

# Mint Canyon Community Elementary

## Mrs. 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 Elementary 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! 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,

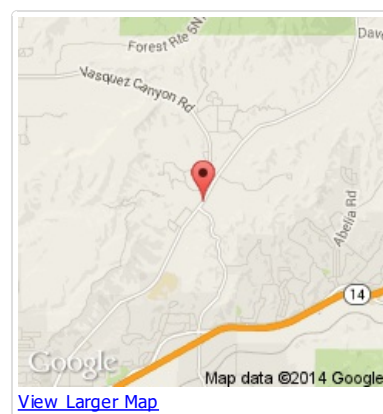
Mrs. Roni Andrus

\*\*Spanish version of the School Accountability Report Card will be available at:  
[http://www.ssd.k12.ca.us/mintcanyon/annual\\_SARC\\_report\\_card/](http://www.ssd.k12.ca.us/mintcanyon/annual_SARC_report_card/)

### Contact

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Canyon Country, CA  
91351-1414

Phone: 661-252-2570  
E-mail: [randrus@ssd.k12.ca.us](mailto:randrus@ssd.k12.ca.us)



[View Larger Map](#)

## Data and Access

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.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents 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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

## Internet Access

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

## Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

## About This School

### Contact Information (School Year 2012-13)

School	
<b>School Name</b>	Mint Canyon Community Elementary
<b>Street</b>	16400 Sierra Hwy.
<b>City, State, Zip</b>	Canyon Country, Ca, 91351-1414
<b>Phone Number</b>	661-252-2570
<b>Principal</b>	Mrs. Roni Andrus, Principal
<b>E-mail Address</b>	<a href="mailto:randrus@sssd.k12.ca.us">randrus@sssd.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	19650456022891

District	
<b>District Name</b>	Sulphur Springs Union
<b>Phone Number</b>	(661) 252-5131
<b>Web Site</b>	<a href="http://www.sssd.k12.ca.us">http://www.sssd.k12.ca.us</a>
<b>Superintendent First Name</b>	Robert
<b>Superintendent Last Name</b>	Nolet
<b>E-mail Address</b>	<a href="mailto:bnolet@sssd.k12.ca.us">bnolet@sssd.k12.ca.us</a>

*Last updated: 1/6/2014*

### School Description and Mission Statement (School Year 2012-13)

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 two classrooms and 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, and classrooms. 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, every classroom also has at least two student computers, and access to three carts of 10 iPads for school-wide use. In addition to classroom technology, Mint Canyon School boasts a state of the art computer lab and a Science Lab.

Kindergarten 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 by parents based on their recommendations.

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 receive fliers informing them about locations and hours of CBET classes at least twice annually. Childcare is provided to encourage parent enrollment in the classes. 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/DLAC 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.

*Last updated: 1/6/2014*

Mint Canyon offers many opportunities for parental involvement. We have a dedicated PTA that donate student assemblies and provide 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 2012-2013 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 Shucking 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. Sulphur Springs School District, in cooperation with College of the Canyons, offers English as a Second Language classes held on the Mint Canyon school campus. As part of the college's Community Based English Tutoring (CBET) program, adults needing instruction in basic English speaking, reading, and writing, can attend classes free of charge

*Last updated: 1/30/2014*

## Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

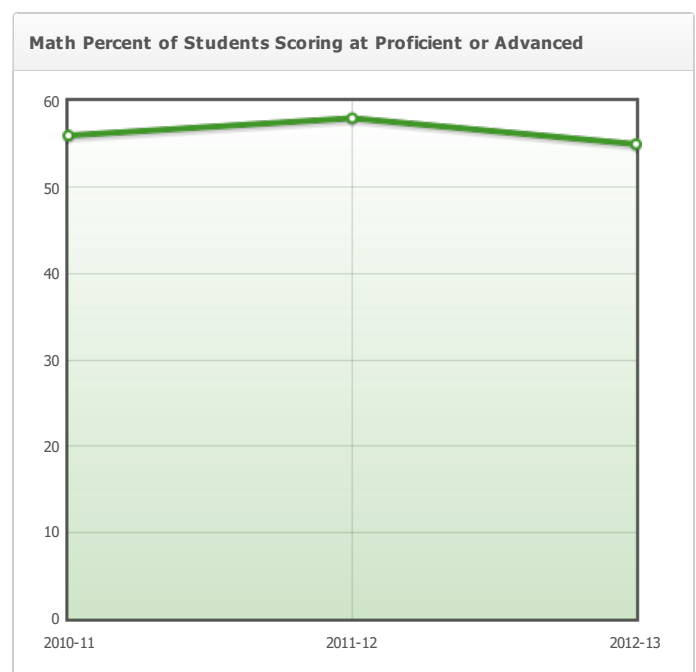
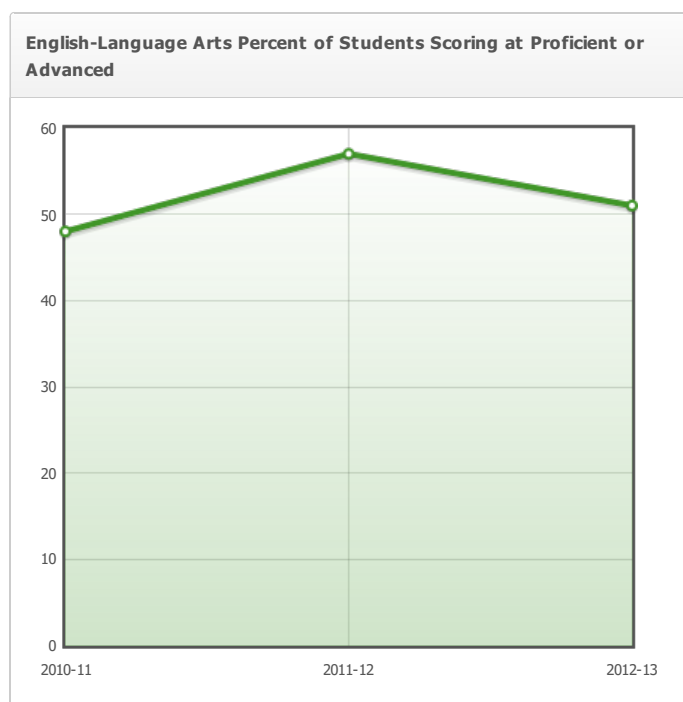
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

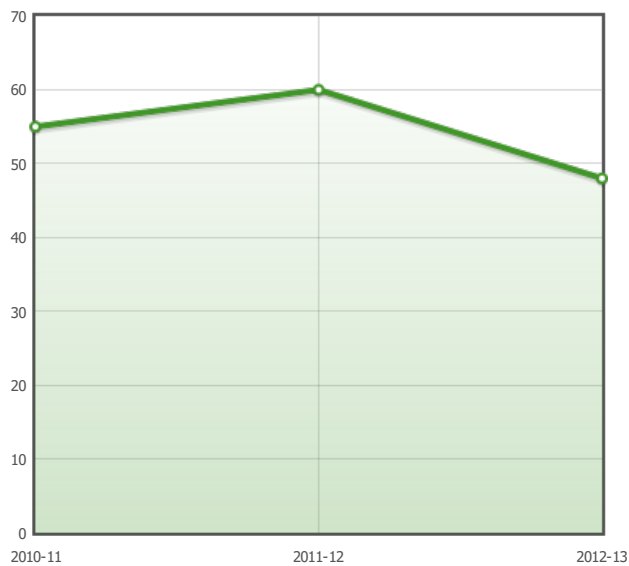
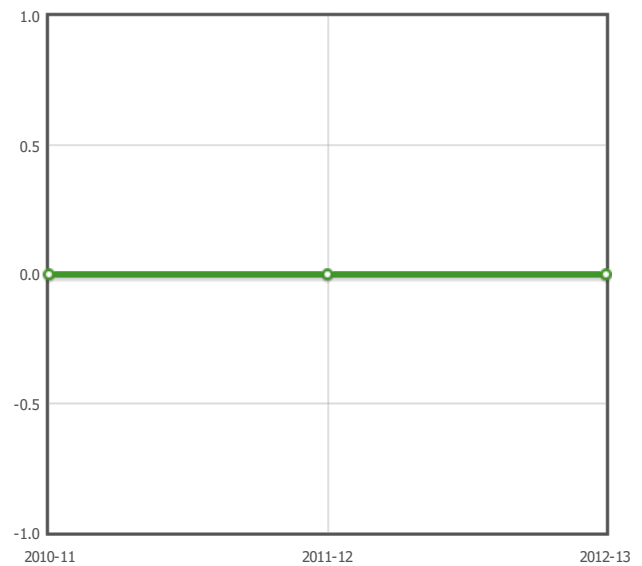
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	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%
Science	55%	60%	48%	72%	73%	65%	57%	60%	59%
History-Social Science	N/A	N/A	N/A	N/A	N/A	N/A	48%	49%	49%

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.



**Science Percent of Students Scoring at Proficient or Advanced****History Percent of Students Scoring at Proficient or Advanced**

Last updated: 11/27/2013

## Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	65%	67%	65%	N/A
All Students at the School	51%	55%	48%	N/A
Male	40%	53%	51%	N/A
Female	61%	57%	45%	N/A
Black or African American	45%	59%	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	48%	52%	48%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	58%	68%	60%	N/A
Two or More Races	73%	60%	N/A	N/A
Socioeconomically Disadvantaged	46%	52%	41%	N/A
English Learners	23%	37%	N/A	N/A
Students with Disabilities	24%	41%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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: 1/22/2014

## California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.4%	20.0%	15.6%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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: 11/27/2013*



## Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	5	4	5
Similar Schools	6	6	8

*Last updated: 11/27/2013*

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	-19	39	-25
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-2	22	-21
Native Hawaiian or Pacific Islander			
White	-69	88	-36
Two or More Races			
Socioeconomically Disadvantaged	-16	39	-24
English Learners	-9	20	-27
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: 11/27/2013*

## Academic Performance Index Growth by Student Group – 2012-13 Growth API Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	354	789	3,847	847	4,655,989	790
Black or African American	27	799	269	810	296,463	708
American Indian or Alaska Native	1		13	857	30,394	743
Asian	3		183	942	406,527	906
Filipino	5		80	917	121,054	867
Hispanic or Latino	244	774	1,727	798	2,438,951	744
Native Hawaiian or Pacific Islander	0		18	882	25,351	774
White	61	813	1,346	890	1,200,127	853
Two or More Races	13	895	211	907	125,025	824
Socioeconomically Disadvantaged	280	771	1,813	793	2,774,640	743
English Learners	168	763	1,144	792	1,482,316	721
Students with Disabilities	51	625	454	708	527,476	615

*Last updated: 11/27/2013*

## Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

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 API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

*Last updated: 11/27/2013*

## Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

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	44.4%

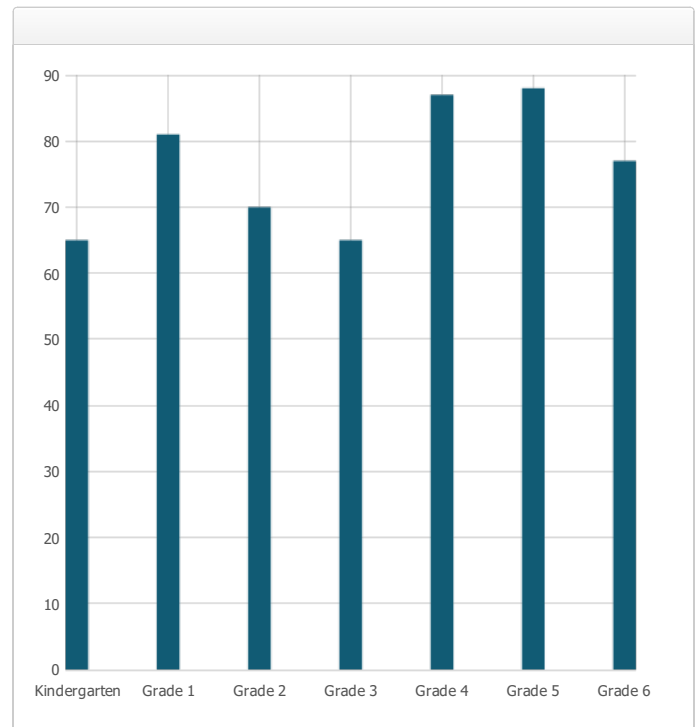
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*Last updated: 11/27/2013*

## School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

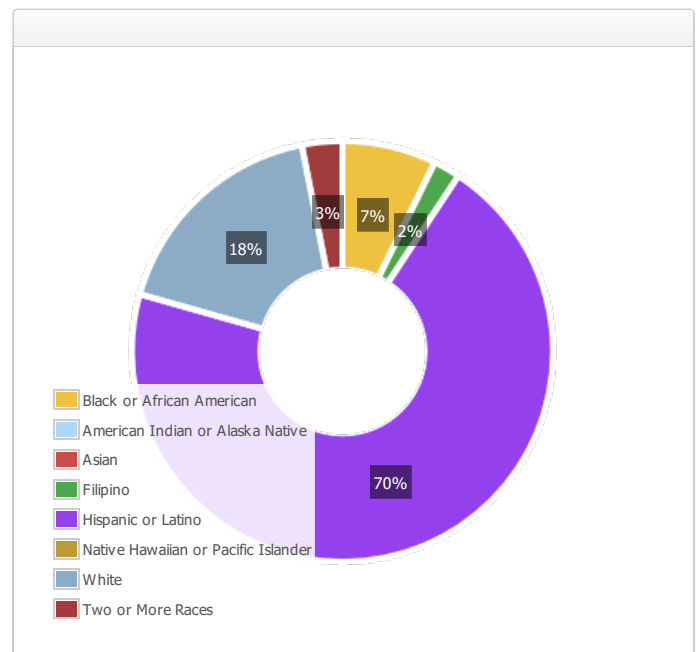
Grade Level	Number of Students
Kindergarten	65
Grade 1	81
Grade 2	70
Grade 3	65
Grade 4	87
Grade 5	88
Grade 6	77
Total Enrollment	533



Last updated: 11/27/2013

### Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	7.3
American Indian or Alaska Native	0.4
Asian	0.8
Filipino	2.1
Hispanic or Latino	68.7
Native Hawaiian or Pacific Islander	0.0
White	17.4
Two or More Races	3.4
Socioeconomically Disadvantaged	74.9
English Learners	48.2
Students with Disabilities	7.3



Last updated: 11/27/2013

## Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.0	2	1		21.3	4			22.0		3	
1	19.8	4			18.3	4			20.0	2	2	
2	16.2	3	2		18.0	2	2		18.0	2	2	
3	24.3	1	2		21.5	2	2		16.0	2	2	
4	29.0		2		21.3	1	3		22.0	2	2	
5	25.7	1	1	1	31.5		2		22.0	1	2	1
6	24.5		2		28.0	1	1	1	19.0	2	2	
Other												

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

*Last updated: 11/27/2013*

## School Safety Plan (School Year 2012-13)

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:

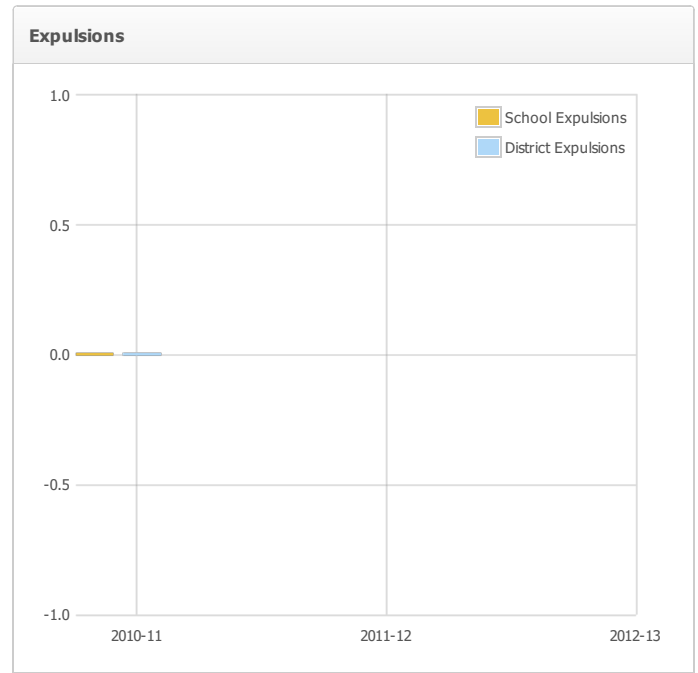
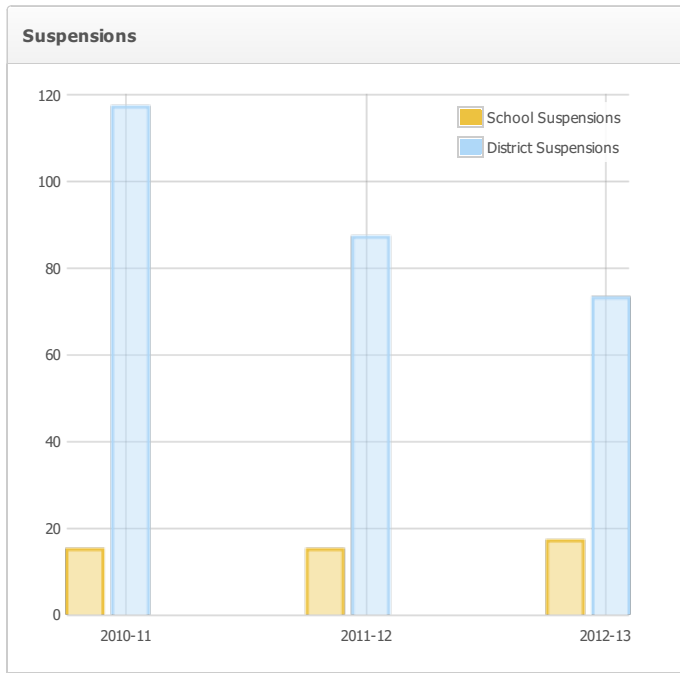
- School disaster procedures
- Guidelines to ensure a safe teaching and learning environment
- Guidelines to promote safe travel to and from school
- District and community resources for students and parents
- Guidelines to promote an environment where students, parents, staff and the community communicate 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, 2013, prior to our district wide Disaster Drill.
- Similarly, the School Site Council annually reviews and approves the School Safety Plan in February.

*Last updated: 1/6/2014*

## Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	15.00	15.00	17.00	117.00	87.00	73.00
Expulsions						

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



*Last updated: 11/27/2013*

## School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

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: 11/27/2013*

### School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	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	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

### Overall Facility Rate (School Year 2012-13)

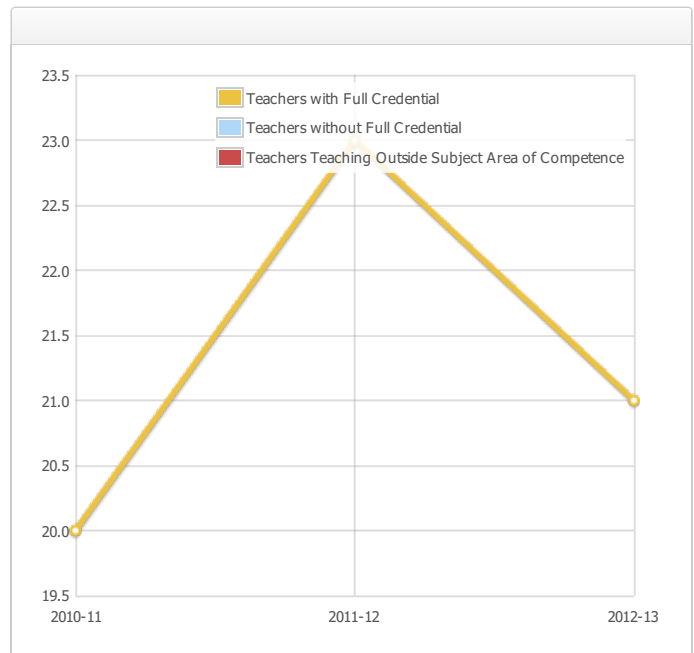
Overall Rating	Good
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*Last updated: 1/28/2014*

## Teachers

### Teacher Credentials

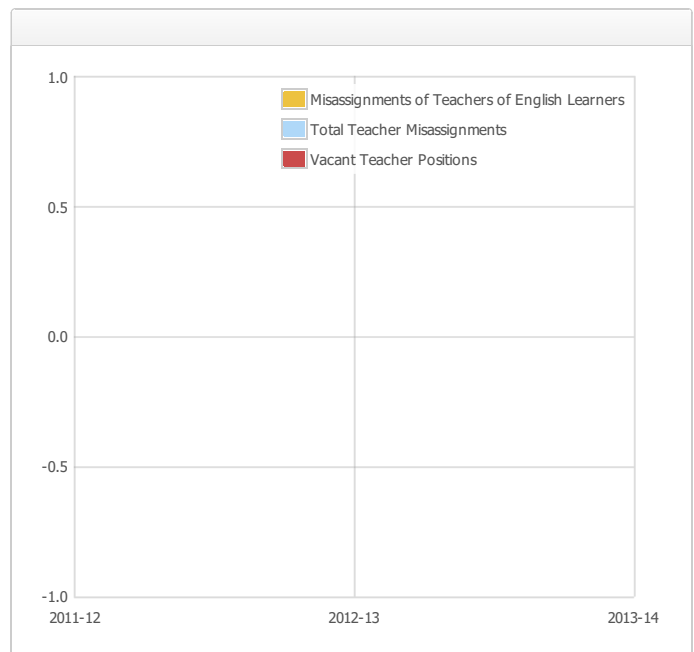
Teachers	School				District
	2010-11	2011-12	2012-13	2012-13	
With Full Credential	20	23	21	246	
Without Full Credential				2	
Teachers Teaching Outside Subject Area of Competence (with full credential)					



Last updated: 11/27/2013

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			



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: 11/27/2013



## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

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	
All Schools in District	100	
High-Poverty Schools in District	100	
Low-Poverty Schools in District	100	

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: 11/27/2013*

## Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

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

Note: Cells shaded in black or 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: 11/27/2013*

## Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: November 2013

Core Curriculum Area	Textbooks and instructional materials	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	Pearson enVision Math (K-6)	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: 1/30/2014*

## School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5,794	\$1,167	\$4,627	\$72,700
District	N/A	N/A	\$8,252	\$76,105
Percent Difference – School Site and District	N/A	N/A	30.00%	5.00%
State	N/A	N/A	\$5,537	\$70,193
Percent Difference – School Site and State	N/A	N/A	1.00%	3.00%

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

*Last updated: 1/22/2014*

### Types of Services Funded (Fiscal Year 2012-13)

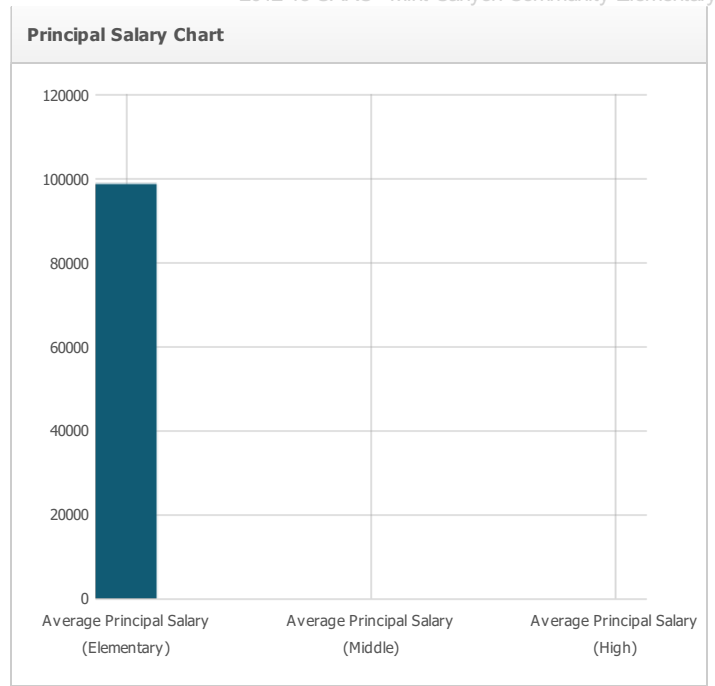
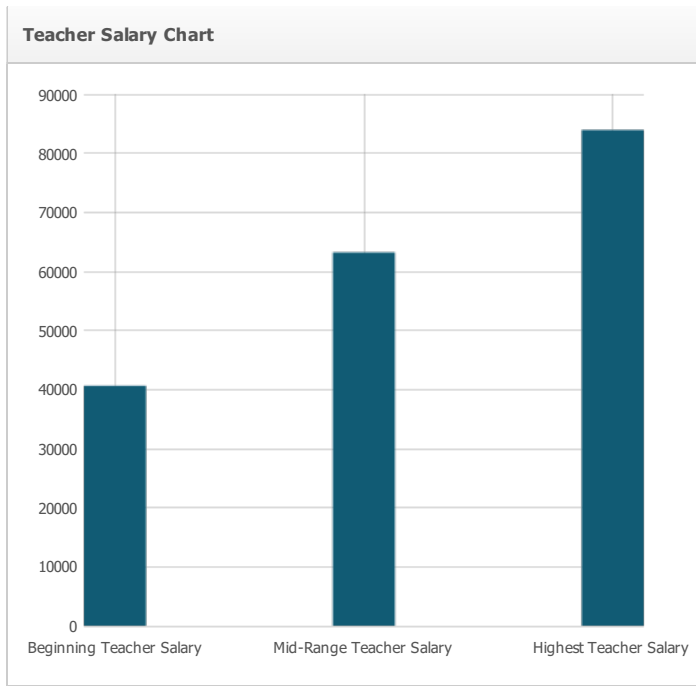
Categorical dollars support training for teachers in working with special populations of students (English Learners, Gifted and Talented Students - GATE) and general teacher training. Funds are also allocated to the site to support intervention programs for students who are at risk academically.

*Last updated: 1/22/2014*

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,634	\$41,451
Mid-Range Teacher Salary	\$63,210	\$67,655
Highest Teacher Salary	\$83,938	\$85,989
Average Principal Salary (Elementary)	\$98,651	\$108,589
Average Principal Salary (Middle)	\$00	\$111,643
Average Principal Salary (High)	\$00	\$110,257
Superintendent Salary	\$160,123	\$182,548
Percent of Budget for Teacher Salaries	40.0%	42.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



*Last updated: 1/22/2014*

# School Completion and Postsecondary Preparation

## Admission Requirements for California's Public Universities

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

# Instructional Planning and Scheduling

## Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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 STAR 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 will support 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 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:

Last year the 2012-2013 school year, Mint Canyon's site-based professional development supported two main goals: Reading Comprehension and the continued implementation of the RtI (ExCEL) model in Language Arts/Reading Comprehension and Mathematics.

Professional Development Tuesdays supported the implementation of the Professional Learning Community model. At least two Tuesdays/month were dedicated to Teacher Collaboration. Teacher leaders continued to provide support as staff used ARIES for assessment purposes, individual and group achievement data analysis, and SBRC generation.

In addition, the Mint Canyon staff reviewed Student Study Team procedures and referrals. Additional staff development was provided as a result of a needs assessment by the teaching staff in areas of: Writing as it relates to Reading Comprehension, Accelerated Reader, English in a Flash, Phonemic Awareness (as a prerequisite for Reading Comprehension), Diversity as it relates to reading comprehension and student learning, Smartboard and Document Camera Technology, and ELL Reading Comprehension Strategies and ELD standards. During Site Grade Level Collaborations, and Cross Grade Level Articulations, ongoing planning and discussions regarding student learning are the norm. Discussions center around: Breaking Down Strategies in Reading Comprehension, Planning Differentiated Lessons in Reading Comprehension, Literature Circles, Comparing/sharing student work, as well as Sharing Differentiated Lessons in Math, Language Arts, and ELD.

This year's plan for Site Staff Development (2013-2014) is 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, (we're piloting attendance)
- Sharing out by site leaders on GLAD, VOWAC, Reciprocal Teaching and other strategies
- Use of Read Naturally, Standards Plus, and STARS/CARS/FOCUS for our Intervention groups
- Test Analysis and ongoing monitoring of progress in LA 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
- Training in the Use of GATE icons-Questioning strategies/Blooms Taxonomy
- Continue ExCEL 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 Systematic ELD, 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: 1/22/2014*