

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

## Mint Canyon Community Elementary

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
School Name	Mint Canyon Community Elementary	District Name	Sulphur Springs Union Elementary
Street	16400 Sierra Hwy.	Phone Number	661-252-5131
City, State, Zip	Canyon Country, CA 91351	Web Site	<a href="http://www.sssd.k12.ca.us">www.sssd.k12.ca.us</a>
Phone Number	661/252-2570	Superintendent	Dr. Nolet
Principal	Mrs. Betsy Letzo	E-mail Address	<a href="mailto:bnolet@sssd.k12.ca.us">bnolet@sssd.k12.ca.us</a>
E-mail Address	<a href="mailto:bletzo@sssd.k12.ca.us">bletzo@sssd.k12.ca.us</a>		

### School Description and Mission Statement

This section provides information about the school's goals and programs.

Nestled against the semi arid foothills of the Santa Clarita Valley, the Mint Canyon School site is the smallest and most rural in the valley. Mint Canyon School first opened its doors in September of 1963 with 185 students. At that time, one permanent building contained six classrooms surrounding the cafeteria/library/multipurpose room. During the next forty years, portables were added to the site to accommodate classrooms, office, and the cafeteria. With major student growth predicted over the next five years, extensive remodeling of our one permanent building as well as construction for new permanent classrooms, office area, library/media center, and cafeteria began in June 2004, continued throughout the 2004 - 2005 school year, and was completed in October 2005. Students, staff, and parents returned home to Mint Canyon School at that time.

The new Mint Canyon School site consists of a separate multipurpose room, and two two story buildings which include the office area, multimedia lab, library, staff room, work room, Intervention Room, Music Room, and classrooms. The permanent building includes a multi use area, a mini work room, Science Lab and classrooms. The state supported preschool, Junior Mints, and ASES/SAIL (After School Education and Safety/Supporting All in Learning), an after school program, are also housed on the Mint Canyon campus.

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While there are some expensive homes within our attendance area, currently, slightly more than 50% of our 400+ students come from family units well below the poverty level. Approximately 48% of our students speak a language other than English and of those, 41% are limited English proficient. The vast majority of our parents have either not completed high school or have received the equivalent of a high school education. Relatively few parents have received a college degree. Compared with the other seven elementary schools in the Sulphur Springs School District, Mint Canyon School has the highest percentage of students participating in the National School Lunch Program (free/reduced lunch), the highest transiency rate, as well as the highest percentage of students who speak a language other than English. Yet, Mint Canyon School continues to be recognized for excellence in education. We have received the California Title I Achieving School award twice and the California Distinguished School award three times, most recently in 2006.

In addition, we were one of 215 schools nationwide to be honored as a 2003 National Blue Ribbon School. As such, we are the first and only school in the Sulphur Springs School District to have received this highest honor which can be bestowed upon a school.

Through state/district funding, site funds, and donations from private individuals and PTA, Mint Canyon School's library houses approximately eighteen books per student. Through site funds, grants from Santa Clarita, and donations from private individuals and PTA, every kindergarten through second grade classroom at Mint Canyon School now has at least two eMac computers. In addition to classroom computers, Mint Canyon School boasts a state of the art media lab and Smart Board technology in the Science Lab.

Kindergarten students attend school for 200 minutes per day, and first through sixth grade students attend for 285 minutes per day. There are six minimum days scheduled throughout the year for staff planning and parent conferences. Students are excused one hour early every Tuesday to allow extra time for teachers to participate in staff meetings, staff development, and individual as well as grade level planning.

With a student population hovering around 400, a cozy, hometown feeling tone continues to exist at Mint Canyon School, even as we grow larger in student population. As expressed in our vision statement, our entire school community is a close knit family which cares deeply about each other's uniqueness and success. Support from the Sulphur Springs School District, a dedicated PTA, and good old fashioned hard work by the teachers have all contributed to the success of Mint Canyon School. An exciting spirit of cooperation exists at Mint Canyon, and as a caring school community, we support a nurturing learning atmosphere which stresses the social, educational, and emotional growth of all students so they may become productive and successful citizens. Mint Canyon Community School represents a commitment to educational excellence.

## Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

**Contact Person Name:** Betsy Letzo

**Contact Person Phone Number:** 661/252-2570

Mint Canyon offers many opportunities for parental involvement. We have a dedicated PTA that sponsors field trips and assemblies and provides supplemental materials and instructional supplies. Many of our parents volunteer inside the classroom to help the teacher by working with small groups or individual students and/or doing clerical tasks. Parents also volunteer to take clerical tasks home and assist with field trips. During the 2006-2007 school year, our PTA logged over 5000 volunteer hours.

Parents can become familiar with Mint Canyon Community School during Back-to-School Night, Open House, Family Nights (Family Math and Literacy Nights, Movie Nights), monthly PTA meetings, and parent-teacher conferences. Price Parenting classes were also presented during the 2006-2007 school year. Parents of our English Learners can also participate in our English Learners Advisory Council (ELAC).

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## Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	60	Grade 4	60
Grade 1	64	Grade 5	47
Grade 2	48	Grade 6	76
Grade 3	56	Total Enrollment	411

## Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	8.00%	Multiple or No Response	0.73%
Asian	2.92%	Economically Disadvantaged	54.00%
Filipino	3.00%	English Learners	32.00%
Hispanic or Latino	60.00%	Students With Disabilities	16.00%
White (Not Hispanic)	24.82%		

## Average Class Size and Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05			2005-06				2006-07		
	Number of Classrooms			Number of Classrooms				Number of Classrooms		
	Avg. Class Size	1-20	21-32	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32
K	32	--	1	27.5	--	2	--	31	--	2
1	20	1	--	22	--	2	--	21.7	2	1
2	18	1	--	21.5	--	2	--	23.5	1	1
3	19.5	2	--	19	2	--	--	27	1	--
4	27	--	2	24	--	1	--	27	--	2
5	27	--	2	34	--	--	2	28	--	1
6	26	--	2	30	--	2	--	28	--	2

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## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

Every student and staff member has the right to attend a safe school where he or she is free from physical or psychological harm. The School Safety Plan includes:

- School disaster procedures
- Guidelines to ensure a safe teaching and learning environment
- Guidelines to promote safe travel to and from school
- District and community resources for students and parents
- Guidelines to promote an environment where students, parents, staff and the community communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	District		
	2004-05	2005-06	2006-07
Suspensions	5.00%	5.00%	5.00%
Expulsions	1.00%	1.00%	1.00%

## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

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The Sulphur Springs School District has an ongoing preventive maintenance program. Members of the maintenance department are assigned to visit each school, repair all identified safety problems and inspect for hazards. In addition, district bus drivers conduct yearly safety procedures on proper bus riding behavior, emergency exit procedures, and the location of the first aid kits.

Each month, site principals are required to conduct a safety and cleanliness inspection of the campus. Possible hazards and unhealthy conditions are noted and referred to maintenance for repair.

Throughout the 2006 - 2007 school year, Mint Canyon School students participated in routine fire and disaster drills thus ensuring student and staff familiarity with appropriate procedures to follow in the event of such a fire or earthquake.

In August of each year, a student/parent handbook outlining our school rules for safety and proper conduct is given to parents. Parents are requested to review these rules with their children, and sign and return them to the school. These are verbally reviewed with parents at Back to School Night as well. Students are supervised on the playground, in the cafeteria, and in the bus loading and parent pick up areas.

Each site within the Sulphur Springs School District has adopted a universal Safe Schools' Action Plan. It outlines four specific goals: 1) All students and staff members are provided a safe teaching and learning environment; 2) All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities; 3) District programs and approved community resources are made available to students and parents; and 4) Schools provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds. There are several success indicators listed for each goal. Site specific information is kept in a Safe School's Action Plan binder which is housed in the principal's office. This information is updated annually and approved by Mint Canyon's School Site Council.

In addition to the Safe School's Action Plan, the Sulphur Springs School District has adopted the Tools for Schools program to monitor indoor air quality. A district full time indoor air quality employee inspects and changes heating/air conditioning filters on a monthly basis. During the 2006 - 2007 school year, the twice a year indoor air quality inspections were conducted by the host principal, and the findings reported to the Assistant Superintendent of Business.

The staff of Mint Canyon School and the Sulphur Springs School District pledge to continue providing our students with a safe and clean environment in which to learn.

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## School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

## Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary	X			

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## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	19	17	18	268
Without Full Credential	0	0	0	4

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	97.0%	3.0%
Low-Poverty Schools in District	95.5%	4.5%

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Speech/Language/Hearing Specialist	1.0

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## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
<b>Reading/Language Arts</b>	Houghton Mifflin Reading Language Arts, adopted in 2003, is used for instruction in grades kindergarten through sixth. There are sufficient textbooks for one book per student.	0%
<b>Mathematics</b>	McGraw Hill Mathematics, adopted in 2001, is used for instruction in grades kindergarten through sixth. There are sufficient textbooks for one book per student.	0%
<b>Science</b>	Harcourt Science, adopted in 2000, is used for instruction in kindergarten through 5th grade. Holt "Adventures in Science," adopted in 2001, is used for instruction in sixth grade. There are sufficient textbooks for one book per student.	0%
<b>History-Social Science</b>	Scott Foresman History-Social Science, adopted in 2007, is used for instruction in grades kindergarten through 5th. Harcourt History-Social Science, adopted in 2007, is used for instruction in 6th grade. There are sufficient textbooks for one book per student.	0%
<b>Foreign Language</b>		N/A
<b>Health</b>	Harcourt Brace, "Healthy You," is used for instruction in grades kindergarten through sixth. In addition, Mendez Foundation's "Too Good for Drugs" is used for instruction in kindergarten through sixth grade. There are sufficient books for one book per student.	0%
<b>Science Laboratory Equipment (grades 9-12)</b>		N/A

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## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Expenditures Per Pupil (Basic)	Average Teacher Salary
District	--	\$62,510.00
State	\$4,943.00	\$61,005.00

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Categorical dollars support training for teachers in working with special populations of students (English Learners, Gifted and Talented Students - GATE) and general teacher training. Funds are also allocated to the site to support intervention programs for students who are at risk academically.

### Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,132.00	\$39,984.00
Mid-Range Teacher Salary	\$60,873.00	\$63,798.00
Highest Teacher Salary	\$81,459.00	\$79,204.00
Average Principal Salary (Elementary)	\$94,759.00	\$99,820.00
Average Principal Salary (Middle)	--	\$102,340.00
Superintendent Salary	\$147,396.00	\$158,484.00
Percent of Budget for Teacher Salaries	45.0%	43.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	40%	40%	40%	53%	55%	53%	40%	42%	43%
Mathematics	49%	51%	47%	60%	63%	60%	38%	40%	40%
Science	27%	33%	20%	45%	50%	50%	27%	35%	38%
History-Social Science	--	--	--	--	--	--	32%	33%	33%

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African-American	14%	38%	--
Asian	--	--	--
Filipino	60%	73%	--
Hispanic or Latino	36%	37%	10%
White (Not Hispanic)	53%	69%	46%
Male	36%	47%	21%
Female	43%	47%	17%
Economically Disadvantaged	32%	40%	6%
English Learners	32%	47%	18%
Students With Disabilities	15%	21%	0%

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## Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

## NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	46%	25%	34%	47%	44%	44%	41%	42%	42%
Mathematics	64%	47%	47%	67%	67%	59%	52%	53%	53%

## NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	--	--
Asian	--	--
Filipino	--	--
Hispanic or Latino	28%	41%
White (Not Hispanic)	50%	79%
Male	29%	39%
Female	39%	55%
Economically Disadvantaged	35%	47%
English Learners	28%	44%
Students With Disabilities	18%	27%

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	32.0%

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## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	5	5	5
Similar Schools	7	8	7

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	34	0	-27	718
Hispanic or Latino	24	-4	-13	684
White (Not Hispanic)	37	3	3	795
Economically Disadvantaged	7	11	-35	676
English Learners	--	-35	20	680

### Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI

## Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

The Sulphur Springs School District is firmly committed to the continual development and improvement of its teachers. To this end, the district provides professional development activities and training to enhance teacher effectiveness annually. During the 2006-2007 school year all teachers were provided with the opportunity to attend conferences, workshops, seminars, and other staff development opportunities. Each Tuesday students were released one hour early to provide teachers with site-based professional development opportunities that include site-based training, grade level collaborative planning, and independent planning. Numerous staff meetings focused on analyzing student performance of state and local assessments and how to modify instruction to better meet students' needs. Staff development topics covered all curriculum areas although there was an emphasis on reading, writing, supporting English learners, assessment, science and diversity.