

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

II. About This School

Contact Information (School Year 2011-12)

| School | | District | |
|-------------------------|--|-----------------------|--|
| School Name | Mineral Elementary School | District Name | Mineral Elementary School District |
| Street | 38355 Scenic Ave. | Phone Number | 530.527.5811 |
| City, State, Zip | Mineral, CA 96063-0130 | Web Site | www.tcde.tehama.k12.ca.us/mineralesd.html |
| Phone Number | 530.595.3322 | Superintendent | Brenda Wolfe |
| Principal | Charles Allen | E-mail Address | callen@tehamaschools.org |
| E-mail Address | callen@tehamaschools.org | CDS Code | 52716056053607 |

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

It is the vision of Mineral School District to:

- Maximize opportunities provided by our unique multi-graded learning environment.
- Develop students' self-image while promoting their personal growth.
- Unite with parent in supporting the academic endeavors of the students.
- Provide occasions for social development with the community and other educational facilities.
- Strive to remain competitive in the use of technological advances in the classroom.
- Enhance student appreciation of visual and performing arts.
- Maintain a safe and orderly environment that will maximize the ability to learn.
- Utilize our unique mountain setting to create environmental awareness and promote stewardship of the earth.

Principal's Message

On behalf of the Mineral Elementary School Staff, I would like to extend a warm welcome to all. I believe each child progresses according to their own needs and abilities, within the outline of required state curriculum. The learning environment at school should be a structured, yet enjoyable experience. Consistent discipline, goals, student responsibilities, and an atmosphere of mutual respect creates a safe environment in which students feel happy, comfortable, and productive.

Mineral School takes pride in the quality of education provided by our staff, the level of student achievement, and the spirit of cooperation and communication we strive to achieve between home, school and the community. I always encourage parents to actively participate in their child's education. By working together, we can customize your child's education.

Sincerely,

Brenda Wolfe

Teacher/Principal/Superintendent

Mission Statement

Mineral Elementary School strives to provide a nurturing environment which teaches students to work cooperatively, to appreciate students' individuality and needs, and to promote academic excellence by having high expectations, thereby creating caring and responsible individuals with a life long desire for learning.

School Profile

Mineral Elementary School (MES) is a tiny K-8 school located in the small mountain community of Mineral, California, which is 45 miles east of Red Bluff, just off Highway 36E. It is at an elevation of approximately 4,800 feet and is the only school in Tehama County to receive significant amounts of snow in the winter. The main employers are Lassen Volcanic National Park, Lassen National Forest Service, and California Department of Transportation.

Mineral Elementary School is located away from many unpleasant aspects and influences of larger areas, and is nestled between a National Park and National Forest lands. In addition to the small size of student enrollment and its dedicated staff, Mineral Elementary School is also fortunate to have the unique mountain, forest, and meadow environment at our doorstep, as a natural laboratory. During part of the school year, students have the opportunity to hike in Lassen Volcanic Park, as well as the areas immediately surrounding the community while studying natural and environmental topics.

Numerous field trips are offered throughout each school year, and during the winter, students participate in cross-country skiing and snowshoeing. MES joins in several events with other small schools in Tehama County, including a track meet and art celebration. Each student receives a private music lesson every week, and participates in a performance opportunity at some point during the year.

Mineral Elementary has two classrooms, but generally operates as a multi-graded classroom. This provides for a small teacher/student ratio, which is a benefit to local area students. Each student's education experience is individualized and tailored to meet specific needs. The availability of cell phone service and internet connectivity is excellent in the community of Mineral, and the school is connected through a T-1 line. High school students ride a bus to Red Bluff High School, or they have the opportunity to enroll in the District Charter School, eScholar Academy.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Mineral Elementary greatly benefits from its supportive parents who take an active roll in their child(ren)'s education. The school has a strong base of parent volunteers who assist in organizing school performances and functions (such as the Winter Holiday Community Potluck and Performance), hold fundraisers, and chaperon field trips and sports events. Parents are also welcome to join or attend the school site council.

Student Enrollment by Grade Level (School Year 2010-11)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 0 |
| Grade 1 | 0 |
| Grade 2 | 2 |
| Grade 3 | 1 |
| Grade 4 | 1 |
| Grade 5 | 0 |
| Grade 6 | 0 |
| Grade 7 | 0 |
| Grade 8 | 2 |
| Total Enrollment | 6 |

Student Enrollment by Group (School Year 2010-11)

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American | 0 | White | 66.7 |
| American Indian or Alaska Native | 0 | Two or More Races | 0 |
| Asian | 0 | Socioeconomically Disadvantaged | 0 |
| Filipino | 0 | English Learners | 0 |
| Hispanic or Latino | 33.3 | Students with Disabilities | 16.7 |
| Native Hawaiian/Pacific Islander | 0 | | |

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2008-09 | | | 2009-10 | | | 2010-11 | | | | | |
|-------------|-----------------|----------------------|-------|---------|-----------------|----------------------|---------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | |
| 2 | | | | | | | | 2 | 1 | 0 | 0 | |
| 3 | | | | | | | | 1 | 1 | 0 | 0 | |
| 4 | | | | | | | | 1 | 1 | 0 | 0 | |
| 5 | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | |
| Other | | | | | | | | | | | | |

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

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Safety of students and staff is a primary concern of Mineral Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on January 21, 2009 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster.

Fire drills are conducted on a monthly basis throughout the school year. Earthquake, propane leak, and intruder/lock-down drills are each held twice a year. Students are supervised before and after school by certificated teacher/principal and classified staff supervises students during lunch and break periods. There is a designated area for student drop off and pick up. Visitors must sign in at the office upon arrival on school grounds.

Suspensions and Expulsions

| Rate | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 |
| Suspensions | 0 | 0 | 0 | 0 | 0 | 0 |
| Expulsions | 0 | 0 | 0 | 0 | 0 | 0 |

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 06/15/11

Mineral Elementary is comprised of 2 classrooms, a gym / multipurpose room, a library, and a playground. Cleaning Process: The principal works weekly with the custodial staff (one part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. Maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2009/10 school year the district allocated \$811 for the deferred maintenance program. This represents approximately .03% of the district's general fund budget. During the 2009/10 school year, the district's governing board did approve deferred maintenance projects for the school, which included new windows for the classrooms and library, painting the blacktop area, and replacing the bathroom floors.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|--|---------------|------|------|------|--|
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | [] | [X] | [] | [] | |
| Interior: Interior Surfaces | [] | [X] | [] | [] | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | [] | [X] | [] | [] | |
| Electrical: Electrical | [] | [X] | [] | [] | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | [] | [] | [] | [X] | Entire School Building; one structure - Fountain in North classroom tested high for lead. It is currently turned off and unusable. |
| Safety: Fire Safety, Hazardous Materials | [] | [X] | [] | [] | |
| Structural: Structural Damage, Roofs | [] | [X] | [] | [] | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [] | [X] | [] | [] | |
| Overall Rating | [] | [X] | [] | [] | |

V. Teachers

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2008-09 | 2009-10 | 2010-11 | 2010-11 |
| With Full Credential | 2 | 1 | 1 | |
| Without Full Credential | 0 | 0 | 0 | |
| Teaching Outside Subject Area of Competence | | | | --- |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2009-10 | 2010-11 | 2011-12 |
|---|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | |
| Total Teacher Misassignments | 0 | 0 | |
| Vacant Teacher Positions | 0 | 0 | |

- * "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by | |
|----------------------------------|--|-----------------------------|
| | NCLB Compliant Teachers | Non-NCLB Compliant Teachers |
| This School | 100 | 0 |
| All Schools in District | 12.41 | 87.59 |
| High-Poverty Schools in District | 12.41 | 87.59 |
| Low-Poverty Schools in District | 0 | 0 |

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | 1 | --- |
| Library Media Teacher (Librarian) | | --- |
| Library Media Services Staff (paraprofessional) | | --- |
| Psychologist | 1 | --- |
| Social Worker | | --- |
| Nurse | 1 | --- |
| Speech/Language/Hearing Specialist | 1 | --- |
| Resource Specialist (non-teaching) | 1 | --- |
| Other | | --- |

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

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

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

Year and month in which data were collected: June 2011

Mineral Elementary held a Public Hearing on October 7, 2010, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the county office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-------------------------------|--|----------------------------|---|
| Reading/Language Arts | Houghton Mifflin Adoption Year 2003 | Yes | 0% |
| | Pearson Adoption Year 2009 | | |
| Mathematics | Everyday Math Adoption Year 2008 | Yes | 0% |
| | Holt Adoption Year 2009 | | |
| Science | CPO Science Adoption Year 2007 | Yes | 0% |
| | Houghton Mifflin Adoption Year 2007 | | |
| History-Social Science | Scott Foresman Adoption Year 2007 | Yes | 0% |
| | Glencoe/McGraw Hill - Discovering our Past Adoption Year 2005 | | |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | \$45,748 | \$9,135 | \$36,613 | |
| District | --- | --- | \$8,564 | |
| Percent Difference: School Site and District | --- | --- | | \$53,534 |
| State | --- | --- | \$5,455 | \$57,071 |
| Percent Difference: School Site and State | --- | --- | | |

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

District Revenue Sources

In addition to general state funding, Mineral Elementary receives state and federal funding for the following categorical funds and other support programs: Title II, Part A (Teacher Quality); Title II, Part D (Technology); Title IV, Part A (SDFSC); Title V, Part A (Innovative); Title VI, Subpart 1 REAP Flexibility; Title VI, Subpart 1 Small Rural School Achievement; Economic Impact Aid; and TUPE.

Data Sources

Data within the SARC was provided by Tehama County Department of Education, Mineral Elementary School District, retrieved from the 2009-10 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

It is important to note, however, that many figures are not available to the public, due to the small size of Mineral Elementary School and confidentiality protection. Individual student scores are shared with each student's parent(s), the teachers, and the Mineral School Board Trustees.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | | \$38,744 |
| Mid-Range Teacher Salary | | \$55,509 |
| Highest Teacher Salary | | \$70,567 |
| Average Principal Salary (Elementary) | | \$92,338 |
| Average Principal Salary (Middle) | | \$96,427 |
| Average Principal Salary (High) | | \$94,401 |
| Superintendent Salary | | \$109,381 |
| Percent of Budget for Teacher Salaries | 32% | 37% |
| Percent of Budget for Administrative Salaries | 11% | 7% |

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

IX. Student Performance

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

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

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

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

| Subject | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 |
| English-Language Arts | 0 | 0 | 0 | 24 | 29 | 34 | 49 | 52 | 54 |
| Mathematics | 0 | 0 | 0 | 13 | 20 | 26 | 46 | 48 | 50 |
| Science | 0 | 0 | 0 | 19 | 18 | 30 | 50 | 54 | 57 |
| History-Social Science | 0 | 0 | 0 | 14 | 12 | 23 | 41 | 44 | 48 |

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

Standardized Testing and Reporting Results by Student Group - Most Recent Year

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| All Students in the LEA | 34 | 26 | 30 | 23 |
| All Student at the School | 0 | 0 | 0 | 0 |
| Male | 0 | 0 | 0 | 0 |
| Female | 0 | 0 | 0 | 0 |
| Black or African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | | | | |
| Native Hawaiian/Pacific Islander | | | | |
| White | 0 | 0 | 0 | 0 |
| Two or More Races | | | | |
| Socioeconomically Disadvantaged | 0 | 0 | 0 | 0 |
| English Learners | | | | |
| Students with Disabilities | | | | |
| Students Receiving Migrant Education Services | | | | |

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

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | | | |
| 7 | | | |

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

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

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

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

| API Rank | 2008 | 2009 | 2010 |
|-----------------|------|------|------|
| Statewide | | | |
| Similar Schools | | | |

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

| Group | Actual API Change | | |
|----------------------------------|-------------------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 |
| All Students at the School | | | |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | | | |
| Native Hawaiian/Pacific Islander | | | |
| White | | | |
| Two or More Races | N/D | | |
| Socioeconomically Disadvantaged | | | |
| English Learners | | | |
| Students with Disabilities | | | |

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

| Group | 2011 Growth API | | | | | |
|----------------------------------|-----------------|------------|---------------|------------|---------------|------------|
| | School | | LEA | | State | |
| | # of Students | Growth API | # of Students | Growth API | # of Students | Growth API |
| All Students at the School | | | 66 | 647 | 4,683,676 | 778 |
| Black or African American | | | 0 | | 317,856 | 696 |
| American Indian or Alaska Native | | | 0 | | 33,774 | 733 |
| Asian | | | 1 | | 398,869 | 898 |
| Filipino | | | 0 | | 123,245 | 859 |
| Hispanic or Latino | | | 7 | | 2,406,749 | 729 |
| Native Hawaiian/Pacific Islander | | | 0 | | 26,953 | 764 |
| White | | | 57 | 639 | 1,258,831 | 845 |
| Two or More Races | | | 1 | | 76,766 | 836 |
| Socioeconomically Disadvantaged | | | 65 | 641 | 2,731,843 | 726 |
| English Learners | | | 0 | | 1,521,844 | 707 |
| Students with Disabilities | | | 2 | | 521,815 | 595 |

Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

| AYP Criteria | School | District |
|---|--------|----------|
| Made AYP Overall | Yes | No |
| Met Participation Rate: English-Language Arts | Yes | Yes |
| Met Participation Rate: Mathematics | Yes | Yes |
| Met Percent Proficient: English-Language Arts | Yes | No |
| Met Percent Proficient: Mathematics | Yes | No |
| Met API Criteria | N/A | No |
| Met Graduation Rate (if applicable) | N/A | Yes |

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

| Indicator | School | District |
|---|--------|----------|
| Program Improvement Status | | |
| First Year of Program Improvement | | |
| Year in Program Improvement | | |
| Number of Schools Currently in Program Improvement | --- | 0 |
| Percent of Schools Currently in Program Improvement | --- | 0 |

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Staff Development

Staff members build teaching skills and concepts by participating in conferences and workshops throughout the school year; then sharing their experiences and knowledge with colleagues. Topics for staff development during the 2010/11 school year included: language arts, technology and instruction, evaluating testing data, science and mathematics instruction, power standards and learning records management.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the Superintendent, or an outside evaluator, who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Developing as a Professional Educator. Tehama Co. Office of Education offers programs to assist teachers, such as Beginning Teacher Support and Training (BTSA), for new, credentialed teachers.

Substitute Teachers

The Mineral Elementary district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Mineral Elementary. Generally, the district does not experience any problems finding qualified substitute teachers.

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.