Meeting

October 11, 2017

Agenda

- 5:00** **Call to Order**
- 5:05** **Sign in Sheet/Introductions**
- 5:10** **Safety Plan**
- 5:25** **Site Plan**
- **Title 1 Budget Discussion**
 - **Explanation of i-Ready (ELA & Math)**
 - **Explanation of Title 1 Instructional Coach**
 - **ELAC**
- 6:15** **Good of the Order**
- 6:30** **Close of Site Council Meeting**

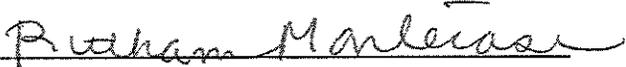
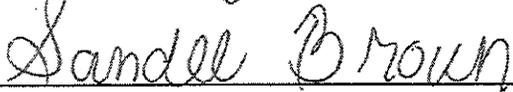
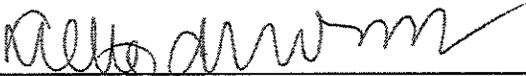
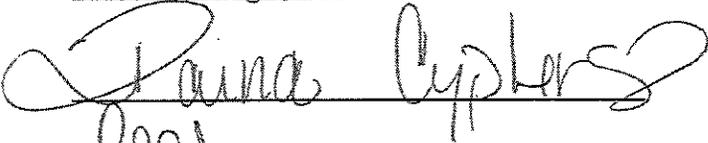
Next School Site Council Set for January 8th

**Local Control and Accountability Plan
Summary of Goals
2017-18**

GOAL 1	All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)
	1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
	1.2 Maintain schools in good repair.
	1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.
GOAL 2	Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)
	2.1 Increase student attendance rates and reduce chronic absences.
	2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing sub groups.
	2.3 Decrease 8th grade dropout rates.
	2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.
	2.5 Increase family engagement and parent input and the utilization of volunteers.
	2.6 Increase community partnerships that support student learning.
	2.7 Increase the efficiency, timeliness and accessibility of district communications.
GOAL 3	Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7)
	3.1 Provide professional development in new adoptions and local curriculum.
	3.2 Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
	3.3 Provide access to A-G, CTE, IB, AP and STEM courses.
GOAL 4	Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)
	4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11 th grades).
	4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).
	4.3 Ensure English Learners make yearly progress.
	4.4 Ensure Special Education students make yearly progress.
	4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.
	4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

Mitchell School Site Council Members

October 11, 2017

Jim Huber	Principal	
Michelle Zilles	Parent Coordinator	
Stacey Michelini	Admin. Asst.	_____
Ruthann Monterosa	Teacher	
David Sewell	Teacher	
Sandee Brown	Parent	
Amor Caballero-Castillo	Parent	
Raina Cyphers	Parent	
Sylvia Johnson	Parent	
Karen Vasquez	Parent	
Phani Priya Kanneganti	(Alternate Parent)	_____
Peter Lane	(Alternate Teacher)	_____

Mitchell Middle School Site Council

October 11, 2017

Meeting Minutes

Opening:

Call to order 5:00pm in the main library.

Sign In:

Members present: Jim Huber, Michelle Zilles, Ruthann Monterosa, Davis Sewell, Sandee Brown, Amor Caballero-Castillo, Raina Cyphers, Sylvia Johnson, Karen Vasquez.

Introductions: New staff, parents of site council introduced. Dr. Huber explained the purpose of Site Council to all the members and how their participation benefits the school.

Old Business: None

New Business:

I. Explanation of Professional Learning Communities (PLCs) and Mitchell PLC Goals and Response to Intervention (RTI)

- a. What do students need to know?
 - i. Grade level balance – essential standards agreed upon by entire department. (The student “gotta-have” in each subject by grade level.)
- b. How do we know they learned it?
 - i. The creation of common assessments of the essential standards.
- c. What is the response to someone who is not getting it?
 - i. What will the interventions be? (How will we respond if students did not learn the material?)
- d. What if they already know it?
 - i. What will the enrichment be? (How will we provide for enrichment for students who already meet the essential standards?)

Dr. Huber took the council through the rationale of moving to PLCs school (and district) wide and explained how the four questions listed above also dovetail into the reinvention of RTI at Mitchell that began in the spring of 2017.

Parent members at first expressed surprise that “subject areas didn’t automatically have agreed upon standards that all students would be taught.” Dr. Huber explained that because there are so many standards in each grade level, it was completely possible for two different students in the same grade level and subject, but with two different teachers, to experience very different instruction throughout the school year, depending on what each teacher preferred or was most comfortable with instructionally. The creation of the “essential standards” meant that, as a team, the teachers of each department had to agree upon what was “essential knowledge and skills” for students to master in their subject at each grade level. Anything BEYOND that was enrichment, but basically they are guaranteeing that ALL students would reach mastery of the same standards.

Parent members of the site council were very enthusiastic of this approach to unit creation, assessment and instruction.

II. S.M.A.R.T GOALS

a. Academics

- i. By the end of the school year, 80% or more of Mitchell students will achieve an IB grade of 3, or better, in all classes.

b. Social

- i. By the end of the school year at least 80% of the student body will assert that adults on campus care about their wellbeing.

Dr. Huber explained the creation of the S.M.A.R.T goals and described how each department were creating their own S.M.A.R.T goals in order to support the school wide S.M.A.R.T goals. He also explained that data from i-Ready, Smarter Balance, the Healthy Student Survey, etc. would be how the school and departments measured their success at the end of the year.

III. Safety Binder Review and approval

a. Emergency Procedures

b. CPS

c. Student Code of Conduct

d. Hour Zero

- i. Karen Vasquez made a motion to approve the Safety Binder
- ii. Sandee Brown seconded the motion
- iii. All members approved

Dr. Huber explained the binder, once approved by the board, is always available for review in Ms. Michelini's office. There was also a conversation related to specific drills, the support provided to the school by Hour Zero, mandated reporter training, and how to better communicate "drill related information" to parents so they could understand the protocols. Example: How it is important during an emergency lockdown, like the one that took place during the 2016 – 2017 school year, that parent NOT come to campus to try and get their kids. The school will not answer the doors, will not release kids, and parents end up putting themselves in danger.

Dr. Huber and Michelle Zilles will work on creating an information sheet for parents related to the various emergency responses on campus and appropriate actions for parents in those circumstances.

IV. Campus Culture

a. Supervision

b. Teaching with Love and Logic (along with Cordova High)

- i. Question from Karen Vasquez: What does it look like in action?
 1. Consistent Classroom management
 2. Building consistent practices

3. Having the teachers consistent in responding to students
4. "Fair" is when everyone gets what they need
 - a. Comment by Sandee Brown; her experience is that Mitchell has done a great job handling "scary" trends on campus. Eg. Clowns, etc.

- c. PBIS/ Mitchell Money/Mitchell Mart
 - i. Catching the Positives
- d. WEB (Where everyone belongs) 6th Grade Orientation Program at the beginning of the year, and yearlong "anti-bullying/building positive peer relationships."

Dr. Huber explained that Teaching with Love and Logic focused on the actions of the adults while PBIS focused on the action of the students, and the two programs together should help Mitchell continue to build a positive and developmentally health campus environment.

V. Single Plan for Student Achievement/ LCAP Discussion

Dr. Huber began with an explanation of the LCAP and took the council through the eight points the school is held accountable for as well as explained the first four goals and their relation to Title 1.

- a. Site Plan Review and approval
- b. Review Title 1 Budget items
- c. Review requests for additional Title 1 funds
- d. Explained ELAC meetings/outreach to EL parents
- e. Main Spending Goals
 - i. RtI
 - ii. Student Enrichment
 - iii. Teacher Professional Development
 1. Raina Cyphers made a motion to approve the Site Plan
 2. Ruthann Monterosa seconded the motion
 3. All approved

VI. iReady

- a. How test scores effect Student placement
- b. Interventions
- c. Enrichment

Dr. Huber then explained the i-Ready assessments, their timeline, and the interventions being used in advisory. He explained the positions for Ms. Borth (Title One coach) and Ms. Sinclair (Math Intervention) and how both faculty members assisted teachers in classrooms, pulled students out for individualized instruction/support, etc.

Parents were enthusiastic about the easy to understand data that was being shared with parents and students and that the school was actively working to help all students who were significantly behind grade level in math and English.

VII. Open Discussion

Dr. Huber explained that there would be two more site council meetings this year. That we would review "mid-year" data in January and begin thinking about items related to the second half of the year, as well as beginning to look down the road to the 2018 – 2019 school year.

The third site council meeting would focus on the new schedule for the following school year, what Mitchell was offering program wise and any changes that would be coming the following year. As well as beginning the conversation as to how we wanted to allocate Title 1 monies. (Dr. Huber explained that would be a "projection" as we wouldn't really have our actual budget or know the exact amount until the beginning of the 2018 – 2019 school year.)

Dr. Huber expressed his hope that the parents with 6th or 7th grade students would consider serving for a second year on the site council after the conclusion of this school year.

The next Mitchell School Site Council meeting will take place on January 8th at 5:00pm in the school library.

VIII. Adjourned 6:05

Michelle Zilles

Budget By Expenditures

Mitchell Middle School

Funding Source: LCFF - Supplemental

\$406,402.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional programs and support to LTELS and high need studentsProvide additional interventions and services during the school year as student academic needs are determined	1000-1999: Certificated Personnel Salaries	\$25,982.00		Offer more intervention programs (LCAP 1, 2, & 4)
	3000-3999: Employee Benefits	\$9,056.00		Offer more intervention programs (LCAP 1, 2, & 4)
Counselor	1000-1999: Certificated Personnel Salaries	\$67,727.00		Counselor to support parent engagement and education of educational institution. (LCAP 2)
	3000-3999: Employee Benefits	\$18,435.00		Counselor to support parent engagement and education of educational institution. (LCAP 2)
Program monitoring & collaboration	1000-1999: Certificated Personnel Salaries	\$108.00		BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences.Monthly program evaluation and collaboration. (LCAP 1, 2 & 4)
	3000-3999: Employee Benefits	\$1,325.00		BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences.Monthly program evaluation and collaboration. (LCAP 1, 2 & 4)
Instructional Aides for direct student support and intervention	2000-2999: Classified Personnel Salaries	\$17,613.00		BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences.Monthly program evaluation and collaboration. (LCAP 1, 2 and 4)
Program Monitoring & collaboration	1000-1999: Certificated Personnel Salaries	\$492.00		BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences.Monthly program evaluation and collaboration. (LCAP 1, 2 and 4)
	3000-3999: Employee Benefits	\$6,036.00		BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences.Monthly program evaluation and collaboration. (LCAP 1, 2 and 4)

Mitchell Middle School

Supplemental student instruction	1000-1999: Certificated Personnel Salaries	\$9,690.00	BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences. Monthly program evaluation and collaboration. (LCAP 1, 2 and 4)
	3000-3999: Employee Benefits	\$3,475.00	BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences. Monthly program evaluation and collaboration. (LCAP 1, 2 and 4)
Student scholarships for instructional activities	5700-5799: Transfers Of Direct Costs	\$8,933.00	Provide students in low income subgroup equal access to experiential learning opportunities with extra curricular activities. (LCAP 1)
Student scholarships for sports and or club activities	5700-5799: Transfers Of Direct Costs	\$4,184.00	Provide students in low income subgroup equal access to experiential learning opportunities with extra curricular activities. (LCAP 1)
After School Activities/Clubs	1000-1999: Certificated Personnel Salaries	\$27,755.00	Provide students in low income subgroup equal access to experiential learning opportunities with extra curricular activities. (LCAP 1)
	3000-3999: Employee Benefits	\$4,221.00	Provide students in low income subgroup equal access to experiential learning opportunities with extra curricular activities. (LCAP 1)
Replacement and or repair of musical instruments for student enrichment	4000-4999: Books And Supplies	\$12,521.00	Provide students in low income subgroup equal access to experiential learning opportunities with extra curricular activities. (LCAP 1)
	5000-5999: Services And Other Operating Expenditures	\$3,879.00	Provide students in low income subgroup equal access to experiential learning opportunities with extra curricular activities. (LCAP 1)
Parent Coordinator 3.1 Increase family engagement and parent input and the utilization of volunteers. 3.2 Increase two-way community partnerships that support student learning. 3.3 Increase the efficiency, timeliness and accessibility of district communications	2000-2999: Classified Personnel Salaries	\$4,289.00	Increase parent and community engagement. (LCAP 2)
	3000-3999: Employee Benefits	\$1,042.00	Increase parent and community engagement. (LCAP 2)
Admin support	1000-1999: Certificated Personnel Salaries	\$43,238.00	Supplemental administrative support (LCAP 1)
	3000-3999: Employee Benefits	\$8,521.00	Supplemental administrative support (LCAP 1)

Mitchell Middle School

Provide athletics, clubs, and other extracurricular activities with scholarships for EL/LI/Foster students as needed	1000-1999: Certificated Personnel Salaries	\$6,093.00	Increase student engagement and provide a safe, healthy, and positive learning environment. (LCAP 1)
	3000-3999: Employee Benefits	\$927.00	Increase student engagement and provide a safe, healthy, and positive learning environment. (LCAP 1)
Replace and or/repair musical instruments	4000-4999: Books And Supplies	\$2,748.00	Increase student engagement and provide a safe, healthy, and positive learning environment. (LCAP 1)
	5000-5999: Services And Other Operating Expenditures	\$852.00	Increase student engagement and provide a safe, healthy, and positive learning environment. (LCAP 1)
Administrative support	1000-1999: Certificated Personnel Salaries	\$9,491.00	Supplemental administration support (LCAP 1)
	3000-3999: Employee Benefits	\$1,871.00	Supplemental administration support (LCAP 1)
Parent Coordinator - 3.1 Increase family engagement and parent input and the utilization of volunteers.3.2 Increase two-way community partnerships that support student learning.3.3 Increase the efficiency, timeliness and accessibility of district communications	2000-2999: Classified Personnel Salaries	\$941.00	Continued support of Parent Resource Center 1st Monday of every Month to allow EL parents access to technology, learn how to check their students grades, communicate with classroom teachers, etc. (LCAP 1 & 2)
	3000-3999: Employee Benefits	\$229.00	Continued support of Parent Resource Center 1st Monday of every Month to allow EL parents access to technology, learn how to check their students grades, communicate with classroom teachers, etc. (LCAP 1 & 2)

LCFF - Supplemental Total Expenditures: \$301,674.00

LCFF - Supplemental Allocation Balance: \$104,728.00

Funding Source: Site Formula Funds

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
----------------------	-------------	--------	------	--------

Mitchell Middle School

Site Funds	2000-2999: Classified Personnel Salaries	\$800.00	Continued support of Parent Resource Center 1st Monday evening of each month to allow parents access to technology, learn how to check their students grades, communicate with classroom teachers, etc. (LCAP 2)
	3000-3999: Employee Benefits	\$100.00	Continued support of Parent Resource Center 1st Monday evening of each month to allow parents access to technology, learn how to check their students grades, communicate with classroom teachers, etc. (LCAP 2)
Site Formula Funds Total Expenditures:		\$900.00	
Site Formula Funds Allocation Balance:		\$0.00	

Funding Source: Title I

\$107,452.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Support in ELD classrooms including push-in as well as pull-out support of students and teachers. Team teaching and assistance with differentiation.	1000-1999: Certificated Personnel Salaries	\$25,227.00		Review of student scores on district benchmark assessments, CAASP and i-READY data, as well as teacher reports on reading levels to identify students needing intensive reading/ELD intervention. (LCAP 1, 2, 3 & 4)
	3000-3999: Employee Benefits	\$8,926.00		Review of student scores on district benchmark assessments, CAASP and i-READY data, as well as teacher reports on reading levels to identify students needing intensive reading/ELD intervention. (LCAP 1, 2, 3 & 4)
Student planners and handbooks	5000-5999: Services And Other Operating Expenditures	\$1,085.00		Supplemental instructional materials and supplies. Support material to support students with organization and course assignments. (LCAP 1)
Title 1	1000-1999: Certificated Personnel Salaries	\$1,000.00		Professional Development of faculty related RtI (Instruction and intervention) (LCAP 1 & 4)
Title One	5900: Communications	\$350.00		Postage in order to mail out I Ready ELA results to families three times a year. (LCAP 3)
Renaissance Learning, News ELA	5000-5999: Services And Other Operating Expenditures	\$3,750.00		Renaissance Accelerated Reader Intervention (LCAP 1)

Mitchell Middle School

Title 1	5800: Professional/Consulting Services And Operating Expenditures	\$551.00	Contingency
Supplies	4000-4999: Books And Supplies	\$1,000.00	Supplemental instructional materials and supplies. Support material to support students with organization and course assignments. (LCAP 1 & 4)
Student planners and handbooks	5000-5999: Services And Other Operating Expenditures	\$1,084.00	Supplemental instructional materials and supplies. Support material to support students with organization and course assignments. (LCAP 1 & 4)
Support in classrooms including push-in as well as pull-out support of students and teachers. Team teaching and assistance with differentiation.	1000-1999: Certificated Personnel Salaries	\$25,227.00	Review of student scores on district benchmark assessments, CAASP and i-READY data, as well as teacher reports on reading levels to identify students needing intensive reading/ELD intervention. (LCAP 1 , 3 & 4)
	3000-3999: Employee Benefits	\$8,926.00	Review of student scores on district benchmark assessments, CAASP and i-READY data, as well as teacher reports on reading levels to identify students needing intensive reading/ELD intervention. (LCAP 1 , 3 & 4)
Title 1	1000-1999: Certificated Personnel Salaries	\$1,000.00	Professional Development of faculty related RtI (Instruction and intervention) (LCAP 1 & 4)
Title 1	5800: Professional/Consulting Services And Operating Expenditures	\$551.00	Contingency
GLAD/Misc Supplemental supplies	4000-4999: Books And Supplies	\$530.00	4. Supplies that will allow students to interact with text. (GLAD Learning Strategies). 5. Support material to support students with organization and course assignments. (LCAP1 & 2)
Support in ELA classrooms including push-in as well as pull-out support of students and teachers. Team teaching and assistance with differentiation. Tutoring.	1000-1999: Certificated Personnel Salaries	\$25,228.00	1.Review of student scores on district benchmark assessments, CAASP and i-READY data, as well as teacher reports on reading levels to identify students needing intensive reading intervention. (LCAP 4)
	3000-3999: Employee Benefits	\$8,927.00	1.Review of student scores on district benchmark assessments, CAASP and i-READY data, as well as teacher reports on reading levels to identify students needing intensive reading intervention. (LCAP 4)
Student planners and handbooks	5000-5999: Services And Other Operating Expenditures	\$1,085.00	Support material to support students with organization and course assignments. (LCAP 1)
Renaissance Learning, News ELA	5000-5999: Services And Other Operating Expenditures	\$3,750.00	Renaissance Accelerated Reader Intervention (LCAP 1)

Mitchell Middle School

Title 1	4000-4999: Books And Supplies	\$1,000.00	Supplies that will allow students to interact with text. (GLAD Learning Strategies) (LCAP 1 & 2)
Title 1	1000-1999: Certificated Personnel Salaries	\$1,000.00	Professional Development of faculty related RtI (Instruction and intervention) (LCAP 1 & 4)
Enable librarian to manage materials, monitor AR assessments and student scores, counsel student on fluency/comprehension growth, etc.	4000-4999: Books And Supplies	\$2,000.00	New Computer for Librarian (LCAP 1 & 4)
Stipends to run after school tutoring clinic for students struggling with literacy, fluency, comprehension, etc.	1000-1999: Certificated Personnel Salaries	\$3,500.00	Teacher Stipends for After School Tutoring in English Language Arts (LCAP 1 & 4)
Title One	5900: Communications	\$350.00	Postage in order to mail out I Ready ELA results to families three times a year. (LCAP 3)
Instructional Aide Salaries/Subs/Temp/Hourly	2000-2999: Classified Personnel Salaries	\$600.00	BIA to support student needs in the classroom and support parent engagement, translations, and parent conferences. Monthly program evaluation and collaboration. (LCAP 1, 2 & 4)
Title One	5800: Professional/Consulting Services And Operating Expenditures	\$551.00	Contingency
Supplies	4000-4999: Books And Supplies	\$1,105.00	Supplemental instructional materials and supplies. Support material to support students with organization and course assignments. (LCAP 1)
Student planners and handbooks	5000-5999: Services And Other Operating Expenditures	\$1,085.00	Supplemental instructional materials and supplies. Support material to support students with organization and course assignments. (LCAP 1)
Title 1	5000-5999: Services And Other Operating Expenditures	\$6,550.00	Professional Development for Math teachers to improve instructional delivery/assessment in the classroom. (LCAP 3)
After school tutoring for students who struggle with numeracy, math facts, specific gaps in math skills/knowledge, etc.	1000-1999: Certificated Personnel Salaries	\$5,500.00	Teacher Stipends to run after school Math Clinic for students far below grade level in math. (LCAP 1 & 4)
Title One	5900: Communications	\$300.00	Postage in order to mail out I Ready Math results to families three times a year. (LCAP 3)

Mitchell Middle School

Title One	5800: Professional/Consulting Services And Operating Expenditures	\$551.00	Contingency
-----------	--	----------	-------------

Title I Total Expenditures: \$142,289.00

Title I Allocation Balance: (\$34,837.00)

Mitchell Middle School Total Expenditures: \$444,863.00