

**Mint Canyon Community Elementary**  
**2022–23 School Accountability Report Card**  
**Reported Using Data from the 2022–23 School**  
**Year**  
**California Department of Education**

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

**Principal:** Mrs. Paulette Volmer,  
Principal

**Phone:** (661) 252-5131

**Grade** P-6  
**Span:**

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

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

## **DataQuest**

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

## **California School Dashboard**

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

## **Internet Access**

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

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# About This School

## Mrs. Paulette Volmer, Principal

📍 Principal, Mint Canyon Community Elementary

### About Our School

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

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

Greetings to all our Roadrunner Families! I am the proud Principal of Mint Canyon Community School. Together our dedicated staff strives for the success of our students. Mint Canyon is a school with a rich history in the city of Santa Clarita – truly the heart of the Canyon Country community. We celebrated 59 years as a school in 2023 and are still going strong. As you walk our beautiful campus it is obvious that Mint Canyon has a family feel. We treat all students as our own. We believe that each child can meet or exceed their academic goals in order to be prepared for a successful and productive future.

Mrs. Paulette Volmer - Principal

### Contact

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

Phone: [\(661\) 252-5131](tel:6612525131)

Email: [pvolmer@sssd.k12.ca.us](mailto:pvolmer@sssd.k12.ca.us)



## Contact Information (School Year 2023–24)

### District Contact Information (School Year 2023–24)

<b>District Name</b>	Sulphur Springs Union
<b>Phone Number</b>	(661) 252-5131
<b>Superintendent</b>	Kawaguchi, Catherine
<b>Email Address</b>	<a href="mailto:ckawaguchi@sssd.k12.ca.us">ckawaguchi@sssd.k12.ca.us</a>
<b>Website</b>	<a href="http://www.sssd.k12.ca.us">www.sssd.k12.ca.us</a>

### School Contact Information (School Year 2023–24)

<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) 252-5131
<b>Principal</b>	Mrs. Paulette Volmer, Principal
<b>Email Address</b>	<a href="mailto:pvolmer@sssd.k12.ca.us">pvolmer@sssd.k12.ca.us</a>
<b>Website</b>	<a href="https://www.sssd.k12.ca.us/site/Default.aspx?PageID=538">https://www.sssd.k12.ca.us/site/Default.aspx?PageID=538</a>
<b>County-District-School (CDS) Code</b>	19650456022891

*Last updated: 12/12/23*

## School Description and Mission Statement (School Year 2023–24)

**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:

- Uses targeted, data -driven instruction
- Collaborates 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 all students

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

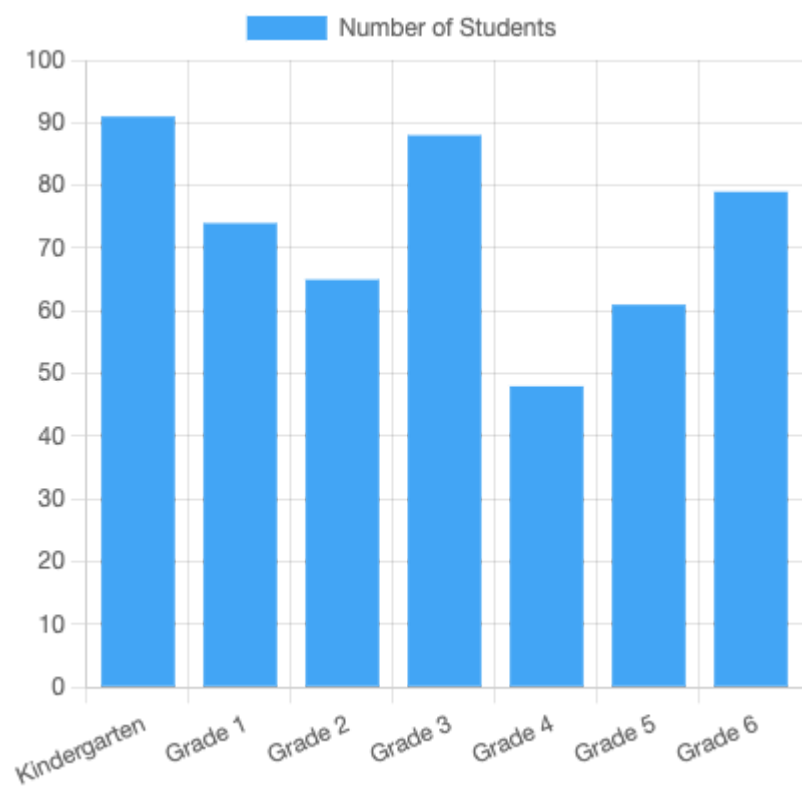
At Mint Canyon Community School we utilize evidence based educational practices to support students in gaining grade level proficiency, as evidenced by site, district, and state assessments. School staff receive professional development to support rigorous implementation of the California State Standards.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

#### An Award Winning School

Mint Canyon School has been recognized for excellence in education having received the California Title I Achieving School award twice and the California Distinguished School award three times, most recently in 2006. In addition, we were one of 215 schools nationwide to be honored as a 2003 National Blue Ribbon School. As such, we are the first school in the Sulphur Springs School District to have received this highest honor that can be bestowed upon a school. In May 2019, we earned a new first-time award for "Top Schools" in Los Angeles County. In May 2020, we earned the "Top Schools" award for the second time in two school years. In 2023, we were also recognized as a Capturing Kids' Hearts Showcase School.

**Student Enrollment by Grade Level (School Year 2022–23)**

Grade Level	Number of Students
Kindergarten	91
Grade 1	74
Grade 2	65
Grade 3	88
Grade 4	48
Grade 5	61
Grade 6	79
Total Enrollment	506



*Last updated: 12/12/23*

**Student Enrollment by Student Group (School Year 2022–23)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Female	44.90%
Male	55.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	2.00%
Black or African American	5.70%
Filipino	1.20%
Hispanic or Latino	75.10%
Native Hawaiian or Pacific Islander	0.40%
Two or More Races	2.60%
White	11.50%

<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
English Learners	33.00%
Foster Youth	1.80%
Homeless	1.80%
Migrant	0.00%
Socioeconomically Disadvantaged	80.80%
Students with Disabilities	19.40%

## A. Conditions of Learning

### State Priority: Basic

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

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

## Teacher Preparation and Placement (School Year 2020–21)

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

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

*Last updated: 12/12/23*

## Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.00	78.29%	207.70	88.13%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.10	3.91%	8.00	3.39%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.56%	3.00	1.27%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.56%	2.00	0.85%	11953.10	4.28%
Unknown/Incomplete/NA	3.00	10.68%	15.00	6.36%	15831.90	5.67%
Total Teaching Positions	28.10	100.00%	235.70	100.00%	279044.80	100.00%

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

*Last updated: 12/12/23*

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

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

*Last updated: 11/2/23*

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

<b>Indicator</b>	<b>2020– 21 Number</b>	<b>2021– 22 Number</b>
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	1.00

*Last updated: 11/2/23*

## Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	4.3%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%

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

*Last updated: 11/2/23*



## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

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

The District provided researched based, standards aligned textbooks and materials for all students in grades TK-6.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced	Yes	0
Mathematics	Houghton Mifflin Harcourt California Math Expressions	Yes	0
Science	McGraw Hill Inspire Science	Yes	0
History-Social Science	Studies Weekly	Yes	0
Foreign Language	N/A		0
Health	N/A		0
Visual and Performing Arts	Essential Elements for Band (Flute, Trombone, Trumpet, Alto-Saxophone, Clarinet, and Percussion)	Yes	0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

## School Facility Conditions and Planned Improvements

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

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

We have had fencing surrounding the playground installed to protect the playground areas from gophers. The grass area encompassed in the bus loop at the front of the school was replanted. We recently opened a school garden area and outdoor learning space in May of 2023. We are beginning to work toward updating our TK/Kindergarten playground area. We opened our Learning Center and a new library in September of 2021.

*Last updated: 1/10/24*

## School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: 2022

Overall Rating	Exemplary
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*Last updated: 1/9/24*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

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

**CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven taking and completed state-  
administered assessment  
Percentage of Students Meeting or Exceeding the State Standard**

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress. In 2021-22, the District utilized an alternative assessment STAR, which was approved by the State of California.

<b>Subject</b>	<b>School 2021– 22</b>	<b>School 2022– 23</b>	<b>District 2021– 22</b>	<b>District 2022– 23</b>	<b>State 2021– 22</b>	<b>State 2022– 23</b>
English Language Arts / Literacy (grades 3-8 and 11)	44%	45%	50%	48%	47%	46%
Mathematics (grades 3-8 and 11)	33%	36%	39%	38%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

*Last updated: 1/10/24*

**CAASPP Test Results in ELA by Student Group for students taking and  
completed state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress.

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	276	273	98.91%	1.09%	44.69%
Female	128	127	99.22%	0.78%	45.67%
Male	148	146	98.65%	1.35%	43.84%
American Indian or	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Alaska Native					
Asian	--	--	--	--	--
Black or African American	19	19	100.00%	0.00%	36.84%
Filipino	--	--	--	--	--
Hispanic or Latino	206	203	98.54%	1.46%	42.86%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	29	29	100.00%	0.00%	48.28%
English Learners	85	85	100.00%	0.00%	28.24%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	35	35	100.00%	0.00%	37.14%
Socioeconomically Disadvantaged	152	149	98.03%	1.97%	38.26%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	62	62	100.00%	0.00%	14.52%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

*Last updated: 1/9/24*

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress.

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	278	275	98.92%	1.08%	36.36%
Female	128	127	99.22%	0.78%	29.13%
Male	150	148	98.67%	1.33%	42.57%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	20	20	100.00%	0.00%	30.00%
Filipino	--	--	--	--	--
Hispanic or Latino	206	203	98.54%	1.46%	33.50%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	30	30	100.00%	0.00%	53.33%

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
English Learners	85	85	100.00%	0.00%	23.53%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	35	35	100.00%	0.00%	34.29%
Socioeconomically Disadvantaged	153	150	98.04%	1.96%	29.33%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	62	62	100.00%	0.00%	20.97%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

*Last updated: 1/9/24*



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

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress.

<b>Subject</b>	<b>School 2021– 22</b>	<b>School 2022– 23</b>	<b>District 2021– 22</b>	<b>District 2022– 23</b>	<b>State 2021– 22</b>	<b>State 2022– 23</b>
Science (grades 5, 8, and high school)	30.93%	25.42%	31.93%	32.48%	29.47%	30.29%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

*Last updated: 1/9/24*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2022–23)**

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress.

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	59	59	100.00%	0.00%	25.42%
Female	26	26	100.00%	0.00%	19.23%
Male	33	33	100.00%	0.00%	30.30%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	49	49	100.00%	0.00%	20.41%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	30	30	100.00%	0.00%	16.67%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	16	16	100.00%	0.00%	18.75%
Socioeconomically Disadvantaged	36	36	100.00%	0.00%	25.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Students with Disabilities	14	14	100.00%	0.00%	14.29%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/9/24*

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

### California Physical Fitness Test Results (School Year 2022–23) Percentage of Students Participating in each of the five Fitness Components

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

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	96%	100%	100%	96%	100%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/9/24*

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2023–24)

As a Title I school, Mint Canyon hosts annual parent meetings to inform parents about our Title I programs and how we allocate funding to support our students. We discussed the school/home compact outlining the shared responsibility for student success. Many parents and staff members volunteer their time to support our PTA with fundraisers and provide additional

programs and resources for our students. Parents participate in the School Site Council, English Language Advisory Committee, evening parent workshops, District Conferences, Board meetings, awards assemblies, and parent conferences. Our School Site Council and English Learner Advisory Committee also have input into our Single Plan for Student Achievement.

Our opportunities for parental involvement bloomed this year. We continue to offer parents the ability to participate in various events either in person or through Zoom. Our School PTA has taken off here at Mint Canyon, and they work closely with school staff to plan various events and opportunities for our students, staff, and families.

We have also been increasing our opportunities for parents to volunteer either in the classroom or on field trips. These opportunities are invaluable and we appreciate the support and involvement of our families.

These events include, but are not limited to:

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

Parent communication is also very important to us at Mint Canyon. The Principal sends a weekly message through our Parent Square to parents in English and Spanish informing families of the current announcements and events. Our PTA also sends a weekly message to keep parents informed about upcoming events, fundraisers, and opportunities to volunteer. We look forward to partnering with our parents and guardians to support the success of each student at Mint Canyon.

## State Priority: Pupil Engagement

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

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

### Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	578	544	130	23.9%
Female	258	246	66	26.8%
Male	320	298	64	21.5%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	2	0	0	0.0%
Asian	12	12	2	16.7%
Black or African American	43	36	12	33.3%
Filipino	8	6	0	0.0%
Hispanic or Latino	422	404	102	25.2%
Native Hawaiian or Pacific Islander	2	2	0	0.0%
Two or More Races	15	14	3	21.4%
White	65	62	11	17.7%
English Learners	176	174	28	16.1%
Foster Youth	17	13	2	15.4%
Homeless	10	9	2	22.2%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	470	443	113	25.5%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	118	116	35	30.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/9/24*

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.68%	1.38%	0.23%	1.44%	1.91%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/9/24*

### Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.38%	0.00%
Female	1.16%	0.00%
Male	1.56%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.66%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	1.54%	0.00%
English Learners	3.98%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.70%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	4.24%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

*Last updated: 1/9/24*



## **School Safety Plan (School Year 2023–24)**

Safety is a top priority at Mint Canyon Community School. Our safety committee, School Site Council, and staff review and update our comprehensive safety plan each year. The Mint Canyon Community School Safety Plan is all-inclusive, with the main objective of protecting the safety and welfare of students, school staff, and visitors at Mint Canyon. Our comprehensive safety plan focuses on promoting a positive school climate where consistent expectations for students and staff are reinforced daily. We are also focusing on providing a safe school environment for our students and staff, emphasizing a closed campus and improving our drop-off and pick-up procedures. Finally, we focus on emergency procedures, emphasizing ensuring our staff and students are prepared for any and all emergency situations. The School Safety Plan was Board approved on March 8, 2023.

*Last updated: 1/9/24*

## D. Other SARC information

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

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

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

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

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

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

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

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

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

**Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	23.00	0	3	0
1	26.00	0	1	0
2	25.00	0	1	0
3	26.00	0	2	0
4	0.00	0	0	0
5	33.00	0	0	0
6	33.00	0	1	1
Other**	21.00	6	5	0

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

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

#### Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	0

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

*Last updated: 1/9/24*

#### Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.33
Psychologist	0.60
Social Worker	0.60
Nurse	0.33
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	0.30

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

*Last updated: 1/9/24*

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$7560.32	\$2250.49	\$5309.82	\$63891.22
District	N/A	N/A	\$5732.96	\$73651.58
Percent Difference – School Site and District	N/A	N/A	-7.38%	-13.25%
State	N/A	N/A	\$7606.62	\$88288.00
Percent Difference – School Site and State	N/A	N/A	-30.19%	-27.63%

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

*Last updated: 1/10/24*

### Types of Services Funded (Fiscal Year 2022–23)

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

A combination of state and federal funding is used to cover all aspects of our instructional program.

Title I funds are used for (at least partially):

- Professional Development
- Provide TOSAs that support instruction

The District uses Title II funds to support professional development which will enhance early learning strategies. TOSAs were provided to support instruction through professional development and coaching opportunities.

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

Supplemental funds are used to provide Learning Support Teachers to support intervention for students. In addition, Orton Gillingham strategies, training and materials are provided to support Tier II and Tier III reading intervention for students.

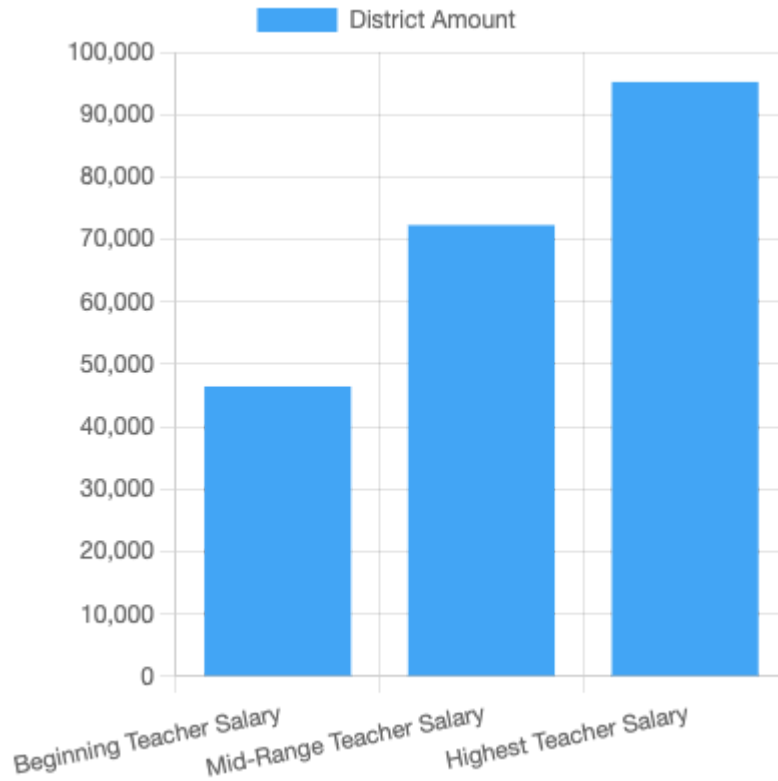
*Last updated: 1/9/24*

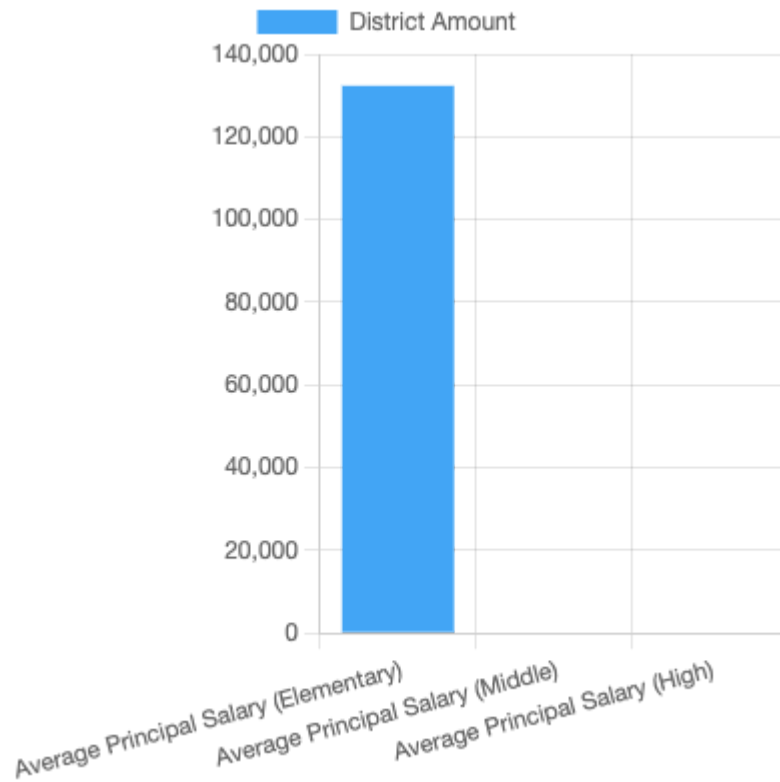
### Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46473.00	\$54045.78
Mid-Range Teacher Salary	\$72295.00	\$84515.22
Highest Teacher Salary	\$95210.00	\$110866.99
Average Principal Salary (Elementary)	\$132333.00	\$136840.86
Average Principal Salary (Middle)	\$0.00	\$141476.95
Average Principal Salary (High)	\$0.00	\$137985.00
Superintendent Salary	\$216877.00	\$217473.29
Percent of Budget for Teacher Salaries	30.63%	32.43%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	5.55%	5.62%

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





Last updated: 1/9/24

## Professional Development

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

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/9/24