



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 21, 2025	June 11, 2025

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. 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
- * Build positive relationships
- * Utilize a variety of instructional strategies to engage ALL learners
- * Foster 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 educational partners and finalized and approved for submission to the Board of Trustees 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 2025

Input from parents in ELAC Meeting on January 28, 2025; April 17, 2025; May 20, 2025

Input from Leadership team and staff November 18, 2024; March 11, 2025; April 25, 2025; May 19, 2025

Input from School Site Council on March 11, 2025; April 15, 2025; May 21, 2025

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

We have utilized the 2024/25 California Dashboard, as well as other data collected at school to identify the need to focus more on our priority standards to provide all students access to a rigorous curriculum where students needing support will receive intervention supports and scaffolding as needed. We will be focusing on learning intentions/objectives, success criteria, and using common formative assessments to help drive our planning of tier 1 instruction as well as determining students who need reteaching, intervention, or enrichment.

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 areas that were identified "Orange" for Mint Canyon, based on the California School Dashboard, was Chronic Absenteeism, English Language Arts, and Mathematics. The area that was identified "Red" for Mint Canyon, based on the California School Dashboard, was English Learner Progress.

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 "Orange" level. Students with Disabilities group identified in the "Red" level.

Mathematics: All students performed at the "Orange" level. Students with Disabilities group identified in the "Red" level.

English Learner Progress: All students performed at the "Red" level.

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

Conditions & Climate: All students performed at the "Green" level. No student groups were identified in the "Orange" or "Red" levels.

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 with an emphasis on Informational Text. 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 addressed through the consistent implementation of Orton Gillingham strategies in the areas of phonics & phonemic awareness, as well as vocabulary development & iReady digital program. We have identified main idea and supporting details as a school-wide focus to target reading comprehension. 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%	%	2	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:

1. Overall Mint Canyon enrollment decreased by approximately 30 students.
2. 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.
3. 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%	34.0%
Fluent English Proficient (FEP)	47	38	37	7.5%	7.5%	7.8%
Reclassified Fluent English Proficient (RFEP)	20	11	20	3.1%	2.2%	4.2%

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	63	90	63	61	88	59	61	88	59	96.8	97.8	93.7
Grade 4	78	46	91	77	46	87	77	46	87	98.7	100.0	95.6
Grade 5	102	59	51	98	59	48	98	59	48	96.1	100.0	94.1
Grade 6	80	81	60	77	80	59	77	80	59	96.3	98.8	98.3
All Grades	323	276	265	313	273	253	313	273	253	96.9	98.9	95.5

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2409.	2420.	2412.	16.39	21.59	22.03	19.67	20.45	25.42	31.15	29.55	22.03	32.79	28.41	30.51
Grade 4	2453.	2471.	2466.	16.88	21.74	25.29	33.77	32.61	24.14	16.88	19.57	21.84	32.47	26.09	28.74
Grade 5	2482.	2499.	2476.	18.37	20.34	12.50	25.51	23.73	35.42	22.45	28.81	16.67	33.67	27.12	35.42
Grade 6	2510.	2495.	2490.	15.58	10.00	6.78	28.57	32.50	28.81	25.97	21.25	32.20	29.87	36.25	32.20
All Grades	N/A	N/A	N/A	16.93	17.95	17.79	27.16	26.74	27.67	23.64	25.27	23.32	32.27	30.04	31.23

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.20	12.50	13.56	65.57	64.77	66.10	26.23	22.73	20.34
Grade 4	15.58	13.04	17.24	66.23	78.26	70.11	18.18	8.70	12.64
Grade 5	20.41	22.03	18.75	59.18	59.32	60.42	20.41	18.64	20.83
Grade 6	18.18	15.00	13.56	49.35	51.25	54.24	32.47	33.75	32.20
All Grades	16.29	15.38	15.81	59.74	61.90	63.64	23.96	22.71	20.55

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.84	11.36	8.47	57.38	65.91	57.63	32.79	22.73	33.90
Grade 4	6.49	10.87	13.79	67.53	60.87	59.77	25.97	28.26	26.44
Grade 5	18.37	11.86	12.50	51.02	64.41	47.92	30.61	23.73	39.58
Grade 6	10.39	8.75	6.78	58.44	53.75	54.24	31.17	37.50	38.98
All Grades	11.82	10.62	10.67	58.15	61.17	55.73	30.03	28.21	33.60

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.75	13.64	6.78	72.13	76.14	81.36	13.11	10.23	11.86
Grade 4	6.49	10.87	13.79	76.62	78.26	73.56	16.88	10.87	12.64
Grade 5	13.27	18.64	10.42	66.33	67.80	70.83	20.41	13.56	18.75
Grade 6	15.58	15.00	10.17	72.73	65.00	76.27	11.69	20.00	13.56
All Grades	12.46	14.65	10.67	71.57	71.43	75.49	15.97	13.92	13.83

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.03	15.91	16.95	67.21	65.91	66.10	14.75	18.18	16.95
Grade 4	9.09	19.57	11.49	74.03	65.22	70.11	16.88	15.22	18.39
Grade 5	14.29	18.64	14.58	54.08	64.41	60.42	31.63	16.95	25.00
Grade 6	19.48	17.50	8.47	59.74	58.75	66.10	20.78	23.75	25.42
All Grades	15.02	17.58	12.65	62.94	63.37	66.40	22.04	19.05	20.95

Conclusions based on this data:

- Overall, in ELA, we have 45.46% of students achieving standard met or above.
- Of the four claims, 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 75.49%.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	63	91	63	61	89	59	61	89	59	96.8	97.8	93.7
Grade 4	78	46	91	77	46	86	77	46	86	98.7	100.0	94.5
Grade 5	102	59	51	98	59	48	98	59	48	96.1	100.0	94.1
Grade 6	80	82	60	77	81	59	77	81	59	96.3	98.8	98.3
All Grades	323	278	265	313	275	252	313	275	252	96.9	98.9	95.1

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2400.	2426.	2432.	8.20	15.73	20.34	26.23	30.34	30.51	27.87	26.97	20.34	37.70	26.97	28.81
Grade 4	2445.	2456.	2473.	11.69	13.04	22.09	16.88	21.74	27.91	38.96	36.96	24.42	32.47	28.26	25.58
Grade 5	2467.	2481.	2454.	15.31	13.56	12.50	15.31	15.25	10.42	19.39	30.51	20.83	50.00	40.68	56.25
Grade 6	2513.	2487.	2487.	15.58	16.05	15.25	24.68	16.05	15.25	24.68	28.40	25.42	35.06	39.51	44.07
All Grades	N/A	N/A	N/A	13.10	14.91	18.25	20.13	21.45	22.22	27.16	29.82	23.02	39.62	33.82	36.51

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	19.67	20.22	25.42	42.62	49.44	45.76	37.70	30.34	28.81
Grade 4	7.79	10.87	18.60	53.25	60.87	52.33	38.96	28.26	29.07
Grade 5	13.27	15.25	6.25	50.00	50.85	43.75	36.73	33.90	50.00
Grade 6	12.99	12.35	8.47	55.84	41.98	45.76	31.17	45.68	45.76
All Grades	13.10	15.27	15.48	50.80	49.45	47.62	36.10	35.27	36.90

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.84	15.73	16.95	67.21	68.54	66.10	22.95	15.73	16.95
Grade 4	9.09	17.39	19.77	71.43	56.52	55.81	19.48	26.09	24.42
Grade 5	8.16	10.17	14.58	55.10	61.02	56.25	36.73	28.81	29.17
Grade 6	9.09	12.35	11.86	70.13	53.09	55.93	20.78	34.57	32.20
All Grades	8.95	13.82	16.27	65.18	60.36	58.33	25.88	25.82	25.40

Conclusions based on this data:

1. The Problem Solving & Modeling/Data Analysis area showed the greatest number of students in "Below Standard" with 36.90% of students in grades 3-6 scoring in this area. The greatest number of students scoring in this area are 5th (50%) and 6th (45.76%) grade students.
2. Communicating Reasoning shows the least number of students (25.40%) scoring in the "Below Standard" band, and the greatest number of students (58.33%) 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 50.85%, 4th grade 50.00%, 5th grade 22.92% and 6th grade 30.5%.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1398.0	1414.2	1395.0	1413.7	1426.6	1393.9	1361.0	1384.9	1397.5	30	33	35
1	1422.2	1450.4	1446.7	1454.6	1476.9	1467.5	1389.4	1423.5	1425.3	18	18	26
2	1492.6	1483.7	1472.7	1515.8	1500.4	1486.0	1469.0	1466.6	1459.1	20	23	18
3	1504.1	1483.3	1470.1	1506.7	1480.3	1473.1	1501.2	1485.8	1466.8	19	19	17
4	1500.1	1532.3	1520.1	1501.8	1533.2	1528.9	1497.9	1531.0	1510.9	36	14	21
5	1518.1	1535.7	1537.9	1530.8	1527.5	1526.6	1504.7	1543.5	1548.7	24	30	11
6	1526.1	1519.1	1537.9	1519.2	1523.5	1536.4	1532.4	1514.4	1538.6	17	19	23
All Grades										164	156	151

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	3.33	3.03	11.43	23.33	39.39	25.71	50.00	45.45	40.00	23.33	12.12	22.86	30	33	35
1	0.00	0.00	3.85	11.11	44.44	50.00	50.00	44.44	19.23	38.89	11.11	26.92	18	18	26
2	35.00	21.74	16.67	30.00	34.78	33.33	20.00	30.43	38.89	15.00	13.04	11.11	20	23	18
3	15.79	5.26	0.00	52.63	31.58	35.29	31.58	47.37	47.06	0.00	15.79	17.65	19	19	17
4	8.33	35.71	33.33	44.44	50.00	33.33	36.11	14.29	28.57	11.11	0.00	4.76	36	14	21
5	16.67	30.00	36.36	41.67	40.00	36.36	16.67	20.00	18.18	25.00	10.00	9.09	24	30	11
6	17.65	10.53	26.09	35.29	47.37	34.78	35.29	26.32	30.43	11.76	15.79	8.70	17	19	23
All Grades	12.80	14.74	16.56	34.76	40.38	35.10	34.76	33.33	32.45	17.68	11.54	15.89	164	156	151

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	13.33	3.03	14.29	26.67	45.45	22.86	36.67	39.39	34.29	23.33	12.12	28.57	30	33	35
1	11.11	27.78	38.46	44.44	55.56	19.23	27.78	5.56	26.92	16.67	11.11	15.38	18	18	26
2	55.00	39.13	50.00	25.00	30.43	16.67	10.00	30.43	22.22	10.00	0.00	11.11	20	23	18
3	31.58	21.05	11.76	52.63	47.37	58.82	15.79	21.05	11.76	0.00	10.53	17.65	19	19	17
4	33.33	57.14	47.62	41.67	42.86	38.10	19.44	0.00	14.29	5.56	0.00	0.00	36	14	21
5	50.00	40.00	63.64	20.83	46.67	27.27	16.67	6.67	0.00	12.50	6.67	9.09	24	30	11
6	29.41	42.11	39.13	52.94	36.84	34.78	11.76	15.79	21.74	5.88	5.26	4.35	17	19	23
All Grades	31.71	30.13	34.44	36.59	43.59	29.80	20.73	19.23	21.85	10.98	7.05	13.91	164	156	151

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	0.00	17.14	6.67	33.33	22.86	63.33	45.45	37.14	30.00	21.21	22.86	30	33	35
1	0.00	0.00	3.85	5.56	16.67	26.92	22.22	50.00	34.62	72.22	33.33	34.62	18	18	26
2	5.00	17.39	5.56	50.00	30.43	33.33	10.00	8.70	27.78	35.00	43.48	33.33	20	23	18
3	5.26	5.26	0.00	31.58	15.79	11.76	47.37	63.16	47.06	15.79	15.79	41.18	19	19	17
4	0.00	0.00	9.52	33.33	64.29	28.57	33.33	35.71	38.10	33.33	0.00	23.81	36	14	21
5	0.00	20.00	18.18	20.83	23.33	36.36	45.83	40.00	36.36	33.33	16.67	9.09	24	30	11
6	5.88	0.00	13.04	29.41	26.32	39.13	47.06	42.11	30.43	17.65	31.58	17.39	17	19	23
All Grades	1.83	7.05	9.93	25.00	28.85	27.81	39.63	40.38	35.76	33.54	23.72	26.49	164	156	151

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	33.33	9.09	25.71	43.33	84.85	42.86	23.33	6.06	31.43	30	33	35
1	27.78	66.67	61.54	72.22	33.33	26.92	0.00	0.00	11.54	18	18	26
2	45.00	47.83	38.89	55.00	47.83	55.56	0.00	4.35	5.56	20	23	18
3	42.11	0.00	11.76	57.89	84.21	76.47	0.00	15.79	11.76	19	19	17
4	47.22	42.86	57.14	50.00	57.14	42.86	2.78	0.00	0.00	36	14	21
5	25.00	33.33	18.18	50.00	53.33	63.64	25.00	13.33	18.18	24	30	11
6	17.65	15.79	26.09	76.47	68.42	56.52	5.88	15.79	17.39	17	19	23
All Grades	35.37	28.85	35.76	55.49	62.82	49.01	9.15	8.33	15.23	164	156	151

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	10.00	6.06	11.43	56.67	72.73	54.29	33.33	21.21	34.29	30	33	35
1	11.11	16.67	23.08	66.67	66.67	57.69	22.22	16.67	19.23	18	18	26
2	65.00	39.13	44.44	20.00	52.17	44.44	15.00	8.70	11.11	20	23	18
3	36.84	31.58	11.76	63.16	57.89	76.47	0.00	10.53	11.76	19	19	17
4	30.56	71.43	42.86	58.33	28.57	52.38	11.11	0.00	4.76	36	14	21
5	58.33	70.00	81.82	25.00	23.33	9.09	16.67	6.67	9.09	24	30	11
6	64.71	63.16	59.09	23.53	36.84	31.82	11.76	0.00	9.09	17	19	22
All Grades	37.20	40.38	34.00	46.34	49.36	49.33	16.46	10.26	16.67	164	156	150

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	3.03	14.29	73.33	78.79	62.86	26.67	18.18	22.86	30	33	35
1	5.56	11.11	11.54	22.22	33.33	53.85	72.22	55.56	34.62	18	18	26
2	10.00	17.39	0.00	65.00	39.13	72.22	25.00	43.48	27.78	20	23	18
3	5.26	10.53	0.00	73.68	57.89	41.18	21.05	31.58	58.82	19	19	17
4	2.78	7.14	9.52	50.00	85.71	61.90	47.22	7.14	28.57	36	14	21
5	4.17	30.00	27.27	50.00	46.67	63.64	45.83	23.33	9.09	24	30	11
6	11.76	5.26	17.39	41.18	26.32	47.83	47.06	68.42	34.78	17	19	23
All Grades	4.88	12.82	11.26	54.88	53.21	57.62	40.24	33.97	31.13	164	156	151

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	10.00	39.39	40.00	40.00	33.33	37.14	50.00	27.27	22.86	30	33	35
1	0.00	0.00	3.85	33.33	77.78	69.23	66.67	22.22	26.92	18	18	26
2	20.00	21.74	5.56	50.00	56.52	66.67	30.00	21.74	27.78	20	23	18
3	10.53	5.26	0.00	89.47	78.95	70.59	0.00	15.79	29.41	19	19	17
4	8.33	14.29	14.29	72.22	85.71	71.43	19.44	0.00	14.29	36	14	21
5	8.33	23.33	18.18	66.67	66.67	72.73	25.00	10.00	9.09	24	30	11
6	11.76	26.32	19.05	76.47	47.37	80.95	11.76	26.32	0.00	17	19	21
All Grades	9.76	21.15	16.78	60.98	60.26	63.76	29.27	18.59	19.46	164	156	149

Conclusions based on this data:

1. In the Overall Language area, the highest percentage of students in Level 4 are in 4th, 5th & 6th grades, while the highest percentage in Level 1 are students in Kindergarten and 1st grade.

2. In the Reading Domain, more than 57.62% (an increase of 4.41%) of all students are scoring in the Somewhat/Moderately developed area.
3. In the Reading Domain, the percent of students at the "Beginning" level decreased overall by 2.84%. The following grade levels saw the most students in the "Beginning" level for Reading decrease from last year: 1st grade (20.94), 2nd grade (15.7), 5th grade (14.24), and 6th grade (33.64).

School and Student Performance Data

Student Population

The 2024 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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This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
477	82.2%	34%	1.3%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	162	34%
Foster Youth	6	1.3%
Homeless	12	2.5%
Socioeconomically Disadvantaged	392	82.2%
Students with Disabilities	99	20.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	25	5.2%
American Indian	0	0.0%
Asian	6	1.3%
Filipino	7	1.5%
Hispanic	369	77.4%
Two or More Races	6	1.3%
Pacific Islander	1	0.2%
White	55	11.5%

Conclusions based on this data:

- The largest enrollment by race/ethnicity is Hispanic. This group makes up 77.4% of our total student enrollment at Mint Canyon, which is an increase of 2.3% over last year.

2. The majority of our student population, 82.2%, falls into the Socioeconomically Disadvantaged student group at Mint Canyon, which is an increase of 1.4% over last year.
3. 34% of our student population are English Language Learners, which is an increase of 1.0% 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."



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Orange</div>	<div>Chronic Absenteeism</div> <div> Orange</div>	<div>Suspension Rate</div> <div> Green</div>
<div>Mathematics</div> <div> Orange</div>		
<div>English Learner Progress</div> <div> Red</div>		

Conclusions based on this data:

- Conditions and Climate shows a decrease in Suspension Rate.
- Math and English Language Arts areas are rated in the "Orange" performance level, which is a decline from "Yellow" from last school year.
- English Learner Progress is indicated in the "Red" level, which is the lowest performance indicator.

School and Student Performance Data

Academic Performance English Language Arts

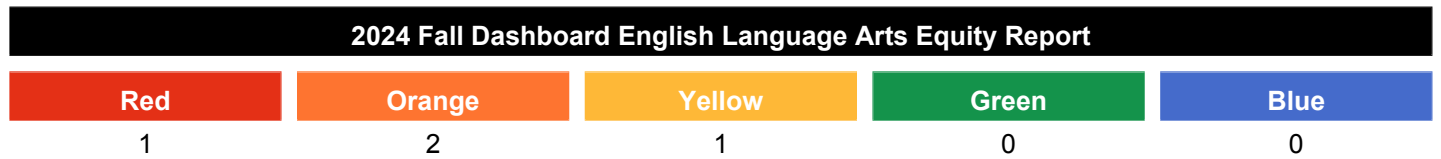
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>21.0 points below standard</div> <div>Declined 6.2 points</div> <div>232 Students</div>	<div>English Learners</div> <div></div> <div>Yellow</div> <div>34.8 points below standard</div> <div>Increased 3.5 points</div> <div>96 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>8 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>9 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>25.8 points below standard</div> <div>Maintained 1.8 points</div> <div>190 Students</div>

Students with Disabilities  Red 93.7 points below standard Maintained 1.8 points 57 Students	African American  No Performance Color 40.8 points below standard Declined 5.4 points 11 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 4 Students	Filipino  No Performance Color Less than 11 Students 4 Students	Hispanic  Orange 28.6 points below standard Declined 5.5 points 182 Students
Two or More Races  No Performance Color Less than 11 Students 2 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  No Performance Color 9.2 points above standard Maintained 2.4 points 25 Students

Conclusions based on this data:

1. English Learners performed 34.8 points below standard, which is an increase of 3.5 points.
2. All student groups at Mint Canyon performed in the "Orange" performance level which was a decline of 6.2 points.
3. Students with Disabilities are performing 93.7 points below standard, which is in the "Red" category. This is a decrease of 1.8 points.

School and Student Performance Data

Academic Performance Mathematics

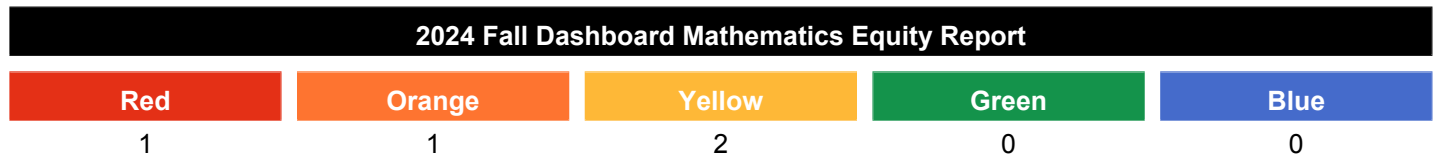
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>33.5 points below standard</div> <div>Maintained 2.5 points</div> <div>231 Students</div>	<div>English Learners</div> <div></div> <div>Yellow</div> <div>51.0 points below standard</div> <div>Increased 6.1 points</div> <div>96 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>8 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>9 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>38.6 points below standard</div> <div>Increased 8.7 points</div> <div>189 Students</div>

Students with Disabilities  Red 103.8 points below standard Declined 4.2 points 58 Students	African American  No Performance Color 42.1 points below standard Increased 22.3 points 11 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 4 Students	Filipino  No Performance Color Less than 11 Students 4 Students	Hispanic  Orange 44.6 points below standard Maintained 2.1 points 181 Students
Two or More Races  No Performance Color Less than 11 Students 2 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  No Performance Color 10.0 points above standard Maintained 0.5 points 25 Students

Conclusions based on this data:

1. English Learners performed 51 points below standard, which was an increase of 6.1 points.
2. All student group performed in the "Orange" category in Math which was maintained at 2.5 points.
3. Students with Disabilities performed in the "Red" category at 103.8 points below standard, which is a decrease of 4.2 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
43% making progress.	making progress.
Number Students: 114 Students	Number Students: 8 Students

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.

2024 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
24.6%	32.5%	0%	43%

Conclusions based on this data:

- 43% of our English Language Learners are making progress toward English Language Proficiency.
- 43% of English Learners made at least one level of progress on ELPI.
- 32.5% of our English Learners have maintained their ELPI level in the 2023-2024 assessment window.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- No data to report.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Orange

21.1% Chronically Absent

Declined 2.8

522 Students

English Learners



Orange

17.3% Chronically Absent

Increased 1.2

179 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - data not displayed for privacy

9 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

6 Students

Homeless



No Performance Color

28% Chronically Absent

0

25 Students

Socioeconomically Disadvantaged












Yellow

21.4% Chronically Absent

Declined 4.1

434 Students

Students with Disabilities  Orange 26.7% Chronically Absent Declined 3.5 120 Students	African American  No Performance Color 23.1% Chronically Absent Declined 10.3 26 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Hispanic  Yellow 21.6% Chronically Absent Declined 3.7 399 Students
Two or More Races  No Performance Color 11.1% Chronically Absent Declined 2.5 18 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Orange 19.7% Chronically Absent Increased 1.9 61 Students

Conclusions based on this data:

1. Overall, Mint Canyon students were in the "Orange" category for Chronic Absenteeism.
2. Chronic Absenteeism is the highest in the Homeless and Students with Disability subgroups.
3. African American students had the greatest improvement of Chronic Absenteeism with a decrease of 10.3% from the previous year.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 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.”

Red Orange Yellow Green Blue

Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. No data to report.

School and Student Performance Data

Conditions & Climate Suspension Rate

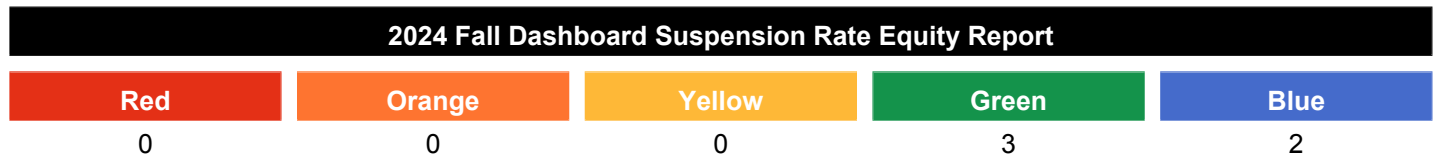
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>0.9% suspended at least one day</div> <div>Declined 0.5%</div> <div>544 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0.5% suspended at least one day</div> <div>Declined 3.4%</div> <div>185 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>9 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>6 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0% suspended at least one day</div> <div>25 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>1.1% suspended at least one day</div> <div>Declined 0.6%</div> <div>450 Students</div>

Students with Disabilities  Green 1.6% suspended at least one day Declined 2.6% 124 Students	African American  No Performance Color 3.6% suspended at least one day Increased 3.6% 28 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Hispanic  Green 1% suspended at least one day Declined 0.7% 415 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 20 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Blue 0% suspended at least one day Declined 1.5% 62 Students

Conclusions based on this data:

1. Overall, Suspension Rates are in the "Green" category at Mint Canyon Community School which is an improvement of two levels.
2. Students with Disabilities subgroups showed a decrease in suspensions of 2.6% from the previous school year.
3. There was a decrease of 3.4% in suspensions for the English Learner 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, they 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, they 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 2023-24 school year, we identified that the students at Mint Canyon are scoring in the "Orange" level. We identified that we need to focus targeted instructional support and interventions for all of 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
ELA	<p>CAASPP Results - Spring 2024 English Language Arts</p> <p>Overall 45.46% - Standard Met or Exceeded</p> <p>2024 California Dashboard Overall Performance Orange - 21 points below standard</p> <p>Students with Disabilities Red - 93.7 points below standard</p> <p>African American 40.8 points below standard</p> <p>English Learners Yellow - 34.8 points below standard</p> <p>Hispanic Orange - 28.6 points below standard</p> <p>Socioeconomically Disadvantaged Orange - 25.8 points below standard</p> <p>ELA iReady Diagnostic 2 - 2025</p> <p>Overall Placement At or Above Grade Level 41%</p>	<p>CAASPP Results - Spring 2025 English Language Arts - Expected Outcomes</p> <p>Overall 52% - Standard Met or Exceeded</p> <p>2025 California Dashboard Overall Performance 18 points below standard</p> <p>Students with Disabilities 90.7 points below standard</p> <p>African American 37.8 points below standard</p> <p>English Learners 29.8 points below standard</p> <p>Hispanic 23.6 points below standard</p> <p>Socioeconomically Disadvantaged 20.8 points below standard</p> <p>ELA iReady Diagnostic 2 - 2026</p> <p>Overall Placement At or Above Grade Level 50%</p>
Math	<p>CAASPP Results - Spring 2024 Mathematics</p> <p>Overall 40.47% - Standard Met or Exceeded</p> <p>2024 California Dashboard Overall Performance Orange - 33.5 points below standard</p> <p>Students with Disabilities Red - 103.8 points below standard</p> <p>African American 42.1 points below standard</p> <p>English Learners Yellow - 51 points below standard</p> <p>Hispanic Orange - 44.6 points below standard</p> <p>Socioeconomically Disadvantaged Yellow - 38.6 points below standard</p> <p>Math iReady Diagnostic 2 - 2025</p>	<p>CAASPP Results - Spring 2025 Mathematics - Expected Outcomes</p> <p>Overall 47% - Standard Met or Exceeded</p> <p>2025 California Dashboard Overall Performance 25 points below standard</p> <p>Students with Disabilities 95 points below standard</p> <p>African American 37.1 points below standard</p> <p>English Learners 43 points below standard</p> <p>Hispanic 39.6 points below standard</p> <p>Socioeconomically Disadvantaged 30.6 points below standard</p> <p>Math iReady Diagnostic - 2026</p>

	Overall Placement On or Above Grade Level - 29%	Overall Placement On or Above Grade Level 50%
Attendance	<p>According to the 2024 California Dashboard</p> <p>% of students Chronically Absent: All Students - "Orange" - 21.1% English Learners - "Orange" - 17.3% Socioeconomically Disadvantaged - "Yellow" - 21.4% Students with Disabilities - "Orange" 26.7% African American - 23.1% Hispanic - "Yellow" 21.6% White - "Orange" 19.7%</p>	<p>Expected Outcome for 2025 California Dashboard</p> <p>Decrease in students overall that fall into the Chronically Absent category. We would like to see at least a 5% decrease in each subgroup:</p> <p>All Students 16% English Learners 12% Socioeconomically Disadvantaged 16% Students with Disabilities 21% African American 18% Hispanic 16% White 14%</p>

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 13,900.30 LCFF-Base 4000-4999: Books And Supplies Materials to support the basic program in core subject areas 1200.00 LCFF-Base 4000-4999: Books And Supplies Science Supplies 1000.00 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	15000.00 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	2000.00 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 2500.00 LCFF-Base 4000-4999: Books And Supplies Health Office Supplies 2500.00 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 Learner (EL), Foster Youth, Income	4239.78 LCFF- Supplemental 4000-4999: Books And Supplies Attendance Incentives 1500.00 LCFF-Base 4000-4999: Books And Supplies Office Supplies 1047.25 LCFF-Base 4000-4999: Books And Supplies Incentives & Awards 400.00 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 Learner (EL), Foster Youth, Income	0 District Funded None Specified District Transportation Funded-

Annual Review

SPSA Year Reviewed: 2024-25

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 with access to the curriculum and supports needed to make growth. Students are continuing to make progress toward their Math and ELA goals this year.

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 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, by implementing 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, by implementing 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 2023-24 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 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
ELA	<p>CAASPP Results - Spring 2024 English Language Arts</p> <p>Overall 45.46% - Standard Met or Exceeded</p> <p>2024 California Dashboard Overall Performance Orange - 21 points below standard</p> <p>Students with Disabilities Red - 93.7 points below standard</p> <p>African American 40.8 points below standard</p> <p>English Learners Yellow - 34.8 points below standard</p> <p>Hispanic Orange - 28.6 points below standard</p> <p>Socioeconomically Disadvantaged Orange - 25.8 points below standard</p> <p>ELA iReady Diagnostic 2 - 2025</p> <p>Overall Placement At or Above Grade Level 41%</p>	<p>CAASPP Results - Spring 2025 English Language Arts - Expected Outcomes</p> <p>Overall 52% - Standard Met or Exceeded</p> <p>2025 California Dashboard Overall Performance 18 points below standard</p> <p>Students with Disabilities 90.7 points below standard</p> <p>African American 37.8 points below standard</p> <p>English Learners 29.8 points below standard</p> <p>Hispanic 23.6 points below standard</p> <p>Socioeconomically Disadvantaged 20.8 points below standard</p> <p>ELA iReady Diagnostic 2 - 2026</p> <p>Overall Placement At or Above Grade Level - 50%</p>
Math	<p>CAASPP Results - Spring 2024 Mathematics</p> <p>Overall 40.47% - Standard Met or Exceeded</p> <p>2024 California Dashboard Overall Performance Orange - 33.5 points below standard</p> <p>Students with Disabilities Red - 103.8 points below standard</p> <p>African American 42.1 points below standard</p> <p>English Learners Yellow - 51 points below standard</p> <p>Hispanic Orange - 44.6 points below standard</p> <p>Socioeconomically Disadvantaged Yellow - 38.6 points below standard</p> <p>Math iReady Diagnostic 2 - 2025</p>	<p>CAASPP Results - Spring 2025 Mathematics - Expected Outcomes</p> <p>Overall 47% - Standard Met or Exceeded</p> <p>2025 California Dashboard Overall Performance 25 points below standard</p> <p>Students with Disabilities 95 points below standard</p> <p>African American 37.1 points below standard</p> <p>English Learners 43 points below standard</p> <p>Hispanic 39.6 points below standard</p> <p>Socioeconomically Disadvantaged 30.6 points below standard</p> <p>Math iReady Diagnostic - 2026</p>

	Overall Placement Tier 1 29% Tier 2 50% Tier 3 21%	Overall Placement Tier 1 47% Tier 2 41% Tier 3 12%
English Learners	ELPAC Data 2024 43% Increased one level 0% maintained level 4 32.5% maintained Level 1-3 24.6% decreased one level 15 students were reclassified in the 2023-24 school year. 13 students were reclassified so far in the 2024-25 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 2025-26 school year. 63% increased one level 5% Maintained level 4 25% maintained level 1-3 7% decreased one level Increase EL students reclassifying to 15 students for the 2025-26 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
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	6272.48 LCFF- Supplemental 4000-4999: Books And Supplies 1,000.00 LCFF-Base 4000-4999: Books And Supplies Library Books
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 mitigate learning loss, and enrichment activities	English Learner (EL), Foster Youth, Low Income	0 LCFF- Supplemental/Concentration 5000.00 LCFF- Supplemental

	during and outside the school day in order to support mastery of grade level standards.			1000-1999: Certificated Personnel Salaries 1188.00 LCFF- Supplemental 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 1200.00 LCFF- Supplemental 4000-4999: Books And Supplies 5000.00 LCFF- Supplemental 5000-5999: Services And Other Operating Expenditures PLC Conference
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
2.11	To address the underperformance on state and local assessment, Mint Canyon & the District will provide Teachers and Teachers on Special Assignment	English Foster Income	Learner Youth, (EL), Low	0 District Funded None Specified

	(TOSAs) who will provide coaching and intervention 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	56,000.00 Prop 28 1000-1999: Certificated Personnel Salaries Music Teacher 23,875.00 Prop 28 3000-3999: Employee Benefits
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 District Funded
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 District Funded
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: 2024-25

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 in 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. We have been participating in a districtwide training opportunity to focus on developing as a Professional Learning Community (PLC). This has allowed us to identify and focus on the work around essential standards and use of common formative assessments to drive instructional planning and student support. 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. All of our teaching staff have completed the Orton Gillingham training. Our Learning Support Teachers continue to offer coaching and mentoring opportunities for our staff. They provided opportunities to 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. This year we successfully implemented a music program for all students that included instrumental music for students in 3rd - 6th grades.

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 2024-25 school year we were looking to hire a part time math teacher on special assignment. Unfortunately we were unable to hire this staff member to help focus on math intervention.

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. We have already hired a Math Learning Support Teacher for the 2025-26 school year to support student progress as well as coaching for staff in the area of mathematics. Finally, we are looking forward to continuing the leadership training opportunities coming this year through CAPS with the focus on PLCs and data driven instruction. We hope to send a group of teachers to a PLC conference to help solidify the learning process of our staff. In addition, we will be conducting a book study that focuses on success criteria which will assist in making sure we are checking for student understanding and changing the course of our practices based on that data. 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) as well as some of our Parent Education Nights.

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	2024 - 2025 98% 493 families are contactable out of 505 families	2025-2026 Increase number of families that receive information to 100% of families.
CKH Parent Survey	Avg Overall Survey result is 4.6 out of a baseline of 4 41 Parents responded to the survey (increase of 28%) 15 out of 15 categories were measured at or above the baseline score 3 out of 15 categories were measured slightly above the baseline score. -I am greeted with a smile and a positive tone when I enter my student's school. (4.5/4.5) -I feel welcome at my student's school (4.6/4.5) -My student's school communicates with me consistently. (4.7/4.5)	2025-26 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	2000.00 LCFF- Supplemental 4000-4999: Books And Supplies 4500.00 LCFF-Base 2000-2999: Classified Personnel Salaries Office Assistant Extra Hours 378.45 LCFF-Base 3000-3999: Employee Benefits Office Assistant Extra Hours 8,802.56 LCFF- Supplemental 2000-2999: Classified Personnel Salaries OA - Bilingual 740.30 LCFF- Supplemental 3000-3999: Employee Benefits OA - Bilingual
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)	1300.00 LCFF- Supplemental 2000-2999: Classified Personnel Salaries Translation Services 109.33 LCFF- Supplemental 3000-3999: Employee Benefits Translation Services
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 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.	All Students	0 District Funded None Specified
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	English Learner (EL)	0 District Funded None Specified

	level standards. Funds are accounted for in Goal 2 Action 4.		
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: 2024-25

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 provided one parent education night focused on foundational reading skills, and one family math night.

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 were better attended this 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 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 continue our 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. We are looking to partner with our school PTA to boost parent involvement. In the coming school year, we will be focusing our professional development toward the success of our English Language Learners. We will also look for opportunities to support our families of English learners through parent education and the improvement of our English Language Advisory Committee. We look forward to partnering with PTA events to facilitate more parental involvement.

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 2024-2025 school year, there is an increase in behavior referrals for counseling services and referrals to our 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 2025, 12.86% of student attendance is identified as chronically absent which is showing that although we have been making progress in the positive direction, 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 2023-24 California Dashboard All Students - "Green" - 0.9% suspended at least one day	Expected Outcome 2024-25 All Students - 0.8% suspended at least one day
Attendance	According to the 2024 California Dashboard % of students Chronically Absent: All Students - "Orange" - 21.1% English Learners - "Orange" - 17.3% Socioeconomically Disadvantaged - "Yellow" - 21.4% Students with Disabilities - "Orange" 26.7% African American - 23.1% Hispanic - "Yellow" 21.6% White - "Orange" 19.7%	Expected Outcome for 2025 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 16% English Learners 12% Socioeconomically Disadvantaged 16% Students with Disabilities 21% African American 18% Hispanic 16%

		White 14%
Capturing Kids' Hearts Student Survey	<p>2022-23 CKH Survey (Students) Scale of 1-5</p> <p>256/322 Student responses collected</p> <p>2nd - 5th Grade: All categories met or exceeded baseline. Average overall score 4.6/4.0</p> <p>Some areas for growth are:</p> <p>4.1/4.0 I have one or more teachers who know more about me than my grades.</p> <p>4.7/4.8 We refer to our social contract.</p> <p>6th grade: 16/26 categories met or exceeded baseline. Average overall score 3.7/3/7.</p> <p>Areas for growth are:</p> <p>2.0/3.7 If I had a problem, I would be comfortable talking to a teacher, staff member or leader at school.</p> <p>1.9/ 3.6 My teachers and/or students dismiss class with a launch or short motivational message</p>	<p>2023-24 CKH Survey (Students) Scale of 1-5</p> <p>Goal of at least 260 Student responses collected</p> <p>2nd - 5th Grade:</p> <p>4.3 I have one or more teachers who know more about me than my grades</p> <p>4.8 - We refer to our social contract</p> <p>6th Grade</p> <p>3.7 - If I had a problem, I would be comfortable talking to a teacher, staff member or leader at school</p> <p>3.6 My teachers or classmates use Launches at the end of the school day</p>

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	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified

	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.		
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	91,148.15 Title I 1000-1999: Certificated Personnel Salaries 100% Social Worker 32,413.40 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	4000.00 Title I 4000-4999: Books And Supplies Capturing Kids' Hearts Premium Subscription 3705.45 Title I 5800: Professional/Consulting Services And Operating Expenditures CKH Campus Traction Visit 544.55 LCFF- Supplemental 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: 2024-25

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 and Second Step as the main focus for Social Emotional Learning programs this year to support skills to promote problem solving and conflict resolution. Our School Social Workers have worked closely with our homeless & foster populations, focused on attendance incentives and activities (funded in Goal 1). We have two School Social Workers, one who is here two days a week, while the other is here five 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 maintained a 100% Social Worker and additionally a 40% Social Worker this year. The Second Step program has been implemented more widely this school year, although it needs to continue to be an emphasis.

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 (funded in Goal 1), as well as 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 continue the focus on professional development needs for our staff, both classified & certificated. In the 2025-26 school year, we will be providing more support for families through parent education around social emotional learning.

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	\$294,465.00
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	\$131,267.00

Subtotal of additional federal funds included for this school: \$131,267.00

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	\$36,397.00
LCFF- Supplemental/Concentration	\$0.00
LCFF-Base	\$46,926.00
Prop 28	\$79,875.00

Subtotal of state or local funds included for this school: \$163,198.00

Total of federal, state, and/or local funds for this school: \$294,465.00

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	46,926	0.00
LCFF- Supplemental	36,397	0.00
Title I	131,267	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF- Supplemental	36,397.00
LCFF- Supplemental/Concentration	0.00
LCFF-Base	46,926.00
Prop 28	79,875.00
Title I	131,267.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	152,148.15
2000-2999: Classified Personnel Salaries	16,602.56
3000-3999: Employee Benefits	58,704.48
4000-4999: Books And Supplies	57,359.81
5000-5999: Services And Other Operating Expenditures	5,400.00
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
	District Funded	0.00
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	5,000.00
2000-2999: Classified Personnel Salaries	LCFF- Supplemental	10,102.56
3000-3999: Employee Benefits	LCFF- Supplemental	2,037.63
4000-4999: Books And Supplies	LCFF- Supplemental	13,712.26
5000-5999: Services And Other Operating Expenditures	LCFF- Supplemental	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF- Supplemental	544.55
	LCFF- Supplemental/Concentration	0.00
2000-2999: Classified Personnel Salaries	LCFF-Base	6,500.00
3000-3999: Employee Benefits	LCFF-Base	378.45
4000-4999: Books And Supplies	LCFF-Base	39,647.55
5000-5999: Services And Other Operating Expenditures	LCFF-Base	400.00
1000-1999: Certificated Personnel Salaries	Prop 28	56,000.00
3000-3999: Employee Benefits	Prop 28	23,875.00
1000-1999: Certificated Personnel Salaries	Title I	91,148.15
3000-3999: Employee Benefits	Title I	32,413.40
4000-4999: Books And Supplies	Title I	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	3,705.45

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	45,287.33
Goal 2	99,535.48
Goal 3	17,830.64
Goal 4	131,811.55

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
Giovanni Micelli, 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
Josie DeCecchis, Teacher	Classroom Teacher
Andrea Maldonado, 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 5/21/2025.

Attested:

Principal, Mrs. Paulette Volmer on 5/21/2025

SSC Chairperson, Mr. Dave Crowther on 5/21/2025

Instructions

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) 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.

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.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

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

Kelly Hill

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 5/21/2025.

Attested:




Principal, Mrs. Paulette Volmer on 5/21/2025

SSC Chairperson, Mr. Dave Crowther on 5/21/2025