

Mineral Elementary School District

Mineral Elementary School

2008-2009 School Accountability Report Card

**Brenda Wolfe,
Principal**

**School Address:
38355 Scenic Ave.
Mineral, CA
96063-0130**

530-595-3322

**Brenda Wolfe,
Superintendent**

**District Address:
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(530) 595-3322

**www.tcde.
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Governing Board Members

During the 2008/2009 the Mineral Elementary School District was governed by the following Board of Education Members: Pam Begrin, Graham Dobson, and Barbara Jackson.

Vision Statement

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.

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.

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.

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	0.0%
American Indian	0.0%
Asian	0.0%
Caucasian	100.0%
Filipino	0.0%
Hispanic or Latino	0.0%
Pacific Islander	0.0%
Multiple or No Response	0.0%



Discipline & Climate for Learning

Students at Mineral Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Mineral Elementary discipline program is to ensure a safe learning environment and to instill self-discipline. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook which is sent home at the beginning of the school year. There have been no Suspension or Expulsions for the last three years. Suspensions and expulsions occur only when required by law or when all other alternatives are exhausted. Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These school-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities and programs include: instrumental music, art, and athletic activities. The school recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements by their classroom teacher and/or the Principal.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	1	0	0	1	0	0
Suspension Rate	20.0%	0.0%	0.0%	0.9%	0.0%	0.0%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

	Enrollment Trend by Grade Level		
	2006-07	2007-08	2008-09
K		3	2
1st			1
2nd		1	2
3rd	1		
4th	2		
5th	1	2	
6th	1		2
7th		1	
8th			1

Class Size

Average class size is less than ten. In addition to a credentialed teacher, students receive assistance in the classroom from a paraprofessional instructional aide. Because of the school's small size, all students receive completely individualized curriculum and instruction.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	07	08	09	1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
4-8	-	4	9	-	1	1	-	-	-	-	-	-

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Mineral Elementary began implementing CSR for grades kindergarten through three in 1996-1997. One hundred percent of the K-3 class has participated in CSR for the past three school years.

CSR Participation			
	2006-07	2007-08	2008-09
K-3	100%	100%	100%

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 2008/09 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.

GATE

Mineral Elementary offers Gifted and Talented Education (GATE) program to those who qualify. GATE funds contribute to Mineral School's music program for all students, as well as enrichment for gifted students.

Counseling & Support Staff

It is the goal of Mineral Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:6. Other support service personnel available at Mineral Elementary are contracted through the Tehama County Department of Education.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor		As Needed
District Nurse		As Needed
Psychologist		As Needed
Resource Specialist		As Needed
Speech and Language Specialist		As Needed

Teacher Assignment

Mineral Elementary recruits and employs the most qualified credentialed teachers. For the 2008/09 school year, Mineral Elementary had one full-time and one half-time, fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. For the 2008/09 school year, the most current data is reported.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	1	2	2	9
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	1

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Instructional Time (includes Minimum days)

For the 2008/09, Mineral Elementary offered 180 days of instruction, comprised of 145 regular days. The additional 35 minimum days were utilized for: staff collaboration, professional development and curriculum planning. All instructional time exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

	Instructional Minutes By Grade Level	
	Minutes Required	Actual Minutes
K	36,000	37,800
1st	50,400	50,450
2nd	50,400	50,450
6th	54,000	56,250
8th	54,000	56,250

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.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Individualized Instruction

Because of the tiny size of the school, ALL students at Mineral Elementary receive individualized instruction tailored to the unique needs of each. The school also provides special education services to students who are qualified. Programs and services designed to meet the student's needs are identified in the Individualized Education Plan (IEP). The Resource Specialist Program serves students with exceptional needs who are able to function in the regular classroom for the majority of the day. Speech and Language services are also available.

School Leadership

Leadership at Mineral Elementary is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past six years, leadership duties were assumed by Principal /Superintendent Brenda Wolfe. She has more than twenty years of experience in education with positions as an Elementary Classroom Teacher, Special Day Class Teacher, Resource Specialist Teacher, and Principal/ Superintendent. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

Contact Information

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Curriculum Development

All curriculum development at the Mineral Elementary School is based on the California State Content Standards and Frameworks. All of the small Tehama County Schools work together in exploration of new curriculum, and generally adopt new curriculum as a consortium. Curriculum guides are updated regularly, to align with the state standards, Tehama County assessments, district goals, and the statewide assessment program.

Instructional Materials

Mineral Elementary held a Public Hearing on September 23, 2009, 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.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	History/Social Science	Scott Foresman	2007	Yes	0.0%
6th-8th	History/Social Studies	Glencoe/McGraw Hill-Discovering our Past	2005	Yes	0.0%
K-5	Mathematics	Everyday Math	2008	Yes	0.0%
6th-8th	Mathematics	Holt	2009	Yes	0.0%
K-5	Reading/Language Arts	Houghton Mifflin	2003	Yes	0.0%
6th-8th	Reading/Language Arts	Pearson	2009	Yes	0.0%
6th-8th	Science	CPO Science	2007	Yes	0.0%
K-5	Science	Houghton Mifflin	2007	Yes	0.0%

Computer Resources

Both classrooms have at least 4 computers that are connected to the Internet, with one in the library as well. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities.

Computer Resources			
	06-07	07-08	08-09
Computers	25	10	10
Students per computer	0.2	0.7	0.8
Classrooms connected to Internet	3	2	2

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries and community resource centers located in Red Bluff, or Chester (in Plumas County), which contain numerous computer workstations.

Safe School 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.

School Facilities

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 Conditions				
Date of Last Inspection: 12/14/2009				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/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 (Grounds, Windows, Doors, Gates, Fences)	X			

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. For results on course specific tests, please see <http://star.cde.ca.gov>.

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.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	*	*	*	15	21	24	43	46	50
Mathematics	*	*	*	7	10	13	40	43	46
Science	*	*	*	*	14	18	38	46	50
History/Social Science	*	*	*	2	8	14	33	36	41

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools. The District's API score is mostly a reflection of the Charter School, eScholar Academy.

Because Mineral Elementary School has less than eleven students who test in any one grade level, scores are not allowed to be published in order to protect confidentiality. Overall, student scores are maintained at Proficient and Advanced.

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

Federal Intervention Program

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 (English/Language Arts 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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (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).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		No	
Graduation Rate	N/A		N/A	

Physical Fitness

In the spring of each year, Mineral Elementary is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test. **Due to the moderate number of students, scores are not disclosed.**

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	-	\$38,481
Mid-Range Teachers	-	\$55,789
Highest Teachers	-	\$70,849
Elementary School Principals	-	\$88,862
Middle School Principals	-	\$94,015
High School Principals	-	\$97,594
Superintendent	-	\$110,994
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.1%	37.2%
Administrative Salaries	10.5%	6.6%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$53,534
District	-
Percentage of Variation	-
School & State	
All Elementary School Districts	\$56,284
Percentage of Variation	4.89%

District Expenditures

According to the customary calculations, Mineral Elementary spent an average of \$45,748 to educate each student. However, these figures are distorted as compared to other schools, due to the tiny population of the Elementary school. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$45,748
From Restricted Sources	\$9,135
From Unrestricted Sources	\$36,613
District	
From Unrestricted Sources	\$8,564
Percentage of Variation between School & District	327.52%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	564.24%

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 2008-089 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.

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