



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mint Canyon Community School	19-65045	May 14, 2024	June 12, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Mint Canyon Community School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Mint Canyon Community School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

Mission:

It is the mission of Mint Canyon Community School to provide a supportive environment where students are empowered to discover the greatness within themselves to thrive as successful lifelong learners.

Vision:

We believe the most promising strategy for achieving the mission of our school is to develop our capacity to function as a professional learning community. We envision a school in which staff:

- * Use targeted, data-driven instruction
- * Collaborate with faculty, staff, students & families
- * Builds positive relationships
- * Utilizes a variety of instructional strategies to engage ALL learners
- * Fosters high expectations for academic success and the general well-being of students

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Input from parents, students and staff through LCAP surveys April - May 2024

Input from parents in ELAC Meeting on February 29, 2024; March 19, 2024

Input from Leadership team and staff January 22, 2024; April 22, 2024; May 10, 2024

Input from School Site Council on March 12, 2024; April 16, 2024; May 14, 2024

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The area that was identified "Orange" for Mint Canyon, based on the California School Dashboard was the area of Suspension Rate.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

English Language Arts, all students performed at the "Yellow" level. There were no student groups identified in the "Red" level.

Mathematics, all students performed at the "Yellow" level. There were no student groups identified in the "Red" level.

Academic Engagement: All students performed at the "Yellow" level. There were no student groups identified in the "Red" level

Conditions & Climate: All students performed at the "Orange" level. English learners were the only group identified one level below all students in the "Red" level.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Academic needs identified on iReady diagnostics are in the area of Mathematics, especially with Measurement & Data and Geometry. Academic areas identified on iReady diagnostics in the area of English Language Arts are in Reading Comprehension. These math areas are already being addressed through the consistent use of the iReady digital program, as well as with teachers utilizing Math Genius Squad strategies. The reading areas are being address through the consistent implementation of Orton Gillingham strategies in the areas of phonics & phonemic awareness, as well as vocabulary development & iReady digital program. We will continue to strengthen our Tier 1 instructional program through PLCs and data analysis.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Mint Canyon Community School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.32%	0%	0.00%%	2	0	0
African American	6.67%	5.73%	5.24%%	42	29	25
Asian	3.17%	1.98%	1.26%%	20	10	6
Filipino	4.76%	1.19%	1.47%%	30	6	7
Hispanic/Latino	67.78%	75.1%	77.36%%	427	380	369
Pacific Islander	0.48%	0.4%	0.21%%	3	2	1
White	11.90%	11.46%	11.53%%	75	58	55
Multiple Race	3.49%	2.57%	1.26%%	22	13	6
Total Enrollment				630	506	477

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	107	91	64
Grade 1	82	74	69
Grade 2	97	65	67
Grade 3	67	88	59
Grade 4	81	48	86
Grade 5	107	61	45
Grade 6	89	79	61
Total Enrollment	630	506	477

Conclusions based on this data:

- Overall Mint Canyon in-person enrollment decreased by approximately 30 students.
- This year's overall enrollment has decreased from the previous school year due to many students returning to in-person learning options from Scholars at Home.
- We had approximately a 20 student decrease from the Kindergarten cohort from 22-23 to 1st grade cohort for the 23-24 school year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners (EL)	174	167	162	27.6%	33.0%	33.96%
Fluent English Proficient (FEP)	47	38	37	7.5%	7.5%	7.76%
Reclassified Fluent English Proficient (RFEP)	20	11	20	3.1%	2.2%	4.19%

Conclusions based on this data:

1. The total number of students classified as English Language Learners increased by approximately 0.96%.
2. The number of Reclassified Fluent English Proficient (RFEP) has increased 2%.
3. The percent of Fluent English Proficient (FEP) students has maintained overall over the last three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	49	63	90	0	61	88	0	61	88	0.0	96.8	97.8
Grade 4	72	78	46	0	77	46	0	77	46	0.0	98.7	100.0
Grade 5	58	102	59	0	98	59	0	98	59	0.0	96.1	100.0
Grade 6	68	80	81	0	77	80	0	77	80	0.0	96.3	98.8
All Grades	247	323	276	0	313	273	0	313	273	0.0	96.9	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2409.	2420.		16.39	21.59		19.67	20.45		31.15	29.55		32.79	28.41
Grade 4		2453.	2471.		16.88	21.74		33.77	32.61		16.88	19.57		32.47	26.09
Grade 5		2482.	2499.		18.37	20.34		25.51	23.73		22.45	28.81		33.67	27.12
Grade 6		2510.	2495.		15.58	10.00		28.57	32.50		25.97	21.25		29.87	36.25
All Grades	N/A	N/A	N/A		16.93	17.95		27.16	26.74		23.64	25.27		32.27	30.04

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.20	12.50		65.57	64.77		26.23	22.73
Grade 4		15.58	13.04		66.23	78.26		18.18	8.70
Grade 5		20.41	22.03		59.18	59.32		20.41	18.64
Grade 6		18.18	15.00		49.35	51.25		32.47	33.75
All Grades		16.29	15.38		59.74	61.90		23.96	22.71

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.84	11.36		57.38	65.91		32.79	22.73
Grade 4		6.49	10.87		67.53	60.87		25.97	28.26
Grade 5		18.37	11.86		51.02	64.41		30.61	23.73
Grade 6		10.39	8.75		58.44	53.75		31.17	37.50
All Grades		11.82	10.62		58.15	61.17		30.03	28.21

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.75	13.64		72.13	76.14		13.11	10.23
Grade 4		6.49	10.87		76.62	78.26		16.88	10.87
Grade 5		13.27	18.64		66.33	67.80		20.41	13.56
Grade 6		15.58	15.00		72.73	65.00		11.69	20.00
All Grades		12.46	14.65		71.57	71.43		15.97	13.92

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.03	15.91		67.21	65.91		14.75	18.18
Grade 4		9.09	19.57		74.03	65.22		16.88	15.22
Grade 5		14.29	18.64		54.08	64.41		31.63	16.95
Grade 6		19.48	17.50		59.74	58.75		20.78	23.75
All Grades		15.02	17.58		62.94	63.37		22.04	19.05

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Conclusions based on this data:

1. Overall, in ELA, we have 44.71% of students achieving standard met or above.
2. The writing claim showed the greatest number of students performing "Below Standard".
3. We are seeing the greatest number of our students at the "At or Near Standard" in each domain, with the greatest percentages in the area of Listening 71.43%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	49	63	91	0	61	89	0	61	89	0.0	96.8	97.8
Grade 4	72	78	46	0	77	46	0	77	46	0.0	98.7	100.0
Grade 5	58	102	59	0	98	59	0	98	59	0.0	96.1	100.0
Grade 6	68	80	82	0	77	81	0	77	81	0.0	96.3	98.8
All Grades	247	323	278	0	313	275	0	313	275	0.0	96.9	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2400.	2426.		8.20	15.73		26.23	30.34		27.87	26.97		37.70	26.97
Grade 4		2445.	2456.		11.69	13.04		16.88	21.74		38.96	36.96		32.47	28.26
Grade 5		2467.	2481.		15.31	13.56		15.31	15.25		19.39	30.51		50.00	40.68
Grade 6		2513.	2487.		15.58	16.05		24.68	16.05		24.68	28.40		35.06	39.51
All Grades	N/A	N/A	N/A		13.10	14.91		20.13	21.45		27.16	29.82		39.62	33.82

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.84	20.22		42.62	57.30		47.54	22.47
Grade 4		15.58	15.22		45.45	54.35		38.96	30.43
Grade 5		17.35	11.86		31.63	47.46		51.02	40.68
Grade 6		15.58	18.52		48.05	43.21		36.36	38.27
All Grades		15.02	17.09		41.21	50.55		43.77	32.36

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.67	20.22		42.62	49.44		37.70	30.34
Grade 4		7.79	10.87		53.25	60.87		38.96	28.26
Grade 5		13.27	15.25		50.00	50.85		36.73	33.90
Grade 6		12.99	12.35		55.84	41.98		31.17	45.68
All Grades		13.10	15.27		50.80	49.45		36.10	35.27

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.84	15.73		67.21	68.54		22.95	15.73
Grade 4		9.09	17.39		71.43	56.52		19.48	26.09
Grade 5		8.16	10.17		55.10	61.02		36.73	28.81
Grade 6		9.09	12.35		70.13	53.09		20.78	34.57
All Grades		8.95	13.82		65.18	60.36		25.88	25.82

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Conclusions based on this data:

1. The Problem Solving & Modeling/Data Analysis area showed the greatest number of students in "Below Standard" with 35.27% of students in grades 3-6 scoring in this area. The greatest number of students scoring in this area are 5th (33.9%) and 6th (45.68%) grade students.
2. Communicating Reasoning shows the least number of students (25.82%) scoring in the "Below Standard" band, and the greatest number of students (60.36%) scoring "At or Near Standard".
3. Overall, in Mathematics, we see the following % of students at each grade level scoring "Above or Standard Met": 3rd grade 46.07%, 4th grade 34.78%, 5th grade 28.81% and 6th grade 32.1%.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1438.7	1398.0	1414.2	1453.3	1413.7	1426.6	1404.5	1361.0	1384.9	28	30	33
1	1454.7	1422.2	1450.4	1477.0	1454.6	1476.9	1432.1	1389.4	1423.5	20	18	18
2	1493.6	1492.6	1483.7	1491.0	1515.8	1500.4	1495.4	1469.0	1466.6	17	20	23
3	1481.0	1504.1	1483.3	1476.8	1506.7	1480.3	1484.5	1501.2	1485.8	25	19	19
4	1511.5	1500.1	1532.3	1507.9	1501.8	1533.2	1514.6	1497.9	1531.0	26	36	14
5	1517.6	1518.1	1535.7	1512.1	1530.8	1527.5	1522.7	1504.7	1543.5	18	24	30
6	1522.5	1526.1	1519.1	1532.4	1519.2	1523.5	1512.3	1532.4	1514.4	19	17	19
All Grades										153	164	156

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.43	3.33	3.03	39.29	23.33	39.39	32.14	50.00	45.45	7.14	23.33	12.12	28	30	33
1	10.00	0.00	0.00	45.00	11.11	44.44	35.00	50.00	44.44	10.00	38.89	11.11	20	18	18
2	11.76	35.00	21.74	64.71	30.00	34.78	23.53	20.00	30.43	0.00	15.00	13.04	17	20	23
3	4.00	15.79	5.26	40.00	52.63	31.58	44.00	31.58	47.37	12.00	0.00	15.79	25	19	19
4	19.23	8.33	35.71	42.31	44.44	50.00	23.08	36.11	14.29	15.38	11.11	0.00	26	36	14
5	11.11	16.67	30.00	44.44	41.67	40.00	33.33	16.67	20.00	11.11	25.00	10.00	18	24	30
6	21.05	17.65	10.53	31.58	35.29	47.37	26.32	35.29	26.32	21.05	11.76	15.79	19	17	19
All Grades	14.38	12.80	14.74	43.14	34.76	40.38	31.37	34.76	33.33	11.11	17.68	11.54	153	164	156

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.00	13.33	3.03	42.86	26.67	45.45	28.57	36.67	39.39	3.57	23.33	12.12	28	30	33
1	45.00	11.11	27.78	30.00	44.44	55.56	15.00	27.78	5.56	10.00	16.67	11.11	20	18	18
2	29.41	55.00	39.13	58.82	25.00	30.43	11.76	10.00	30.43	0.00	10.00	0.00	17	20	23
3	8.00	31.58	21.05	68.00	52.63	47.37	20.00	15.79	21.05	4.00	0.00	10.53	25	19	19
4	34.62	33.33	57.14	46.15	41.67	42.86	11.54	19.44	0.00	7.69	5.56	0.00	26	36	14
5	22.22	50.00	40.00	44.44	20.83	46.67	27.78	16.67	6.67	5.56	12.50	6.67	18	24	30
6	36.84	29.41	42.11	42.11	52.94	36.84	10.53	11.76	15.79	10.53	5.88	5.26	19	17	19
All Grades	28.10	31.71	30.13	47.71	36.59	43.59	18.30	20.73	19.23	5.88	10.98	7.05	153	164	156

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.29	0.00	0.00	17.86	6.67	33.33	46.43	63.33	45.45	21.43	30.00	21.21	28	30	33
1	0.00	0.00	0.00	30.00	5.56	16.67	40.00	22.22	50.00	30.00	72.22	33.33	20	18	18
2	11.76	5.00	17.39	58.82	50.00	30.43	29.41	10.00	8.70	0.00	35.00	43.48	17	20	23
3	8.00	5.26	5.26	20.00	31.58	15.79	40.00	47.37	63.16	32.00	15.79	15.79	25	19	19
4	15.38	0.00	0.00	19.23	33.33	64.29	38.46	33.33	35.71	26.92	33.33	0.00	26	36	14
5	5.56	0.00	20.00	22.22	20.83	23.33	55.56	45.83	40.00	16.67	33.33	16.67	18	24	30
6	5.26	5.88	0.00	15.79	29.41	26.32	36.84	47.06	42.11	42.11	17.65	31.58	19	17	19
All Grades	9.15	1.83	7.05	24.84	25.00	28.85	41.18	39.63	40.38	24.84	33.54	23.72	153	164	156

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	32.14	33.33	9.09	60.71	43.33	84.85	7.14	23.33	6.06	28	30	33
1	55.00	27.78	66.67	35.00	72.22	33.33	10.00	0.00	0.00	20	18	18
2	17.65	45.00	47.83	82.35	55.00	47.83	0.00	0.00	4.35	17	20	23
3	16.00	42.11	0.00	76.00	57.89	84.21	8.00	0.00	15.79	25	19	19
4	57.69	47.22	42.86	30.77	50.00	57.14	11.54	2.78	0.00	26	36	14
5	11.11	25.00	33.33	77.78	50.00	53.33	11.11	25.00	13.33	18	24	30
6	21.05	17.65	15.79	68.42	76.47	68.42	10.53	5.88	15.79	19	17	19
All Grades	31.37	35.37	28.85	60.13	55.49	62.82	8.50	9.15	8.33	153	164	156

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.86	10.00	6.06	71.43	56.67	72.73	10.71	33.33	21.21	28	30	33
1	15.00	11.11	16.67	75.00	66.67	66.67	10.00	22.22	16.67	20	18	18
2	29.41	65.00	39.13	70.59	20.00	52.17	0.00	15.00	8.70	17	20	23
3	12.00	36.84	31.58	80.00	63.16	57.89	8.00	0.00	10.53	25	19	19
4	34.62	30.56	71.43	57.69	58.33	28.57	7.69	11.11	0.00	26	36	14
5	50.00	58.33	70.00	44.44	25.00	23.33	5.56	16.67	6.67	18	24	30
6	57.89	64.71	63.16	31.58	23.53	36.84	10.53	11.76	0.00	19	17	19
All Grades	29.41	37.20	40.38	62.75	46.34	49.36	7.84	16.46	10.26	153	164	156

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14	0.00	3.03	82.14	73.33	78.79	10.71	26.67	18.18	28	30	33
1	20.00	5.56	11.11	35.00	22.22	33.33	45.00	72.22	55.56	20	18	18
2	23.53	10.00	17.39	58.82	65.00	39.13	17.65	25.00	43.48	17	20	23
3	12.00	5.26	10.53	32.00	73.68	57.89	56.00	21.05	31.58	25	19	19
4	15.38	2.78	7.14	50.00	50.00	85.71	34.62	47.22	7.14	26	36	14
5	5.56	4.17	30.00	66.67	50.00	46.67	27.78	45.83	23.33	18	24	30
6	5.26	11.76	5.26	26.32	41.18	26.32	68.42	47.06	68.42	19	17	19
All Grades	12.42	4.88	12.82	50.98	54.88	53.21	36.60	40.24	33.97	153	164	156

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.00	10.00	39.39	32.14	40.00	33.33	42.86	50.00	27.27	28	30	33
1	0.00	0.00	0.00	70.00	33.33	77.78	30.00	66.67	22.22	20	18	18
2	23.53	20.00	21.74	76.47	50.00	56.52	0.00	30.00	21.74	17	20	23
3	8.00	10.53	5.26	68.00	89.47	78.95	24.00	0.00	15.79	25	19	19
4	7.69	8.33	14.29	73.08	72.22	85.71	19.23	19.44	0.00	26	36	14
5	0.00	8.33	23.33	83.33	66.67	66.67	16.67	25.00	10.00	18	24	30
6	15.79	11.76	26.32	68.42	76.47	47.37	15.79	11.76	26.32	19	17	19
All Grades	11.76	9.76	21.15	65.36	60.98	60.26	22.88	29.27	18.59	153	164	156

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. In the Overall Language area, the highest percentage of students in Level 4 are in 2nd, 4th, & 5th grades, while the highest percentage in Level 1 are students in Kindergarten, 3rd & 6th grade.
2. In the Reading Domain, more than 50% of all students are scoring in the Somewhat/Moderate developed area.
3. In the Writing Domain, the overall percent of students at the "Well Developed" level increased 11.39%. In the Reading Domain, the overall percent of students at the "Well developed" level increased 7.94%

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
506	80.8	33	1.8
Total Number of Students enrolled in Mint Canyon Community School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	167	33
Foster Youth	9	1.8
Homeless	9	1.8
Socioeconomically Disadvantaged	409	80.8
Students with Disabilities	98	19.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	29	5.7
Asian	10	2
Filipino	6	1.2
Hispanic	380	75.1
Two or More Races	13	2.6
Pacific Islander	2	0.4
White	58	11.5

Conclusions based on this data:

- The largest enrollment by student group is Hispanic. This group makes up 75.1% of our total student enrollment at Mint Canyon, which is an increase of 7.3% over last year.

2. The majority of our student population, 80.8%, fall into the Socioeconomically Disadvantaged student group at Mint Canyon, which is an increase of 12.1% over last year.
3. 33% of our student population are English Language Learners, which is an increase of 5.4% over last year.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	Chronic Absenteeism Yellow	Suspension Rate Orange
Mathematics Yellow		
English Learner Progress Blue		

Conclusions based on this data:

1. Conditions and Climate show an increase in suspension rate.
2. All academic areas are rated in the "Yellow" performance level, which is an improvement over last school year.
3. English Learner Progress is indicated in the "Blue" level, which is the highest performance indicator.

School and Student Performance Data

Academic Performance English Language Arts

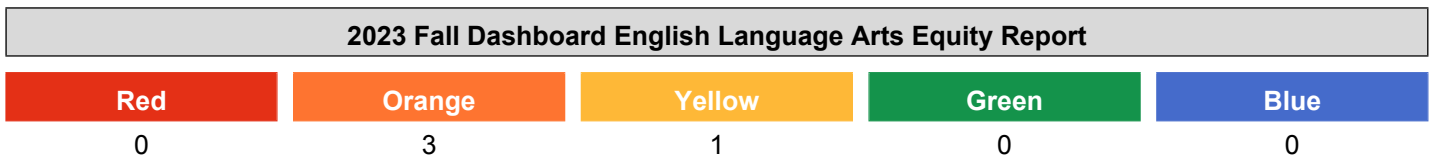
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 14.8 points below standard Increased +3 points 259 Students	English Learners  Orange 38.3 points below standard Maintained +0.4 points 106 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 6 Students	Socioeconomically Disadvantaged  Orange 24 points below standard Maintained +1.6 points 215 Students	Students with Disabilities  Orange 91.9 points below standard Increased Significantly +16.1 points 61 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
35.4 points below standard Increased +4.7 points 17 Students	 No Performance Color 0 Students	Less than 11 Students 4 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 23.1 points below standard Increased +7.9 points 193 Students	Less than 11 Students 6 Students	Less than 11 Students 2 Students	11.7 points above standard Increased +13.5 points 28 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
61.1 points below standard Maintained -1.3 points 82 Students	39.6 points above standard Increased Significantly +15.8 points 24 Students	3.1 points below standard Increased +5 points 139 Students

Conclusions based on this data:

1. Reclassified English Learner students performed 39.6 points above standard, which is an increase of 15.8 points.
2. All student groups at Mint Canyon performed in the "Orange" or "Yellow" performance levels.
3. Students with Disabilities are performing 91.9 points below standard, which is in the "Orange" category. This is an improvement of 16.1 points.

School and Student Performance Data

Academic Performance Mathematics

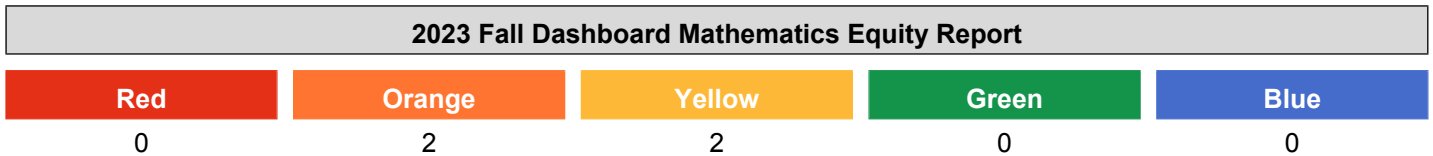
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 36 points below standard Increased +6.5 points 259 Students	<p>English Learners</p>  Orange 57.2 points below standard Maintained +1.1 points 106 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow 47.3 points below standard Increased +3.6 points 215 Students	<p>Students with Disabilities</p>  Orange 99.6 points below standard Increased Significantly +17.5 points 61 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>64.4 points below standard</p> <p>Decreased -4.6 points</p> <p>17 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>46.7 points below standard</p> <p>Increased +6.2 points</p> <p>193 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p>9.5 points above standard</p> <p>Increased Significantly +43.2 points</p> <p>28 Students</p>

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>75.5 points below standard</p> <p>Increased +3.5 points</p> <p>82 Students</p>	<p>5.6 points above standard</p> <p>Maintained +2.2 points</p> <p>24 Students</p>	<p>27.7 points below standard</p> <p>Increased +12.6 points</p> <p>139 Students</p>

Conclusions based on this data:

1. Reclassified English Learners performed 5.6 points above standard.
2. All student groups performed in the "Orange" and "Yellow" categories in Math.
3. Students with disabilities performed in the "Orange" category at 99.6 points below standard, which is an increase of 17.5 points.

School and Student Performance Data

Academic Performance English Learner Progress

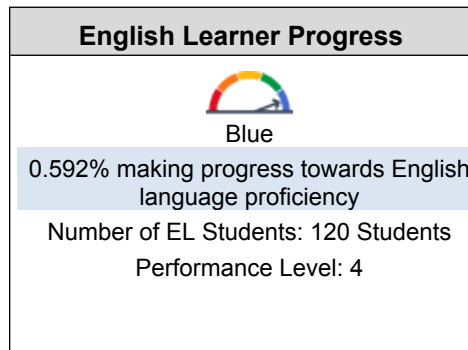
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15	34	3	68

Conclusions based on this data:

1. 59.2% of our English Language Learners are making progress toward English Language Proficiency.
2. 68% of students made at least one level of progress on ELPI.
3. 34% of our EL students have maintained their ELPI level in the 2022-2023 assessment window.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 23.9% Chronically Absent Declined Significantly -7 544 Students	English Learners Yellow 16.1% Chronically Absent Declined Significantly -8.5 174 Students	Foster Youth 15.4% Chronically Absent 0 13 Students
Homeless Less than 11 Students 9 Students	Socioeconomically Disadvantaged Yellow 25.5% Chronically Absent Declined Significantly -8.1 443 Students	Students with Disabilities Orange 30.2% Chronically Absent Declined -5.4 116 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 33.3% Chronically Absent Declined -5.4 36 Students	 No Performance Color 0 Students	16.7% Chronically Absent Declined -2.4 12 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 25.2% Chronically Absent Declined Significantly -7.4 404 Students	13.6% Chronically Absent Declined -12.7 22 Students	Less than 11 Students 2 Students	 Yellow 17.7% Chronically Absent Declined -10.7 62 Students

Conclusions based on this data:

- Overall, Mint Canyon students were in the "Yellow" category for chronic absenteeism.
- Chronic absenteeism is the highest in the African American and Students with Disability subgroups.
- Hispanic students had the highest percentage of chronic absenteeism at 25.2%, which was a decrease of 7.4% from the previous year.

School and Student Performance Data

Conditions & Climate Suspension Rate

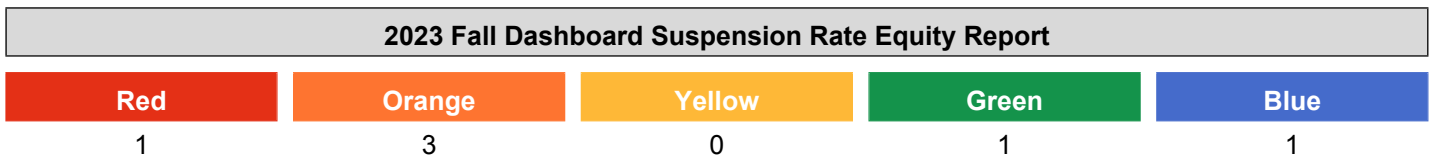
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 1.4% suspended at least one day Increased 0.7 578 Students	English Learners  Red 4% suspended at least one day Increased Significantly 3.5 176 Students	Foster Youth 0% suspended at least one day Maintained 0 17 Students
Homeless Less than 11 Students 10 Students	Socioeconomically Disadvantaged  Orange 1.7% suspended at least one day Increased 1.1 470 Students	Students with Disabilities  Orange 4.2% suspended at least one day Increased 2.8 118 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0% suspended at least one day Declined -1.8 43 Students	Less than 11 Students 2 Students	0% suspended at least one day Maintained 0 12 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.7% suspended at least one day Increased 1.2 422 Students	0% suspended at least one day Maintained 0 24 Students	Less than 11 Students 2 Students	 Green 1.5% suspended at least one day Declined -0.7 65 Students

Conclusions based on this data:

1. Overall suspension rates are in the "Orange" category at Mint Canyon Community School.
2. English Learners & Students with Disabilities subgroups show the most suspensions in past school year.
3. There was a decrease of 1.8% in suspensions for the African American subgroup in the past school year which was indicated in "Blue".

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Effective teaching and administration

In order to continue to strengthen student engagement and involvement for all students at Mint Canyon, including Socioeconomically Disadvantaged, English Learners, and Students with Disabilities, will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In reflecting on our performance on our CAASPP testing for the 2022-23 school year, we identified that the students at Mint Canyon are scoring mostly in the "Orange" level. We identified that we need to focus targeted instructional support and interventions for our all our students, including Students with Disabilities, Socioeconomically Disadvantaged, and English Learners to support their academic growth and success.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>ELA</p>	<p>CAASPP Results - Spring 2023 English Language Arts</p> <p>Overall 45% - Standard Met or Exceeded</p> <p>2023 California Dashboard Overall Performance Yellow - 14.8 points below standard</p> <p>Students with Disabilities Orange - 91.9 points below standard</p> <p>Black or African American 35.4 points below standard</p> <p>English Learners Orange - 38.3 points below standard</p> <p>Hispanic Yellow - 23.1 points below standard</p> <p>Socioeconomically Disadvantaged Orange - 25 points below standard</p> <p>ELA iReady Diagnostic 3 - 2024</p> <p>Overall Placement Tier 1 44% Tier 2 36% Tier 3 20%</p>	<p>CAASPP Results - Spring 2024 English Language Arts - Expected Outcomes</p> <p>Overall 55% - Standard Met or Exceeded</p> <p>2024 California Dashboard Overall Performance 7.4 points below standard</p> <p>Students with Disabilities 82 points below standard</p> <p>Black or African American 25 points below standard</p> <p>English Learners 28 points below standard</p> <p>Hispanic 13 points below standard</p> <p>Socioeconomically Disadvantaged 15 points below standard</p> <p>ELA iReady Diagnostic 3 - 2025</p> <p>Overall Placement Tier 1 - 50% Tier 2 - 40% Tier 3 - 10%</p>
<p>Math</p>	<p>CAASPP Results - Spring 2023 Mathematics</p> <p>Overall 36% - Standard Met or Exceeded</p> <p>2023 California Dashboard Overall Performance Yellow - 36 points below standard</p> <p>Students with Disabilities Orange - 99.6 points below standard</p> <p>Black or African American 64.4 points below standard</p> <p>English Learners Orange - 57.2 points below standard</p> <p>Hispanic Yellow - 46.7 points below standard</p> <p>Socioeconomically Disadvantaged Yellow - 47.3 points below standard</p>	<p>CAASPP Results - Spring 2023 Mathematics - Expected Outcomes</p> <p>Overall 46% - Standard Met or Exceeded</p> <p>2023 California Dashboard Overall Performance 26 points below standard</p> <p>Students with Disabilities 90 points below standard</p> <p>Black or African American 54 points below standard</p> <p>English Learners 47 points below standard</p> <p>Hispanic 36 points below standard</p> <p>Socioeconomically Disadvantaged 37 points below standard</p>

	Math iReady Diagnostic 3 - 2024 Overall Placement Tier 1 37% Tier 2 46% Tier 3 17%	Math iReady Diagnostic 3 - 2025 Overall Placement Tier 1 47% Tier 2 41% Tier 3 12%
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Mint Canyon will recruit and retain highly qualified staff to provide an exemplary education for all students to master grade level standards.	All students	0 District Funded None Specified Recruitment District Funded
1.2	Mint Canyon will provide current CA State approved textbooks and materials in all core subject areas for all students to support students' instructional program.	All Students	0 District Funded 4000-4999: Books And Supplies Textbooks / District Funded 15,064 LCFF-Base 4000-4999: Books And Supplies Materials to support the basic program in core subject areas 1200 LCFF-Base 4000-4999: Books And Supplies Science Supplies 1000 LCFF-Base 4000-4999: Books And Supplies PE Equipment and supplies
1.3	Mint Canyon will implement a maintenance plan to repair and maintain facilities and play areas to support all students' learning in safe and secure facilities.	All Students	15000 LCFF-Base 4000-4999: Books And Supplies Custodial Supplies
1.4	Mint Canyon will maintain noon supervisors at all sites to support all students' safety and supervision.	All Students	2000 LCFF-Base 2000-2999: Classified Personnel Salaries Additional Noon Supervisor Hours
1.5	Mint Canyon will conduct annual safety drills to support safety for all students and staff.	All Students	0 District Funded None Specified Safety supplies for the school disaster bin 2500 LCFF-Base 4000-4999: Books And Supplies

				Health Office Supplies 2500 LCFF-Base 4000-4999: Books And Supplies Valet Safety Supplies	
1.6	Mint Canyon will proactively engage families of low income, homeless, English Learners, and Foster Youth students by regularly monitoring attendance and by providing families resources, such as an online communication system, that removes barriers and allows parents to communicate and engage with school staff.	English Foster Income	Learner Youth,	(EL), Low	4500 LCFF- Supplemental 4000-4999: Books And Supplies Attendance Incentives 1500 LCFF-Base 4000-4999: Books And Supplies Office Supplies 1047.25 LCFF-Base 4000-4999: Books And Supplies Incentives & Awards 400 LCFF-Base 5000-5999: Services And Other Operating Expenditures Postage
1.7	Mint Canyon will provide transportation to and from school for unduplicated student populations living outside allowable zones to walk to school in order to remove barriers from accessing their educational program.	English Foster Income	Learner Youth,	(EL), Low	0 District Funded None Specified District Funded Transportation

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The strategies and activities listed in our 2023-24 school plan were implemented to support our students' access to the curriculum and supports needed to make growth. Students are continuing to make progress toward their Math and ELA goals this year. The additional personnel that was added to support our afternoon valet dismissal proved to be very effective in providing a smooth and safe dismissal process.

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

There were no major differences in the implementation and/or budgeted expenditures to implement the strategies/activities to achieve our goals in this area this year.

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

We will allocate additional funds for materials and supplies to support the instructional program. We will also continue to need to utilize additional funds to support noon supervisors as staffing in this area continues to be a challenge.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student achievement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In reflecting on our performance on our CAASPP testing for the 2022-23 school year, we identified that the students at Mint Canyon are scoring at varying performance levels. We identified that we need to focus targeted instructional support and interventions for our Students with Disabilities, Black/African American, and English Learners to support their academic growth and success.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>ELA</p>	<p>CAASPP Results - Spring 2023 English Language Arts</p> <p>Overall 45% - Standard Met or Exceeded</p> <p>2023 California Dashboard Overall Performance Yellow - 14.8 points below standard</p> <p>Students with Disabilities Orange - 91.9 points below standard</p> <p>Black or African American 35.4 points below standard</p> <p>English Learners Orange - 38.3 points below standard</p> <p>Hispanic Yellow - 23.1 points below standard</p> <p>Socioeconomically Disadvantaged Orange - 25 points below standard</p> <p>ELA iReady Diagnostic 3 - 2024</p> <p>Overall Placement Tier 1 44% Tier 2 36% Tier 3 20%</p>	<p>CAASPP Results - Spring 2024 English Language Arts - Expected Outcomes</p> <p>Overall 55% - Standard Met or Exceeded</p> <p>2024 California Dashboard Overall Performance 8 points below standard</p> <p>Students with Disabilities 75 points below standard</p> <p>Black or African American 30 points below standard</p> <p>English Learners 30 points below standard</p> <p>Hispanic 15 points below standard</p> <p>Socioeconomically Disadvantaged 17 points below standard</p> <p>ELA iReady Diagnostic 3 - 2025</p> <p>Overall Placement Tier 1 - 50% Tier 2 - 40% Tier 3 - 10%</p>
<p>Math</p>	<p>CAASPP Results - Spring 2023 Mathematics</p> <p>Overall 36% - Standard Met or Exceeded</p> <p>2023 California Dashboard Overall Performance Yellow - 36 points below standard</p> <p>Students with Disabilities Orange - 99.6 points below standard</p> <p>Black or African American 64.4 points below standard</p> <p>English Learners Orange - 57.2 points below standard</p> <p>Hispanic Yellow - 46.7 points below standard</p> <p>Socioeconomically Disadvantaged Yellow - 47.3 points below standard</p>	<p>CAASPP Results - Spring 2024 Mathematics - Expected Outcomes</p> <p>Overall 46% - Standard Met or Exceeded</p> <p>2023 California Dashboard Overall Performance 25 points below standard</p> <p>Students with Disabilities 90 points below standard</p> <p>Black or African American 57 points below standard</p> <p>English Learners 50 points below standard</p> <p>Hispanic 39 points below standard</p> <p>Socioeconomically Disadvantaged 40 points below standard</p>

	Math iReady Diagnostic 3 - 2024 Overall Placement Tier 1 37% Tier 2 46% Tier 3 17%	Math iReady Diagnostic 3 - 2025 Overall Placement Tier 1 47% Tier 2 41% Tier 3 12%
English Learners	ELPAC Data 2022-23 56.7% Increased one level 2.5% maintained level 4 28.3% maintained Level 1-3 12.5% decreased one level 11 students were reclassified in the 2022-23 school year. 15 students were reclassified so far in the 2023-24 school year.	Utilizing ELPAC data as a means of measurement, Mint Canyon EL students will increase language development as measured on the ELPAC for the 2023-24 school year. 65% increased one level 3% Maintained level 4 25% maintained level 1-3 7% decreased one level Increase EL students reclassifying to 18 students for the 2023-24 school year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	For English Learners, low income and Foster Youth students who have not demonstrated proficiency in English Language Arts and mathematics and/or are in need of further connection and engagement, Mint Canyon & the District will provide professional development to address academic and social/emotional needs. Teachers and administrators will attend trainings focused on differentiation, use of multiple modalities, ways to utilize technology to further enhance student learning, as well as, addressing social/emotional needs of students.	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified 1200 Title I 4000-4999: Books And Supplies
2.2	To mitigate learning loss, as evidenced by state and local assessments, Mint Canyon will provide California State supplementary standards-based materials for English Learners, Foster Youth and Low Income students.	English Learner (EL), Foster Youth, Low Income	6000 LCFF- Supplemental 4000-4999: Books And Supplies 6272.48 Title I 4000-4999: Books And Supplies
2.3	To address the learning needs of English Learners, Foster Youth and Low Income students as evidenced by state and local performance data, school administrators will provide collaboration time for teachers to support student learning by monitoring student data, providing interventions to	English Learner (EL), Foster Youth, Low Income	0 LCFF- Supplemental/Concentration 10000

	mitigate learning loss, and enrichment activities during and outside the school day in order to support mastery of grade level standards.				Title I 1000-1999: Certificated Personnel Salaries 2390 Title I 3000-3999: Employee Benefits
2.4	To address students not meeting grade level standards on state and local assessments, Mint Canyon & the District will provide staff professional development, conferences, and workshops to support the educational program in all content areas to address standards based instruction and mitigate learning loss for all students including English Learner, Foster Youth and Low Income students.	English Foster Income	Learner Youth,	(EL), Low	0 LCFF- Supplemental
2.5	The District will provide additional instructional minutes for teachers to support mastery of English proficiency and grade level standards for English Learners and Low Income students.	English Foster Income	Learner Youth,	(EL), Low	0 District Funded None Specified
2.6	The District will provide substitute teachers to support classroom teachers in administering the Summative English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of the English language.	English Learner (EL)			0 District Funded None Specified
2.7	The District & Mint Canyon will provide staff, and training for those staff, to administer the Initial English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of the English language.	English Learner (EL)			0 District Funded None Specified
2.8	For unduplicated students who are not meeting grade level standards, teachers will provide students outside of the school year intervention to mitigate learning loss, as well as, enrichment opportunities to positively influence academic achievement levels.	English Foster Income	Learner Youth,	(EL), Low	0 District Funded None Specified
2.9	The District will continue articulation with William S. Hart Union High School District to support students transitioning to Junior High School to assist with preparing students with their educational program.	All Students			0 District Funded None Specified
2.10	Library Resource Technicians will enhance student learning by assisting teachers to provide access to a wide variety of literacy sources for low income, English Learners and Foster Youth students who may have limited access to literacy materials at home.	English Foster Income	Learner Youth,	(EL), Low	0 District Funded None Specified 1000 LCFF-Base 4000-4999: Books And Supplies
2.11	To address the underperformance on state and local assessment, Mint Canyon & the District will provide Teachers and Teachers on Special Assignment (TOSAs) who will provide coaching and intervention	English Foster Income	Learner Youth,	(EL), Low	0 District Funded None Specified

	support for teachers to assist English Learners, Foster Youth and Low Income students.		
2.12	To ensure low income students receive opportunities to develop creativity and innovative practices, teachers will implement and provide materials to support the visual and performing arts (VAPA) plan with a focus on arts integration.	Low Income	60,000 Prop 28 1000-1999: Certificated Personnel Salaries 24,340 Prop 28 3000-3999: Employee Benefits 2909 Prop 28 4000-4999: Books And Supplies
2.13	Mint Canyon & the District will provide additional digital devices to support instruction and further assist with closing the achievement gap for English Learners, Foster Youth and Low Income students.	English Learner (EL), Foster Youth, Low Income	0 LCFF- Supplemental
2.14	To support equitable access to differentiated instruction and access to online curricular programs, Mint Canyon & the District will provide and train Computer Lab Assistants at all sites to support low income students in the use of technology to meet grade level standards.	English Learner (EL), Foster Youth, Low Income	0 LCFF- Supplemental
2.15	Provide opportunities for integration for students with special needs into a preschool environment with typically developing peers.	Students with Disabilities (SWD)	0 District Funded None Specified
2.16	Learning Support Teachers will provide additional Tiers II and III intervention supports to identified students to support academic achievement. In addition, Learning Student Teachers will assist teachers with instructional programs and intervention support as needed to further support academic achievement.	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified
2.17	Teachers and Learning Support Teachers will participate in professional development that assist teachers in developing a stronger understanding of designated and integrated English Language Development, as well as, supporting teachers with the implementation of Orton Gillingham to assist students with phonological awareness and learning of the English Language rules.	English Learner (EL)	0 District Funded None Specified

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We have been able to offer professional development to our staff that focused on social-emotional learning, and support for other content areas. We have had difficulty providing release time for teachers for collaboration and support due to a shortage of substitute teachers to cover for them during the school day. Mint Canyon has provided students with updated library materials to support their research and love for reading. We have continued to utilize our two Learning Support Teachers this year to provide intervention in reading through the use of our district focus and implementation of the Orton-Gillingham program. We have only one staff member who has not completed the OG training this year due to being hired late in the year. Our Learning Support Teachers also offered coaching and mentoring for our staff. They provided opportunities for them to provide model lessons for our teaching staff as well as covering classes & attending observations with teachers to observe other classes in the area of OG implementation or Math.

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

In the 2023-24 school year we were supposed to have a Math Learning Support Teacher hired. Unfortunately we were unable to hire the math teacher so an additional Social Worker in place of the math position. We also had challenges with the implementation of our music program, so we utilized the CAL Arts Music program again this year for grades TK - 3, in conjunction with our district music program for grades 4 - 6. Music was provided for the last few months of the school year.

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

We continue to have professional development for our teachers centered around foundational phonics and phonemic awareness skills through the use of the Orton-Gillingham program in addition to our Learning Support Teachers who will be reinforcing those foundational skills with our students. This year we will be emphasizing implementation in our 3rd - 6th grade classrooms for a comprehensive & school-wide program implementation. We are also looking forward to bringing in a more robust Visual and Performing Arts Program that will include general music for grades K-2 and instrumental music for grades 3-6. We are planning to have this music program in place for the duration of the school year. Finally, we are looking forward to the leadership training opportunities coming this year through CAPS with the focus on PLCs and Data Driven instruction. This is an area we have begun to work with, but this will add to our implementation to strengthen our team.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Family and Community Engagement and Involvement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Parent participation has been infrequent from our parent stakeholder groups for English Language Advisory Council (ELAC) & School Site Council (SSC).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Square	2023 - 2024 99.6% 517 families are contactable out of 519 families	2024-2025 Increase number of families that receive information to 100% of families.
CKH Parent Survey	Avg Overall Survey result is 4.3 out of a baseline of 4 32 Parents responded to the survey 12 out of 15 categories were measured above the baseline score 3 out of 14 categories were measured slightly below the baseline score. <ul style="list-style-type: none"> I am greeted with a smile and a positive tone when I enter my student's school. (4.2/4.5) I feel welcome at my student's school (4.4/4.5) My student's school communicates with me consistently. (4.4/4.5) 	2023-24 Survey Results - Expected Outcome Increase parent participation in the survey to at least 25% of our families Increase survey results so that we meet or exceed the baseline in all measured categories.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	The District & Mint Canyon will increase home/school communication and engagement for families of low income and English Learner students by providing families access to resources, educational, social/emotional, and/or basic needs, that further removes barriers from students accessing their educational program.	English Learner (EL) and Low Income	2000 LCFF- Supplemental 4000-4999: Books And Supplies 2500 LCFF-Base 2000-2999: Classified Personnel Salaries Office Assistant Extra Hours 213.75 LCFF-Base 3000-3999: Employee Benefits Office Assistant Extra Hours 16,971 LCFF- Supplemental 2000-2999: Classified Personnel Salaries IA - Bilingual 6394.67 LCFF- Supplemental 3000-3999: Employee Benefits IA - Bilingual 2932.33 LCFF- Supplemental 1000-1999: Certificated Personnel Salaries 1500 LCFF-Base 1000-1999: Certificated Personnel Salaries
3.2	The District will provide translation services to families of students that are English Learners to remove language barriers that may impede families from information regarding their child's educational program.	English Learner (EL)	800 LCFF- Supplemental 2000-2999: Classified Personnel Salaries Translation Services 100 LCFF- Supplemental 3000-3999: Employee Benefits Translation Services 1000 LCFF- Supplemental 2000-2999: Classified Personnel Salaries
3.3	Staff will continue to maintain advisory groups such as PAC, LCAP Advisory, SSCs, ELACs, and DELACs, who will provide input to Administration in the schools' and District's plans (i.e. School Plan for	All Students	0 District Funded None Specified

	Student Achievement (SPSA), Comprehensive School Safety Plans, Local Control and Accountability Plan (LCAP), etc.) to further support the educational program for all students, especially unduplicated students.		
3.4	To support parents of English Learners who are scoring below proficiency, the Director of Curriculum and Instruction and the Educational Services Program Coordinator will provide parent workshops and educational resources to support parents with meeting the needs of their child to achieve grade level standards. Funds are accounted for in Goal 2 Action 4.	English Learner (EL)	0 District Funded None Specified
3.5	To assure low income and Foster Youth students have awareness and access to community services, the District will continue to provide a Student and Family Wellness Collaborative that engages community, staff, and parents to provide children and families with social/emotional assistance, as well as, basic needs, in and out of school. The District will continue to partner with William S. Hart Union High School District to plan and host a Family Resource Fair that connects families with resources focused on student and family wellness.	Low Income and Foster Youth	0 District Funded None Specified

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We continue to offer opportunities for parents & guardians to participate in school activities (PTA events, Back-to-School Night, Open House, Awards Assemblies, Parent Conferences) as well as the ability to participate in stakeholder groups (English Learner Advisory Council, and School Site Council). We have increased parent volunteers to support school events and field trips. This year, we did not offer as many parent education activities as we would have liked due to staffing challenges.

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

We were hoping to have a more robust participation in our advisory groups this year. We continue to offer Zoom and in-person options, however we still have challenges boosting attendance. Parent education nights continue to be a challenge due to staffing.

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

We will be doing more parent outreach, meetings will continue on ZOOM, in-person, or a hybrid of both in-person and virtual in order to remove barriers for parent and community participation. We will also provide families with a survey at the beginning of the school year to determine what topics parents are interested as well as what times they prefer these to be offered. We will form a committee to focus on our Parent Education opportunities and utilize our Bilingual Office Assistant to help to get the word out about events and other opportunities for parents to get involved. In addition, we will

utilize our closed YouTube channel to make videos for families who cannot attend workshops. These will also be posted on our Parent Square.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Supporting the whole child

All students at Mint Canyon, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

For the 2023-2024 school year, there is an increase in behavior referrals for counseling services and referrals to our district school social worker. We will continue to focus on school-wide social emotional support through Capturing Kids Hearts as well as the continued implementation of our Second Step program. We will continue to collect baseline data to analyze and support the emotional and behavioral needs of students.

As of May of 2024, 18.86% of student attendance is identified as chronically absent which is showing that there is a need to focus on student attendance. This data includes both in-person students as well as Scholars at Home.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions	According to the 2022-23 California Dashboard All Students - "Orange" - 1.4% suspended at least one day	Expected Outcome 2023-24 All Students - 0.8% suspended at least one day
Attendance	According to the 2023 California Dashboard % of students Chronically Absent: All Students - "Yellow" - 23.9% English Learners - "Yellow" - 16.1% Socioeconomically Disadvantaged - "Yellow" - 25.5% Students with Disabilities - "Orange" 30.2% African American - "Orange" - 33.3% Hispanic - "Yellow" 25.2% White - "Yellow" 17.7%	Expected Outcome for 2024 California Dashboard Decrease in students overall that fall into the Chronically Absent category. We would like to see at least a 5% decrease in each subgroup: All Students 19% English Learners 11% Socioeconomically Disadvantaged 20% Students with Disabilities 25% African American 29% Hispanic 20% White 12%

Capturing Kids' Hearts Student Survey	<p>2022-23 CKH Survey (Students) Scale of 1-5</p> <p>286/327 Student responses collected</p> <p>2nd - 6th Grade: 3.4/4 I have one or more teachers who know more about me than my grades 3.4/3.6 My teachers or classmates use Launches at the end of the school day 2.4/3.7 - If I had a problem, I would be comfortable talking to a teacher, staff member or leader at school 2.9/3.9 - My teachers use our classroom Social Contracts to celebrate positive student behaviors.</p>	<p>2023-24 CKH Survey (Students) Scale of 1-5</p> <p>Goal of at least 300 Student responses collected</p> <p>2nd - 6th Grade: 4.0 I have one or more teachers who know more about me than my grades 3.6 My teachers or classmates use Launches at the end of the school day 3.7 - If I had a problem, I would be comfortable talking to a teacher, staff member or leader at school 3.9 - My teachers use our classroom Social Contracts to celebrate positive student behaviors.</p>
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Students connectedness and engagement will be evidenced by reporting positive relationships and safety on student surveys from Mint Canyon and California Healthy Kids' surveys.	All Students	0 District Funded None Specified
4.2	To remove barriers for low income students from accessing their academic program, Mint Canyon will provide counseling to support social/emotional wellness and academic success in school.	Low Income	0 District Funded None Specified
4.3	To remove barriers for students from accessing their academic program, Mint Canyon will provide counseling services to support social/emotional wellness and academic success in school.	All Students	0 District Funded None Specified
4.4	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist unduplicated students in general education classes to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide preventative behavioral supports to unduplicated students who may need behavioral support to access their instructional program.	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified
4.5	To address barriers that limit low income, Foster Youth, and homeless students from receiving full benefit from their educational experience, the Mint Canyon will provide Social Workers and support personnel to provide comprehensive services.	Low Income, Foster Youth, and Homeless	0 LCFF- Supplemental None Specified 100,485 Title I

			1000-1999: Certificated Personnel Salaries 100% Social Worker 34,364.52 Title I 3000-3999: Employee Benefits 100% Social Worker
4.6	To support student connectedness and build positive relationships at the school site, Mint Canyon will provide positive academic and behavior programs that promote student engagement for unduplicated students.	English Learner (EL), Foster Youth, Low Income	0 LCFF- Supplemental 4000 Title I 4000-4999: Books And Supplies Capturing Kids' Hearts Premium Subscription 4250 Title I 5800: Professional/Consulting Services And Operating Expenditures CKH Campus Traction Visit
4.7	To support student engagement and connectedness, Mint Canyon along with the District will promote a positive school climate to foster youth development and academic achievement.	All Students	0 District Funded None Specified
4.8	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist special education students to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide support to special education students who required behavioral intervention per their IEP.	Students with Disabilities (SWD)	0 District Funded None Specified

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We have continued with our implementation of Capturing Kids' Hearts as the main focus for Social Emotional Learning. We have also added in the Second Step program this year to support skills to promote problem solving and conflict resolution. Our School Social Workers have worked closely with our homeless & foster populations, in addition to focusing on attendance incentives and activities. We added an additional School Social Worker so we have one who is here 3 days a week, while the other is here 5 days a week.

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

We added a 100% Social Worker to our already 60% Social Worker this year. We also added in the Second Step program to support Social Emotional Learning.

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

We will allocate additional funds to attendance incentives, provide support and professional development for our staff to utilize the Second Step program. We will utilize our traction day for Capturing Kids' Hearts to focus on professional development needs for our staff, both classified & certificated.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$338,334.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$162,962.00

Subtotal of additional federal funds included for this school: **\$162,962.00**

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

State or Local Programs	Allocation (\$)
District Funded	\$0.00
LCFF- Supplemental	\$40,698.00
LCFF- Supplemental/Concentration	\$0.00
LCFF-Base	\$47,425.00
Prop 28	\$87,249.00

Subtotal of state or local funds included for this school: **\$175,372.00**

Total of federal, state, and/or local funds for this school: **\$338,334.00**

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-Base	50,309	2,884.00
LCFF- Supplemental/Concentration	40,208	40,208.00
Title I	85,755	-77,207.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF- Supplemental	40,698.00
LCFF- Supplemental/Concentration	0.00
LCFF-Base	47,425.00
Prop 28	87,249.00
Title I	162,962.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	174,917.33
2000-2999: Classified Personnel Salaries	23,271.00
3000-3999: Employee Benefits	67,802.94
4000-4999: Books And Supplies	67,692.73
5000-5999: Services And Other Operating Expenditures	400.00
5800: Professional/Consulting Services And Operating Expenditures	4,250.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	District Funded	0.00
None Specified	District Funded	0.00
	LCFF- Supplemental	0.00
1000-1999: Certificated Personnel Salaries	LCFF- Supplemental	2,932.33
2000-2999: Classified Personnel Salaries	LCFF- Supplemental	18,771.00
3000-3999: Employee Benefits	LCFF- Supplemental	6,494.67
4000-4999: Books And Supplies	LCFF- Supplemental	12,500.00
None Specified	LCFF- Supplemental	0.00
	LCFF- Supplemental/Concentration	0.00
1000-1999: Certificated Personnel Salaries	LCFF-Base	1,500.00
2000-2999: Classified Personnel Salaries	LCFF-Base	4,500.00
3000-3999: Employee Benefits	LCFF-Base	213.75
4000-4999: Books And Supplies	LCFF-Base	40,811.25
5000-5999: Services And Other Operating Expenditures	LCFF-Base	400.00
1000-1999: Certificated Personnel Salaries	Prop 28	60,000.00
3000-3999: Employee Benefits	Prop 28	24,340.00
4000-4999: Books And Supplies	Prop 28	2,909.00
1000-1999: Certificated Personnel Salaries	Title I	110,485.00
3000-3999: Employee Benefits	Title I	36,754.52
4000-4999: Books And Supplies	Title I	11,472.48
5800: Professional/Consulting Services And Operating Expenditures	Title I	4,250.00

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	46,711.25
Goal 2	114,111.48
Goal 3	34,411.75
Goal 4	143,099.52

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Paulette Volmer, Principal	Principal
Tony Lemos, Parent	Parent or Community Member
Brienne Cardenas, Parent	Parent or Community Member
David Crowther, Parent	Parent or Community Member
Jasmine George, Parent	Parent or Community Member
Claudia Vargas, Parent	Parent or Community Member
Stacy Crowther, Teacher	Classroom Teacher
Sean Lerner, Teacher	Classroom Teacher
Jennifer Borges, Teacher	Classroom Teacher
Lisa McNerney, Office Manager	Other School Staff

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


Recommendations and Assurances

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

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Mint Canyon Instructional Leadership Team/ Teacher Representative

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

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

This SPSA was adopted by the SSC at a public meeting on 5/14/2024.

Attested:

	Principal, Mrs. Paulette Volmer on 5/14/2024
	SSC Chairperson, Mr. Tony Lemos on 5/14/2024