

Mitchell Community Elementary

Bev Farrell-Smith, Principal

Principal, Mitchell Community Elementary

About Our School

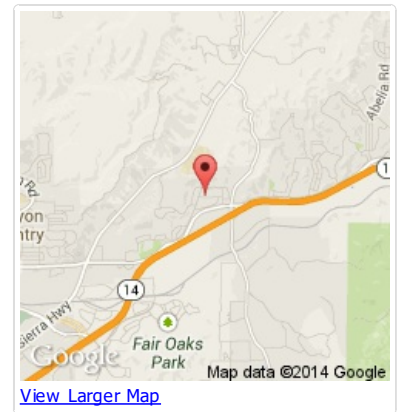
Welcome to Mitchell Community School's School Accountability Report Card.

**Spanish version of the School Accountability Report Card will be available at:
http://www.sssd.k12.ca.us/mitchell/annual_SARC_report_card/

Contact

16821 West Goodvale St.
Canyon Country, CA
91387

Phone: 661-252-9110
E-mail: bfarrell-smith@sssd.k12.ca.us



Data and Access

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 Web page](#).
- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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](#).

About This School

Contact Information (School Year 2012-13)

School	
School Name	Mitchell Community Elementary
Street	16821 West Goodvale St.
City, State, Zip	Canyon Country, Ca, 91387
Phone Number	661-252-9110
Principal	Bev Farrell-Smith, Principal
E-mail Address	bfarrell-smith@sssd.k12.ca.us
County-District-School (CDS) Code	19650456066807

District	
District Name	Sulphur Springs Union
Phone Number	(661) 252-5131
Web Site	http://www.sssd.k12.ca.us
Superintendent First Name	Robert
Superintendent Last Name	Nolet
E-mail Address	bnolet@sssd.k12.ca.us

Last updated: 12/4/2013

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

A visit to Mitchell School reveals a secure environment where commitment to a quality education, high expectations, dedication, positive morals, and a unity of purpose are clearly evident. Our beautiful campus rests among semi-arid rolling hillsides in a residential area 40 miles northeast of Los Angeles. The outstanding staff, working together as a Professional Learning Community, provides rigorous instruction for in preparation to the transition to the Common Core State Standards in each subject. Currently our student population is 640 with a staff of twenty-five teachers. Additional certificated staff includes a resource specialist a speech/language specialist, a district psychologist, and a school counselor. The classified staff supporting students consists of an efficient office staff, two custodians, six special education instructional assistants, 17 special circumstance instructional assistants, a community liaison, a computer lab assistant, a science lab assistant, an English Language Development instructional assistant, a library technician, yard and lunch supervisors, and cafeteria attendants. Mitchell also has an exceptional parent population who actively support school learning and contribute many volunteer hours. There is an exciting spirit of cooperation at Mitchell School which supports an environment where all children can learn. A large part of our success is attributed to the professional and talented teaching staff. Our Professional Learning Community operates on four essential questions; 1. What do we want students to learn? 2. How will we know they learned it? 3. What will we do when they do? 4. What will we do when they don't? Grade level teams use specific and measurable, SMART goals to monitor objectives, to identify strategies and actions steps, to delineate responsibility and establish time lines to meet objectives. Our Continuing educational goal is to meet the needs of all students while creating a student community of lifelong learners. All students are provided a challenging curriculum currently being aligned to the Common Core State Standards. Effective use of a wide range of teaching strategies and high quality, readily available materials bring this curriculum to life for students. Intervention and support programs assist student learning. Classroom and District Common assessments monitor students' growth and guide the instructional program. Technology is a very important tool at Mitchell where we are utilizing state-of-the-art computers for our computer lab. Every student in grades Trans K-6 has supervised access to the Internet as well as the on-line Accelerated Reader program. Each of our general education and special education classrooms are equipped with current Smart Board technology which includes a sound system, a hover camera and iPads. We continually seek innovative means to expand and update our existing technology as well as find as many new ways to integrate technology into the daily curriculum as possible. Students' learning is our number one priority at Mitchell School. Along with a strong emphasis on academics, Mitchell School displays a tradition of pride, commitment, and caring. The Character Counts Program is embedded in all aspects of Mitchell School's every day life inside the classroom and on the playground. Students earn Caught Being Good Slips for making good decisions and demonstrating the values of responsibility and caring. The school's discipline policies also reflect the Six Pillars of Character. At monthly award assemblies students are given special recognition for their accomplishments. We have various Student Council, grade level sponsored events, and PTA activities which promote community responsibility. The PTA supports the staff and works tirelessly to benefit all students. In all aspects, Mitchell Community School continues to be a leader among California elementary schools!

Last updated: 12/4/2013

Opportunities for Parental Involvement (School Year 2012-13)

Mitchell School is very fortunate to have an active parent group. They work effortlessly to assist their children at home with homework and projects to support their child's education. Many parents support Mitchell School's PTA and have volunteered approximately 6,000 hours in the classrooms. Parents participate in Site

Council, evening workshops, District adoption committees, District Conferences, attend District Board Meetings hosted at Mitchell, attend Mitchell School's monthly awards assemblies, and actively participate in parent conferences. Mitchell parents are an important component of our school community.

Last updated: 1/30/2014

Student Performance

Standardized Testing and Reporting Program

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.
- **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.

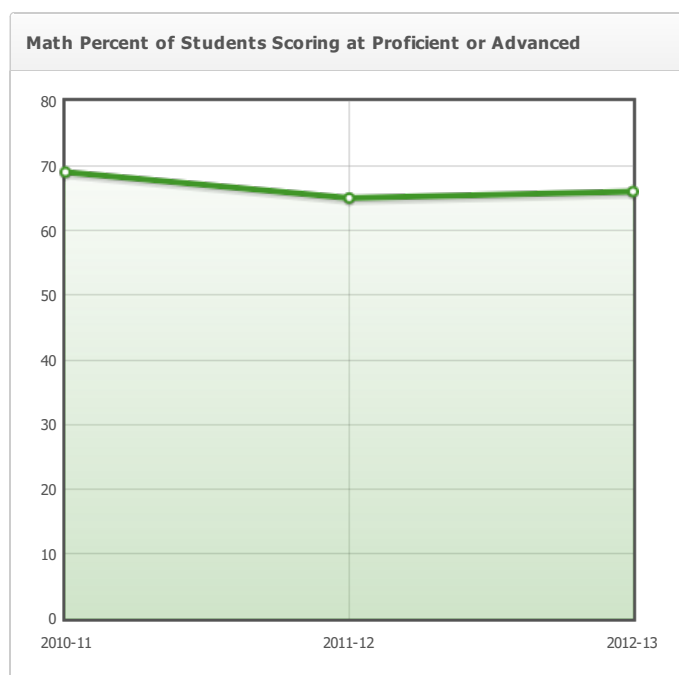
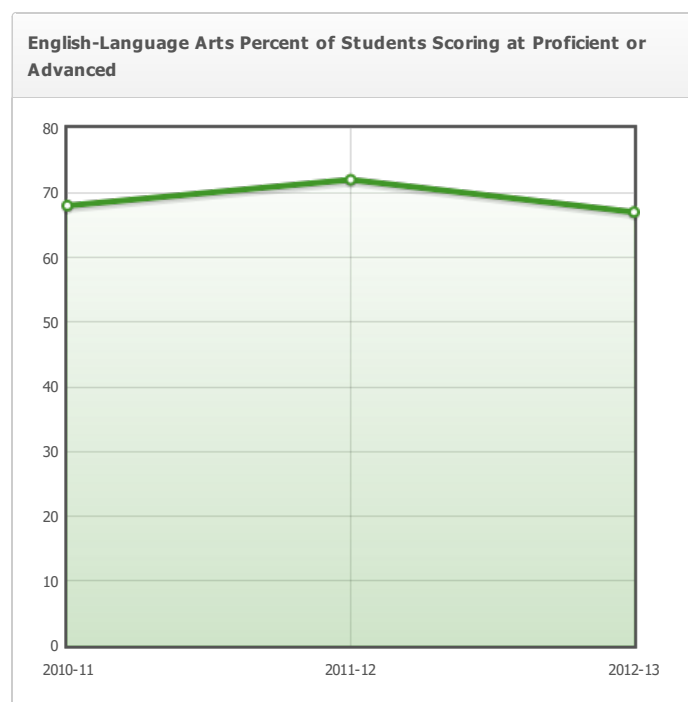
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

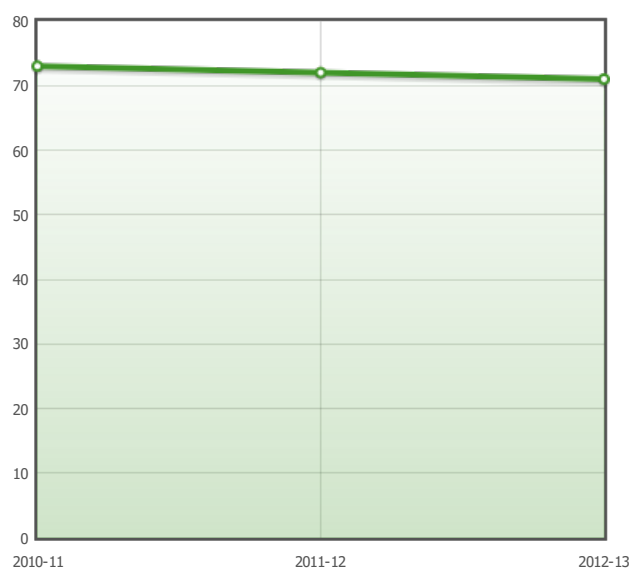
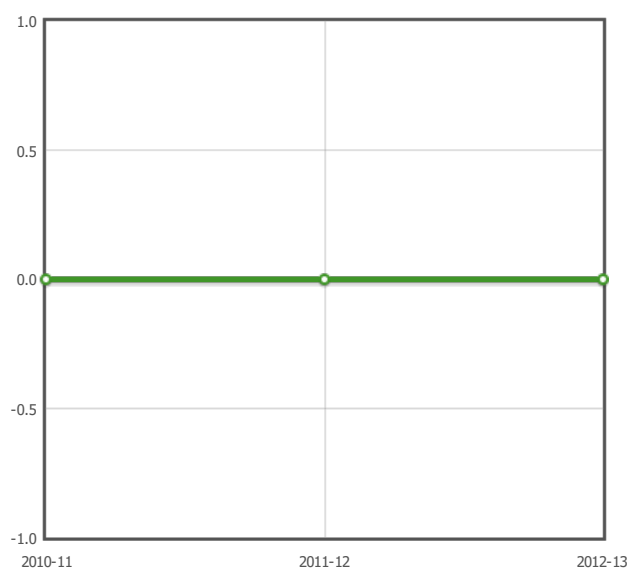
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

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	68%	72%	67%	62%	65%	65%	54%	56%	55%
Mathematics	69%	65%	66%	64%	65%	67%	49%	50%	50%
Science	73%	72%	71%	72%	73%	65%	57%	60%	59%
History-Social Science	N/A	N/A	N/A	N/A	N/A	N/A	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.



Science Percent of Students Scoring at Proficient or Advanced**History Percent of Students Scoring at Proficient or Advanced**

Last updated: 11/27/2013

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	65%	67%	65%	N/A
All Students at the School	67%	66%	71%	N/A
Male	63%	69%	80%	N/A
Female	70%	64%	63%	N/A
Black or African American	54%	52%	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	94%	100%	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	57%	56%	53%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	74%	77%	88%	N/A
Two or More Races	72%	64%	N/A	N/A
Socioeconomically Disadvantaged	52%	51%	61%	N/A
English Learners	36%	38%	46%	N/A
Students with Disabilities	16%	20%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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.

Last updated: 1/22/2014

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](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.5%	25.0%	33.3%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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.

Last updated: 11/27/2013

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](#).

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	2010-11	2011-12	2012-13
Statewide	8	8	7
Similar Schools	6	6	5

Last updated: 11/27/2013

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	-4	5	-11
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	1	8	-7
Native Hawaiian or Pacific Islander			
White	-12	13	-16
Two or More Races			
Socioeconomically Disadvantaged	10	-20	-10
English Learners	6	-7	0
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.

Last updated: 11/27/2013

Academic Performance Index Growth by Student Group – 2012-13 Growth API Comparison

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

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	472	848	3,847	847	4,655,989	790
Black or African American	43	837	269	810	296,463	708
American Indian or Alaska Native	1		13	857	30,394	743
Asian	30	947	183	942	406,527	906
Filipino	9		80	917	121,054	867
Hispanic or Latino	187	793	1,727	798	2,438,951	744
Native Hawaiian or Pacific Islander	4		18	882	25,351	774
White	174	885	1,346	890	1,200,127	853
Two or More Races	24	864	211	907	125,025	824
Socioeconomically Disadvantaged	205	791	1,813	793	2,774,640	743
English Learners	93	791	1,144	792	1,482,316	721
Students with Disabilities	47	642	454	708	527,476	615

Last updated: 11/27/2013

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

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](#).

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

Last updated: 11/27/2013

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](#).

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	44.4%

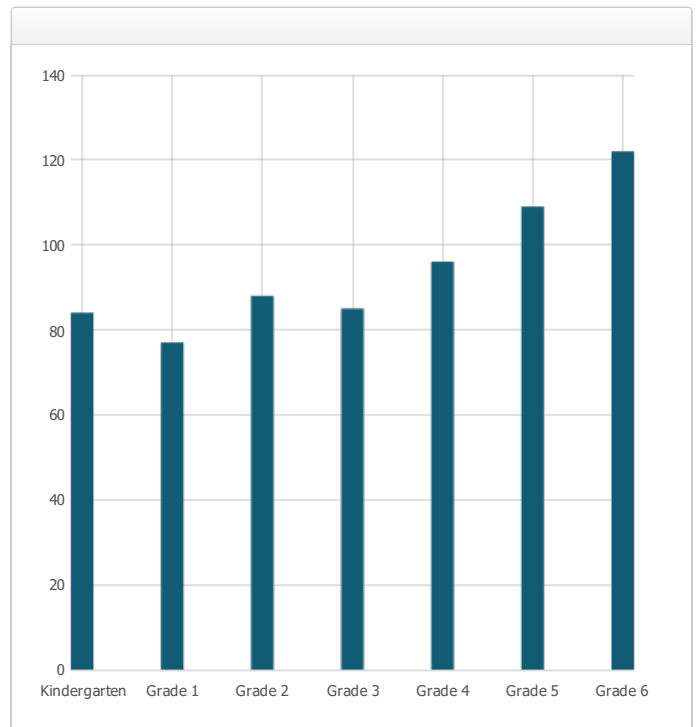
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Last updated: 11/27/2013

School Climate

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

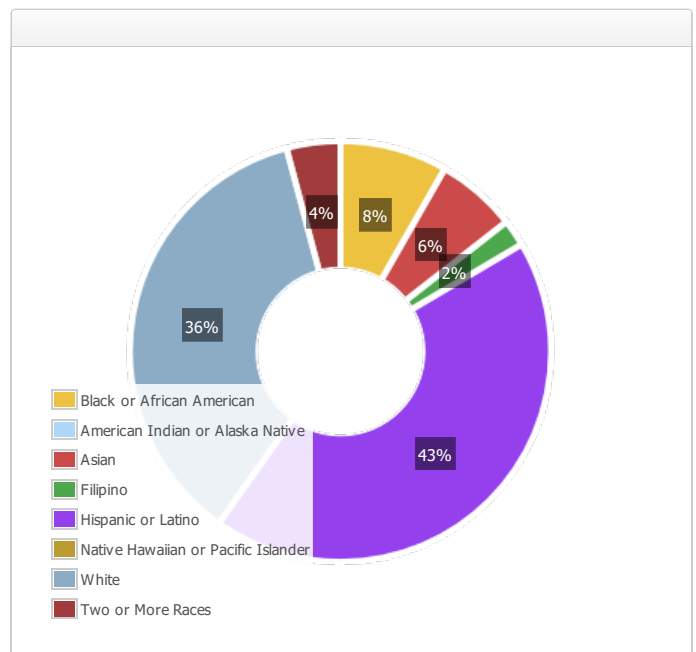
Grade Level	Number of Students
Kindergarten	84
Grade 1	77
Grade 2	88
Grade 3	85
Grade 4	96
Grade 5	109
Grade 6	122
Total Enrollment	661



Last updated: 11/27/2013

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	8.2
American Indian or Alaska Native	0.2
Asian	6.4
Filipino	2.4
Hispanic or Latino	42.4
Native Hawaiian or Pacific Islander	0.6
White	35.1
Two or More Races	4.8
Socioeconomically Disadvantaged	41.0
English Learners	20.3
Students with Disabilities	6.5



Last updated: 11/27/2013

Average Class Size and Class Size Distribution (Elementary)

2010-11					2011-12					2012-13		
Grade Level	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17.8	4			20.7	3			21.0	1	3	
1	16.8	4			18.8	4			15.0	2	3	
2	21.8	1	3		25.0	1	2		22.0	1	3	
3	21.4	2	3		16.2	3	3		21.0	1	3	
4	26.5	1	3		32.0		1	2	24.0	1	3	
5	23.0	2	3		26.5	1	3		22.0	2		3
6	24.6	2	3		23.0	2	3		24.0	1	4	
Other												

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

Last updated: 11/27/2013

School Safety Plan (School Year 2012-13)

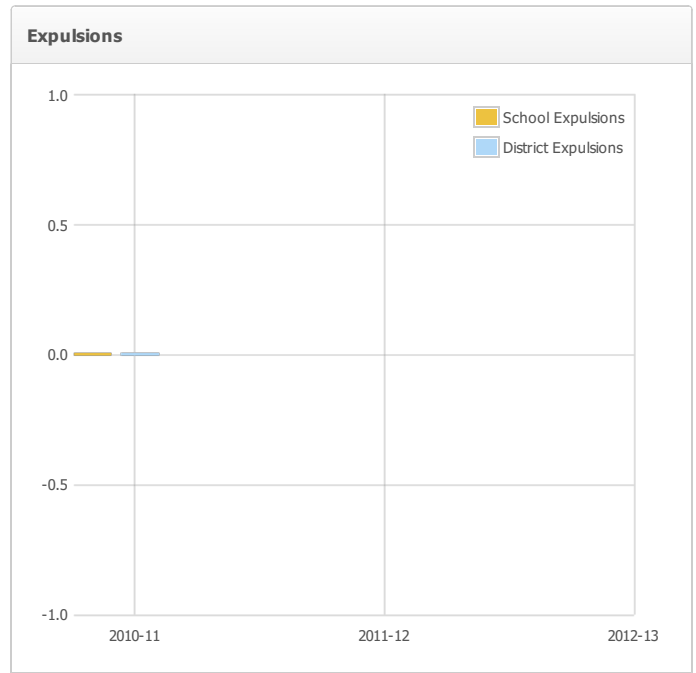
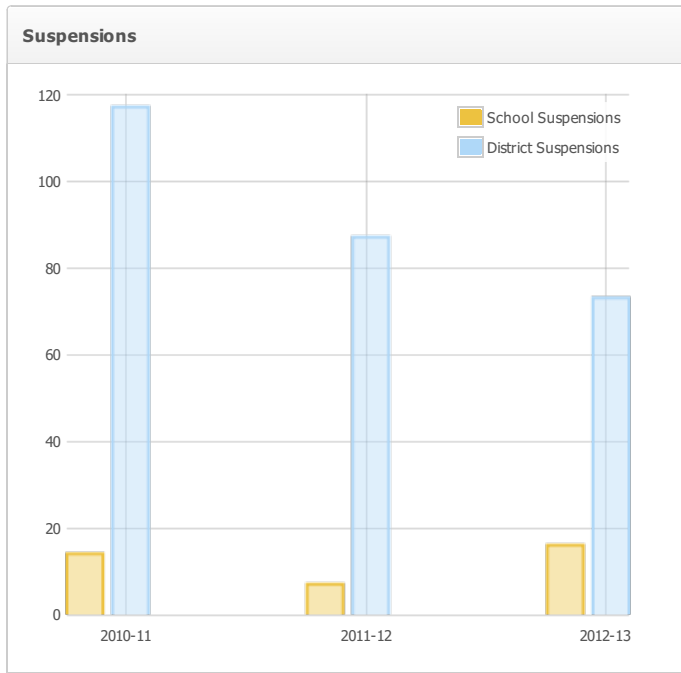
Every student and staff member has the right to attend a safe school where he or she is free from physical or psychological harm. The School Safety Plan includes:-School disaster procedures-Guidelines to ensure a safe teaching and learning environment-Guidelines to promote safe travel to and from school-District and community resources for students and parents-Guidelines to promote an environment where students, parents, staff and the community communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

Last updated: 12/4/2013

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	14.00	7.00	16.00	117.00	87.00	73.00
Expulsions						

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



Last updated: 11/27/2013

School Facilities

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

Mitchell school has 35 classrooms, with 10 of them being portables. It has a multipurpose room, a library, and an administration building, a computer lab and science lab. The main campus was built in 1965 and was modernized in 1999. A hard-working custodial and District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school is kept clean daily with heavy, or deep, cleaning done during school breaks. It is a clean and well-maintained school.

Monthly site inspections are routinely done at Mitchell School. School administrators walk the campus and complete the Sulphur Springs School District Facilities Cleanliness Form and the Safety Inspection Checklist Report. If there are any concerns, a district work order is submitted for repair or monitoring. Each semester the school administrator walks the campus with members of the PTA and custodial staff to complete the District's Indoor Air Quality Report. Again if any items need to be addressed, a district work order is submitted and promptly addressed. Reports from these campus walks are forwarded to the district office and have found Mitchell School to be a clean and safe place for students to learn. Recently an asphalt covered hill was excavated and landscaped. This project was funded partially by student council fund raising with generous contributions from maintenance and operations.

Last updated: 12/4/2013

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

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Kindergarten play structure bridge is being replaced to insure student safety.

Overall Facility Rate (School Year 2012-13)

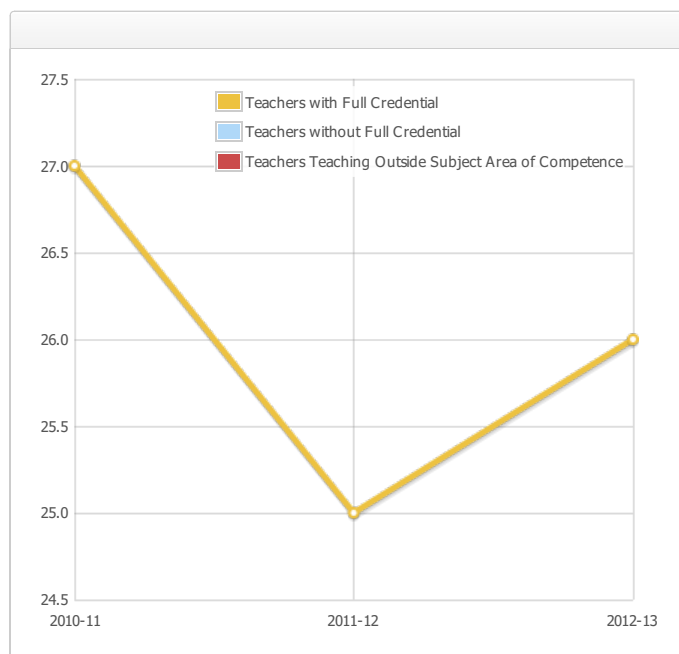
Overall Rating	Exemplary
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Last updated: 12/4/2013

Teachers

Teacher Credentials

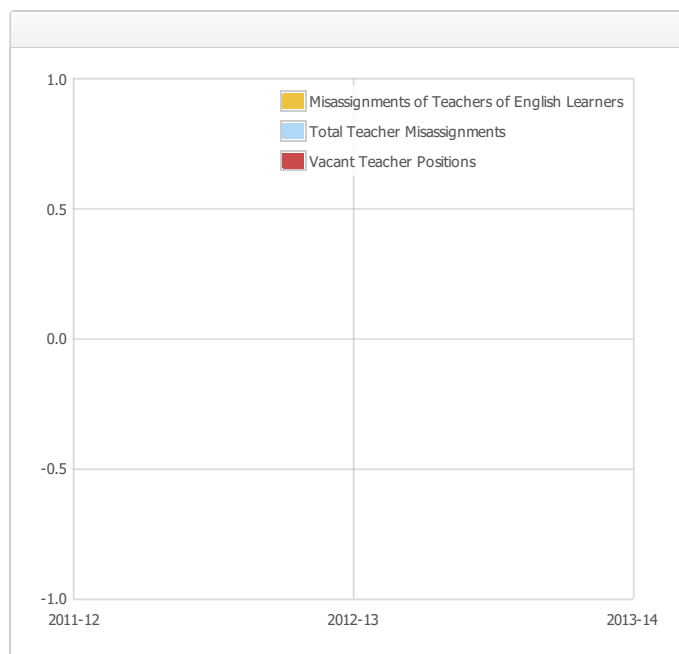
Teachers	School				District
	2010-11	2011-12	2012-13	2012-13	
With Full Credential	27	25	26	246	
Without Full Credential				2	
Teachers Teaching Outside Subject Area of Competence (with full credential)					



Last updated: 11/27/2013

Teacher Misassignments and Vacant Teacher Positions

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



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.

Last updated: 11/27/2013

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](#).

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	
All Schools in District	100	
High-Poverty Schools in District	100	
Low-Poverty Schools in District	100	

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.

Last updated: 11/27/2013

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		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

Note: Cells shaded in black or with N/A values do not require data.

* 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.

Last updated: 11/27/2013

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal 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: November 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin Reading Language (K-6) (Adopted 2003) ***The state of California suspended textbook adoptions in 2009 and will be reinstating them in the 2015-2016 school year***	No	0.0
Mathematics	Pearson enVision Math (K-6)	Yes	0.0
Science	Scott Foresman California Science (3-6) Houghton Mifflin California Science (K-2) ***The state of California suspended textbook adoptions in 2009 and will be reinstating them in the 2015-2016 school year***	Yes	0.0
History-Social Science	Scott Foresman History-Social Studies (K-5) (2007) Harcourt History-Social Studies (6) (2007) ***The state of California suspended textbook adoptions in 2009 and will be reinstating them in the 2015-2016 school year***	Yes	0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/30/2014

School Finances

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5,286	\$813	\$4,473	\$74,761
District	N/A	N/A	\$8,252	\$76,105
Percent Difference – School Site and District	N/A	N/A	36.00%	1.00%
State	N/A	N/A	\$5,537	\$70,193
Percent Difference – School Site and State	N/A	N/A	1.00%	6.00%

Note: Cells shaded in black or with N/A values do not require data.

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](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/22/2014

Types of Services Funded (Fiscal Year 2012-13)

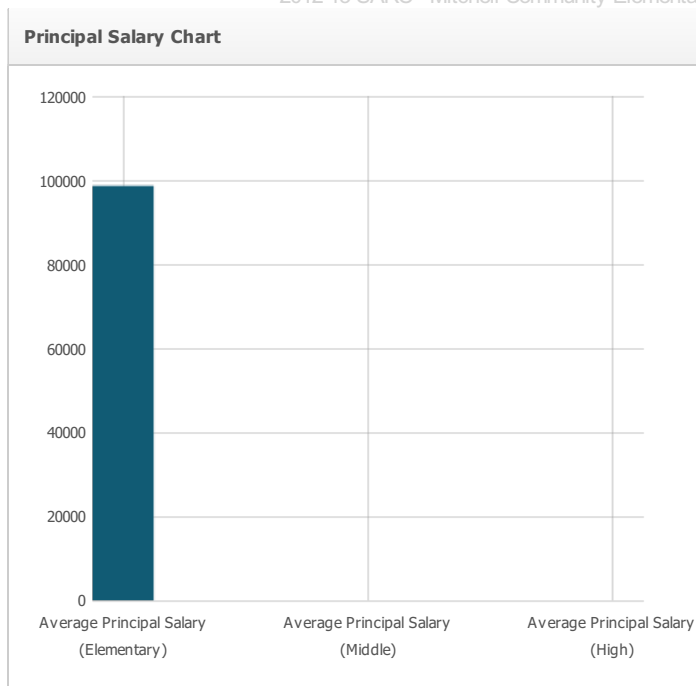
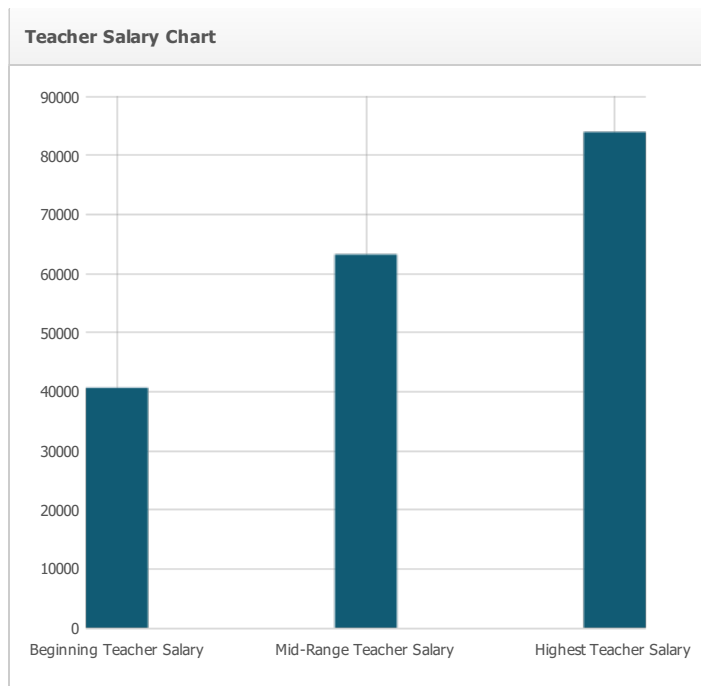
Categorical dollars support training for teachers in working with special populations of students (English Learners, Gifted and Talented Students/GATE) and general teacher training.

Last updated: 1/22/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,634	\$41,451
Mid-Range Teacher Salary	\$63,210	\$67,655
Highest Teacher Salary	\$83,938	\$85,989
Average Principal Salary (Elementary)	\$98,651	\$108,589
Average Principal Salary (Middle)	\$00	\$111,643
Average Principal Salary (High)	\$00	\$110,257
Superintendent Salary	\$160,123	\$182,548
Percent of Budget for Teacher Salaries	40.0%	42.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



Last updated: 1/22/2014

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Staff development in the district centers on the Board approved SSSD Three Year Professional Development Plan. The staff development provided at school sites supports this plan with continuing training on understanding the Common Core State Standards; student achievement, and specific curricular collaboration. Staff development needs are identified district wide through the STAR data, new adoptions, and other legislated mandates. A major thrust has been on implementing and understanding the Common Core State Standards in the core curriculum; data from student assessment; adoption cycle; new programs; state and federal mandates; and other professional needs aimed at supporting all teachers from the brand new to the experienced. Both district and the school sites provide opportunities for teachers to attend workshops off-site. Teachers frequently bring back ideas and share them with teachers at their own school and across the district during Professional Development Tuesday time. Teacher leaders are invaluable in the dissemination of new materials, ideas and programs. Teachers volunteer to present for other teachers and readily share ideas and materials with one another. The District and sites identify consultants to use in providing staff development. Staff development is offered at a variety of times in order to be as convenient as possible for the majority of teachers. Professional Development Tuesdays support the implementation of the Professional Learning Community model. A minimum of two Tuesdays per month are dedicated to Teacher Collaboration. Teacher leaders continue to provide support as staff uses Aeries for assessment, purposes, individual and group achievement data analysis and Standard Based Report Card generation. Additional staff development is provided as a result of a needs assessment by the teaching staff in the areas of: Writing as it relates to Reading Comprehension, Accelerated Reader, Accelerated Math English in a Flash, Diversity, uninterrupted/leveled reading instruction and differentiated instruction.

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