

# Mint Canyon Community Elementary

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



### Roni Andrus, Principal

Principal, Mint Canyon Community Elementary

#### About Our School

##### Principal's Message

Mint Canyon Community School is a STEAM (science, technology, engineering, arts, math) focused school. We value every aspect of the STEAM concept and, as such, we embed classes, activities and programs into our weekly instructional schedule to ensure high levels of learning in these areas. Additionally, we operate a Response to Intervention Model in math and language arts to fill gaps in every student's education. We also offer an after-school Intervention/Enrichment Program that is designed to provide additional support and opportunities for students to help them excel in school.

As the school's instructional leader, I work with staff and students to increase the academic growth of our students. We work as collaborative teams to implement specific professional development on Curriculum Mapping, Lesson Planning, and Best Practices. I am very impressed with the staff for implementing initiatives that ensure our students learn at high levels.

In addition to our rigorous academic programs, we value physical activity and promote a healthy lifestyle, and our schedule reflects that. Every child receives PE, and additional fitness opportunities along with their core classes and daily recess.

You'll notice that our staff truly cares for and about our students. We are always mindful about how to connect with each child and purposefully build positive relationships with each and every student. In an effort to provide a safe and positive learning environment for all of our students, our staff utilizes the Character Counts program. This program is designed to create and maintain a safe school environment by promoting positive behaviors. Character Counts is a system-wide approach to behavior management where the behavior standards are infused into every part of the school environment. The idea is to help students learn about positive actions, steps to problem solving, being safe, being respectful, and how planning and preparedness leads to success.

We invite and encourage you to become an active participant in our school community through volunteering, joining our Mint PTA, and attending and supporting our numerous school events. Research clearly supports that when parents/guardians participate and are involved in their child's education, there is a greater likelihood of academic success for the child. We believe that by working together we provide our children an amazing and successful school experience.

I am grateful and proud to be able to work with you and your child and look forward to forming new relationships that will benefit our students.

Best to all of you this school year.

Mrs. Veronica "Roni" Andrus  
Principal, Mint Canyon

**Contact**

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*Mint Canyon Community Elementary  
16400 Sierra Hwy.  
Canyon Country, CA 91351-1414*

*Phone: 661-252-2570*

*E-mail: [randrus@sssd.k12.ca.us](mailto:randrus@sssd.k12.ca.us)*

# About This School

## Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Sulphur Springs Union
<b>Phone Number</b>	(661) 252-5131
<b>Superintendent</b>	Catherine Kawaguchi
<b>E-mail Address</b>	<a href="mailto:ckawaguchi@sssd.k12.ca.us">ckawaguchi@sssd.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.sssd.k12.ca.us">http://www.sssd.k12.ca.us</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Mint Canyon Community Elementary
<b>Street</b>	16400 Sierra Hwy.
<b>City, State, Zip</b>	Canyon Country, Ca, 91351-1414
<b>Phone Number</b>	661-252-2570
<b>Principal</b>	Roni Andrus, Principal
<b>E-mail Address</b>	<a href="mailto:randrus@sssd.k12.ca.us">randrus@sssd.k12.ca.us</a>
<b>Web Site</b>	<a href="https://ca02205826.schoolwires.net/Domain/151">https://ca02205826.schoolwires.net/Domain/151</a>
<b>County-District-School (CDS) Code</b>	19650456022891

*Last updated: 1/3/2019*

## School Description and Mission Statement (School Year 2018—19)

### Welcome to Mint Canyon Community School

#### Vision Statement

The Vision of Mint Canyon is to build a 21st Century educational community that inspires each student to reach his or her individual potential through higher-level thinking skills and innovative technology.

#### Mission Statement

All who enter Mint Canyon value the diversity of each person; prepare for the future by utilizing technology to explore the world beyond the walls of the classroom through collaboration, creativity, critical thinking and communication; nurture and respect others; take pride in their work; embrace a restorative environment; and celebrate individual growth.

#### School Description

A visit to Mint Canyon Community School reveals a positive learning environment where high expectations, positive morals, dedication to the highest quality education and a sense of community are evident. Our mascot is the intelligent and swift Roadrunner and is a perfect fit for us. The hardworking staff provides outstanding educational instruction for our students. Mint Canyon Community School currently educates 440 students. We have 14 general education classrooms, three Special Day Classes and a Transitional Kindergarten. We have one of the District's State Preschools.

School pride is evident throughout the campus and a sense of family can be felt from the office, to the play yard, all the way into to the classrooms. At monthly assemblies, students are recognized for their accomplishments and achievements. Students and staff are encouraged to wear "spirit wear" during those assemblies, so the sea of green and white on those Fridays is a testament to the school's spirit. Our mascot "Rocky the Roadrunner" always makes a celebrated appearance. All students are provided a challenging curriculum with well-defined state standards at each grade level. A wide range of teaching strategies provided by highly qualified personnel support student success.

Each classroom is equipped with state of the art technology, including two Smartboards, teacher laptop, teacher iPad, sound system, document camera, and 3:1 ratio of iPads. We also have 3 classroom sets of Chromebooks on carts for classroom instructional use. Every student has supervised access to the Internet through weekly visits to the computer lab, as well as on classroom computers and iPads. Students receive hands on, enriching, standards based lessons in all classrooms, computer lab and a state of the art Science Lab. A Science Lab Assistant assists teachers with experiments and implementation of Next Generation Science Standards (NGSS).

Mint Canyon School has been recognized for excellence in education having received the California Title I High Achieving School award three years in a row 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 that can be bestowed upon a school.

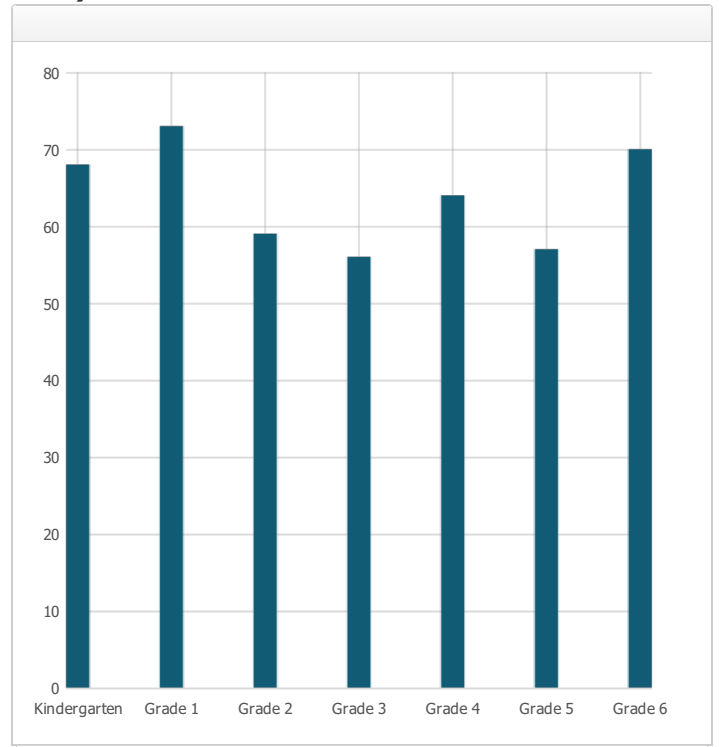
Mint Canyon also houses the ASES (After School Education and Safety) Program, which provides academic support and enrichment until 6pm every school day in grades 2 through 6. Approximately 60 Mint Canyon students benefit from the program where they have an opportunity for further enrichment, physical activity and academic support.

Mint Canyon Community School opened its doors in September 1964 with an already established PTA. Last year the SCV Council PTA recognized them for 80 years as an organization. Mint is fortunate to have a dedicated PTA who work tirelessly to host many events. Our Mint traditions include the student Corn Shucking Contest & Family Dinner/Movie Night, Grandparents Bingo Night, Red Ribbon Week, Silent Auction, student Holiday Boutique, Scholastic Book Fairs, Turn Off The TV Week, Chili Cook-off Contest and Spring Family Fun Event. Parents help support teachers and the school with endless fundraising efforts and through the many school events they host. Mint Canyon Community School makes a concentrated effort to ensure that students, parents, and staff feel a sense of belonging. That community involvement is the reason for Mint's continued success.

*Last updated: 1/15/2019*

### Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	68
Grade 1	73
Grade 2	59
Grade 3	56
Grade 4	64
Grade 5	57
Grade 6	70
<b>Total Enrollment</b>	<b>447</b>



Last updated: 1/2/2019

### Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	4.3 %
American Indian or Alaska Native	%
Asian	0.2 %
Filipino	2.2 %
Hispanic or Latino	78.1 %
Native Hawaiian or Pacific Islander	0.4 %
White	11.6 %
Two or More Races	3.1 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	84.1 %
English Learners	37.6 %
Students with Disabilities	19.2 %
Foster Youth	1.1 %

## A. Conditions of Learning

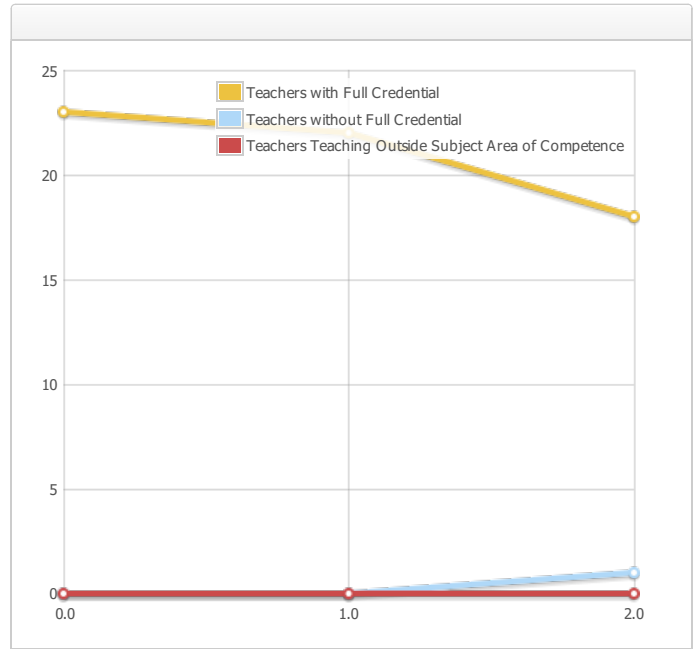
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

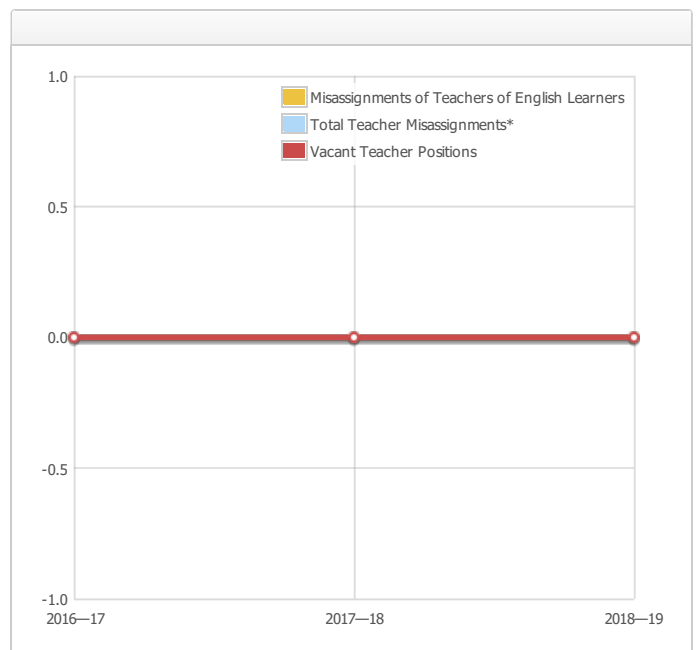
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	23	22	18	246
Without Full Credential	0	0	1	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/4/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/3/2019

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected: January 2019

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Benchmark Advance K-6 (2017) Ready to Advance TK (2017)	Yes	0.0 %
Mathematics	Houghton Mifflin California Math Expressions CC (2015)	Yes	0.0 %
Science	Houghton Mifflin California Science (K-2 2008) Pearson California Science (3-6 2008)	Yes	0.0 %
History-Social Science	Pearson History-Social Science for California (2006) Harcourt Reflections Grade 6 (2008)	Yes	0.0 %
Foreign Language			0.0 %
Health	Houghton Mifflin and Pearson	Yes	0.0 %
Visual and Performing Arts	McGraw Hill, Share the Music (1995) Davis Publications, Adventures in Art (1998)	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/4/2019

## School Facility Conditions and Planned Improvements

Mint Canyon strives to ensure our facilities are clean, safe, and functional. To support and monitor these efforts the District developed the Facility Cleanliness Report. The Facility Cleanliness Report is completed by school and district administrators on a monthly basis following a campus-wide inspection and is submitted to the District Office for review. More specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe and functional learning environment is included below.

Mint Canyon Community School is set back from Sierra Highway and includes the following features:

- 14 General Education Classrooms
- 3 Special Education Classrooms
- 1 Intervention Classroom
- 1 Library
- 1 Multipurpose Room
- 1 Computer Lab
- 1 Science Lab
- 1 State Preschool Classroom
- 1 Occupational Therapy Classroom
- 4 Classrooms for the ASES Program
- 1 Kindergarten Playground area with equipment and play structures
- 1 General Playground area with equipment and play structures
- 1 Field area with running track.

### Cleaning Process and Schedule:

The District has adopted cleaning standards for a clean and safe campus. The principal works daily with the custodial staff to monitor cleaning schedules that ensure a clean and safe school for students, parents and staff. During the 2018-2019 school year, Mint Canyon custodial staff included one 8-hour Day Custodian and one 8-hour Evening Custodian.

### Maintenance and Repair:

School administrators and the custodial staff work with the District's maintenance staff to ensure that the repairs necessary to keep the school in a good and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

### Overall Facility Rate

Year and month of the most recent FIT report: November 2018  
System Inspected Rating

### Repair Needed and Action Taken or Planned

Gopher holes in the grass field: grounds crew works at Mint on Wednesdays and continually fills and monitors the holes the best they can.  
Cracks in the blacktop of the playground were recently filled/patched. The Principal and custodian monitor them and submit a work order if new ones develop.

*Last updated: 1/3/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	None
<b>Interior:</b> Interior Surfaces	Good	None
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	None
<b>Electrical:</b> Electrical	Good	None
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	None



<b>Safety:</b> Fire Safety, Hazardous Materials	Good	None
<b>Structural:</b> Structural Damage, Roofs	Good	None
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Gopher holes on grass field will be monitored. Every Wednesday the Grounds Crew will fill/repair holes weekly as needed.

## Overall Facility Rate

Year and month of the most recent FIT report: November 2018

Overall Rating	Good
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*Last updated: 6/6/2019*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	51.0%	59.0%	60.0%	61.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	42.0%	47.0%	49.0%	50.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/3/2019*

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	243	242	99.59%	58.68%
Male	135	135	100.00%	53.33%
Female	108	107	99.07%	65.42%
Black or African American	11	11	100.00%	45.45%
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	
Hispanic or Latino	186	186	100.00%	55.91%
Native Hawaiian or Pacific Islander	--	--	--	
White	30	29	96.67%	62.07%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	203	202	99.51%	58.42%
English Learners	119	118	99.16%	55.93%
Students with Disabilities	48	48	100.00%	29.17%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

*Last updated: 1/2/2019*

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	243	243	100.00%	46.91%
Male	135	135	100.00%	45.93%
Female	108	108	100.00%	48.15%
Black or African American	11	11	100.00%	36.36%
American Indian or Alaska Native				
Asian				
Filipino	--	--	--	
Hispanic or Latino	186	186	100.00%	44.09%
Native Hawaiian or Pacific Islander	--	--	--	
White	30	30	100.00%	53.33%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	203	203	100.00%	45.32%
English Learners	119	119	100.00%	42.86%
Students with Disabilities	48	48	100.00%	16.67%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

*Last updated: 1/2/2019*

**CAASPP Test Results in Science for All Students  
Grades Five, Eight and High School  
Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2016—17</b>	<b>School 2017—18</b>	<b>District 2016—17</b>	<b>District 2017—18</b>	<b>State 2016—17</b>	<b>State 2017—18</b>
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

*Last updated: 1/2/2019*

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	26.3%	14.0%	21.1%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/2/2019*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2018—19)

Parental Involvement is very important to Mint Canyon. We have a variety of resources to support our students, including intervention programs, counseling services, parent information and training meetings, professional development for staff, and social-emotional goals, all of which are outlined in the school's Single Plan for Student Achievement. The site partners with the students' families to ensure a partnership to support student progress.

Mint Canyon involves parents, community representatives, classroom teachers, and other personnel in the evaluation of consolidated application programs through School Site Council. School Site Council establishes, plans, and reviews the School Accountability Report Card. Additionally, the principal (or designee) provides information and elicits input from parents during English Language Advisory (ELAC) meetings, PTA meetings, and general school-information meetings.

# State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates



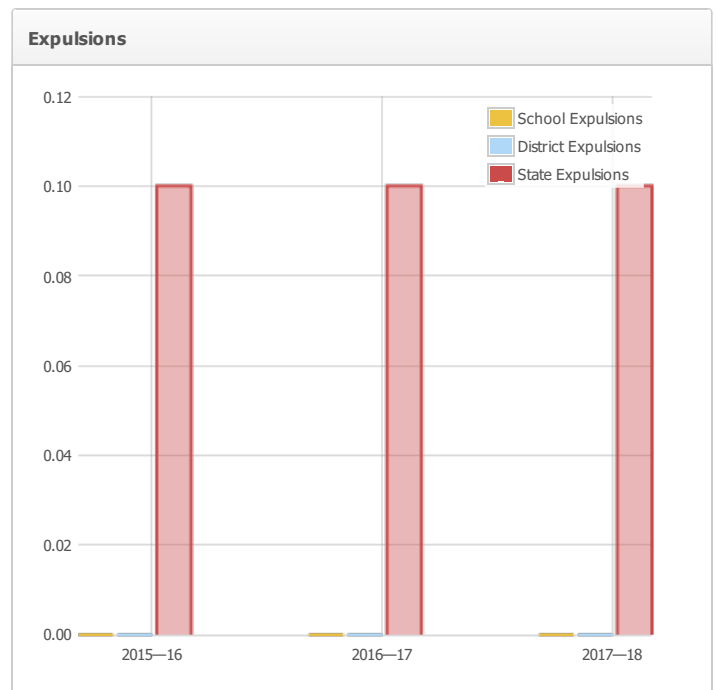
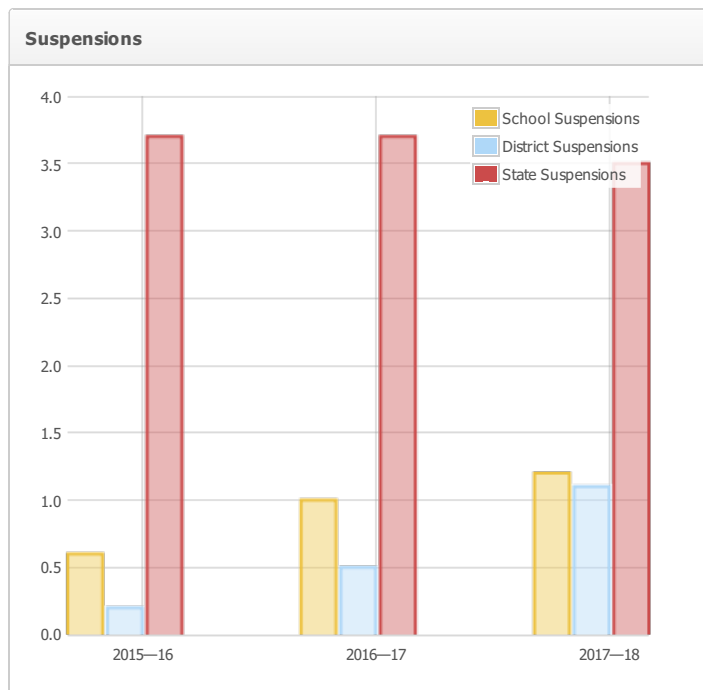
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.6%	1.0%	1.2%	0.2%	0.5%	1.1%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/2/2019

## School Safety Plan (School Year 2018—19)

Mint Canyon’s Comprehensive Safety Plan

A Safety Committee is created each school year. The purpose of the committee is to review the Safety Plan on a continual basis and make any amendments which are deemed necessary in order to ensure the site is adhering to the highest standards.

The committee meets on a monthly basis and is made up of school staff. All changes are brought to the attention of the entire staff at staff meetings and through emails.

Members of the public are able to provide input and feedback by being invited to attend the Mint Canyon School Site Council Meeting on February 11, 2019 at 8:30am.

Last updated: 1/15/2019

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0		4	
1	24.0		2	
2	22.0		2	
3	20.0	1	3	
4	32.0		2	
5	35.0			2
6	26.0	1	2	
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0	1	3	
1	26.0		2	
2	25.0		2	
3	24.0		3	
4	24.0		2	
5	28.0		2	
6	33.0		1	1
Other**	14.0	2		

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0	1	3	
1	26.0		2	
2	26.0		2	
3	26.0		2	
4	32.0		2	
5	26.0		2	
6	26.0	1	1	1
Other**	13.0	1		

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

Last updated: 1/2/2019

**Academic Counselors and Other Support Staff (School Year 2017—18)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.5	N/A
Social Worker	0.1	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/4/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7571.2	\$2308.9	\$5262.3	\$76706.7
District	N/A	N/A	\$5062.9	\$74685.0
Percent Difference – School Site and District	N/A	N/A	3.9%	2.7%
State	N/A	N/A	\$6574.0	\$80910.0
Percent Difference – School Site and State	N/A	N/A	20.0%	-5.0%

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

*Last updated: 12/13/2018*

## Types of Services Funded (Fiscal Year 2017–18)

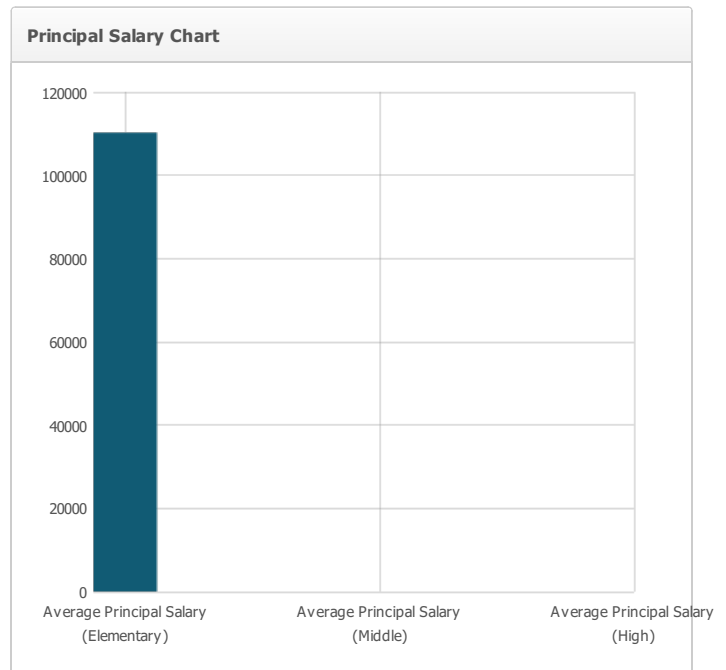
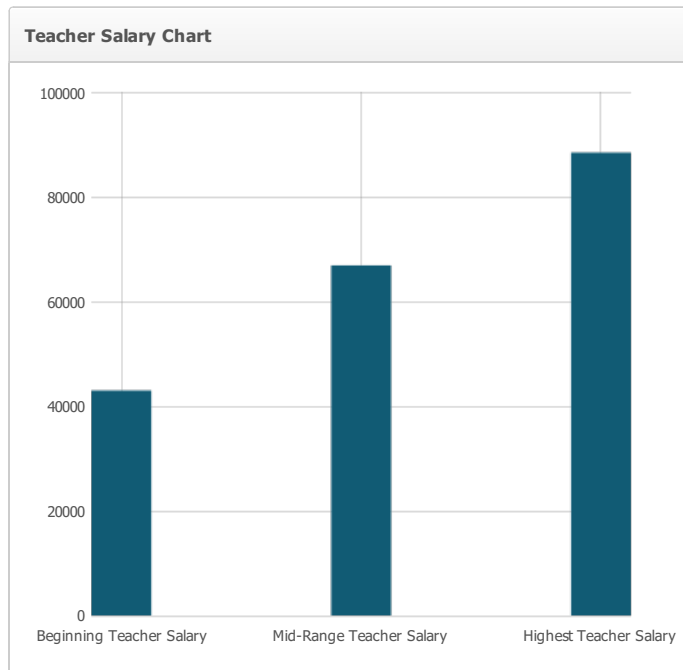
Services provided through Title I and Supplemental funding include additional reading support delivered by a teachers before and after school, supplemental instructional materials, professional development costs for staff and parent support. School funds provide support for students and families by funding family nights, after-school support for students, Student Council coordination and further support our reading and mathematics programs. Additionally, supplemental technology provides support for students to access curriculum. Lastly, supplemental intervention programs include Imagine Learning, Accelerated Reader, Imagine Math and other supplemental instructional supports.

Last updated: 1/15/2019

## Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,991	\$50,084
Mid-Range Teacher Salary	\$66,876	\$80,256
Highest Teacher Salary	\$88,426	\$100,154
Average Principal Salary (Elementary)	\$110,251	\$125,899
Average Principal Salary (Middle)	\$	\$130,255
Average Principal Salary (High)	\$	\$128,660
Superintendent Salary	\$180,000	\$222,447
Percent of Budget for Teacher Salaries	35.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/2/2019

## Professional Development

The Sulphur Springs Union School District is firmly committed to providing professional development for all teachers to support the successful progress for our students' academic and social development. Our continued professional development is based on data reflecting our students' academic and social needs. The professional development offered is grade level or content specific, and addresses the current California State Standards. Professional development can include training in specific subject areas, general academics, social behavior, instructional use of technology, as well as job-embedded activities related to the Common Core Standards for the Teaching Profession. The district also provides a support program, California Teacher Induction, for new teachers. The district and site administrators provide and attend workshops in curriculum, performance assessment, interventions, technology, supervision, evaluation and leadership. In addition to professional development activities offered to the district's teachers and administrators, classified employees also receive training based on the specific needs of their assignment. The Sulphur Springs Union School District and Mint Canyon Community School are committed to providing professional development activities to every educator to improve instruction and enhance student achievement. In addition to the calendared professional development days, the district and site also provides numerous professional development opportunities throughout the year, on early release Tuesdays, after school, and during winter and summer breaks.

Every Tuesday students are released one hour early to provide teachers with site-based professional development opportunities that include site-based staff development, grade level collaborative planning, and student data analysis. Implementation of professional development is supported through: teacher-principal meetings, student performance data reporting, objective conferences, peer coaching, classroom observations, and consistent follow-up.

*Last updated: 1/3/2019*