

Mint Canyon Community Elementary
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

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

Principal: Paulette Volmer

Phone: (661) 252-5131

Grade Span: P-6

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

About This School

Paulette Volmer

📍 Principal, Mint Canyon Community Elementary

About Our School

Welcome to Mint Canyon, home of the Roadrunners. At Mint Canyon Community School, we pride ourselves in establishing a family feel, where we support all of our students to reach their greatest potential. We provide a rigorous curriculum in a supportive learning environment that encourages all students to make both academic and social emotional strides. It is our goal to help every student feel connected to others and the adults at school. In order to support this goal, we focus on social emotional learning through the Capturing Kids' Hearts program. We begin each day with a positive greeting, encourage student connectedness through sharing "good things", and review our social contracts - an agreement of behavior. Students work together in order to establish a learning environment where everyone's voice is heard and everyone's growth is encouraged. Students and staff focus on providing affirmations to help encourage each other to do their very best.

Academically, we provide students with challenging curriculum that provides challenges and encourages creativity. We focus on the California State Standards in the areas of reading, writing, and mathematics as a priority. These academic areas are also intertwined through the teaching of the Next Generation Science Standards and through the instruction of social studies, fine arts, physical education, and technology so that each student can be provided with the opportunity to develop skills in their area of interest. Mint Canyon Roadrunners strive for success in everything we do to focus on Growing Greatness.

Greetings to all our Roadrunner Families! I am the proud Principal of Mint Canyon Community School. Together our dedicated staff strives for the success of our students. Mint Canyon is a school with a rich history in the city of Santa Clarita – truly the heart of the Canyon Country community. We celebrated 52 years as a school in 2016 and are still going strong. As you walk our beautiful campus it is obvious that Mint Canyon has a family feel. We treat all students as our own. We believe that each child can meet or exceed their academic goals in order to be prepared for a productive life in the 21st century.

We have the ability to make this belief a reality.

Contact

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

Phone: (661) 252-5131
Email: pvolmer@sssd.k12.ca.us

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Sulphur Springs Union School District
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Phone Number	661-252-5131
Superintendent	Kawaguchi, Catherine
Email Address	ckawaguchi@sssd.k12.ca.us
Website	https://www.sssd.k12.ca.us/

School Contact Information (School Year 2022–23)

School Name	Mint Canyon Community Elementary
Street	16400 Sierra Hwy.
City, State, Zip	Canyon Country, CA , 91351-1414
Phone Number	(661) 252-5131
Principal	Paulette Volmer
Email Address	pvolmer@sssd.k12.ca.us
Website	https://www.sssd.k12.ca.us/Page/538
County-District-School (CDS) Code	19650456022891

Last updated: 1/17/23

School Description and Mission Statement (School Year 2022–23)

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

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

The Mint Canyon School community feels a personal pride and connection to our school family and provides a safe, nurturing, and positive learning environment for all students. Our vision establishes an academic atmosphere which respects each other's unique qualities and provides all students with an equal opportunity to achieve their full potential through quality standards based instruction and curriculum, as well as a balanced education that focuses on the academic, social-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.

At Mint Canyon Community School we utilize evidence based educational practices to support students in gaining grade level proficiency, as evidenced by site, district, and state assessments. School staff receive professional development to support rigorous implementation of the California State Standards. We also provide supplemental materials to support the adopted curriculum to support our students and the standards being addressed. Our teachers collaborate on a regular basis for lesson development, data analysis, and monitoring student placement in various instructional programs. Mint Canyon also fosters our students social-emotional growth through the implementation of our Capturing Kids' Hearts program which promotes positive relationships throughout the campus. We provide a technology rich environment where all students have access to technology devices to enhance their learning experience which include Smartboards, iPads, and Chromebooks. Teachers utilize a variety of software programs to help to enhance their classroom learning environment, such as Google Classroom and SeeSaw. We emphasize high expectations by empowering our students to Strive for Success.

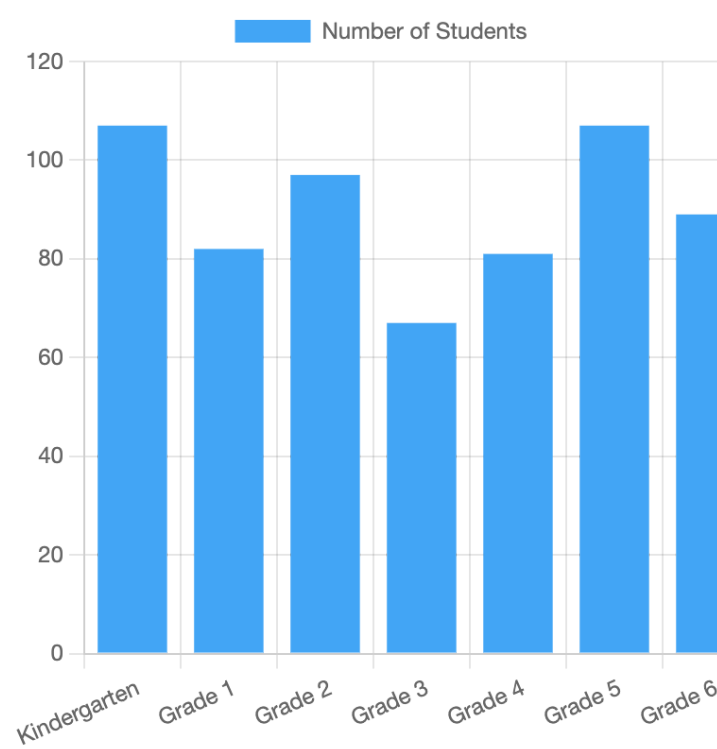
An Award Winning School

Mint Canyon School has been recognized for excellence in education having received the California Title I Achieving School award twice and the California Distinguished School award three times, most recently in 2006. In addition, we were one of 215 schools nationwide to be honored as a 2003 National Blue Ribbon School. As such, we are the first school in the Sulphur Springs School District to have received this highest honor that can be bestowed upon a school. In May 2019, we earned a new first time award of "Top Schools" in Los Angeles County. In May 2020, we earned the "Top Schools" award for our second time in two school years. We are proud!

Last updated: 1/17/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	107
Grade 1	82
Grade 2	97
Grade 3	67
Grade 4	81
Grade 5	107
Grade 6	89
Total Enrollment	630



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/17/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	46.00%
Male	54.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.30%
Asian	3.20%
Black or African American	6.70%
Filipino	4.80%
Hispanic or Latino	67.80%
Native Hawaiian or Pacific Islander	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	27.60%
Foster Youth	1.10%
Homeless	1.90%
Migrant	0.00%
Socioeconomically Disadvantaged	68.70%
Students with Disabilities	18.60%

Student Group	Percent of Total Enrollment
Two or More Races	3.50%
White	11.90%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.90	82.29	196.80	89.11	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.91	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	5.90	5.00	2.26	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.00	1.81	12115.80	4.41
Unknown	2.00	11.81	13.00	5.91	18854.30	6.86
Total Teaching Positions	16.90	100.00	220.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/17/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/17/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	1.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

Last updated: 1/11/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: January 2023

The District provides curriculum and materials for all students in grade TK-6.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance	Yes	0%
Mathematics	Houghton Mifflin California Math Expressions	Yes	0%
Science	McGraw Hill - Inspire Science	Yes	0%
History-Social Science	Studies Weekly	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/18/23

School Facility Conditions and Planned Improvements

Mint Canyon Community School has 28 classrooms housed in 4 permanent buildings. It has a multipurpose room, library, administration building, learning center, and science lab. A hard-working custodial and district maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Mint Canyon Community School completes daily inspections of the cleanliness of our playgrounds, and common areas (library, multi-purpose room, computer lab, and science lab), restroom facilities, classrooms, and office areas. Monthly, we use our district's "Monthly Facilities Cleanliness Form" to inspect and rate (good/fair/poor) the cleanliness of our facilities and grounds. The checklist data was most recently collected and evidences that all areas (classrooms, library, office/workrooms/staff room, cafeteria/lunch area, restrooms, storage areas, walkways and halls, and grounds) were rated "good".

We have had fencing surrounding the playground installed to protect the playground areas from gophers. Grass area encompassed in the bus loop at the front of the school was replanted. The upper grade play apparatus safety surface was replaced due to damage from a brush fire surrounding the site. Our Kindergarten play structure was just repaired due to a crack in the slide, and we have recently removed the library building where we will be working to expand our current garden area. We opened our Learning Center and new library in September of 2021. Windows on office doors were installed to provide visibility for safety reasons.

Last updated: 1/17/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2023

Overall Rating	Exemplary
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Last updated: 1/17/23

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California.

Subject	School 2020– 21	School 2021– 22	District 2020– 21	District 2021– 22	State 2020– 21	State 2021– 22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	44%	N/A	50%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	33%	N/A	39%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on

the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/17/23

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment

**Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	326	313	96.01	3.99	44.09
Female	148	144	97.30	2.70	44.44
Male	178	169	94.94	5.06	43.79
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	22	21	95.45	4.55	38.10
Filipino	13	12	92.31	7.69	100.00
Hispanic or Latino	229	223	97.38	2.62	38.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	12	92.31	7.69	75.00
White	38	37	97.37	2.63	48.65
English Learners	94	94	100.00	0.00	21.28
Foster Youth	--	--	--	--	--
Homeless				--	
Military	38	38	100.00	0.00	42.11
Socioeconomically Disadvantaged	219	216	98.63	1.37	43.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	63	91.30	8.70	15.87

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of

students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/17/23

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment

**Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	326	313	96.01	3.99	33.23
Female	148	144	97.30	2.70	23.61
Male	178	169	94.94	5.06	41.42
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	22	21	95.45	4.55	23.81
Filipino	13	12	92.31	7.69	58.33
Hispanic or Latino	229	223	97.38	2.62	29.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	12	92.31	7.69	66.67
White	38	37	97.37	2.63	37.84
English Learners	94	94	100.00	0.00	15.96
Foster Youth	--	--	--	--	--
Homeless					
Military	38	38	100.00	0.00	34.21
Socioeconomically Disadvantaged	219	216	98.63	1.37	31.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	63	91.30	8.70	11.11

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of

students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/17/23

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

The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California.

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	N/T		N/T		28.5	29.47

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

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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

Last updated: 1/17/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	102	97	95.10	4.90	30.93
Female	45	43	95.56	4.44	25.58
Male	57	54	94.74	5.26	35.19
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	72	68	94.44	5.56	29.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	36.36
English Learners	24	24	100.00	0.00	4.17
Foster Youth	0	0	0	0	0
Homeless					
Military	13	12	92.31	7.69	25.00
Socioeconomically Disadvantaged	72	70	97.22	2.78	25.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	21	91.30	8.70	4.76

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

Last updated: 1/17/23

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2021–22) Percentage of Students Participating in each of the five Fitness Components

The District participated in the Physical Fitness Test for the 2021 and 2022 school year. Data reflects participation rates during the test administrations.

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	87%	91%	64%	92%	91%
7	%	%	%	%	%
9	%	%	%	%	%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

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

Last updated: 1/17/23

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2022–23)

As a Title I school, Mint Canyon hosts annual parent meetings to inform parents regarding our Title I programs and how we are allocating funding to support our students. We discuss the school/home compact which outlines the shared responsibility for student success. Many parents and staff members volunteer their time to support our PTA with fundraisers and providing additional programs and resources for our students. Parents participate in School Site Council, English Language Advisory Committee, evening parent workshops, District Conferences, Board meetings, awards assemblies, in addition to parent conferences. Our school site council and English Learner Advisory Committee also have input into our Single Plan for Student Achievement.

Our opportunities for parental involvement bloomed this year; however, many parents are still participating in the events that are being offered through Zoom. We have been able to bring back many of our in-person activities and our participation in PTA has been a highlight.

These events include, but are not limited to:

- PTA Executive Board and PTA Membership
- School Site Council
- ELAC/DELAC
- Family Nights: TK/K Orientation, Literacy Night, STEAM Night, Art Night
- Chili cook-off/corn husking contest
- Fall Celebration/Festival
- Read Across America
- Women in History
- Goal Setting Conferences
- Parent Conferences
- Coffee with the Superintendent
- Back to School Night
- Open House
- Awards Assemblies
- Fundraisers

Parent communication is also very important to us at Mint Canyon. The principal sends a weekly message through our Parent Square to parents in both English and Spanish informing families of the current announcements and events. We look forward to partnering with our parents and guardians to support the success of each student at Mint Canyon.

State Priority: Pupil Engagement

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

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

**Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	735	684	211	30.8
Female	342	312	101	32.4
Male	393	372	110	29.6
American Indian or Alaska Native	5	2	0	0.0
Asian	25	21	4	19.0
Black or African American	56	49	19	38.8
Filipino	38	31	5	16.1
Hispanic or Latino	477	459	150	32.7
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	28	25	7	28.0
White	89	81	23	28.4
English Learners	193	187	46	24.6
Foster Youth	11	10	4	40.0
Homeless	12	12	8	66.7
Socioeconomically Disadvantaged	496	476	160	33.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	136	132	47	35.6

Last updated: 1/17/23

State Priority: School Climate

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

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

Suspensions and Expulsions for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.22%	0.61%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.68%	0.23%	1.44%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/17/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.68	0.00
Female	0.00	0.00
Male	1.27	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	1.79	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.42	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.25	0.00
English Learners	0.52	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.60	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.47	0.00

Last updated: 1/17/23

School Safety Plan (School Year 2022–23)

Safety is a top priority at Mint Canyon Community School. Each year, our safety committee, School Site Council, and our staff review and update our comprehensive safety plan. The Mint Canyon Community School Safety Plan is all inclusive with the main objective to protect the safety and welfare of students, school staff, and visitors at Mint Canyon. Within our comprehensive safety plan, we focus on promoting a positive school climate where consistent expectations for students and staff are reinforced on a daily basis. We are also focusing on providing a safe school environment for our students and staff, with an emphasis on a closed campus, and improvement in our drop off and pick up procedures. Finally, we focus on emergency procedures with an emphasis on ensuring our staff and

students are prepared for any and all emergency situations. The School Safety Plan was Board approved on March 9, 2022.

Last updated: 1/18/23

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00	1	3	
1	20.00	1		
2	26.00		1	
3	25.00		2	
4	32.00		1	
5	33.00			
6	32.00		1	
Other**	24.00	2	2	

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	10.00	3	1	
1	18.00	1	1	
2	7.00	1		
3	18.00	1	1	
4	10.00	4	1	
5	9.00	1		
6	16.00	2		1
Other**	23.00	3	4	

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	26.00		2	
1	15.00	1	2	
2	25.00		2	
3	20.00	1		
4	32.00		1	
5	34.00			1
6	34.00			1
Other**	23.00	5	7	3

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

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

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.50
Social Worker	
Nurse	0.33
Speech/Language/Hearing Specialist	1.40
Resource Specialist (non-teaching)	
Other	0.00

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

Last updated: 1/18/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7581.00	\$2255.00	\$5326.00	\$69210.00
District	N/A	N/A	\$5123.00	\$76440.00
Percent Difference – School Site and District	N/A	N/A	3.95%	-9.46%
State	N/A	N/A	\$6593.62	\$87271.00
Percent Difference – School Site and State	N/A	N/A	-19.00%	-21.00%

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

Last updated: 2/14/23

Types of Services Funded (Fiscal Year 2021–22)

A combination of state and federal funding is used to cover all aspects of our instructional program. The District has increased positions, materials, professional development and supports to expand upon the instructional program for students.

Title I funding is used for the following:

- Professional Development
- Teachers on Special Assignment (TOSA)
- Tier II and III Reading Intervention (Orton Gillingham)

Title II funds are utilized to support professional development which enhances early learning strategies. TOSAs and LSTs are provided to support instruction through professional development and coaching opportunities.

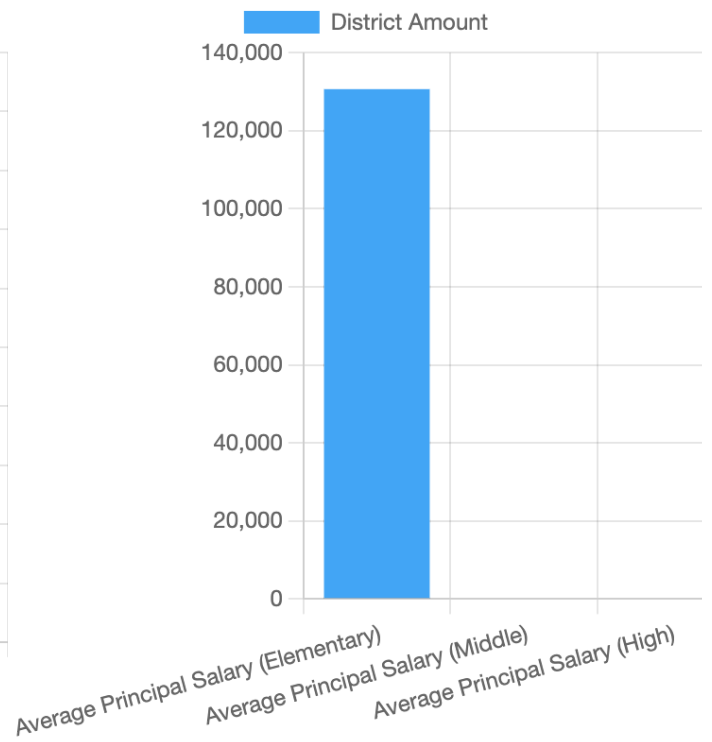
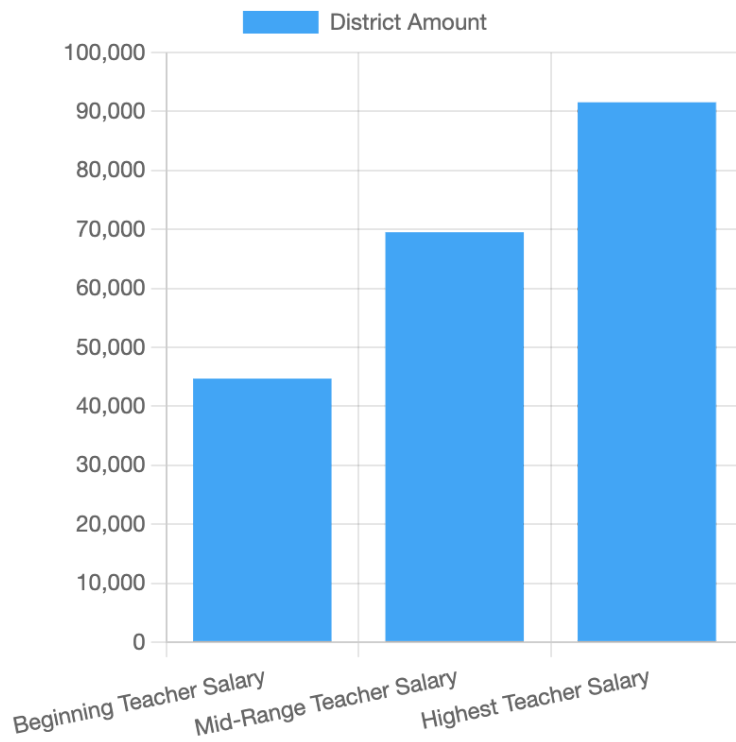
Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English Learner, and to expand parent engagement activities.

Last updated: 1/18/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44686.00	\$52640.75
Mid-Range Teacher Salary	\$69514.00	\$83981.39
Highest Teacher Salary	\$91548.00	\$107521.97
Average Principal Salary (Elementary)	\$130604.00	\$136246.56
Average Principal Salary (Middle)	\$0.00	\$142247.57
Average Principal Salary (High)	\$0.00	\$139199.00
Superintendent Salary	\$198606.00	\$242165.89
Percent of Budget for Teacher Salaries	31.03%	34.07%
Percent of Budget for Administrative Salaries	4.81%	5.47%

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



Last updated:

Professional Development

The District provides professional development to address the needs of students and teachers in core and supplemental curriculum as well as social emotional support.

Measure	2020– 21	2021– 22	2022– 23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/17/23

