

Executive Summary School Accountability Report Card, 2005-06

For Mint Canyon Community Elementary School

Address: 16400 Sierra Hwy., Canyon Country CA
91351-1414

Phone Number: (661) 252-2570

Principal: Betsy Letzo

Grade Span: K-6

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Nestled against the semi arid foothills of the Santa Clarita Valley, Mint Canyon School is the smallest and most rural school in the valley. Our mascot, the Roadrunner, comes from the many roadrunners that still frequent the foothills overlooking Mint Canyon School. Mint Canyon School first opened its doors to 185 students in 1963 with one permanent building containing six classrooms surrounding the multipurpose room. During the next forty years, portables were added to accommodate classrooms, office, and cafeteria. With major student growth predicted, an extensive remodel of our one permanent building as well as construction for new permanent classrooms, office, library/media center, and cafeteria began in June 2004 and continued throughout the 04-05 school year. During this time, the school site was closed. Even though our students and staff were divided and housed at tow host schools in the Sulphur Springs School District, we continued to exist as Mint Canyon School. Mint Canyon officially reopened its doors in October 2005.

Student Enrollment

Teachers

Group	Enrollment	Indicators	Teachers
Number of Students	372	Teachers With Full Credential	17
African American	8.3 %	Teachers Without Full Credential	0
American Indian or Alaska Native	0.0 %	Teachers Teaching Outside Subject Area of Competence	0
Asian	2.7 %	Misassignments of Teachers of English Learners	1
Filipino	2.4 %	Total Teacher Misassignments	1
Hispanic or Latino	56.7 %		
Pacific Islander	0.0 %		
White (Not Hispanic)	29.3 %		
Multiple or No Response	0.5 %		
Socioeconomically Disadvantaged	49.1 %		
English Learners	30.0 %		
Students with Disabilities	18.0 %		

School Facilities

Summary of Most Recent Site Inspection

The site administrator and head custodian conduct monthly safety inspections on campus. These reports are filed with the Business Office and provide an ongoing means of monitoring the condition of campus facilities. The head custodian also completes a daily walk around at the beginning of each day to check for any safety issues or evidence of vandalism. Additionally, an Indoor Air Quality Report is also conducted once in the Fall and again in the Spring. This report is also filed with the Business Office. All air filters are changed monthly and fans are set to run continuously in all classrooms. These standard procedures, in place for a number of years, have insured healthy air quality in our classrooms.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	n/a
Health	0%
Science Laboratory Equipment (grades 9-12)	n/a

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,348
District	\$5,010
State	\$4,743

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	40
Mathematics	51
Science	33
History-Social Science	

Academic Progress

Indicator	Result
2006 API Growth Score (from 2006 API Growth Report)	745
Statewide Rank (from 2005 API Base Report)	5
2006-07 Program Improvement Status	

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

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.

Data Quest, 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 91351-1414	Web Site	www.sssd.k12.ca.us
Phone Number	661-252-2570	Superintendent	Robert Nolet, Ed.D.
Principal	Betsy Letzo	E-mail Address	бноlet@sssd.k12.ca.us
E-mail Address	bletzo@sssd.k12.ca.us	---	---

School Description and Mission Statement

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

The Mint Canyon School community feels a personal pride and connection to our school family and provides a safe, nurturing, and positive learning environment for all students. Our vision establishes an academic atmosphere which respects each other's unique qualities and provides all students with an equal opportunity to achieve their full potential through quality standards based instruction and curriculum as well as a balanced education which focuses on the academic, emotional, and physical well being of each child. The entire Mint Canyon School community takes pride in successfully preparing our students to function as responsible members in our ever changing and culturally diverse society.

Mint Canyon School is the only school in the Sulphur Springs School District to attain both California Title I Achieving School and California Distinguished School in the same year. 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 that can be bestowed upon a school.

With a student population hovering around 400, a cozy, hometown feeling tone exists at Mint Canyon School. Our entire school community is a close-knit family that cares deeply about each other's uniqueness and successes. All who enter Mint Canyon School immediately feels this sense of family. Support from

the Sulphur Springs School District, a dedicated PTA, and good old-fashioned hard work by the teachers have all contributed to our continuing success.

Opportunities for Parental Involvement

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

Mint Canyon School offers many opportunities for parental involvement. We have a dedicated PTA that sponsors field trips and assemblies and provides supplemental materials and supplies. Many of our parents volunteer inside the classroom to help the teacher by working with small groups/individual students and/or doing clerical tasks. Parents also volunteer to take clerical tasks home. In addition, parents attend field trips and provide additional supervision. During the 2005 - 2006 school year, our PTA logged over 4300 volunteer hours.

Parents can become familiar with Mint Canyon School during Back to School Night, Open House, Family Math and Family Literacy Nights, and parent conferences. Additional family events are also planned throughout the year.

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	55	Grade 8	0
Grade 1	44	Ungraded Elementary	0
Grade 2	43	Grade 9	0
Grade 3	51	Grade 10	0
Grade 4	41	Grade 11	0
Grade 5	75	Grade 12	0
Grade 6	63	Ungraded Secondary	0
Grade 7	0	Total Enrollment	372

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	8.3	White (not Hispanic)	29.3
American Indian or Alaska Native	0.0	Multiple or No Response	0.5
Asian	2.7	Socioeconomically Disadvantaged	49.1
Filipino	2.4	English Learners	30.0
Hispanic or Latino	56.7	Students with Disabilities	18.0
Pacific Islander	0.0	---	---

Average Class Size and Class Size Distribution (Elementary)

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	2003-04	2004-05	2005-06
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Level	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24.0	1	1		32.0		1		27.5		2	
1	20.0	1			20.0	1			22.0		2	
2	19.0	2			18.0	1			21.5		2	
3	17.3	3			19.5	2			19.0	2		
4	27.0		1		27.0		2		24.0		1	
5	28.0		2		27.0		2		34.0			2
6	23.0	1	1		26.0		2		30.0		2	
K-3	18.5	2			19.3	3						
3-4	20.0	1							18.0	1		
4-8												
Other												

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	100% Option 2	100% Option 2	100% Option 2
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

II. School Climate

School Safety Plan

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

The Mint Canyon School Safety Plan is updated annually and approved in a community forum. It contains Mint Canyon School's procedures to ensure our students, parents, and staffs have a safe environment in which to learn, play, and work. Specifically, a Site Disaster Plan, Indoor Air Quality reports and monthly safety inspections are referenced.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Community School has a School Discipline Policy that is shared annually with all students and parents. Our General School Rules are as follows:

- Respect the rights and property of others
- Use appropriate language and voice volume
- Follow directions given by adults the first time they are given

- Conduct yourself in a safe and responsible manner
- Attend school in clean, neat, and appropriate clothing

Additionally, students are expected to wear appropriate clothing and groom themselves in a manner that reflects good taste, does not violate the rules of common decency, and does not distract from the educational setting of Mint Canyon School.

Guidelines for proper behavior on the playground, in the cafeteria, and in classrooms, along with rules for cell phones are clearly communicated. The goal of our Discipline Policy is to encourage students to make good choices. Incentives for such behavior and consequences for making poor choices are also explained. Such consequences may include a warning, misconduct slip, or in severe cases suspension. Education Code guidelines for suspensions are also included in the plan.

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	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	14	18	10	125	179	150
Expulsions	0	0	0	0	0	0

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.

The Sulphur Springs School District is committed to the education of our students and has recently spent \$12 million to remodel and build our new facility. The remodel included the complete renovation of our one permanent building including new flooring and plumbing, new HVAC, and new walls. The new cafeteria features a modern kitchen facility and a multipurpose room where everyone can be present for awards assemblies and student performances. New construction also included two two-story modular buildings. One of these contains twelve classrooms, while the other contains six classrooms in addition to the administration offices, a state of the art computer lab, and a spacious library.

School Facility Conditions 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	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
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		
Other			

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
	2003-04	2004-05	2005-06	2005-06
With Full Credential	20	19	17	270
Without Full Credential	1	0	0	12
Teaching Outside Subject Area of Competence	n/a	n/a	n/a	n/a

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	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	1	0	1
Total Teacher Misassignments	1	0	1
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB 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 <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
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	99.0	1.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

For 2005/06 school year, substitute teachers were used on 199 days across the District. These substitute days were utilized for program planning, professional development activities, and workshop and conference attendance and for illness. The evaluation form includes instructional effectiveness, classroom management, relationship with pupils and an overall rating and an option for comments. In the 2005/06 school year, there were 15 instances across our eight sites when a substitute was not available.

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

The Board of Trustees in agreement with the Teachers' Association adopted the teacher evaluation process used in the Sulphur Springs School District. Each year, every teacher, with direction from the principal, develops a performance plan covering the objectives identified in our School-wide Program Plan. The principal or assistant principal formally evaluates tenured teachers in the District at least every two years. The evaluation is based on each teacher's performance on a variety of points, including general student performance, classroom discipline, and effectiveness of instructional techniques. Probationary teachers are reviewed every year for two years.

The Sulphur Springs School District is firmly committed to the continual development and improvement of all teachers. To this end, the district annually provides professional staff activities to enhance teacher effectiveness. During the 2005/06 school year, all teachers were provided with the opportunity to attend conferences, seminars, workshops and/or other staff development opportunities. Staff development topics included all curriculum areas, however, reading, writing, science, educating English language learners, assessment, and diversity were the major topics covered. In addition, teachers participated in numerous staff meetings that focused on analyzing student performance on State assessment and how to modify instruction to better meet student needs.

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	Average Number of Students per Academic Counselor
Academic Counselor	N/A	
Library Media Teacher (Librarian)	N/A	---
Library Media Services Staff (paraprofessional)		---
Psychologist	0.5	---
Social Worker	N/A	---
Nurse	0.25	---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist (non-teaching)	1.0	---
Other		---

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
Reading/Language Arts	Houghton Mifflin: K-6 Adopted 2003	Sufficient Textbooks – One per student
Mathematics	McGraw Hill:K-6 Adopted 2001	Sufficient Textbooks – One per student
Science	Harcourt: K-5 Adopted 2000 Holt "Adventures in Science": 6 Adopted 2001	Sufficient Textbooks – One per student
History-Social Science	McGraw Hill: K-6 Adopted 1999	Sufficient Textbooks – One per student
Foreign Language	N/A	N/A
Health	Harcourt Brace: Healthy You	Sufficient Textbooks – One per student
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

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 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	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	6,052	1,704	4,348	---
District	---	---	5,010	62,510
Percent Difference - School Site and District	---	---	86.8%	---
State	---	---	\$4,743	\$58,725
Percent Difference - School Site and State	---	---	105.6%	106.4%

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 funds are spent at Mint Canyon to support the instructional assistants, supplemental materials from Title I funds. Categorical dollars also 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 2004-05)

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 can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	39,132	\$38,554
Mid-Range Teacher Salary	59,202	\$62,649
Highest Teacher Salary	79,271	\$76,437
Average Principal Salary (Elementary)	104,606	
Average Principal Salary (Middle)	n/a	
Average Principal Salary (High)	n/a	
Superintendent Salary	147,396	\$150,227
Percent of Budget for Teacher Salaries	44.60	43.8
Percent of Budget for Administrative Salaries	6.10	5.4

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) 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 4, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	33	40	40	49	53	55	36	40	42
Mathematics	43	49	51	53	60	63	34	38	40
Science	25	27	33	30	45	50	25	27	35
History-Social Science							29	32	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	56	50	*
American Indian or Alaska Native			
Asian	*	*	
Filipino	*	*	*
Hispanic or Latino	28	43	22
Pacific Islander			
White (Not Hispanic)	54	65	44
Male	31	49	40
Female	49	52	28
Economically Disadvantaged	35	43	11
English Learners	20	36	19
Students with Disabilities	12	21	6
Students Receiving Migrant Education Services			

Norm-Referenced Test (NRT)

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: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

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		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	46	46	25	55	47	44	43	41	42
Mathematics	55	64	47	66	67	67	51	52	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	*	*
American Indian or Alaska Native		
Asian	*	*
Filipino	*	*

Hispanic or Latino	16	34
Pacific Islander		
White (not Hispanic)	*	*
Male	19	38
Female	28	52
Economically Disadvantaged	20	52
English Learners	9	36
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

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 the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	Percent of Students Meeting Fitness Standards
5	8.3%
7	N/A
9	N/A

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	2003-04	2004-05	2005-06
Statewide	5	5	5
Similar Schools	6	7	8

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: blank space means the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	-5	34	0	745
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	7	24	-4	697
Pacific Islander				
White (not Hispanic)	-3	37	5	796
Socioeconomically Disadvantaged	25	7	11	711
English Learners	--	--	-35	662
Students with Disabilities	--	--		

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

For the third time, Mint Canyon was named a California Distinguished School for 2005/2006. Mint Canyon is not currently in any Program Improvement and continues to meet the needs of our students socially, emotionally, and academically.

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/>.

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	n/a	n/a
First Year of Program Improvement Implementation	n/a	n/a
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Houghton-Mifflin is the district's adopted English/language arts series. Mint Canyon teachers utilize the many components of the series in order to meet the many needs of all our students. The Accelerated Reader computer program supplements comprehension by providing online tests for select stories in the series and other books as well. The McGraw Hill math textbooks are also aligned with the California state academic standards. Multiple teacher resources help in the implementation of lessons allowing for flexible grouping for students scoring at all proficiency levels. In addition, teachers have created the Mint Canyon Miscellaneous Math program, which is a continual spiral review of the grade level math standards. Science (McGraw Hill for kindergarten through fifth grade and Holt for sixth grade) textbooks are also aligned with the state standards and include multiple teacher resources addressing a wide variety of student needs. With our new construction, Mint Canyon School now offers a science lab to enhance curriculum and allow students to receive hands on experiences while performing investigations and experiments. The district adopted history social studies text (McGraw Hill) addresses the California state academic standards and includes a variety of teacher resources.

The Mint Canyon Leadership Team provides a valuable resource to the administration as well as the teachers. They participate in the analysis of assessment data in order to revise the academic goals of the Single Plan for Student Achievement on an annual basis. They also plan and implement all staff professional development throughout the year.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

During the 2005-2006 school year, the Mint Canyon staff concentrated their staff development on the Writing process, analyzing benchmark results for reteaching purposes, long range planning, and monthly grade level assessments that focused on the standards taught. In addition, staff spent time analyzing the Science standards and participated in in-services in PE instruction tied to the standards. Further, the Leadership Team led the staff in staff development related to the philosophy, adoption and implementation of the new Standards Based Report Card.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	36,000	36,000
1	56,385	50,400
2	56,385	50,400
3	56,385	50,400
4	56,385	54,000
5	56,385	54,000
6	56,385	54,000
7	N/A	54,000
8	N/A	54,000
9	N/A	64,800
10	N/A	64,800
11	N/A	64,800
12	N/A	64,800

Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Every school in the district had 9 minimum days during the 2005/06 school year. A minimum day is defined as at least 200 minutes for kindergarten and 285 minutes for grades 1 - 6. These days were designated for Back-to-School Night, Open House, Parent-Teacher Conferences, last day of school and four additional minimum days to provide teachers with curriculum planning time. Typical activities during these planning sessions include analysis of student portfolios, benchmark and writing assessments, classroom environment, development of instructional materials and strategies, and many other activities designed to improve the educational programs of our students.