Mint Canyon Community Elementary

California Department of Education
School Accountability Report Card
Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- View this SARC online at the school and/or LEA Web sites.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents and community members should contact the school principal or the district office.

Roni Andrus, Principal

⚲ Principal, Mint Canyon Community Elementary

About Our School

Mrs. Roni Andrus

Principal's Message

Warm greetings to all Roadrunner Families!

It is my great honor to serve as the principal at Mint Canyon Community School. Together with my shared Assistant Principal Deb Stilson, we strive for success. Mint Canyon is a school with a rich history in the city of Santa Clarita – truly the heart of our Canyon Country community. It celebrated 50 years as a school in 2014 and is going strong. As you walk our beautiful campus, it is obvious that Mint Canyon is a family that treats all students as their own and truly believes that each child can meet or exceed their academic goals in order to be prepared for a productive life in the 21st century. Moreover, we know without a doubt that we have the ability to make this belief a reality.

My own education consists of a B.A. in Public Administration from San Diego State University, an M.A. in Education Technology from California State University Los Angeles, and an M.A. in Educational Administration from California State University Northridge. I have been an educator for 24 years, beginning my teaching career in Los Angeles. I then taught in Burbank and worked as a Technology Training Specialist assisting teachers in the integration of technology into lessons and student learning. I joined the Sulphur Springs School District in 2004 and have very much enjoyed being a school administrator. My home life revolves around my wonderful husband of 20 years, and my two children – all proud products of the SSSD!

My focus is to support the ongoing, powerful work that has been built diligently here over many years by outstanding educators. I look forward to working with staff, students and parents to add to the great history that Mint Canyon owns.
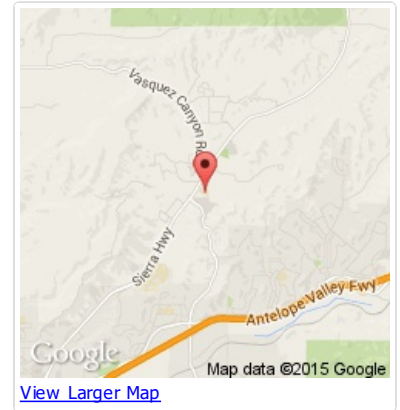
With Roadrunner pride,

Mrs. Roni Andrus

**Spanish version of the School Accountability Report Card will be available at: http://www.sssd.k12.ca.us/mintcanyon/annual_SARC_report_card/

Contact

16400 Sierra Hwy.
Canyon Country, CA
91351-1414

Phone: 661-252-2570
E-mail: randrus@sssd.k12.ca.us

View Larger Map

About This School

Contact Information - Most Recent Year

School	
School Name	Mint Canyon Community Elementary
Street	16400 Sierra Hwy.
City, State, Zip	Canyon Country, Ca, 91351-1414
Phone Number	661-252-2570
Principal	Roni Andrus, Principal
E-mail Address	randrus@sssd.k12.ca.us
Web Site	http://mintcanyon.sssd.k12.ca.us/pages/MintCanyon
County-District-School (CDS) Code	19650456022891

District	
District Name	Sulphur Springs Union
Phone Number	(661) 252-5131
Web Site	http://www.sssd.k12.ca.us
Superintendent First Name	Cathy
Superintendent Last Name	Kawaguchi
E-mail Address	ckawaguchi@sssd.k12.ca.us

Last updated: 1/28/2015

School Description and Mission Statement (Most Recent Year)

Nestled against the semi arid foothills of the Santa Clarita Valley, the Mint Canyon School site continues to be one of the smaller and most rural in the Valley. Mint Canyon School first opened its doors in September of 1963 with 185 students. At that time, one permanent building contained six classrooms surrounding the cafeteria/library/multipurpose room.

Today, the Mint Canyon School site looks dramatically different. Our students, staff and community enjoy a multipurpose room, a separate Kindergarten facility with a large play yard, two two-story buildings which include the office area, multimedia lab, library, staff room, work room, Resource Room, English Language Development Room, and classrooms. The original permanent building includes a multi-use area, a mini work room, Science Lab, Music room, classrooms, and a Junior Engineering and technology classroom. The State supported preschool, Junior Mints, and an after school ASES grant (Academic Strength Encourages Success) are also housed on the Mint Canyon campus.

While there are some expensive homes within our attendance area, currently, slightly more than 85% of our students come from family units well below the poverty level. Approximately 60% of our students speak a language other than English (8 languages in all - 97% of them are Spanish-speaking) and of our total number of second language students (IFEP, RFEP, EL), 41% are limited English proficient. The vast majority of our parents have either not completed high school or have received the equivalent of a high school education. Relatively few parents have received a college degree. Compared with the other eight elementary schools in the Sulphur Springs School District, Mint Canyon School has one of the highest percentage of students participating in the National School Lunch Program (free/reduced lunch), as well as one of the highest percentage of students who speak a language other than English. Yet, Mint Canyon School continues to be recognized for excellence in education. We have received the California Title I Achieving School award twice and the California Distinguished School award three times, most recently in 2006.

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

Through state/district funding, site funds, and donations from private individuals and PTA, Mint Canyon School's library houses almost 12,300 books (approximately twenty-three books per student; 60% fiction, 40% non-fiction). The passing of bond Measure CK in 2012 updated technology in every classroom at Mint Canyon School. We now have at least one SmartBoard, a HoverCam, teacher iPad and teacher laptop in every classroom. Through site and PTA funds, access to three carts of 10 iPads for school-wide use and most classrooms have a second Smartboard and one iPad for every three students. In addition to classroom technology, Mint Canyon School boasts a state of the art computer lab and a Science Lab.

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

With a student population hovering a little over 500, a cozy, hometown feeling continues to exist at Mint Canyon School, even as we grow larger in student population. As expressed in our vision statement, our entire school community is a close knit family which cares deeply about the uniqueness and success of each other.

Mint Canyon Vision Statement:

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

Mint Canyon's Parent Involvement Policy, based on the District Parent Involvement Policy and used in combination with the Home/School Compact, is intended to clarify the partnership that exists between Mint Canyon's staff and parents. The staff recognizes that parents/guardians are their children's first and most influential teachers, and that continued parental involvement contributes greatly to student achievement and a positive school environment. The Parent Involvement Policy is reviewed and revised annually with parent input.

In order to engage parents/guardians positively in their children's education this year, Mint Canyon's staff will:

- Inform parents/guardians that their involvement is important to their children's success in school

- Initiate regular, effective communication between the school and home so that parents/guardians know when and how to help their children with learning activities

- Help parents/guardians develop strategies to help their children with learning at home to improve their academic success

- Help parents/guardians to develop parenting skills and provide home environments that support success in school and society

- Encourage parents/guardians to volunteer in the school, attend student performances and school meetings, participate in and become members of advisory committees and other leadership/advocacy groups

- Participate in training that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speakers and how to help parents become partners in the instructional process at school and at home.

Mint Canyon offers many activities that support the school's Parent Involvement Policy. Parents are encouraged to attend meetings at the school and the Preschool's Parent Resource Center. Meetings focus on strategies to support student learning at home, parenting skills, understanding the American educational system and content standards, and practical application of parent involvement in the school. Community Based English Tutoring, adult ESL, is being offered at various sites around the district. Parents are invited and encouraged to volunteer or observe in classrooms during the school day. This provides parents with first hand opportunities to work with children in class and learn about the academic opportunities offered to students during the day.

Evening activities include Family Dinner & Movie Night, Literature Night, Family Math Night, ELAC/DELAC meetings, PTA Meetings and events and parent involvement opportunities offered throughout the year. These evening events will provide opportunities for parents to learn about the academic expectations and proficiency requirements for their child, and are offered in both English and Spanish.

Support from the Sulphur Springs School District, a dedicated PTA, and good old-fashioned hard work by the teachers have all contributed to the success of Mint Canyon School. An exciting spirit of cooperation exists at Mint Canyon, and as a caring school community, we support a nurturing learning atmosphere that stresses the social, educational, and emotional growth of all students so they may become productive and successful citizens. Mint Canyon Community School represents a commitment to educational excellence.

Spanish version of the SARC can be found at: http://mintcanyon.sssd.k12.ca.us/pages/MintCanyon/School_Info/Annual_SARC_Report_Card

## Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	77
Grade 1	67
Grade 2	77
Grade 3	71
Grade 4	64
Grade 5	80
Grade 6	89
Total Enrollment	525
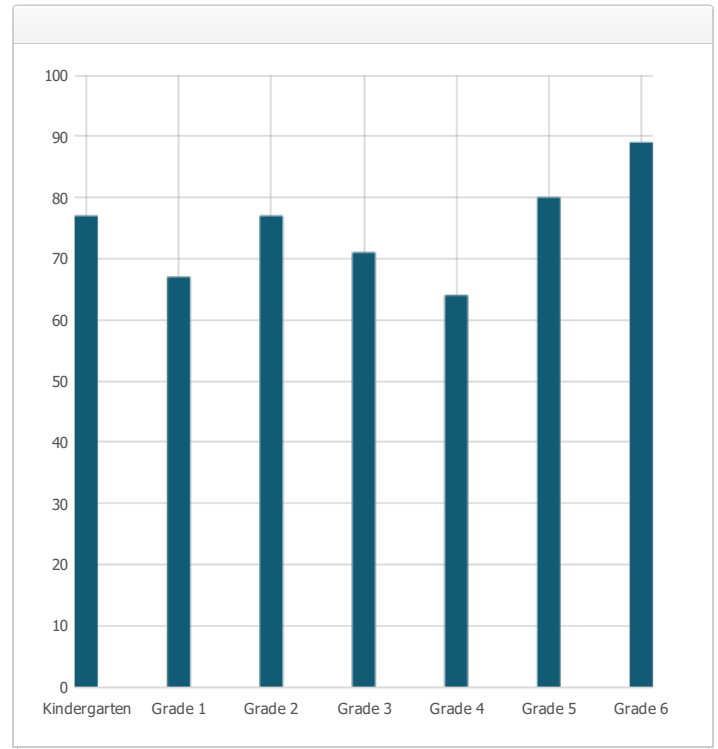
Last updated: 1/28/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	7.8
American Indian or Alaska Native	0.2
Asian	0.4
Filipino	2.1
Hispanic or Latino	68.8
Native Hawaiian or Pacific Islander	0.0
White	17.7
Two or More Races	3.0
Socioeconomically Disadvantaged	75.0
English Learners	38.9
Students with Disabilities	13.1
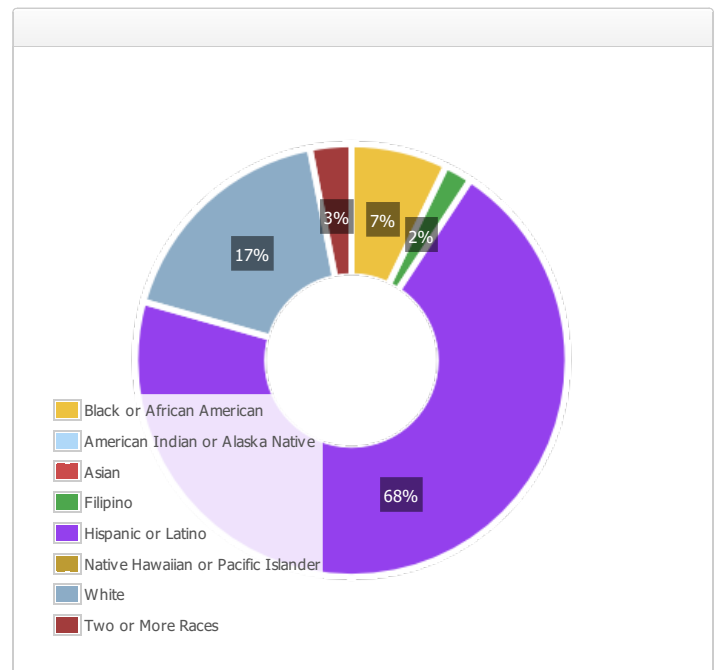
Last updated: 1/28/2015

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	21	23	24	256
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
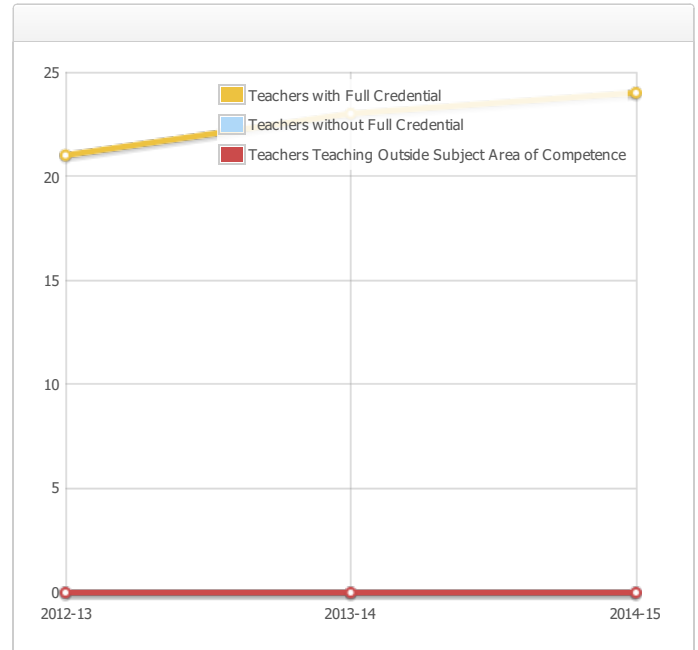
Last updated: 1/30/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
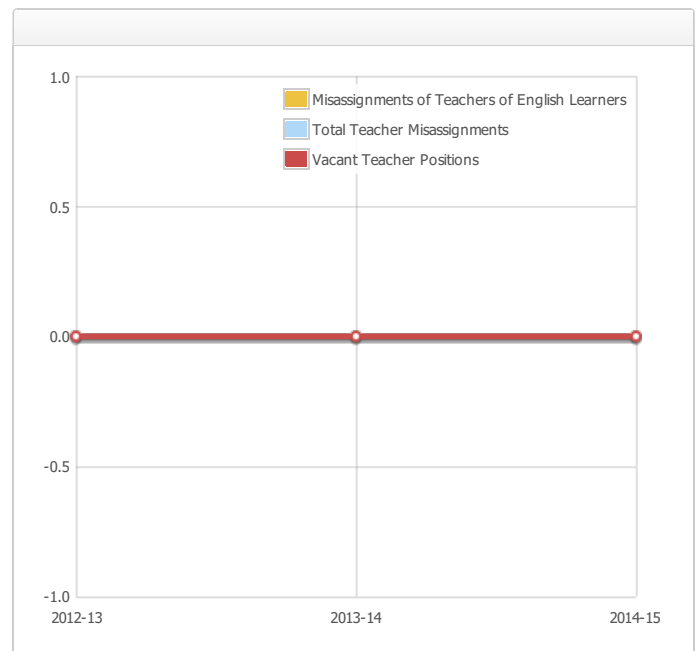
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/28/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/28/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: December 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Reading Language (K-6) (Adopted 2003) ***The state of California suspended textbook adoptions in 2009 and will be reinstating them in the 2015-2016 school year***	No	0.0
Mathematics	Math Expressions	Yes	0.0
Science	Scott Foresman California Science (3-6) Houghton Mifflin California Science (K-2) ***The state of California suspended textbook adoptions in 2009 and will be reinstating them in the 2015-2016 school year***	Yes	0.0
History-Social Science	Scott Foresman History-Social Studies (K-5) (2007) Harcourt History-Social Studies (6) (2007) ***The state of California suspended textbook adoptions in 2009 and will be reinstating them in the 2015-2016 school year***	Yes	0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/28/2015

School Facility Conditions and Planned Improvements - Most Recent Year

Mint Canyon will continue to maintain the facilities and cleanliness of the school. Some planned improvements include: Purchase and installation of shelves for the custodial closets at the end of each hallway.(Site Funded)   Garden will be cleaned and re-planted in the spring. (PTA Funds)   Gopher damage to the grass field will be filled in and made safer. (District funds)   Buildings were numbered for easier identification for our guests and visitors.(Site funds)   Signs were posted on all 4 external doors not presently labeled "Electrical Closet" (Site funds)   Parking lot curbs were re-painted. (District funds)   Outside stairs and crosswalks were re-painted. (District funds)

Last updated: 1/28/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Continued monitoring and repair of cracks in the blacktop surface, and general maintenance.
Interior: Interior Surfaces	Good	Replacement of 2 light ballasts and cleaning of classroom projectors during school breaks.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Continued monitoring and repairing of gopher holes.
Electrical: Electrical	Good	No electrical repairs are needed at this time.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No general plumbling repairs are needed at this time.
Safety: Fire Safety, Hazardous Materials	Good	No general safety repairs are needed at this time.
Structural: Structural Damage, Roofs	Good	No structural repairs are needed at this time.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No plauground repairs are needed at this time.

Overall Facility Rate - Most Recent Year

Overall Rating	Good

Last updated: 1/28/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	60	48	63	73	65	76	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown 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: 1/28/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	76
All Students at the School	63
Male	52
Female	77
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	60
Native Hawaiian or Pacific Islander	
White	77
Two or More Races	
Socioeconomically Disadvantaged	61
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown 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: 1/28/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

| | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	48%	57%	51%	62%	65%	65%	54%	56%	55%
Mathematics	56%	58%	55%	64%	65%	67%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	N/A	N/A	N/A	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/16/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	4	5	4
Similar Schools	6	8	6

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/16/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-19	39	-26
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-2	22	-22
Native Hawaiian or Pacific Islander			
White	-69	88	-37
Two or More Races			
Socioeconomically Disadvantaged	-16	39	-27
English Learners	-9	20	-35
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/16/2015

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.6%	31.1%	35.1%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Last updated: 1/16/2015

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

Mint Canyon offers many opportunities for parental involvement. We have a dedicated PTA that donates student assemblies, field trips, a chorus teacher and provides supplemental materials and instructional supplies. Many of our parents volunteer inside the classroom to help the teacher. They help with clerical tasks, reading aloud with students, and sometimes by working with small groups or individual students using flash cards. Parents also volunteer to take clerical tasks home and assist with classroom events occurring during the day. During the 2013-2014 school year, our PTA logged over 3000 volunteer hours. Parents also assist with special activities during the year such as Jump-4-Heart, Book-Fairs, and our annual Corn Schucking Event. Parents can become familiar with Mint Canyon Community School during Back-to-School Night, Open House, Family Nights (Family Math and Literacy Nights, Movie Nights), monthly PTA meetings, and parent-teacher conferences. Once a month there is a "Coffee With The Principal" event with a translator provided. Parents of our English Learners can also participate in our English Learners Advisory Council (ELAC). We also hold bi-monthly School Site Council meetings for elected parent members.

State Priority: Pupil Engagement

Last updated: 1/28/2015

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

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

State Priority: School Climate

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

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

Suspensions and Expulsions

	School			District			State		
Rate	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	15.00	17.00	11.00	84.00	73.00	55.00	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10

Suspensions

Expulsions
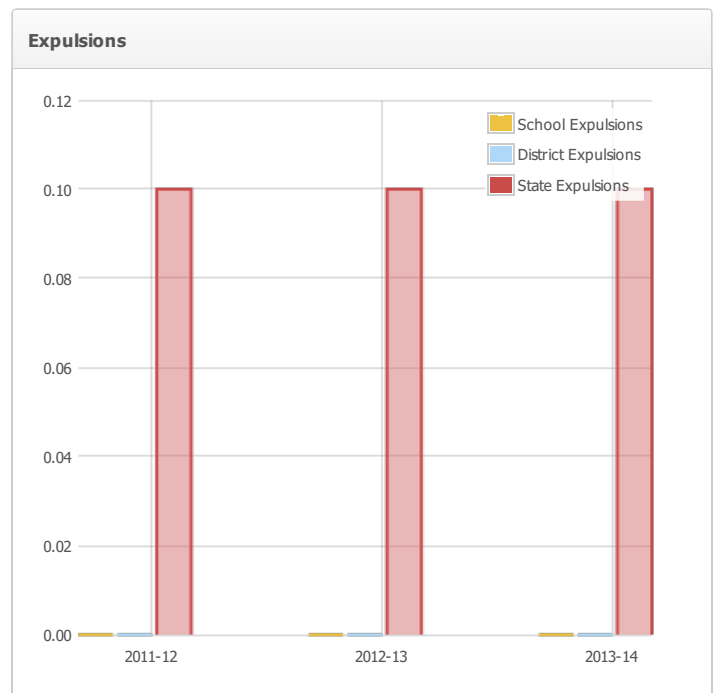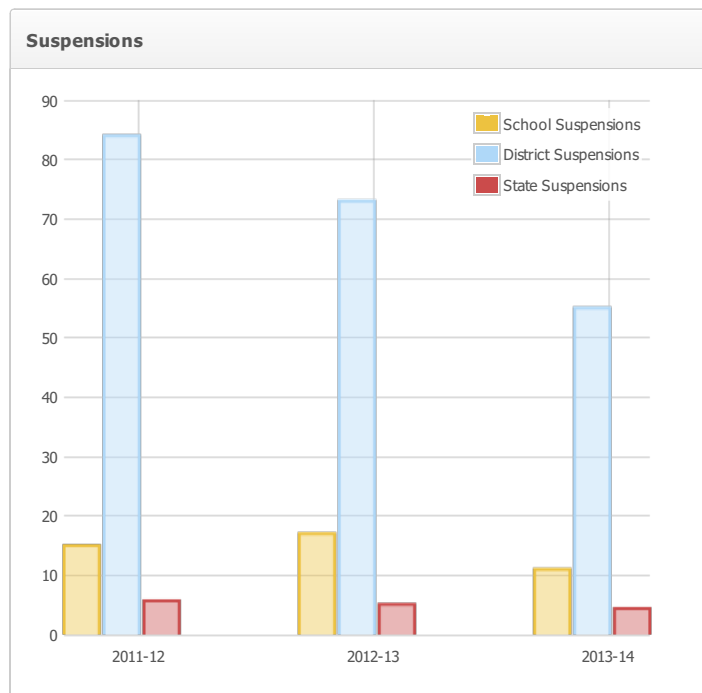
Last updated: 1/16/2015

School Safety Plan - Most Recent Year

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

- School disaster procedures

- Guidelines to ensure a safe teaching and learning environment

- Guidelines to promote safe travel to and from school

- District and community resources for students and parents

- Guidelines to promote an environment where students, parents, staff and the community communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

- If a crisis situation was to occur, the special education department or designee would mobilize the school psychologists to assist staff and students during and after the crisis.

- Staff development is provided to all staff on topics such as Bullying, Conflict Management, Playground Supervision, Sexual Harassment, etc.

- The School Safety Plan is reviewed with all staff members annually, most recently in October, 2014, prior to our district wide Disaster Drill.

- Similarly, the School Site Council annually reviews and approves the School Safety Plan in February.

Last updated: 1/28/2015

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met Graduation Rate	N/A	N/A

Last updated: 1/16/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement *	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	44.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/16/2015

Average Class Size and Class Size Distribution (Elementary)

| | 2011-12 | | | | 2012-13 | | | | 2013-14 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	21.3	4	0	0	22.0		3		19.0	2	2	
1	18.3	4	0	0	20.0	2	2		17.0	1	3	
2	18.0	2	2	0	18.0	2	2		19.0	2	2	
3	21.5	2	2	0	16.0	2	2		18.0	2	2	
4	21.3	1	3	0	22.0	2	2		21.0	1	2	
5	31.5	0	2	0	22.0	1	2	1	20.0	2	2	
6	28.0	1	1	1	19.0	2	2		22.0	1	3	
Other												

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

Last updated: 1/16/2015

	2011-12				2012-13				2013-14			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	N/A

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

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

Last updated: 1/16/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$5,820	$1,253	$4,568	$68,389
District	N/A	N/A	$5,611	$68,577
Percent Difference – School Site and District	N/A	N/A	19.00%	1.00%
State	N/A	N/A	$4,690	$70,788
Percent Difference – School Site and State	N/A	N/A	3.00%	3.00%

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

Last updated: 1/16/2015

Types of Services Funded (Fiscal Year 2013-14)

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

Last updated: 1/28/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,411	$41,507
Mid-Range Teacher Salary	$62,862	$67,890
Highest Teacher Salary	$83,477	$86,174
Average Principal Salary (Elementary)	$98,174	$109,131
Average Principal Salary (Middle)	$00	$111,937
Average Principal Salary (High)	$00	$109,837
Superintendent Salary	$160,123	$185,462
Percent of Budget for Teacher Salaries	39.0%	42.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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

Teacher Salary Chart

Principal Salary Chart
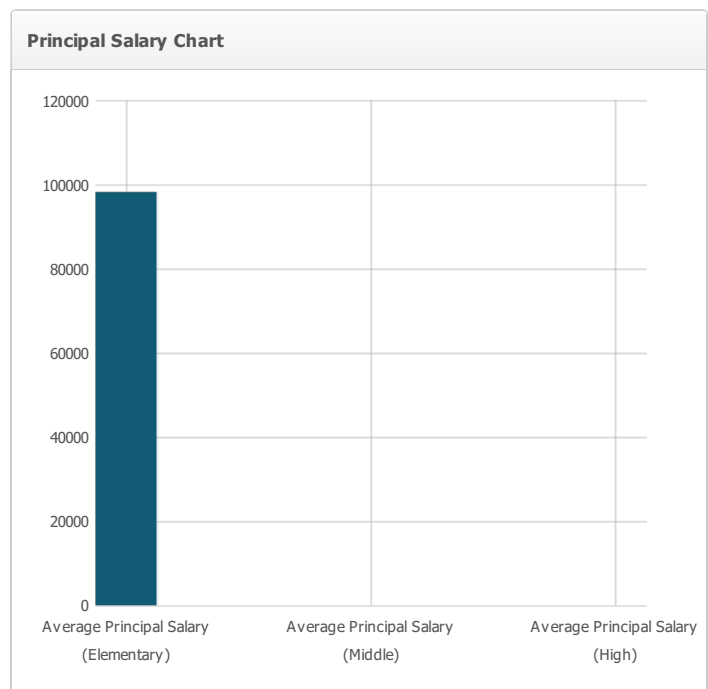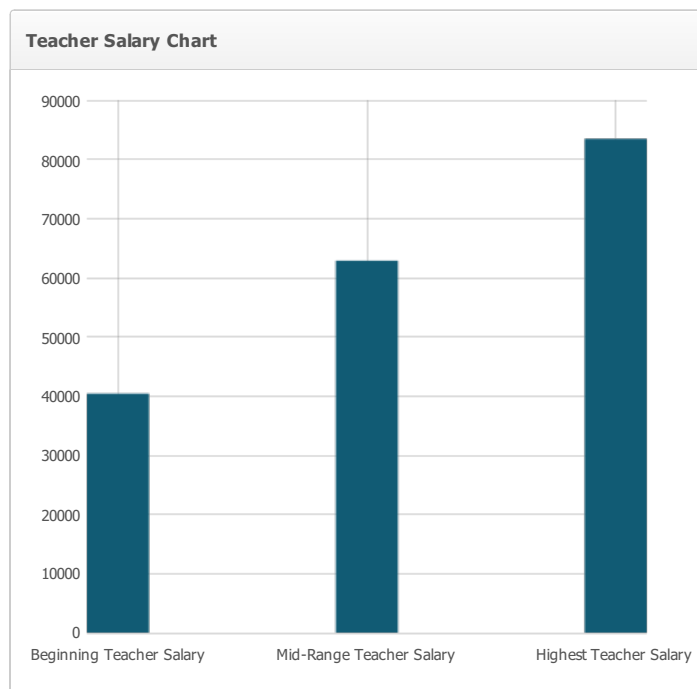
Last updated: 1/16/2015

Professional Development – Most Recent Three Years

All staff development in the district centers on the Board approved Local Education Agency Plan (LEAP) and SSSD Three Year Professional Development Plan. The staff development provided at the school site and within the district focuses on understanding the content standards; student achievement and specific curricular support. Staff development needs are identified district wide through the student data, new adoptions, and staff input. A major thrust has been on implementing and understanding the standards in the core curriculum; data from student assessment; adoption cycle; new programs; state and federal mandates; and other professional needs aimed at supporting all teachers from the brand new to the experienced. During 2013-2014 all professional development opportunities supported the goals of increasing proficiency in Language Arts, Reading Comprehension, Math, English Language Development, Common Core Implementation, and Technology Integration.

Both the district and the school site provide opportunities for teachers to attend workshops and conferences off site. Teachers who attend bring back knowledge that is shared with teachers at the school and across the district.

Teacher leaders are invaluable in the dissemination of new materials, ideas and programs. Teachers volunteer to present for other teachers and readily share ideas and materials with one another.

The district and site also identifies consultants to use in providing staff development. Staff development is offered at a variety of times in order to be as convenient as possible for the majority of teachers. With Common Core Standards implementation in 2013-2014, the district will begin the transition by providing targeted professional development for all administrators and teachers. The goal will be to focus on English Language Arts year-long planning and the importance of the use of manipulatives during math instruction, TK-6th grade. A committee of teachers and administrators will work throughout the year to provide direction in Common Core State Standards, best practices, resources, materials, and professional development.

SITE:

The plan for Site Staff Development (2013–2014) was as follows:

All staff development planned is on Professional Development Tuesdays and District Professional Development days to limit teacher release days.

- Technology implementation strategies to improve student learning-AERIES training throughout the year on Report Card, Grade-Book,

- Sharing out by site leaders on GLAD, VOWAC, Reciprocal Teaching and other strategies

- Use of Read Naturally, Reading A-Z, and STARS/CARS/FOCUS for our Intervention groups

- Test Analysis and ongoing monitoring of progress in ELA and Math with our MAT student data sheets-Continued refinement of grade level common assessments-Ongoing Systematic English Language Development training (with emphasis on materials)

- SELD training for teachers new to the staff

- Writing Program, Reviewing Student Writing, Scoring, and Use of Rubrics for Scoring

- Differentiated Instruction/Best Practices to target our At-risk and Special Needs Students-Scheduled Diversity/Academic Vocabulary Presentations

- Continue Common Core ELA Training for all teachers this year and orientation for our new teachers

In addition, teachers can participate on Summer Committees where training is offered and the teacher becomes a "Teacher Leader" in that area. Committees such as Writing, and AERIES were held with many Mint Canyon teachers participating. This year, Mint is proud that they have a Writing Teacher Leader at each grade level trained directly in our Coherent Writing program. During the summer, 5 Instructional Assistants were trained in CELDT testing.

Identified teachers and instructional aides will participate in Non-Violent Crisis Intervention (NCI) training to ensure staff members have the knowledge and skills needed to de-escalate students and ensure that students and staff are safe.

Last updated: 1/28/2015