

Mint Canyon Community Elementary
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	16400 Sierra Hwy. Canyon Country, CA , 91351-1414	Principal:	Paulette Volmer, Principal
Phone:	(661) 252-2570	Grade Span:	K-6

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

- For more information about SARC requirements, 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.

About This School

Paulette Volmer, Principal

Principal, Mint Canyon Community Elementary

About Our School

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

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

Mint Canyon Roadrunners strive for success in everything we do.

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

Contact

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

Phone: [\(661\) 252-2570](tel:(661)252-2570)

Email: pvolmer@sssd.k12.ca.us

Contact Information (School Year 2020—2021)

District Contact Information (School Year 2020—2021)

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

School Contact Information (School Year 2020—2021)

School Name	Mint Canyon Community Elementary
Street	16400 Sierra Hwy.
City, State, Zip	Canyon Country, CA , 91351-1414
Phone Number	(661) 252-2570
Principal	Paulette Volmer, Principal
Email Address	pvolmer@sssd.k12.ca.us
Website	http://www.sssd.k12.ca.us/mintcanyon
County-District-School (CDS) Code	19650456022891

Last updated: 1/13/22

School Description and Mission Statement (School Year 2020—2021)

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

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

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

At Mint Canyon Community School we utilize evidence based educational practices to support students in gaining grade level proficiency, as evidenced by site, district, and state assessments. School staff receive professional development to support rigorous implementation of the California State Standards. We also provide supplemental materials to support the adopted curriculum to support our students and the standards being addressed. Our teachers collaborate on a regular basis for lesson development, data analysis, and monitoring student placement in various instructional programs.

Mint Canyon also fosters our students social-emotional growth through the implementation of our Capturing Kids' Hearts program which promotes positive relationships throughout the campus. We provide a technology rich environment where all students have access to technology devices to enhance their learning experience which include Smartboards, iPads, and Chromebooks. Teachers utilize a variety of software programs to help to enhance their classroom learning environment, such as Google Classroom and SeeSaw. We emphasize high expectations by empowering our students to Strive for Success.

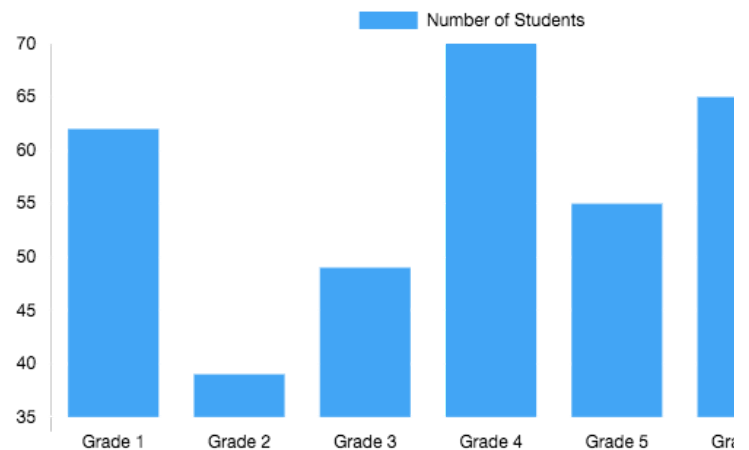
An Award Winning School

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

Last updated: 1/13/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	62
Grade 2	39
Grade 3	49
Grade 4	70
Grade 5	55
Grade 6	65
Kindergarten	65
Total Enrollment	405



Last updated: 1/14/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group
Black or African American	3.70%
American Indian or Alaska Native	0.20%
Asian	1.20%
Filipino	1.50%
Hispanic or Latino	77.00%
Native Hawaiian or Pacific Islander	0.50%
White	12.10%
Two or More Races	2.50%

Student Group (Other)	Student Group
Socioeconomically Disadvantaged	70.10%
English Learners	35.80%
Students with Disabilities	18.30%
Foster Youth	1.20%
Homeless	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020—2021)

Year and month in which the data were collected: January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance	Yes	0%
Mathematics	Houghton Mifflin California Math Expressions Common Core	Yes	0%
Science	McGrawHill- Inspire Science	Yes	0%
History-Social Science	K-5th Pearson History-Social Science for California 2006 6Tth Harcourt - Reflections Ancient Civilizations 2006	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/13/22

School Facility Conditions and Planned Improvements

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

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

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

Last updated: 1/13/22

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: January 2022

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Exemplary
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Last updated: 1/14/22

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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- 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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

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

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

Last updated: 1/17/22

CAASPP Test Results in ELA by Student Group
 Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	247	NT	NT	NT	NT
Male	136	NT	NT	NT	NT
Female	111	NT	NT	NT	NT
Black or African American	13	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	193	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
White	23	NT	NT	NT	NT
Two or More Races	11	NT	NT	NT	NT
Socioeconomically Disadvantaged	184	NT	NT	NT	NT
English Learners	89	NT	NT	NT	NT
Students with Disabilities	57	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/17/22

CAASPP Test Results in Mathematics by Student Group
 Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	247	NT	NT	NT	NT
Male	136	NT	NT	NT	NT
Female	111	NT	NT	NT	NT
Black or African American	13	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	193	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
White	23	NT	NT	NT	NT
Two or More Races	11	NT	NT	NT	NT
Socioeconomically Disadvantaged	184	NT	NT	NT	NT
English Learners	89	NT	NT	NT	NT
Students with Disabilities	57	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/17/22

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

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	N/T	N/A	28.72

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018—2019 school year.

Last updated: 1/17/22

CAASPP Test Results in Science by Student Group
 Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	58	NT	NT	NT	NT
Male	29	NT	NT	NT	NT
Female	29	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	44	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	45	NT	NT	NT	NT
English Learners	19	NT	NT	NT	NT
Students with Disabilities	16	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/17/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

null

Last updated: 1/17/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/17/22

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 1/17/22

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 2020—2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/17/22

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

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

Due to the pandemic, our opportunities for parental involvement have been limited, however many parents are still participating in the events that are being offered through Zoom. Prior to the pandemic, we have had various events in place, that we plan to get back to once we have the ability to host them. These events include, but are not limited to:

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

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

State Priority: Pupil Engagement

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	--	--	--	--	--	--	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	--	--	--	84.50%	84.20%	83.60%

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

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

Rate	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	0.66%	0.22%	0.96%	0.61%	3.47%	2.45%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.05%

Suspensions and Expulsions for School Year 2019—2020 Only

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

Rate	School 2020-2021	District 2020-2021	State 2020-2021
Suspensions	0.00%	0.23%	0.20%
Expulsions	0.00%	0.00%	0.00%

Note: The 2019—2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019—2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019—2020 school year compared to prior years.

Last updated: 1/14/22

School Safety Plan (School Year 2021-2022)

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

Last updated: 1/13/22

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 2018-2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	21.00	1	2	
1	21.00		1	
2	24.00		2	
3	21.00	1	2	
4	29.00		1	1
5	33.00		1	1
6	33.00		1	1
Other**	17.00	1	1	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.

Average Class Size and Class Size Distribution (Elementary) School Year 2019-2020

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

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

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 (Secondary) (School Year 2018-2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020-2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

Last updated: 1/14/22

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	.0

Last updated: 1/1/00

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

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.50
Social Worker	0.00
Nurse	0.30
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.00
Other	0.00

Last updated: 1/1/00

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7991.50	\$2283.05	\$5708.45	\$74703.48
District	N/A	N/A	\$5625.77	\$76440.00
Percent Difference – School Site and District	N/A	N/A	1.47%	-2.27%
State	N/A	N/A	\$8443.83	\$85863.00
Percent Difference – School Site and State	N/A	N/A	-32.00%	-13.00%

Last updated: 1/10/22

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

Types of Services Funded (Fiscal Year 2020–2021)

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
- using SIPPS as a Tier II reading intervention for students
- Learning Support Teachers to support intervention for students.

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

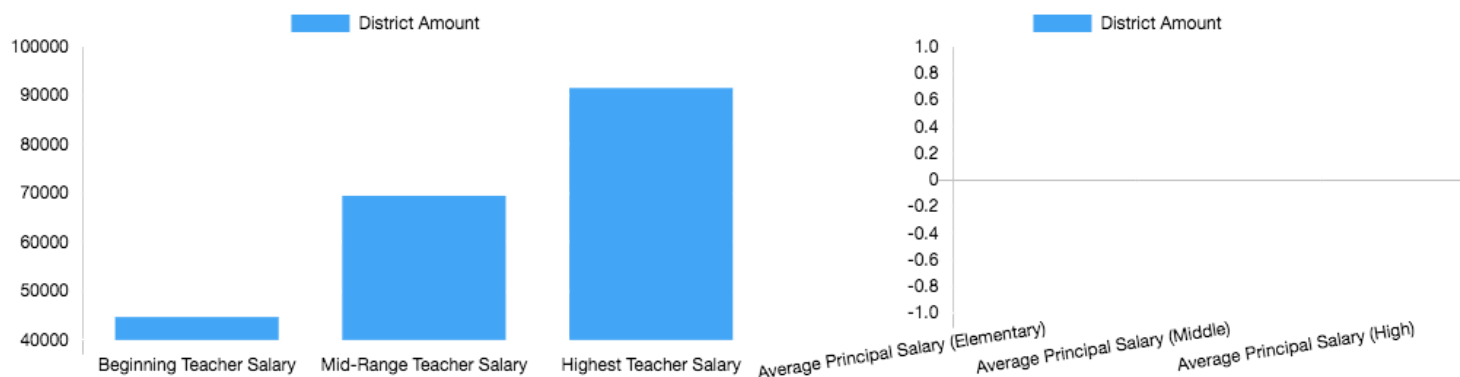
Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English learners, and to expand parent engagement opportunities.

Last updated: 1/17/22

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44686.00	\$52060.00
Mid-Range Teacher Salary	\$69514.00	\$84043.00
Highest Teacher Salary	\$91548.00	\$107043.00
Average Principal Salary (Elementary)	\$129743.00	\$133582.00
Average Principal Salary (Middle)	\$0.00	\$138803.00
Average Principal Salary (High)	\$0.00	--
Superintendent Salary	\$195149.00	\$240628.00
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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



Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 1/14/22

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3