

Mineral Elementary School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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 (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Mineral Elementary School
Street	38355 Scenic Ave.
City, State, Zip	Mineral, CA 96063-0130
Phone Number	530-595-3322
Principal	Todd Brose
E-mail Address	tbrose@antelopeschools.org
CDS Code	52716056053607

District Contact Information	
District Name	Mineral Elementary School District
Phone Number	530-595-3322
Web Site	www.tcde.tehama.k12.ca.us/mineralesd.html
Superintendent	Todd Brose
E-mail Address	tbrose@antelopeschools.org

School Description and Mission Statement (School Year 2012-13)

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.

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.

Opportunities for Parental Involvement (School Year 2012-13)

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 Performance), hold fundraisers, and chaperon field trips and sports events. Parents are also welcome to join or attend the school site council.

III. 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	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts				34	34	24	54	56	55
Mathematics				26	20	16	49	50	50
Science				30	36	30	57	60	59
History-Social Science				23	14	17	48	49	49

Note: 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	24	16	30	17
All Student at the School	0	0	0	0
Male	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				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

Note: 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 2012-13)

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 Web page 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			

Note: 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.

IV. 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 Web page 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	2010	2011	2012
Statewide			
Similar Schools			

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

Group	Actual API Change		
	2010-11	2011-12	2012-13
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			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "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 - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School			78	652	4,655,989	790
Black or African American			0		296,463	708
American Indian or Alaska Native			0		30,394	743
Asian			0		406,527	906
Filipino			0		121,054	867
Hispanic or Latino			12	662	2,438,951	744
Native Hawaiian/Pacific Islander			0		25,351	774
White			65	646	1,200,127	853
Two or More Races			1		125,025	824
Socioeconomically Disadvantaged			54	622	2,774,640	743
English Learners			0		1,482,316	721
Students with Disabilities			6		527,476	615

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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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	N/A

Federal Intervention Program (School Year 2013-14)

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 Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	PI
First Year of Program Improvement		203-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	33%

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

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

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.0	White	85.7
American Indian or Alaska Native	0.0	Two or More Races	0.0
Asian	0.0	Socioeconomically Disadvantaged	0.0
Filipino	0.0	English Learners	0.0
Hispanic or Latino	14.3	Students with Disabilities	0.0
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	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	1	0	0	1	1		
1									1	1		
2	2	1	0	0	1	1	0	0				
3	1	1	0	0	3	1	0	0	1	1		
4	1	1	0	0	1	1	0	0	2	1		
5					1	1	0	0	1	1		
6												
Other												

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

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

School Safety Plan (School Year 2012-13)

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 a certificated teacher 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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0	0		0	0	
Expulsions	0	0		0	0	

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

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
- Description of any needed maintenance to ensure good repair

Mineral Elementary is comprised of 2 classrooms, a gym / multipurpose room, a library, and a playground. Cleaning Process: The Superintendent 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 2010/11 school year the district allocated \$428 for the deferred maintenance program. This represents approximately .015% of the district's general fund budget. During the 2010/11 school year, the district's governing board did approve deferred maintenance projects for the school, which included Insulation under the Library floor, and an updated fire alarm system. For the 2011/12 school year the district allocated \$428 for the deferred maintenance program. This represents approximately .015% of the district's general fund budget. During the 2011/12 school year, the district's governing board did approve deferred maintenance projects for the school, which included mold abatement and asphalt slurry seal for the parking lot. the school district plans to provide a parking cover for the district vehicle and skidster during the 12/13 school year.

School Facility Good Repair Status (School Year 2013-14)

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 year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: 06/28/12				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	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 Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	1	1		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)				---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as 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 Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School		
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

Note: 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 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	1	---
Social Worker	0	---
Nurse	1	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist	1	---
Other	0	---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

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 instruction 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 September 20, 2011, 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 Pearson Adoption Year 2009	Yes	0.0%
Mathematics	Everyday Math Adoption Year 2008 Holt Adoption Year 2009	Yes	0.0%
Science	CPO Science Adoption Year 2007 Houghton Mifflin Adoption Year 2007	Yes	0.0%
History-Social Science	Scott Foresman Adoption Year 2007 Glencoe/McGraw Hill - Discovering our Past Adoption Year 2005	Yes	0.0%
Foreign Language			
Health			
Visual and Performing Arts			

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	49931	8091	44892	n/a
District	---	---	9183	
Percent Difference: School Site and District	---	---	79.54%	
State	---	---	\$5,537	\$57,720
Percent Difference: School Site and State	---	---	40.60%	

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 Web page 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 Web page 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 2012-13)

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 programs and other support programs: Title II, Part A (Teacher Quality); Title ; Title VI, Subpart 1 Small Rural School Achievement; Economic Impact Aid.

Data Sources

Data within the SARC was provided by Tehama County Department of Education, Mineral Elementary School District, retrieved from the 2010-11 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 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

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, and 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 2012-2013 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.