School Year: 2023-24

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mint Canyon Community School	19-65045	May 25, 2023	June 14, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

X Schoolwide Program

X Additional Targeted Support and Improvement

Mint Canyon Community School has been identified for Additional Targeted Support and Improvement (ATSI) based on the 2022 Dashboard due to Black/African American, Students with Disabilities, and Two or More Races receiving all indicators at the lowest status level but one indicator at another status level.

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

At Mint Canyon Community School, we are focused on the whole child and our goals and actions have a direct impact on our students' achievement.

Mission:
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.

Vision:
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.

The School Plan for Student Achievement (SPSA) is a site plan that describes the actions and strategies that will be implemented at Mint Canyon Community School based on the analysis of quantifiable and qualitative data. This plan will focus on improving student outcomes, student engagement, school climate, and the involvement of parents, families, and the school community. The SPSA is aligned with the Sulphur Springs Union School District Local Control Accountability Plan (LCAP) and our measurable student outcomes are in support of those goals that are outlined in the LCAP, as well as through metrics and targets for improvement. The SPSA is developed in collaboration with the input of several stakeholder groups and finalized and approved for submission to the Board of Education by the Mint Canyon School Site Council.

Table of Contents

Comprehensive Needs Assessment Components

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

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

Every year, the District conducts surveys of staff, parents and students to provide information on instruction, safety, communication, and programs. Parents, students and staff take the LCAP survey to help us set goals for the next school year. In addition our parents, students, and staff take our Capturing Kids' Hearts surveys 1-2 times per year to help us evaluate school culture and the implementation of the Capturing Kids' Hearts strategies on our campus. We continue to provide students in the district an opportunity to participate in our Scholars at Home program, which is an independent study program that also incorporates live instruction through digital means. This year, survey information will include feedback on our independent study program as well as our in-person program, including ways to strengthen the instructional program, provide necessary professional development, and gain an understanding on ways to support students and families.

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

Site administrators conduct frequent classroom observations to support teachers in standards implementation, classroom management, and monitoring of programs. Data from these classroom observations inform decisions regarding professional development and program implementation. Classroom observations consist of formal and informal observations, and include daily walkthroughs of classrooms. Walkthroughs also include our Scholars at Home Independent Study classrooms to focus on live teaching sessions.

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

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

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

Standards, Assessment, and Accountability

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

The District uses data from State and local assessments to monitor student progress, inform instructional decisions, and improve student achievement. At the beginning of the year, teachers participate in data analysis sessions to review the prior year state assessments, examine beginning of the year assessments, and reflect on other forms of data to determine implications for instruction.

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

Throughout the school year, school site administrators, teachers, and district administrators utilize curriculum-embedded assessments and other formative assessments to participate in ongoing cycles of inquiry. Data is collected and analyzed in order to implement a multi-tiered system of support to meet academic and social-emotional needs of all students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The District's Personnel Division is committed to ensuring that all currently hired and future hired teachers meet the highly qualified teacher requirements. Currently, 100% of teachers in Sulphur Springs Union School District are highly qualified.

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

Currently 100% of teachers in Sulphur Springs Union are credentialed teachers. Professional development on SBE-adopted curriculum takes place at the beginning of the year before school starts, and continues throughout the year. Professional development also includes content on the CA Common Core Standards, the English Language Development Standards, and the Next Generation Science Standards.

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

Sulphur Springs Union School District provides high-quality professional development for teachers, principals, District administrators, and classified staff throughout the year. Professional development is focused on implementing the Local Control Accountability Plan (LCAP), district initiatives, priority standards, and data across the district on how best to meet students' instructional needs.   For the 2023-2024 school year, professional development has focused on implementing the District's Learning Continuity and Attendance Plan, to address the needs identified for students and staff based both formal and informal assessments. Ongoing professional development continues to take place throughout the year from the District Office Educational Services Department, as well as every other Wednesday by the school site staff.

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

The Sulphur Springs Union School District's Educational Services Department continues to provide ongoing support to teachers and administrators through the Assistant Superintendent of Educational Services, the Director of Curriculum and Instruction, two Educational Program Coordinators, and one Teacher on Special Assignment. Ongoing support and instruction consists of job-embedded coaching, professional development workshops, analyzing data and being a critical thought partners in analyzing data and making informed instructional decisions regarding programs and services.

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

During each site's Wednesday Professional Development time, teachers are given the opportunity to work together in teams to share resources, analyze data and make instructional decisions. Additionally, during the 2022-2023 school year, the Educational Services Department has provided opportunities for teachers at each grade-level across the District to come together and collaborate. These opportunities include both in-person and virtual professional development sessions, as well as the establishment of Google Classroom and District website to serve as a resource hub for teachers.

Teaching and Learning

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

State-adopted standards aligned textbooks are utilized across all core curricular areas to meet Williams compliance. Each year, the District updates a curriculum guide that focuses on priority standards in the content areas.

The Curriculum Guides highlight the units in the District adopted curriculum in which the Priority Standards are addressed. The Curriculum Guides also include dates for the District Assessments that are aligned to these Priority Standards. These District Assessments will be administered at the Beginning of the Year (August), Fall (October), Winter (February) and Spring (May) to collect baseline data and measure progress throughout the year.   These District Assessments include ESGI for Transitional Kindergarten through first grade, STAR Reading for second grade through sixth grade, and the Smarter Balanced Assessment Consortium (SBAC) Interim Assessment Blocks (IABs) for grade three through six. Data from these assessments will also be utilized to implement a Multi-Tiered System of Support, to determine additional support for students not making progress in mastering grade-level standards.

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

The school implements the minimum required instructional minutes. In many virtual classrooms, teachers are teaching beyond the minimum requirement, in order to meet students' instructional needs.

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

The school implements a multi-tiered system of support to target students' instructional needs. Students are identified for intervention based on data from state, district, and curriculum-embedded assessments.

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

All purchased materials are aligned to the California Common Core State Standards and include supplementary materials that meet students' needs. In English-Language Arts and English Language Development, the school utilizes Benchmark Advance. In Math, the school utilizes Math Expressions. Both Benchmark Advance and Math Expressions include an online platform in which teachers and students can access the content digitally. In Social Studies and Science, the school utilizes the state-adopted textbooks in conjunction with online standards-based resources to supplement instruction.

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

All purchased materials are aligned to the California Common Core State Standards and include supplementary materials that meet students' needs.

Opportunity and Equal Educational Access

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

Centralized and site funds are used to support all student groups, including English Learners, homeless students, foster youth and students with disabilities. Funds are used to support professional development needs and/or instructional programming.

Evidence-based educational practices to raise student achievement

The school site continues to utilize research-based educational practices to support students in attaining grade-level proficiency. Data is analyzed to drive instruction and determine professional development needs. The District and school site provides regular opportunities for collaboration and school leaders participate in ongoing professional development to stay abreast of research-based instructional practices.

Parental Engagement

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

The school site implements a multi-tiered system of support to determine how best to support students academically and socio-emotionally. The site has a variety of resources to support underperforming students, including intervention programs, counseling services, the District's Family Resource Center, and access to the District Social Worker. Additionally, teachers and staff participate in ongoing professional development to meet these needs.

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

The site involves parents, community representatives, classroom teachers, and other personnel in the evaluation of consolidated application programs through the School Site Council. The school Site Council establishes, plans, and review the School Plan for Student Achievement annually. Additionally, the principal provides information and elicits input from the English Language Advisory Committee (ELAC), Parent Teacher Association (PTA), and all other stakeholders.

Funding

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

Services are provided through both centralized and site-based categorical funds to help underperforming students meet standards. Centralized and site funds are used to support students in all subgroups through professional development, the implementation of intervention programs, purchasing supplementary materials, providing workshops for parents, and any other services as needed.

Fiscal support (EPC)

The school site receives funding through the Local Control Funding Formula, which includes Base and Supplemental/Concentration funds. Some sites receive Title I funds. Additionally, the site receives monies from various grants and from the PTA.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Input from parents, students and staff through LCAP surveys May 2023

Input from parents in ELAC Meeting on October 25, 2022

Input from Leadership team and staff March 23 , May 11, 2023

Input from School Site Council on January 10, March 14, and April 18, 2023 via Zoom

Resource Inequities

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

We have utilized the 2022 Dashboard, as well as other data collected at school to identify the need to focus more on our priority standards to provide all students access to a rigorous curriculum where students needing support will receive intervention supports and scaffolding as needed. We will be focusing on learning intentions/objectives, success criteria, and using common formative

assessments to help drive our planning of tier 1 instruction as well as determining students who need reteaching, intervention, or enrichment.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Kindergarten	65	107	91
Grade 1	62	82	74
Grade 2	39	97	65
Grade3	49	67	88
Grade 4	70	81	48
Grade 5	55	107	61
Grade 6	65	89	79
Total Enrollment	405	630	506

Conclusions based on this data:

1. Overall Mint Canyon in-person enrollment increased by approximately 25-30 students.

2. This year's overall enrollment has decreased from the previous school year due to many students returning to in-person learning options from Scholars at Home.

3. We have seen an increase in our primary (TK-3) classes in the past two years (excluding Scholars at Home).

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	145	174	167	35.80%	27.6%	33.0%
Fluent English Proficient (FEP)	46	47	38	11.40%	7.5%	7.5%
Reclassified Fluent English Proficient (RFEP)	4	20	11	2.8%	3.1%	2.2%

Conclusions based on this data:

1. The total number of students classified as English Language Learners decreased by approximately 8%.

2. The number of Reclassified Fluent English Proficient (RFEP) has increased since the pandemic.

3. The percent of Fluent English Proficient (FEP) students has declined overall over the last three years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	49	63		0	61		0	61		0.0	96.8	
Grade 4	72	78		0	77		0	77		0.0	98.7	
Grade 5	58	102		0	98		0	98		0.0	96.1	
Grade 6	68	80		0	77		0	77		0.0	96.3	
All Grades	247	323		0	313		0	313		0.0	96.9	

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2409.			16.39			19.67			31.15			32.79	
Grade 4		2453.			16.88			33.77			16.88			32.47	
Grade 5		2482.			18.37			25.51			22.45			33.67	
Grade 6		2510.			15.58			28.57			25.97			29.87	
All Grades	N/A	N/A	N/A		16.93			27.16			23.64			32.27	

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.20			65.57			26.23	
Grade 4		15.58			66.23			18.18	
Grade 5		20.41			59.18			20.41	
Grade 6		18.18			49.35			32.47	
All Grades		16.29			59.74			23.96	

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.84			57.38			32.79	
Grade 4		6.49			67.53			25.97	
Grade 5		18.37			51.02			30.61	
Grade 6		10.39			58.44			31.17	
All Grades		11.82			58.15			30.03	

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.75			72.13			13.11	
Grade 4		6.49			76.62			16.88	
Grade 5		13.27			66.33			20.41	
Grade 6		15.58			72.73			11.69	
All Grades		12.46			71.57			15.97	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.03			67.21			14.75	
Grade 4		9.09			74.03			16.88	
Grade 5		14.29			54.08			31.63	
Grade 6		19.48			59.74			20.78	
All Grades		15.02			62.94			22.04	

Conclusions based on this data:

1. Overall, in ELA, we have 44.09% of students achieving standard met or above.

2. The writing claim showed the greatest number of students performing "Below Standard".

3. We are seeing the greatest number of our students at the "At or Near Standard" in each domain, with the greatest percentages in the areas of Listening & Research/Inquiry.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	49	63		0	61		0	61		0.0	96.8	
Grade 4	72	78		0	77		0	77		0.0	98.7	
Grade 5	58	102		0	98		0	98		0.0	96.1	
Grade 6	68	80		0	77		0	77		0.0	96.3	
All Grades	247	323		0	313		0	313		0.0	96.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2400.			8.20			26.23			27.87			37.70	
Grade 4		2445.			11.69			16.88			38.96			32.47	
Grade 5		2467.			15.31			15.31			19.39			50.00	
Grade 6		2513.			15.58			24.68			24.68			35.06	
All Grades	N/A	N/A	N/A		13.10			20.13			27.16			39.62	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.84			42.62			47.54	
Grade 4		15.58			45.45			38.96	
Grade 5		17.35			31.63			51.02	
Grade 6		15.58			48.05			36.36	
All Grades		15.02			41.21			43.77	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.67			42.62			37.70	
Grade 4		7.79			53.25			38.96	
Grade 5		13.27			50.00			36.73	
Grade 6		12.99			55.84			31.17	
All Grades		13.10			50.80			36.10	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.84			67.21			22.95	
Grade 4		9.09			71.43			19.48	
Grade 5		8.16			55.10			36.73	
Grade 6		9.09			70.13			20.78	
All Grades		8.95			65.18			25.88	

Conclusions based on this data:

1. The Concepts & Procedures area showed the greatest number of students in "Below Standard" with 43.77% of students in grades 3-6 scoring in this area. The greatest number of students scoring in this area are 3rd (47.54%) and 5th (51.02%) grade students.

2. Communicating Reasoning shows the least number of students (25.88%) scoring in the "Below Standard" band, and the greatest number of students (65.16%) scoring "At or Near Standard".

3. Overall, in Mathematics, we see the following % of students at each grade level scoring "Above or Standard Met": 3rd grade 34.43%, 4th grade 28.57%, 5th grade 30.62% and 6th grade 40.26%.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1438.7	1398.0		1453.3	1413.7		1404.5	1361.0		28	30	
1	1454.7	1422.2		1477.0	1454.6		1432.1	1389.4		20	18	
2	1493.6	1492.6		1491.0	1515.8		1495.4	1469.0		17	20	
3	1481.0	1504.1		1476.8	1506.7		1484.5	1501.2		25	19	
4	1511.5	1500.1		1507.9	1501.8		1514.6	1497.9		26	36	
5	1517.6	1518.1		1512.1	1530.8		1522.7	1504.7		18	24	
6	1522.5	1526.1		1532.4	1519.2		1512.3	1532.4		19	17	
All Grades										153	164	

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.43	3.33		39.29	23.33		32.14	50.00		7.14	23.33		28	30	
1	10.00	0.00		45.00	11.11		35.00	50.00		10.00	38.89		20	18	
2	11.76	35.00		64.71	30.00		23.53	20.00		0.00	15.00		17	20	
3	4.00	15.79		40.00	52.63		44.00	31.58		12.00	0.00		25	19	
4	19.23	8.33		42.31	44.44		23.08	36.11		15.38	11.11		26	36	
5	11.11	16.67		44.44	41.67		33.33	16.67		11.11	25.00		18	24	
6	21.05	17.65		31.58	35.29		26.32	35.29		21.05	11.76		19	17	
All Grades	14.38	12.80		43.14	34.76		31.37	34.76		11.11	17.68		153	164	

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.00	13.33		42.86	26.67		28.57	36.67		3.57	23.33		28	30	
1	45.00	11.11		30.00	44.44		15.00	27.78		10.00	16.67		20	18	
2	29.41	55.00		58.82	25.00		11.76	10.00		0.00	10.00		17	20	
3	8.00	31.58		68.00	52.63		20.00	15.79		4.00	0.00		25	19	
4	34.62	33.33		46.15	41.67		11.54	19.44		7.69	5.56		26	36	
5	22.22	50.00		44.44	20.83		27.78	16.67		5.56	12.50		18	24	
6	36.84	29.41		42.11	52.94		10.53	11.76		10.53	5.88		19	17	
All Grades	28.10	31.71		47.71	36.59		18.30	20.73		5.88	10.98		153	164	

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.29	0.00		17.86	6.67		46.43	63.33		21.43	30.00		28	30	
1	0.00	0.00		30.00	5.56		40.00	22.22		30.00	72.22		20	18	
2	11.76	5.00		58.82	50.00		29.41	10.00		0.00	35.00		17	20	
3	8.00	5.26		20.00	31.58		40.00	47.37		32.00	15.79		25	19	
4	15.38	0.00		19.23	33.33		38.46	33.33		26.92	33.33		26	36	
5	5.56	0.00		22.22	20.83		55.56	45.83		16.67	33.33		18	24	
6	5.26	5.88		15.79	29.41		36.84	47.06		42.11	17.65		19	17	
All Grades	9.15	1.83		24.84	25.00		41.18	39.63		24.84	33.54		153	164	

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	32.14	33.33		60.71	43.33		7.14	23.33		28	30	
1	55.00	27.78		35.00	72.22		10.00	0.00		20	18	
2	17.65	45.00		82.35	55.00		0.00	0.00		17	20	
3	16.00	42.11		76.00	57.89		8.00	0.00		25	19	
4	57.69	47.22		30.77	50.00		11.54	2.78		26	36	
5	11.11	25.00		77.78	50.00		11.11	25.00		18	24	
6	21.05	17.65		68.42	76.47		10.53	5.88		19	17	
All Grades	31.37	35.37		60.13	55.49		8.50	9.15		153	164	

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.86	10.00		71.43	56.67		10.71	33.33		28	30	
1	15.00	11.11		75.00	66.67		10.00	22.22		20	18	
2	29.41	65.00		70.59	20.00		0.00	15.00		17	20	
3	12.00	36.84		80.00	63.16		8.00	0.00		25	19	
4	34.62	30.56		57.69	58.33		7.69	11.11		26	36	
5	50.00	58.33		44.44	25.00		5.56	16.67		18	24	
6	57.89	64.71		31.58	23.53		10.53	11.76		19	17	
All Grades	29.41	37.20		62.75	46.34		7.84	16.46		153	164	

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14	0.00		82.14	73.33		10.71	26.67		28	30	
1	20.00	5.56		35.00	22.22		45.00	72.22		20	18	
2	23.53	10.00		58.82	65.00		17.65	25.00		17	20	
3	12.00	5.26		32.00	73.68		56.00	21.05		25	19	
4	15.38	2.78		50.00	50.00		34.62	47.22		26	36	
5	5.56	4.17		66.67	50.00		27.78	45.83		18	24	
6	5.26	11.76		26.32	41.18		68.42	47.06		19	17	
All Grades	12.42	4.88		50.98	54.88		36.60	40.24		153	164	

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.00	10.00		32.14	40.00		42.86	50.00		28	30	
1	0.00	0.00		70.00	33.33		30.00	66.67		20	18	
2	23.53	20.00		76.47	50.00		0.00	30.00		17	20	
3	8.00	10.53		68.00	89.47		24.00	0.00		25	19	
4	7.69	8.33		73.08	72.22		19.23	19.44		26	36	
5	0.00	8.33		83.33	66.67		16.67	25.00		18	24	
6	15.79	11.76		68.42	76.47		15.79	11.76		19	17	
All Grades	11.76	9.76		65.36	60.98		22.88	29.27		153	164	

Conclusions based on this data:

1. In the Overall Language area, the highest percentage of students in Level 4 are in 2nd, 6th & 5th grades, while the highest percentage in Level 1 are students in Kindergarten, 1st & 5th grade.

2. In the Reading Domain, more than 50% of all students are scoring in the Somewhat/Moderate developed area.

3. In the Writing Domain, most students are performing in the Somewhat/Moderately (2nd - 6th) and Beginning (Kindergarten & 1st grade).

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
630	**68.7**	**27.6**	**1.1**
Total Number of Students enrolled in Mint Canyon Community School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	174	27.6
Foster Youth	7	1.1
Homeless	12	1.9
Socioeconomically Disadvantaged	433	68.7
Students with Disabilities	117	18.6

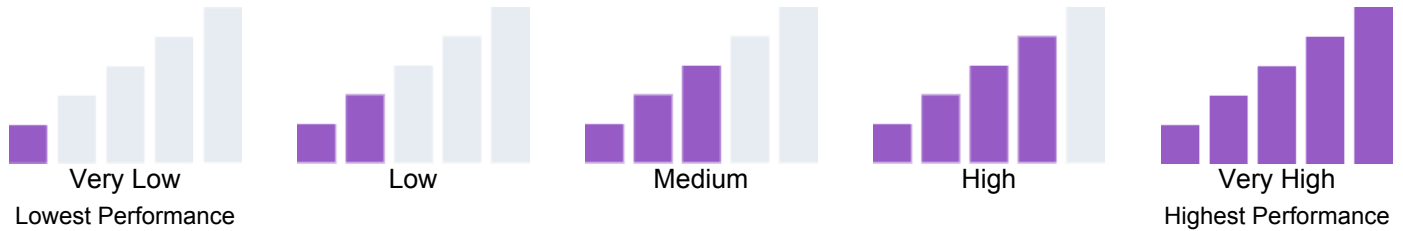| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	42	6.7
American Indian	2	0.3
Asian	20	3.2
Filipino	30	4.8
Hispanic	427	67.8
Two or More Races	22	3.5
Pacific Islander	3	0.5
White	75	11.9

Conclusions based on this data:

1. The largest enrollment by student group is Hispanic. This group makes up 67.8% of our total student enrollment at Mint Canyon.

2. The majority of our student population, 68.7%, fall into the Socioeconomically Disadvantaged student group at Mint Canyon.

3. 27.6% of our student population are English Language Learners.
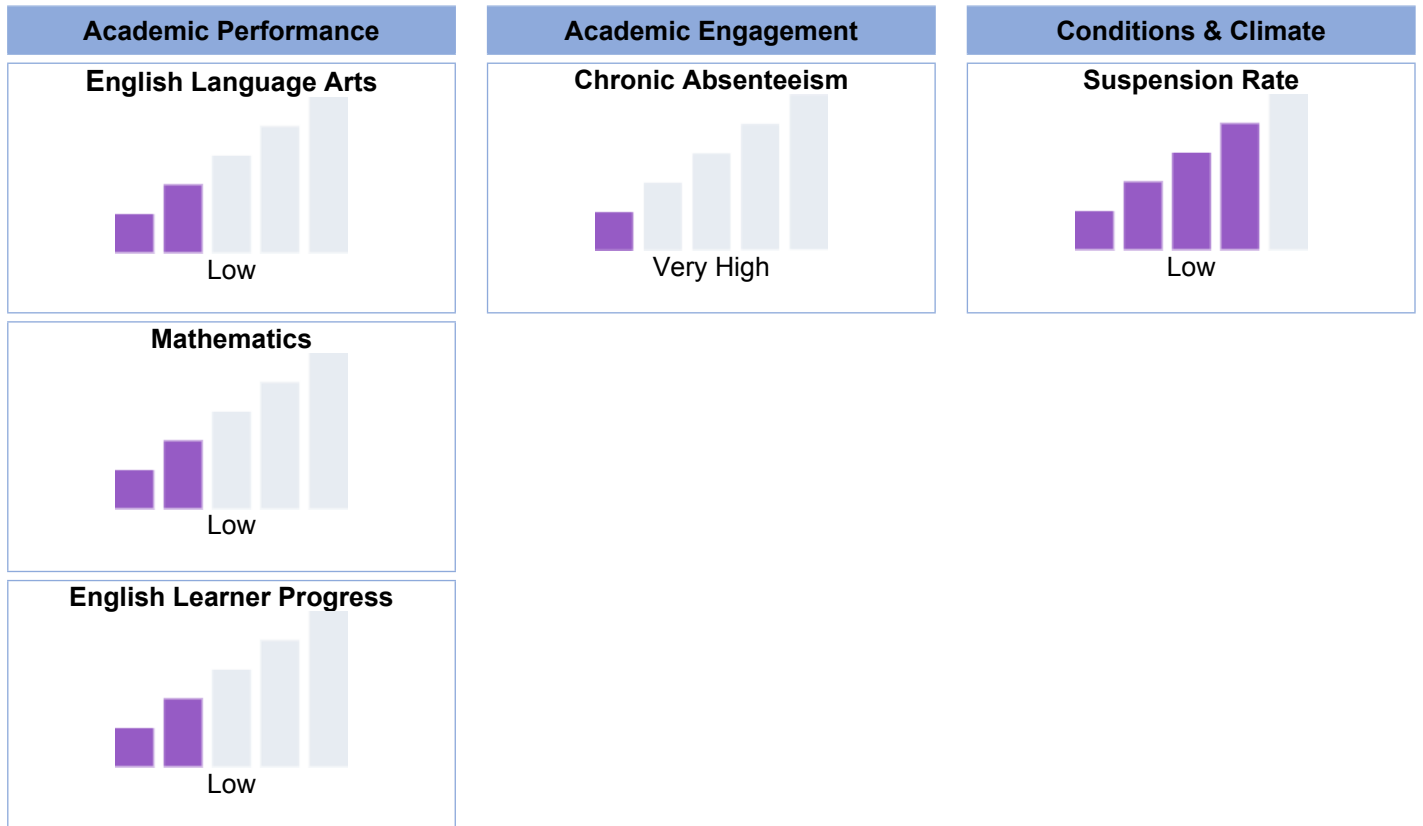
School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts — Low	**Chronic Absenteeism** — Very High	**Suspension Rate** — Low
Mathematics — Low		
English Learner Progress — Low		

Conclusions based on this data:

1. Conditions and Climate show a low suspension rate.

2. All academic areas are rated in the "Low" range and will continue to be a major area of focus.

3. Daily attendance continues to be an area of focus due to high rates of chronic absenteeism.

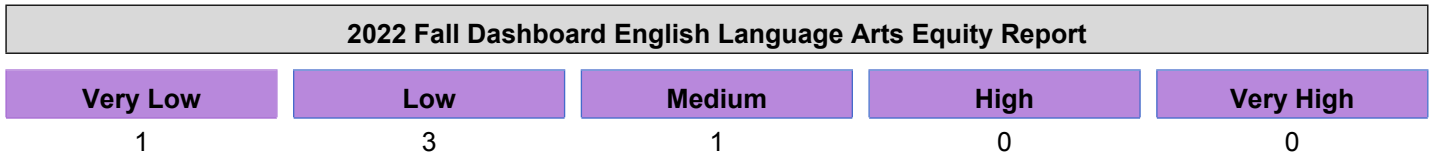# School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
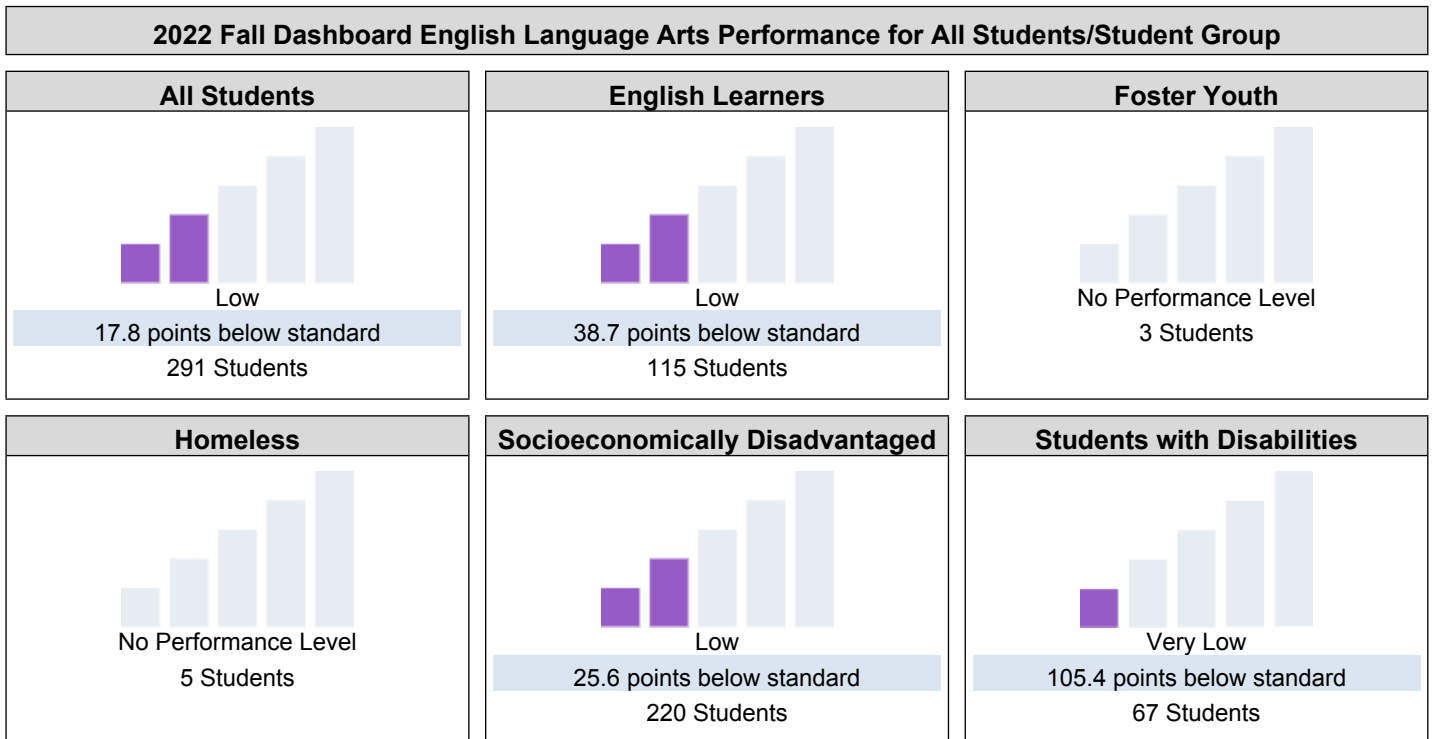
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
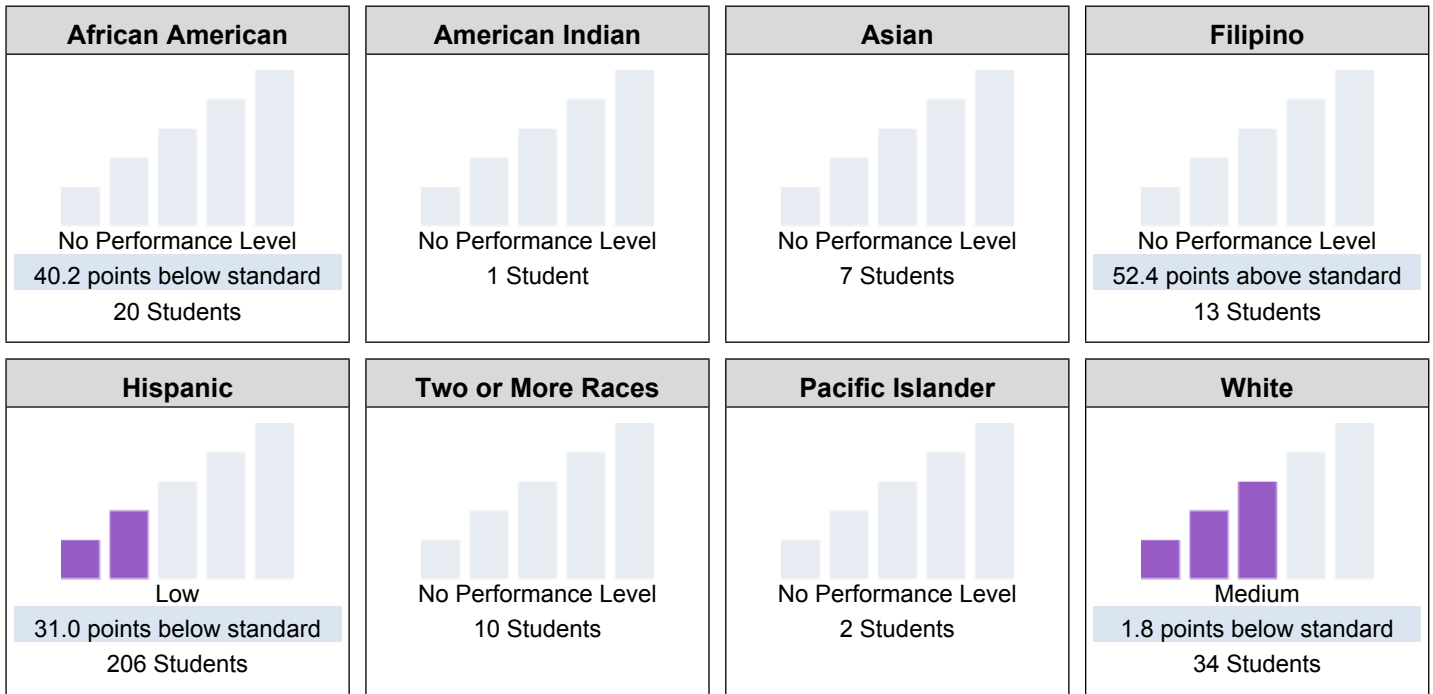

| Very Low | Low | Medium | High | Very High |
Lowest Performance / Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report

Very Low	Low	Medium	High	Very High
1	3	1	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
17.8 points below standard	38.7 points below standard	3 Students
291 Students	115 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
5 Students	25.6 points below standard	105.4 points below standard
	220 Students	67 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
40.2 points below standard	1 Student	7 Students	52.4 points above standard
20 Students			13 Students

Hispanic	Two or More Races	Pacific Islander	White
Low	No Performance Level	No Performance Level	Medium
31.0 points below standard	10 Students	2 Students	1.8 points below standard
206 Students			34 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
59.8 points below standard	23.8 points above standard	7.7 points below standard
86 Students	29 Students	164 Students

Conclusions based on this data:

1. Reclassified English Learner students performed 23.8 points above standard.

2. All student groups at Mint Canyon performed in the Low or Very Low category in the 2021-2022 school year.

3. Students with Disabilities are performing 105.6 points below standard, which is in the "Very Low" category.
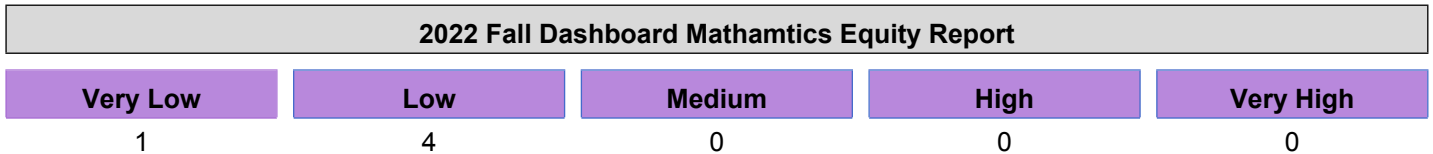
School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
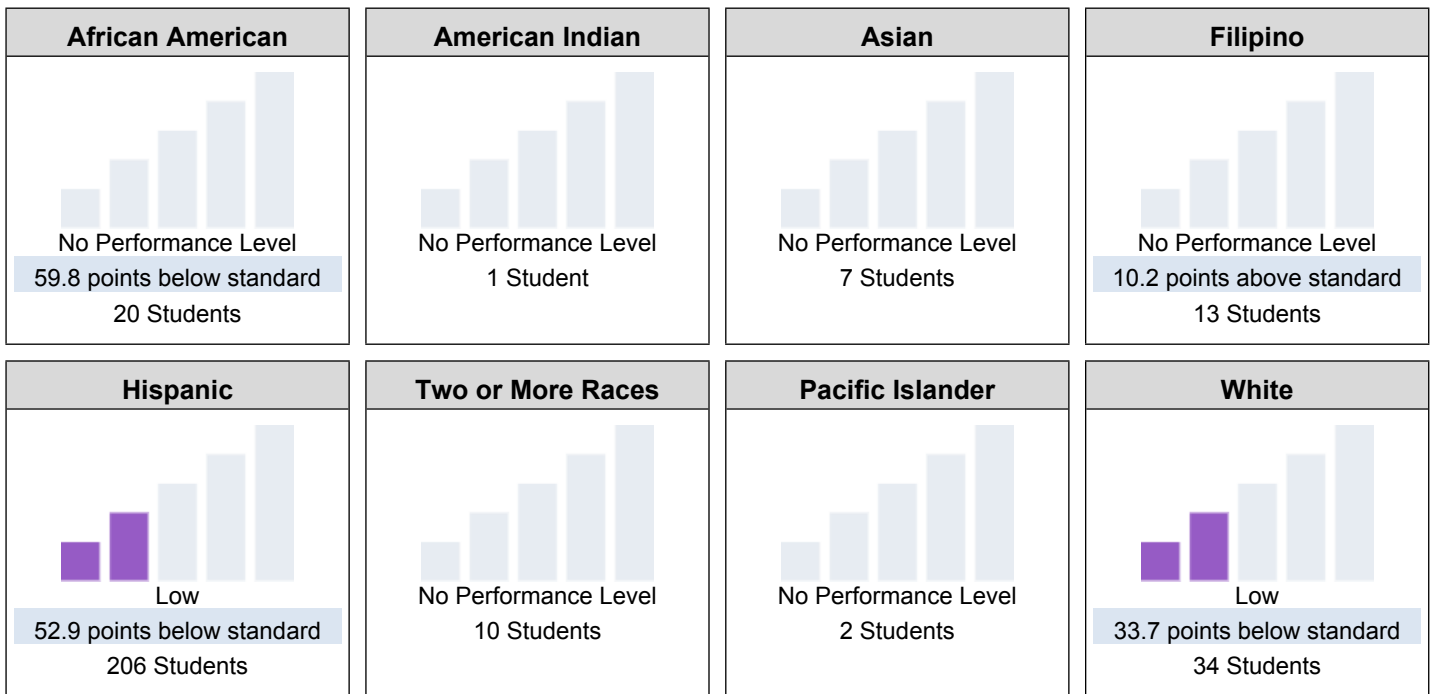
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	4	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low	Low	No Performance Level
42.5 points below standard	58.3 points below standard	3 Students
291 Students	115 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Very Low
5 Students	50.9 points below standard	112.5 points below standard
	220 Students	67 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

No Performance Level
59.8 points below standard
20 Students

American Indian

No Performance Level
1 Student

Asian

No Performance Level
7 Students

Filipino

No Performance Level
10.2 points above standard
13 Students

Hispanic

Low
52.9 points below standard
206 Students

Two or More Races

No Performance Level
10 Students

Pacific Islander

No Performance Level
2 Students

White

Low
33.7 points below standard
34 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

79.1 points below standard
86 Students

Reclassified English Learners

3.4 points above standard
29 Students

English Only

39.7 points below standard
164 Students

Conclusions based on this data:

1. Reclassified English Learners performed 3.4 points above standard.

2. All student groups performed in the Low or Very Low categories in Math.

3. Students with disabilities performed in the Very Low category at 112.5 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Low

40.9 making progress towards English language proficiency

Number of EL Students: 132 Students

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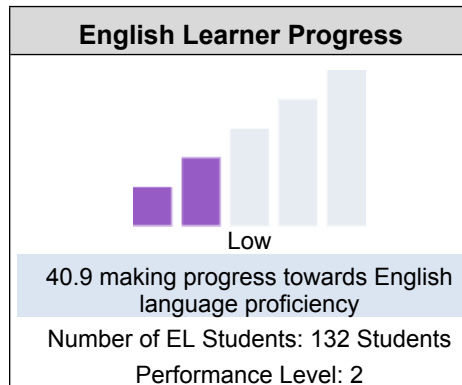
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

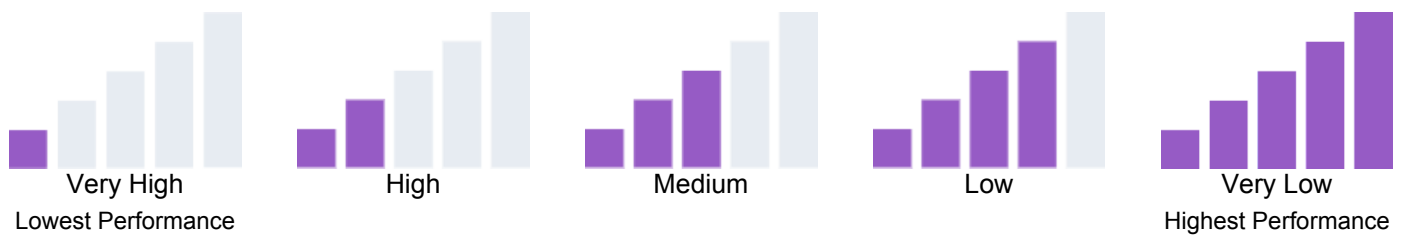| 2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
25.0%	34.1%	1.5%	39.4%

Conclusions based on this data:

1. 40.9% of our English Language Learners are making progress toward English Language Proficiency.

2. 39.4% of students made at least one level of progress on ELPI.

3. 34.1% of our EL students have maintained their ELPI level in the 2021-2022 assessment window.

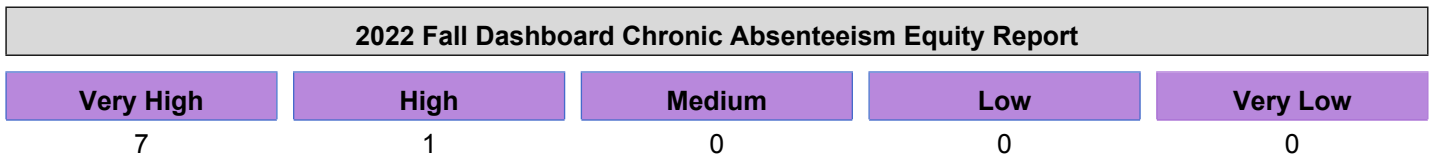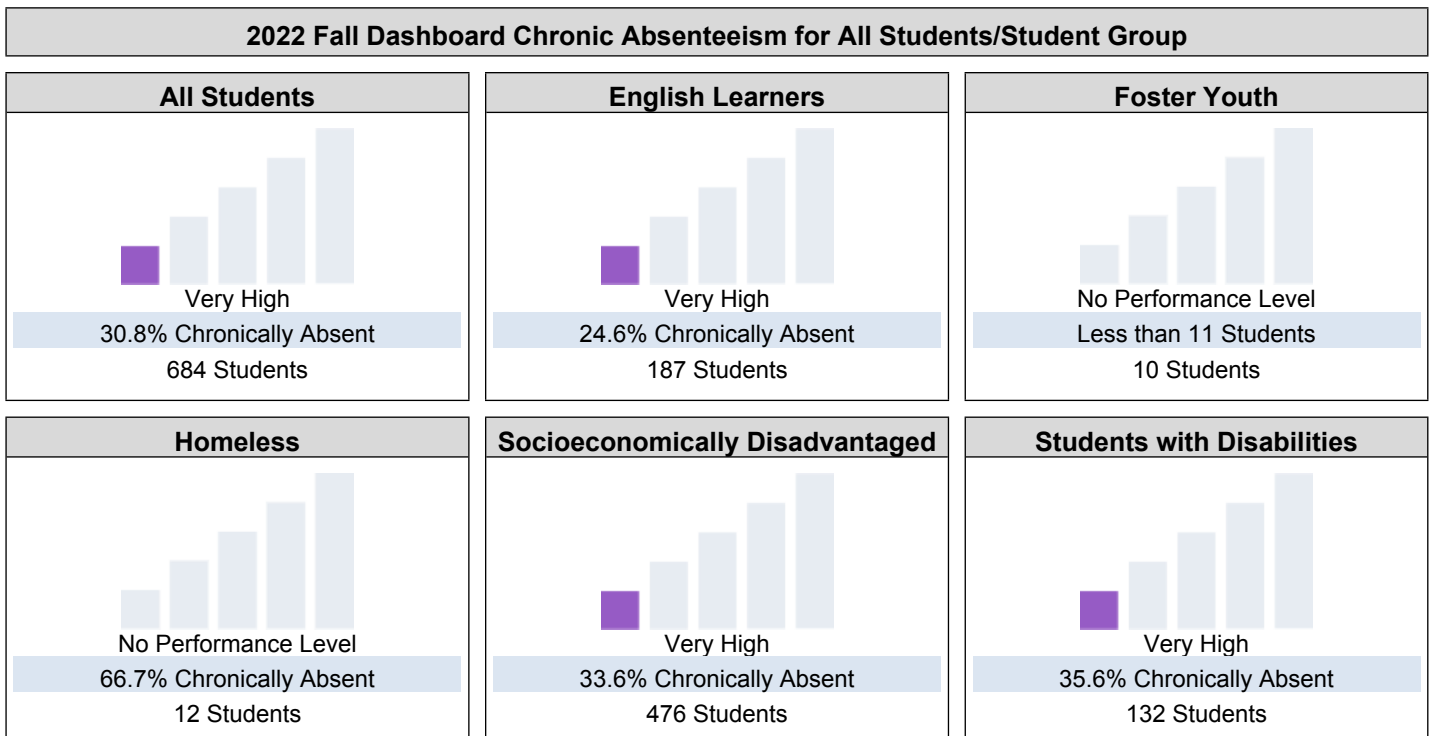# School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
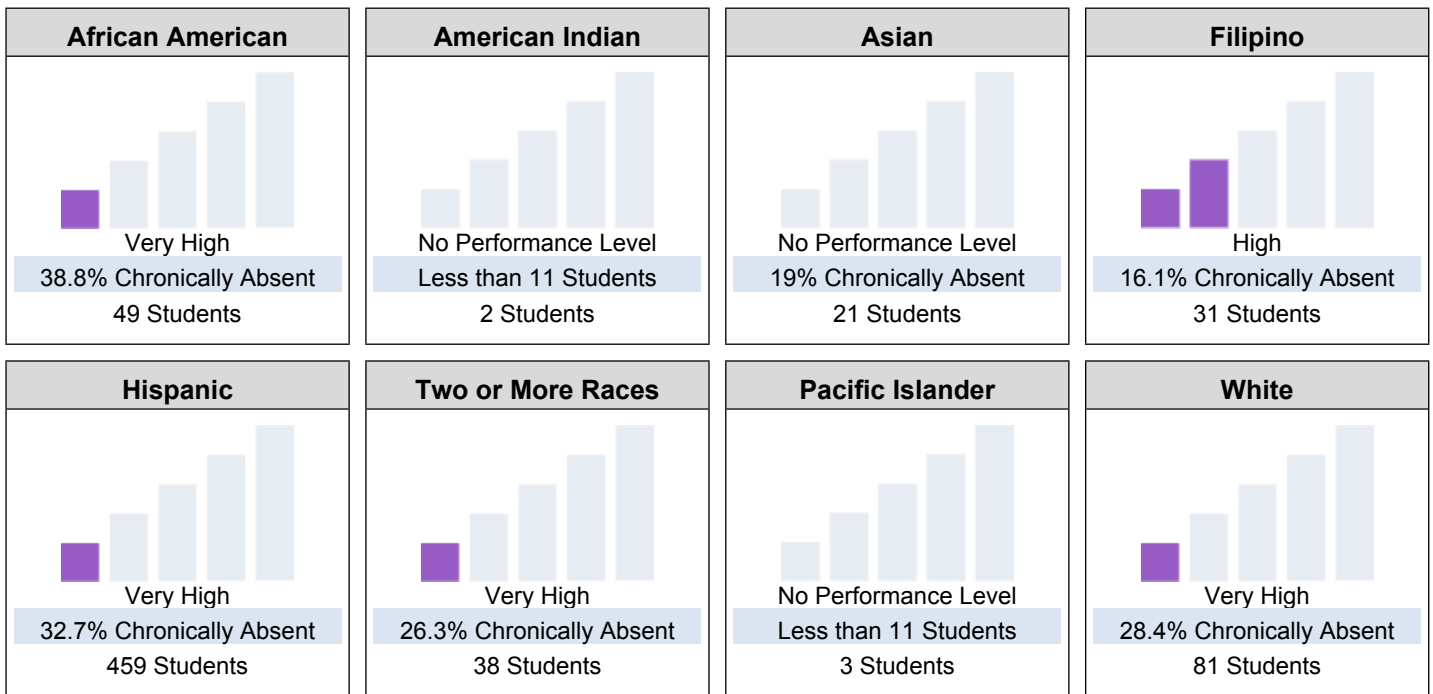
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
7	1	0	0	0

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

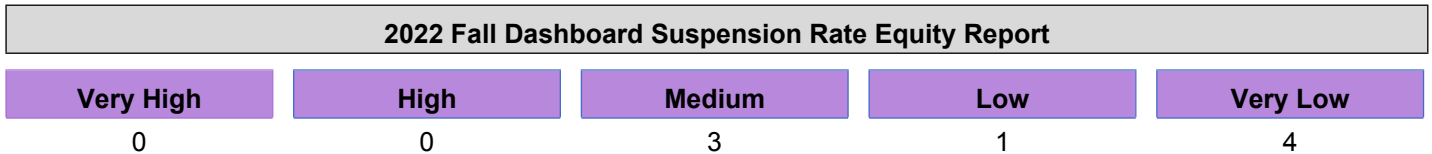### 2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
30.8% Chronically Absent	24.6% Chronically Absent	Less than 11 Students
684 Students	187 Students	10 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
66.7% Chronically Absent	33.6% Chronically Absent	35.6% Chronically Absent
12 Students	476 Students	132 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very High	No Performance Level	No Performance Level	High
38.8% Chronically Absent	Less than 11 Students	19% Chronically Absent	16.1% Chronically Absent
49 Students	2 Students	21 Students	31 Students

Hispanic	Two or More Races	Pacific Islander	White
Very High	Very High	No Performance Level	Very High
32.7% Chronically Absent	26.3% Chronically Absent	Less than 11 Students	28.4% Chronically Absent
459 Students	38 Students	3 Students	81 Students

Conclusions based on this data:

1. Overall, Mint Canyon students were in the High to Very High categories for chronic absenteeism

2. Chronic absenteeism is the highest in the African American and Hispanic subgroups.

3. Homeless students had the highest percentage of chronic absenteeism at 66.7%

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

| Very High | High | Medium | Low | Very Low |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	3	1	4

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Low	Very Low	No Performance Level
0.7% suspended at least one day	0.5% suspended at least one day	0% suspended at least one day
735 Students	193 Students	11 Students

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Medium
0% suspended at least one day	0.6% suspended at least one day	1.5% suspended at least one day
12 Students	496 Students	136 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

Medium

1.8% suspended at least one day

56 Students

American Indian

No Performance Level

Less than 11 Students

5 Students

Asian

No Performance Level

0% suspended at least one day

25 Students

Filipino

Very Low

0% suspended at least one day

38 Students

Hispanic

Very Low

0.4% suspended at least one day

477 Students

Two or More Races

Very Low

0% suspended at least one day

42 Students

Pacific Islander

No Performance Level

Less than 11 Students

3 Students

White

Medium

2.2% suspended at least one day

89 Students

Conclusions based on this data:

1. Overall suspension rates are in the Low and Very Low categories at Mint Canyon Community School.

2. Students with Disabilities and White subgroups show the most suspensions in 2021 - 2022.

3. Continued focus on student engagement, social emotional, and behavior support are a continued focus for Mint Canyon students and staff.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Effective teaching and administration

LEA/LCAP Goal

Effective teaching and administration

Goal 1

In order to continue to strengthen student engagement and involvement for all students, including low income students, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.

Identified Need

In reflecting on our performance on our CAASPP testing for the 2021-22 school year, we identified that the students at Mint Canyon are scoring at varying performance levels. We identified that we need to focus targeted instructional support and interventions for our Students with Disabilities, Black/African American, Two or More Races, and English Learners to support their academic growth and success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA	CAASPP Results - Spring 2022 English Language Arts Overall 44.09% - Standard Met or Exceeded 2022 California Dashboard Overall Performance Low - 17.8 points below standard Students with Disabilities Very Low - 105.4 points below standard Black or African American 40.2 points below standard English Learners	CAASPP Results - Spring 2023 English Language Arts - Expected Outcomes Overall 54% - Standard Met or Exceeded 2023 California Dashboard Overall Performance Low - 7.8 points below standard Students with Disabilities Very Low - 95 points below standard Black or African American 30.2 points below standard English Learners

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Low - 38.7 points below standard Hispanic or Latino Low - 31 points below standard Socioeconimically Disadvantaged Low - 25.6 points below standard	Low - 28.7 points below standard Hispanic or Latino Low - 21 points below standard Socioeconimically Disadvantaged Low - 15.6 points below standard
Math	CAASPP Results - Spring 2022 Mathematics Overall 33.23% - Standard Met or Exceeded 2022 California Dashboard Overall Performance Low - 42.5 points below standard Students with Disabilities Very Low - 112.5 points below standard Black or African American 59.8 points below standard English Learners Low - 58.3 points below standard Hispanic or Latino Low - 52.9 points below standard Socioeconimically Disadvantaged Low - 50.9 points below standard	CAASPP Results - Spring 2023 Mathematics - Expected Outcomes Overall 43.23% - Standard Met or Exceeded 2022 California Dashboard Overall Performance Low - 32.5 points below standard Students with Disabilities Very Low - 102.5 points below standard Black or African American 49.8 points below standard English Learners Low - 48.3 points below standard Hispanic or Latino Low - 42.9 points below standard Socioeconimically Disadvantaged Low - 40.9 points below standard

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Work with District Office personnel to recruit and retain highly qualified staff using the District's evaluation procedures

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries Recruitment - District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Work with District Office to provide current CA State approved textbooks and materials in core subject areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 4000-4999: Books And Supplies Textbooks / District Funded
10,064	LCFF-Base 4000-4999: Books And Supplies Materials to support the basic program in core subject areas
3,193	LCFF- Supplemental/Concentration 4000-4999: Books And Supplies Materials to support the basic program in core subject areas
1000	LCFF-Base 4000-4999: Books And Supplies

	PE Equipment and supplies
506	District Funded 4000-4999: Books And Supplies Supplementary Science Materials

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement a maintenance plan to repair and maintain facilities and play areas to support students' learning in safe and secure facilities.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	LCFF-Base 4000-4999: Books And Supplies Custodial Supplies
1000	LCFF-Base 4000-4999: Books And Supplies Safety signs/cones for campus & valet

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain noon supervisors to support all students' safety and supervision. Provide noon supervisor training regarding safety procedures.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF- Supplemental/Concentration 2000-2999: Classified Personnel Salaries Additional Noon Supervision
900	LCFF- Supplemental/Concentration 3000-3999: Employee Benefits

	Additional Noon Supervision

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Mint Canyon will conduct safety drills to support safety for all students and staff, maintain safety supplies that support the site safety plan.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	LCFF-Base 4000-4999: Books And Supplies Safety supplies for the school disaster bin
1000	LCFF-Base 4000-4999: Books And Supplies Nurse supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Mint Canyon will engage families of low income, homeless, and Foster Youth students by regularly monitoring attendance and providing families resources to remove barriers and allow parents to communicate and engage with school staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6000	LCFF- Supplemental/Concentration 2000-2999: Classified Personnel Salaries Office assistant hours to support communication and monitor attendance
500	LCFF- Supplemental/Concentration 3000-3999: Employee Benefits Benefits for office assistant

3000	LCFF-Base 4000-4999: Books And Supplies Office Supplies
250	LCFF-Base 5000-5999: Services And Other Operating Expenditures Postage costs
1200	LCFF- Supplemental/Concentration 2000-2999: Classified Personnel Salaries Additional Office support
120	LCFF- Supplemental/Concentration 3000-3999: Employee Benefits Benefits for additional office support

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Unduplicated Students

Strategy/Activity

Transportation will be provided to and from Mint Canyon Community School for unduplicated student populations living outside allowable zones to walk to school to remove barriers from accessing their educational program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 5000-5999: Services And Other Operating Expenditures Expenditures District Funded - Transportation

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We were able to implement the strategies and activities listed above in the 22-23 school year. We were able to support our instructional programs with the materials and supplies needed to give student's access to the curriculum. Students are making progress toward the goals set in both ELA and Math this year.

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

We have had to make some adjustments with regard to staffing. Additional support was required as we supported the online program, Scholars at Home, this school year. We have also added additional funding to support safety in our dismissal Valet procedures by utilizing additional noon supervisor support. Otherwise the budgeted allocations were utilized as planned.

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

The above allocated funds will be able to target the specific learning needs of our students more readily. We are making some adjustments to support our online program, Scholars at Home. We have increased our materials and supplies allocations accordingly. We will also continue with the support of our noon supervisors both during the school day and supporting after school dismissal through Valet to make sure all buses are able to enter and exit our campus safely.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student achievement

LEA/LCAP Goal

Proficiency in reading/language arts
Proficiency in math
Proficiency for high priority students

Goal 2

Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.

Identified Need

In reflecting on our performance on our CAASPP testing for the 2021-22 school year, we identified that the students at Mint Canyon are scoring at varying performance levels. We identified that we need to focus targeted instructional support and interventions for our Students with Disabilities, Black/African American, Two or More Races, and English Learners to support their academic growth and success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA	CAASPP Results - Spring 2022 English Language Arts Overall 44.09% - Standard Met or Exceeded 2022 California Dashboard Overall Performance Low - 17.8 points below standard Students with Disabilities Very Low - 105.4 points below standard Black or African American 40.2 points below standard English Learners Low - 38.7 points below standard	CAASPP Results - Spring 2023 English Language Arts - Expected Outcomes Overall 54% - Standard Met or Exceeded 2023 California Dashboard Overall Performance Low - 7.8 points below standard Students with Disabilities Very Low - 95 points below standard Black or African American 30.2 points below standard English Learners Low - 28.7 points below standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic or Latino Low - 31 points below standard Socioeconimically Disadvantaged Low - 25.6 points below standard	Hispanic or Latino Low - 21 points below standard Socioeconimically Disadvantaged Low - 15.6 points below standard
Math	CAASPP Results - Spring 2022 Mathematics Overall 33.23% - Standard Met or Exceeded 2022 California Dashboard Overall Performance Low - 42.5 points below standard Students with Disabilities Very Low - 112.5 points below standard Black or African American 59.8 points below standard English Learners Low - 58.3 points below standard Hispanic or Latino Low - 52.9 points below standard Socioeconimically Disadvantaged Low - 50.9 points below standard	CAASPP Results - Spring 2023 Mathematics - Expected Outcomes Overall 43.23% - Standard Met or Exceeded 2022 California Dashboard Overall Performance Low - 32.5 points below standard Students with Disabilities Very Low - 102.5 points below standard Black or African American 49.8 points below standard English Learners Low - 48.3 points below standard Hispanic or Latino Low - 42.9 points below standard Socioeconimically Disadvantaged Low - 40.9 points below standard
English Learners	ELPAC Data 2021-22 39.4% Increased one level 1.5% maintained level 4 34.1% maintained Level 1-3 25% decreased one level	Utilizing ELPAC data as a means of measurement, Mint Canyon EL students will increase language development as measured on

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	12 students were reclassified in the 2021-22 school year. 11 students were reclassified so far in the 2022-23 school year	the ELPAC for the 2022-23 school year. 55% increased one level 15% Maintained level 4 15% maintained level 1-3 15% decreased one level Increase EL students reclassifying to 15 students for the 2023-24 school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Unduplicated Students

Strategy/Activity

Professional Development for teachers to address academic needs as they relate to phonics, phonological awareness, and overall acquisition of reading skills and strategies. Focus will be placed on a school-wide implementation of Orton Gillingham skills and strategies in all classrooms for all students, including students with disabilities, English learners, and socio-economically disadvantaged students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries District Provided
1226.84	Title I 4000-4999: Books And Supplies Materials and supplies to support professional development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Mint Canyon will provide California State supplementary standards based materials for English Learners, Foster Youth and Socioeconomically disadvantaged students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Title I 4000-4999: Books And Supplies Supplementary technology software to support curriculum and collaboration
5000	LCFF-Base 4000-4999: Books And Supplies Supplementary technology software and materials and supplies

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Socioeconomically disadvantaged students, Foster Youth

Strategy/Activity

Teachers will be provided with collaboration time to support student learning by analyzing student data, unpacking standards, determining learning intentions & success criteria to inform differentiated instruction that meets students' individual needs. These strategies will also help to identify learning gaps that will be handled during intervention time. Bilingual instructional assistant will work with teachers to provide language acquisition support to EL students, including, but not limited to our newcomers (utilizing Benchmark Hello and Imagine Learning support resources).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7500	LCFF- Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Extra hours to support after school planning, intervention, etc.
2500	LCFF- Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Sub Release time to support instructional planning
2,000	Title I

	4000-4999: Books And Supplies Materials & supplies to support PLC process
0	District Funded 2000-2999: Classified Personnel Salaries Instructional Assistants (ESL/Classroom Aide)
0	District Funded 1000-1999: Certificated Personnel Salaries Planning time allocated for early release Wednesdays

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, including

Strategy/Activity

Multi-tiered systems of support team will meet each trimester to determine students who need academic, attendance, or social-emotional supports to foster growth and success.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF-Base 1000-1999: Certificated Personnel Salaries Up to 3 substitutes, three times per year
0	District Funded None Specified Use of Aeries to document and monitor student interventions

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Mint Canyon teachers will provide integrated ELD (throughout the school day) and designated ELD (30 minutes) to support our EL students with language acquisition as measured on local and state assessments.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified English Development minutes offered during instructional hours

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Socioeconomically disadvantaged students

Strategy/Activity

Arts integration will be implemented with the support of Arts and Music teachers to help ensure that low income students receive opportunities to develop creativity and innovative practices through Visual and Performing Arts.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
85,523.20	Misc. Grants 1000-1999: Certificated Personnel Salaries Visual and Performing Arts Teachers
21,380.80	Misc. Grants 4000-4999: Books And Supplies Materials and Supplies to support Visual & Performing Arts program

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Socioeconomically disadvantaged students

Strategy/Activity

Supplemental student support will be provided through a wide variety of literary resources to support background knowledge and enrichment for students who may have limited access to literary materials at home. Field trips will also be provided to support and extend student learning of concepts learned.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	LCFF-Base

	4000-4999: Books And Supplies Purchase of library books/supplies to support student learning
7,590.00	District Funded 5000-5999: Services And Other Operating Expenditures Funding for field trips
1,492.00	PTA 5000-5999: Services And Other Operating Expenditures Additional support funding for field trips

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Utilize Math Learning Support Teacher to provide intervention to support the academic growth of all students, including English Learners, Homeless, Foster Youth, and Students with Disabilities, Black/African American, and Two or More Races in the area of mathematics.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries Math Intervention Teacher
3000	Title I 4000-4999: Books And Supplies Materials and supplies to support math intervention with the targeted math intervention teacher.

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, socioeconomically disadvantaged students, Foster Youth

Strategy/Activity

The early childhood program on Mint Canyon campus promotes healthy social/emotional development, assists with English language acquisition, helps to build a strong academic foundation for students to experience success in the educational setting despite adversity.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified Early Childhood program

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

Students with disabilities will be given opportunities to integrate with students in the general education setting through mainstreaming opportunities as well as Circle of Friends.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified Opportunities for special education students to integrate with general education peers.
2000	Title I 4000-4999: Books And Supplies Circle of friends supplies and materials.

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Utilize Learning Support Teachers to provide intervention to support the academic growth of all students, including English Learners, Homeless, Foster Youth, and Students with Disabilities, Black/African American, and Two or More Races.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

0	District Funded 1000-1999: Certificated Personnel Salaries Learning Support Teachers
5000	Title I 4000-4999: Books And Supplies Supplementary materials to support implementation of Orton Gillingham for reading intervention.

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Mint Canyon will form an Instructional Leadership team to analyze various data points to analyze and support academic programs, including intervention and enrichment, that are implemented on campus. ILT will utilize data to inform all decisions and communicate needs with their respective grade level teams for implementation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF-Base 1000-1999: Certificated Personnel Salaries Monthly Leadership Team meetings held once a month after school for at least 1.5 hrs each.
2000	LCFF-Base 1000-1999: Certificated Personnel Salaries Half day leadership meetings held before the school year and after the school year for planning purposes.

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including English Learners, students with disabilities, Black/African American students, and socioeconomically disadvantaged students.

Strategy/Activity

Provide professional development and share effective instructional strategies with all teachers in Math Expressions. Utilize Math Genius Squad and other supporting resources to foster a comprehensive mathematics instructional program. Teachers will share effective teaching strategies and collaboratively plan for implementation of concepts focused upon.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 5000-5999: Services And Other Operating Expenditures Math Genius Squad Subscription
2000	Title I 4000-4999: Books And Supplies Materials/supplies to support math instruction (manipulatives, etc.)
0	District Funded 1000-1999: Certificated Personnel Salaries Use of early release Wednesdays to focus on on-going professional development of Math Expressions

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We have been able to offer professional development to our staff that focused on social-emotional learning, and support for other content areas. We have had difficulty providing release time for teachers for collaboration and support due to a shortage of substitute teachers to cover for them during the school day. Mint Canyon has provided students with updated library materials to support their research and love for reading. We have implemented the use of our two Learning Support Teachers this year to provide intervention in reading through the use of our district focus and implementation of the Orton-Gillingham program.

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

This year we had the opportunity to utilize two Learning Support Teachers to support a more targeted intervention program. Students have been making significant progress with this more targeted approach. We are allocating funding to support the implementation of the Orton-Gillingham Phonics program to support our students reading development. Students also received some instruction in the Visual and Performing Arts this year through a partnership with CAL Arts music program and Cultivating Creative Minds.

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

We continue to have professional development for our teachers centered around foundational phonics and phonemic awareness skills through the use of the Orton-Gillingham program in addition to our Learning Support Teachers who will be reinforcing those foundational skills with our students. This year we will be emphasizing implementation in our 3rd - 6th grade classrooms for a comprehensive & school-wide program implementation. We are also looking forward to bringing in a more robust Visual and Performing Arts Program that will include general music for grades K-2 and instrumental music for grades 3-6.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Family and Community Engagement and Involvement

LEA/LCAP Goal

Parents and community

Goal 3

All families and the broader community are welcomed and are partners in supporting the whole child.

Identified Need

Parent participation has been infrequent from our parent stakeholder groups for English Language Advisory Council (ELAC), School Site Council (SSC), and Parent Teacher Association (PTA).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Square	2022 - 2023 99% 546 families are contactable out of 553 families	2023-2024 Increase number of families that receive information to 100% of families.
CKH Parent Survey	Avg Overall Survey result is 4.5 out of a baseline of 4 45 Parents responded to the survey 12 out of 14 categories were measured above the baseline score 2 out of 14 categories were measured slightly below the baseline score. • I am greeted with a smile and a positive tone when I enter my student's school.	2023-24 Survey Results - Expected Outcome Increase parent participation in the survey to 50% of our families Increase so that we meet or exceed the baseline in all measured categories.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	• My student's school communicates with me consistently.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase home/school communication and engagement for families of low income students and English Learners by providing families access to resources, educational, social/emotional, and/or basic needs that further remove barriers from students accessing their educational program. Family informational events will be planned to support parents as they encourage and support students will be provided after school and in the evening at least 3 times per school year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Title I 4000-4999: Books And Supplies Family Night materials and supplies
4000	LCFF- Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Teacher extra duty pay 3 times per year - 3 hours each for up to 6 teachers
2000	LCFF- Supplemental/Concentration 2000-2999: Classified Personnel Salaries Classified staff utilized for child care support 3 times per year - 2 hours each up to 3 staff members.
0	District Funded 5000-5999: Services And Other Operating Expenditures Parent Square

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Translation services will be provided to service families of English Learners to remove language barriers that may impede families from accessing information regarding their children's educational program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1200	LCFF- Supplemental/Concentration 2000-2999: Classified Personnel Salaries Translation Services
120	LCFF- Supplemental/Concentration 3000-3999: Employee Benefits Translation Services

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Mint Canyon will utilize advisory groups such as ELAC and SSC to provide input to our school plans (SPSA, Safety, etc.) to further support the educational programs for all students, especially unduplicated students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1625	LCFF- Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Sub teachers for advisory groups
350	LCFF- Supplemental/Concentration 3000-3999: Employee Benefits Benefits for Sub Teachers for advisory groups

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Mint Canyon will work to support parents of EL learners who are scoring below proficiency by providing parent workshops and educational resources to support parents with meeting the needs of their child to achieve grade level standards.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,495	LCFF-Base None Specified ELAC & Coffee with the Principal
0	LCFF- Supplemental/Concentration 2000-2999: Classified Personnel Salaries Translation service (see goal 3 strategy 2)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Socioeconomically Disadvantaged students

Strategy/Activity

To assure low income students have awareness and access to community services, the District will provide a Student and Family Wellness Collaborative to engage community, staff, and parents to provide children and families with social/emotional assistance as well as basic needs inside and outside of school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified District Student and Family Wellness Collaborative

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We have continued to increase opportunities to invite our parents to participate more in our instructional program (PTA events, in-person Back to School Night & Open House, Awards Assemblies, etc.). We have also increased the number of parent volunteers, especially with bringing back the opportunities for students to participate in field trips.   We have continued to have challenges in providing as many parent involvement activities due to planning and staffing constraints.

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

We continue to face a struggle getting participation in our advisory groups. We have tried offering both Zoom and in person meetings in hopes of getting more participation. Parent education nights were not planned until the end of this school year when we were able to plan one that had very poor parent participation.

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

We will be doing more parent outreach, meetings will continue on ZOOM, in-person, or a hybrid of both in-person and virtual in order to remove barriers for parent and community participation. We will form a committee to focus on our Parent Education opportunities and utilize our Bilingual Office Assistant to help to get the word out about events and other opportunities for parents to get involved.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Supporting the whole child

LEA/LCAP Goal

Effective teaching and administration

Goal 4

All students, including low income students, English Learners, Black/African American, students with disabilities, two or more races, and foster youth, will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.

Identified Need

For the 2022-2023 school year, there is an increase in behavior referrals for counseling services and referrals to our district school social worker. We will continue to focus on school-wide social emotional support through Capturing Kids Hearts. We will continue to collect baseline data to analyze and support the emotional and behavioral needs of students.

As of April of 2023, 21.67% of student attendance is identified as chronically absent which is showing that there is a need to focus on student attendance. This data includes both in-person students as well as Scholars at Home.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions	According to the 2022 Fall California Dashboard All Students - Low - 0.7% suspended at least one day	Expected Outcome 2023-24 All Students - Low 0.4% suspended at least one day
Attendance	According to the 2022 Fall California Dashboard % of students Chronically Absent: All Students - Very High - 30.8% English Learners - Very High - 24.6% Homeless - 66.7%	Expected Outcome for 2023 Fall California Dashboard Decrease in students overall that fall into the Chronically Absent category. We would like to see at least a 10-15% decrease in each subgroup: All Students 20% English Learners 14% Homeless 40%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Socioeconomically Disadvantaged - Very High - 33.6% Students with Disabilities - Very High 35.6% African American - Very High 38.8% Hispanic - Very High 32.7% Two or More Races - Very High - 26.3%	Socioeconomically Disadvantaged 20% Students with Disabilities 25% African American 25% Hispanic 20% Two or More Races 15%
Capturing Kids' Hearts Student Survey	2022-23 CKH Survey (Students) Scale of 1-5 217 Student responses collected 4.6 My teachers care about me 4.4 We use hand signals (such as signals to bring the class to attention) in our classroom 3.5 My teacher uses our Social Contract to celebrate positive student behaviors 3.1 Students help to greet at the door, lead Good Things, follow the Social Contract, and use Launches in the classroom 3.1 My teachers or classmates use Launches at the end of the class period or school day	2023-24 CKH Survey (Students) Scale of 1-5 Goal of at least 300 Student responses collected 4.8 My teachers care about me 4.5 We use hand signals (such as signals to bring the class to attention) in our classroom 4.2 My teacher uses our Social Contract to celebrate positive student behaviors 4.5 Students help to greet at the door, lead Good Things, follow the Social Contract, and use Launches in the classroom 3.6 My teachers or classmates use Launches at the end of the class period or school day

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support students with positive academic and behavior programs (Capturing Kids' Hearts, AR incentive programs, monthly spirit assemblies, attendance incentives, etc.) that promote student engagement for all students, including English Learners, Black/African American students, Two or More Races, Students with Disabilities, and Socioeconomically Disadvantaged students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I 5000-5999: Services And Other Operating Expenditures Capturing Kids' Hearts Trainings - Culture Shapers
4000	LCFF- Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Site Premium CKH Subscription for teachers
3000	Title I 5800: Professional/Consulting Services And Operating Expenditures Traction Visit w/CKH Strategist
5000	LCFF-Base 4000-4999: Books And Supplies Purchase materials to support school-wide incentive programs - AR, Growing Greatness, Attendance, etc.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support students with a progressive discipline model, positive behavior programs (i.e. Capturing Kids Hearts, PBIS, Restorative Practices, etc.) systematic Social Emotional Learning Lessons, and counseling services that promote positive student behavior for all students, including English Learners, Students With Disabilities, low income, Black/African American students and two or more races.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 5000-5999: Services And Other Operating Expenditures School Based Counseling Services (SBC & ERICS)

3000	LCFF-Base 4000-4999: Books And Supplies SEL lessons support for CKH Premium Subscription for teachers

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Foster, Homeless, and Socioeconomically Disadvantages students

Strategy/Activity

To address barriers that keep low income, foster youth, and homeless students from receiving full benefit from their educational experience, the District Social Worker will work closely with Mint Canyon to provide comprehensive services as needed.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded None Specified Partnership with District Social Worker to Support Mint Canyon students & families

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, including Foster, Homeless, English Learners, Students with Disabilities, Black/African American students, Two or More Races, and Low Income students.

Strategy/Activity

To address barriers that low income, foster youth, and homeless students from receiving full benefit from their educational experience, our Part-time Social Worker (60%) will work closely with Mint Canyon to provide comprehensive services as needed (i.e.: support attendance, classroom lessons, individual and group counseling).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
42,138.00	Title I 1000-1999: Certificated Personnel Salaries 60% Social Worker
15,390.16	Title I

	3000-3999: Employee Benefits Social Worker Benefits

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Social emotional development has been a major focus on Mint Canyon Campus this year. We have brought in the Capturing Kids' Hearts program to support our staff, students, and community through the use of monthly themes, parent newsletters, and SEL lessons. We have utilized our district social worker to support students and families. We also implemented a site social worker on our campus 41%, which eventually we increased to 60%.

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

We have determined the need for additional time with a social worker on campus this year to support students social emotional growth, therefore we increased our coverage from 41% to 60%. We will continue to utilize the CKH program to support the social emotional development of our students which has led us to be recognized as a CKH National Showcase School.

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

Due to the increase in behavior and social-emotional concerns, ongoing support will be utilized through counseling services and the implementation of Capturing Kids' Hearts. We will also be allocating additional funds to provide a school social worker for our campus at minimum, for a total of 3 days of support. We will continue with supporting our professional development, however focusing on our Classified Staff to extend the impact of the CKH program on our campus.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$292,764.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$85,755.00

Subtotal of additional federal funds included for this school: $85,755.00

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

State or Local Programs	Allocation ($)
District Funded	$8,096.00
LCFF- Supplemental/Concentration	$40,208.00
LCFF-Base	$50,309.00
Misc. Grants	$106,904.00
PTA	$1,492.00

Subtotal of state or local funds included for this school: $207,009.00

Total of federal, state, and/or local funds for this school: $292,764.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-Base	50,309	0.00
LCFF- Supplemental/Concentration	40,208	0.00
Title I	85,755	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	8,096.00
LCFF- Supplemental/Concentration	40,208.00
LCFF-Base	50,309.00
Misc. Grants	106,904.00
PTA	1,492.00
Title I	85,755.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	149,286.20
2000-2999: Classified Personnel Salaries	15,400.00
3000-3999: Employee Benefits	17,380.16
4000-4999: Books And Supplies	90,870.64
5000-5999: Services And Other Operating Expenditures	15,332.00
5800: Professional/Consulting Services And Operating Expenditures	3,000.00
None Specified	1,495.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
4000-4999: Books And Supplies	District Funded	506.00
5000-5999: Services And Other Operating Expenditures	District Funded	7,590.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF- Supplemental/Concentration	15,625.00
2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Concentration	15,400.00
3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	1,990.00
4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	3,193.00
5000-5999: Services And Other Operating Expenditures	LCFF- Supplemental/Concentration	4,000.00
1000-1999: Certificated Personnel Salaries	LCFF-Base	6,000.00
4000-4999: Books And Supplies	LCFF-Base	42,564.00
5000-5999: Services And Other Operating Expenditures	LCFF-Base	250.00
None Specified	LCFF-Base	1,495.00
1000-1999: Certificated Personnel Salaries	Misc. Grants	85,523.20
4000-4999: Books And Supplies	Misc. Grants	21,380.80
5000-5999: Services And Other Operating Expenditures	PTA	1,492.00
1000-1999: Certificated Personnel Salaries	Title I	42,138.00
3000-3999: Employee Benefits	Title I	15,390.16
4000-4999: Books And Supplies	Title I	23,226.84
5000-5999: Services And Other Operating Expenditures	Title I	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures

Goal 1	45,233.00
Goal 2	159,212.84
Goal 3	13,790.00
Goal 4	74,528.16

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Paulette Volmer, Principal	Principal
Tony Lemos, Parent	Parent or Community Member
Veronica Alzaga, Parent	Parent or Community Member
David Crowther, Parent	Parent or Community Member
Reyna Hernandez, Parent	Parent or Community Member
Breanna Sanchez, Parent	Parent or Community Member
Stacey Crowther, Teacher	Classroom Teacher
Sean Lerner, Teacher	Classroom Teacher
Jennifer Borges, Teacher	Classroom Teacher
Amparo Rios, Classified Staff	Other School Staff

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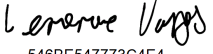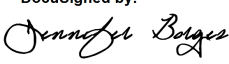
Recommendations and Assurances

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

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
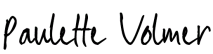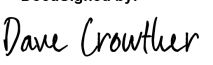
Signature	Committee or Advisory Group Name
[DocuSigned signature] 546B5547773C4E4...	English Learner Advisory Committee
[DocuSigned signature] 535267B3E7474A6...	Other: Mint Canyon Instructional Leadership Team/ Teacher Representative

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

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

This SPSA was adopted by the SSC at a public meeting on 5/25/2023.

Attested:

[DocuSigned signature] Paulette Volmer BC0223100AB6469...	Principal, Mrs. Paulette Volmer on 5/25/2023
[DocuSigned signature] Dave Crowther FAB71B3CFF5949C...	SSC Chairperson, Mr. Dave Crowther on 5/25/2023