

Pinetree Community Elementary

Jane D'Anna, Principal

Principal, Pinetree Community Elementary

About Our School

Pinetree Community School has undergone a tremendous transformation. Over the past three years, our school has consistently been closing the achievement gap with our significant student subgroups. A large part of our success can be attributed to the excellence and dedication of our teachers, committed support staff, professional development, continuous reflection on teaching practice and student learning, an effective response to intervention model, continuous data analysis, and collaboration that takes place on a weekly basis.

Our school goals are aligned with the goals of A Blueprint For Great Schools. They include:

- Providing students with challenging and interesting learning
- Using a variety of teaching strategies, techniques, and technology to meet the needs of diverse learners
- Promoting continued educational growth for students, parents, and staff
- Promoting a safe and orderly learning environment
- Creating and maintaining positive, effective communication between home, school, and the community

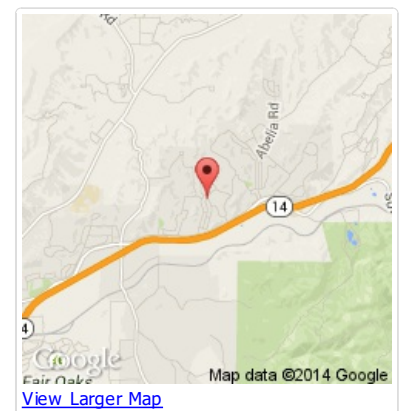
Parents are an integral part of our school community. They devote many volunteer hours to help support our school and academic programs. Additionally, our PTA provides funds to help support our partnership with Cultivating Creative Minds, a nonprofit organization that provides specialized classes (art, music, and drama) to our students.

In closing, our school vision is focused on elevating our students' performance and wellbeing above typical state averages. Our students will be proficient or advanced in essential state content level standards. They will acquire life skills and positive behaviors to become successful human beings. Teacher collaboration and analysis of common assessments drives instruction for enrichment and intervention. Student learning is a shared responsibility that involves parents, teachers, classified staff, and students.

Contact

29156 Lotusgarden Dr.
Canyon Country, CA
91387

Phone: 661-298-2280
E-mail: jdanna@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	Pinetree Community Elementary
Street	29156 Lotusgarden Dr.
City, State, Zip	Canyon Country, Ca, 91387
Phone Number	661-298-2280
Principal	Jane D'Anna, Principal
E-mail Address	jdanna@sssd.k12.ca.us
County-District-School (CDS) Code	19650456107205

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: 11/27/2013

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

Pinetree Community School Mission Statement: Pinetree Community School students will be proficient or advanced in essential state content level standards. They will acquire life skills and positive behaviors to become successful human beings. Student learning is a shared responsibility that involves parents, teachers, classified staff, and students. Grade level collaboration and analysis of common assessments drives instruction for enrichment and intervention. We have been making significant gains in closing the achievement gap with our Hispanic and Socioeconomically Disadvantaged Students. We achieved our API and AYP goals. A large part of our success can be attributed to the excellence of our experienced teaching staff. This is the fourth year of our Professional Learning Community (PLC) at Pinetree. Our PLC 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? Part of our success can be attributed to our response to intervention model. We are continuing with our Pinetree Accelerated Curriculum Time-English Language Development (PACT/ELD) response to intervention model. PACT/ELD is an opportunity for teachers to offer remediation or enrichment according to students' needs. Students are given a multitude of tests based on a grade level standard already taught in class. Then students will be grouped in either advanced/proficient, basic, below-basic, and far-below-basic. Each group will be targeting the standard at the students' instructional level for 35 minutes of direction instruction 1st-6th (5 days a week) and 30 minutes for K. Students who have mastery will be able to extend their learning by exploring other content areas connected to the standard. PACT/ELD provides students with differentiated instruction and flexible grouping to ensure that students are appropriately placed. PACT/ELD supports the District's goals to raise reading comprehension scores and meet the needs of all students from advanced to far below basic. Professional development is also another point of pride. Over 75% of our teachers are GLAD (Guided Language Acquisition and Design) trained. The goal is to have all teachers trained. This will help us smoothly transition into the common core and help students use their higher ordered thinking skills. Pinetree teachers receive a 45 minute grade level release during the regular school day called PACT Enrichment Release time. Three credentialed teachers teach music, art, and movement (rotation schedule). This gives the teachers a dedicated amount of time to collaborate, plan, and monitor student progress. Parents are an integral part of the school community. The PTA devotes many volunteer hours to support our academic program. Additionally, they provide funds, which support programs such as music, physical education, and art as well as technology, disaster preparedness, and other site needs.

Last updated: 1/14/2014

Opportunities for Parental Involvement (School Year 2012-13)

Classroom teachers provide opportunities for parents to support the instructional program through presentations, working with small groups or individual students, or providing time to prepare materials. Parents can become involved in supporting the school by joining the PTA and participating in PTA sponsored events. Some the annual events are the Harvest Festival, Book Fairs, Celebrations Around The World, Parent/Student Dances, Tri-R-Athon (reading, arithmetic, running fundraiser).

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 the CMA with accommodations.

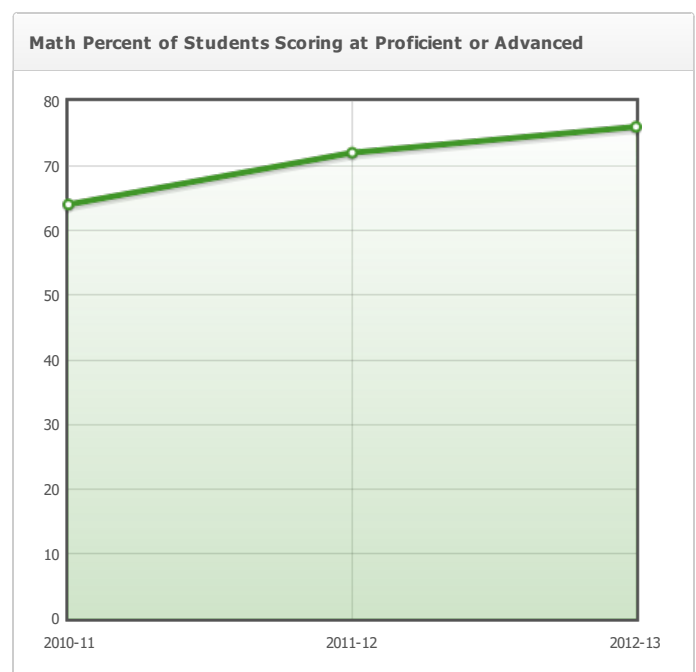
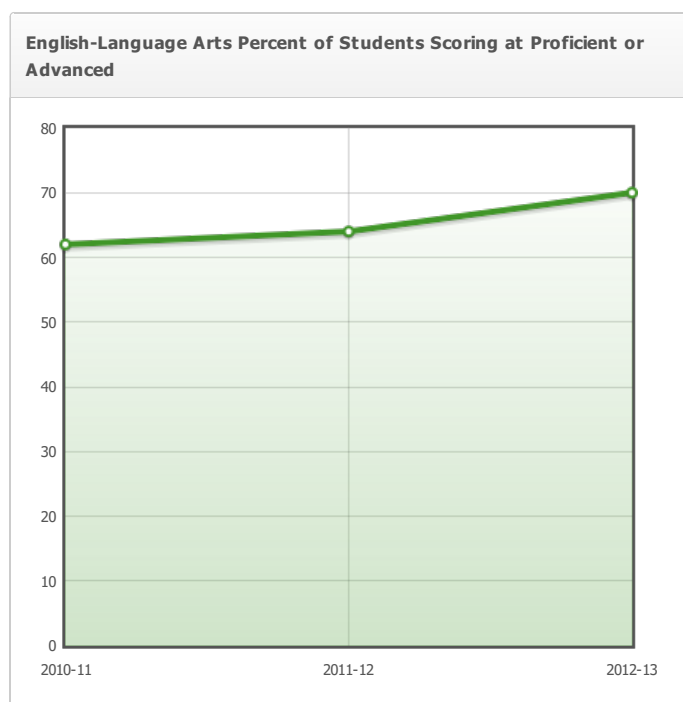
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

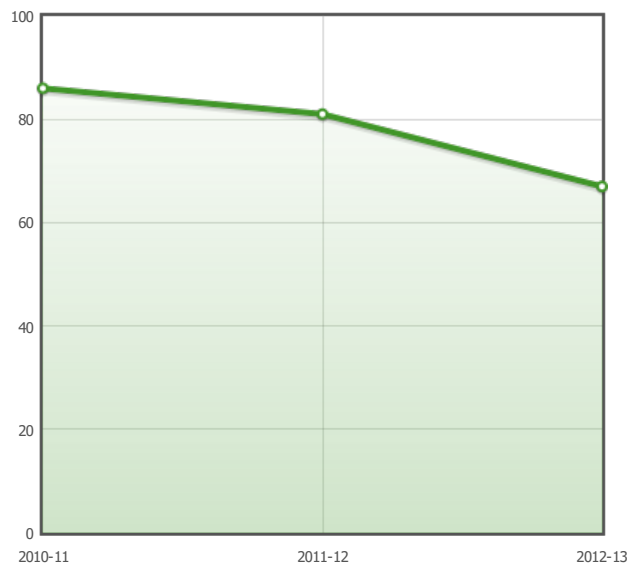
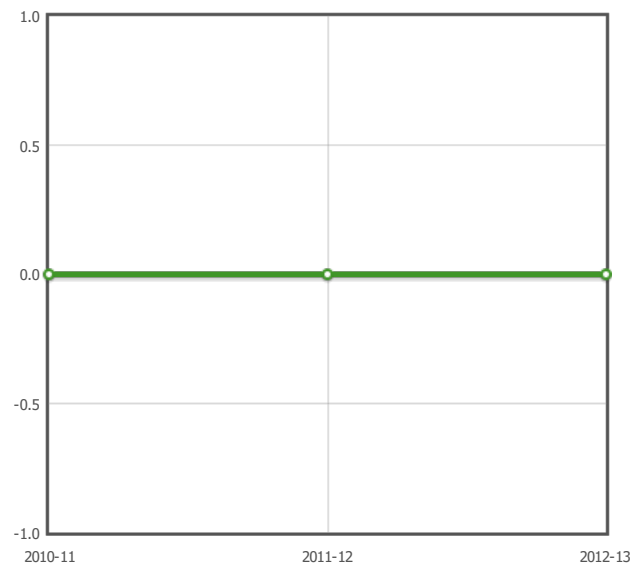
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

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	62%	64%	70%	62%	65%	65%	54%	56%	55%
Mathematics	64%	72%	76%	64%	65%	67%	49%	50%	50%
Science	86%	81%	67%	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: 1/14/2014

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	70%	76%	67%	N/A
Male	69%	76%	69%	N/A
Female	71%	76%	66%	N/A
Black or African American	63%	68%	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	59%	69%	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	73%	77%	73%	N/A
Two or More Races	57%	87%	N/A	N/A
Socioeconomically Disadvantaged	58%	69%	43%	N/A
English Learners	30%	53%	N/A	N/A
Students with Disabilities	40%	45%	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	16.2%	29.3%	37.4%
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	7	7	7
Similar Schools	1	2	4

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	6	14	25
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	18	11	
Native Hawaiian or Pacific Islander			
White	3	21	8
Two or More Races			
Socioeconomically Disadvantaged	8	50	43
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.

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	437	876	3,847	847	4,655,989	790
Black or African American	19	851	269	810	296,463	708
American Indian or Alaska Native	3		13	857	30,394	743
Asian	11	836	183	942	406,527	906
Filipino	3		80	917	121,054	867
Hispanic or Latino	51	828	1,727	798	2,438,951	744
Native Hawaiian or Pacific Islander	1		18	882	25,351	774
White	326	886	1,346	890	1,200,127	853
Two or More Races	23	852	211	907	125,025	824
Socioeconomically Disadvantaged	136	836	1,813	793	2,774,640	743
English Learners	53	799	1,144	792	1,482,316	721
Students with Disabilities	60	739	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	Yes	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%

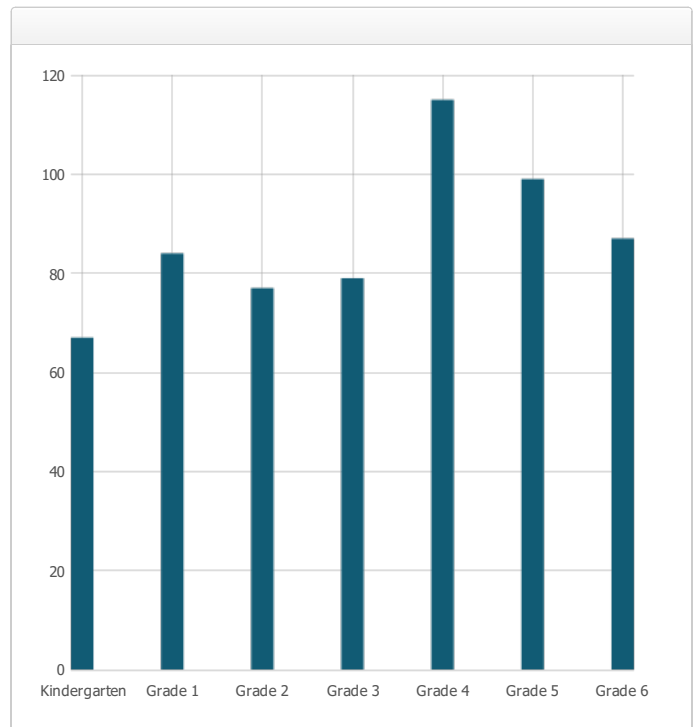
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Last updated: 11/27/2013

School Climate

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

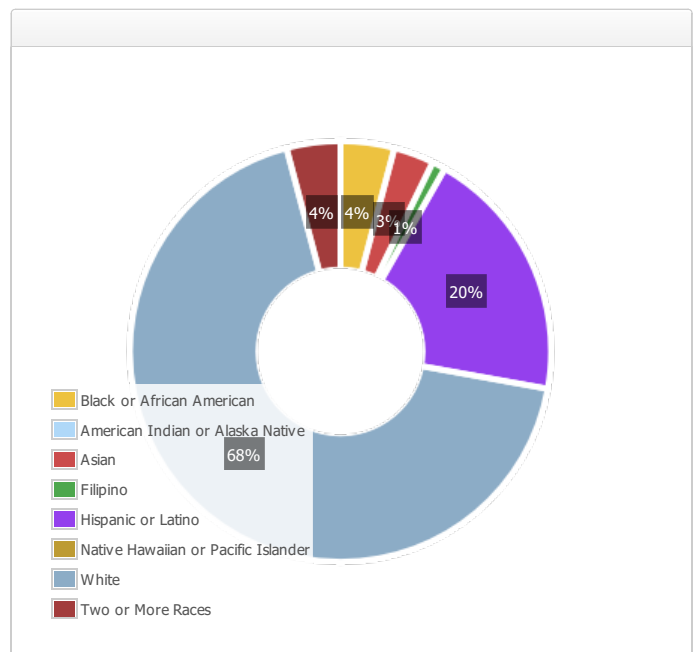
Grade Level	Number of Students
Kindergarten	67
Grade 1	84
Grade 2	77
Grade 3	79
Grade 4	115
Grade 5	99
Grade 6	87
Total Enrollment	608



Last updated: 11/27/2013

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

Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	0.5
Asian	3.0
Filipino	1.5
Hispanic or Latino	19.7
Native Hawaiian or Pacific Islander	0.2
White	66.3
Two or More Races	4.6
Socioeconomically Disadvantaged	30.9
English Learners	11.7
Students with Disabilities	8.9



Last updated: 11/27/2013

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11			2011-12			2012-13		
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size
		1-20	21-32	33+		1-20	21-32	33+	
K	18.3	4			18.8	4			22.0
1	21.3	4			19.4	4	1		17.0
2	22.0	2	3		19.5	2	2		15.0
3	23.5	1	3		26.8		4		20.0
4	30.3		3		31.7		3		23.0
5	27.3	1	3		27.7		3		20.0
6	28.7		3		27.5	1	1	2	22.0
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)

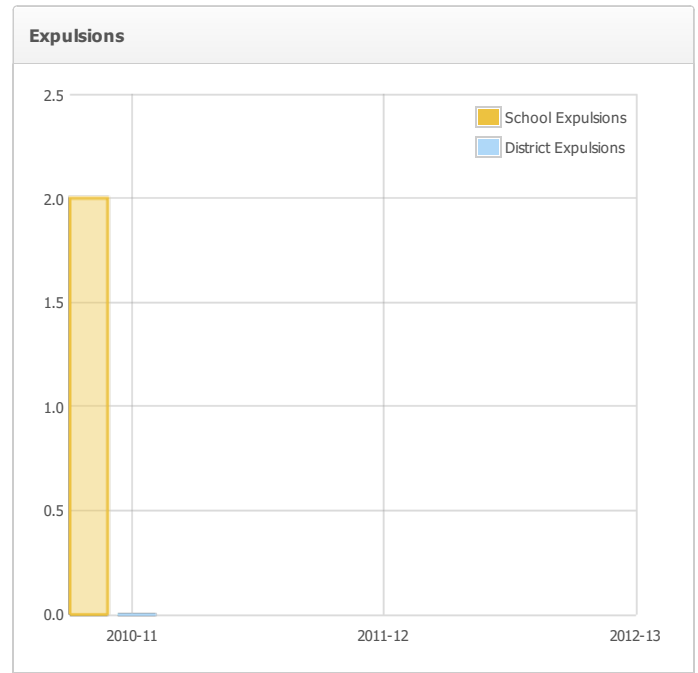
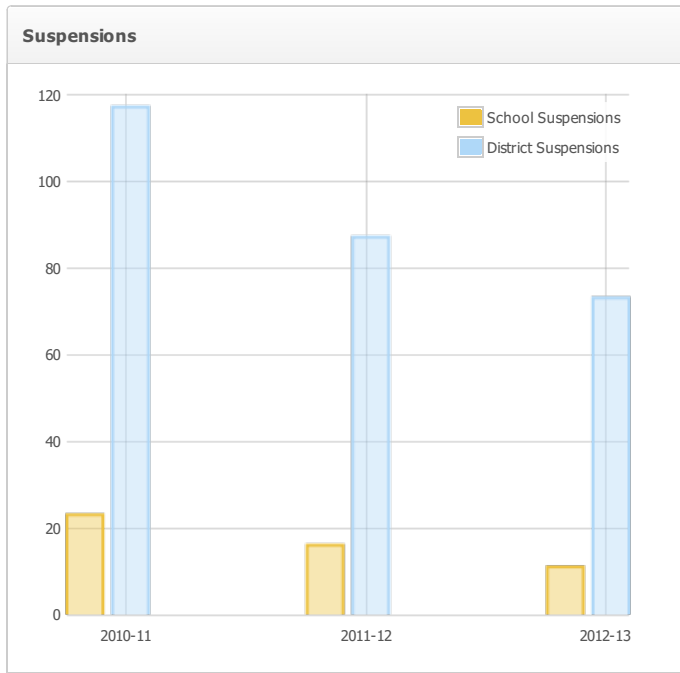
The School Safety Plan is reviewed with all stakeholders. Every student and staff member has the right to attend a safe school where he or she is free from physical or psychological harm. The School Safety Plan includes: School Handbook, Emergency Procedures, Character Education, School Suspension Guidelines, District/Community Resources For Students and Parent, Annual Staff Harassment Training, Safety Training Videos, and Student Behavior Assemblies.

Last updated: 1/14/2014

Suspensions and Expulsions

	School			District		
Rate *	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	23.00	16.00	11.00	117.00	87.00	73.00
Expulsions	2.00					

* 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)

Pinetree Community School was built in 1988 and therefore is 25 years old. The school has two main "pod" buildings with central instructional space as well as 16 portable classrooms. All classrooms have access to the Internet and close-circuit cable television. One classroom was created as a Smart Classroom Pilot, including two SMART Boards, iPads for teacher and student usage, and smart responders. All classrooms and the cafeteria have air conditioning and forced air heat. There are restrooms located in the upper grade wing, the kindergarten classroom area and the primary grade wing. Restrooms are cleaned daily as is the cafeteria, classrooms, and grounds. The campus also has a computer lab with 31 computers, SMART Board, and a closed-circuit television studio. There is also a science lab in the upper grade wing equipped with a SMART Board for hands-on science experiments. The school also has a cafeteria and full kitchen with indoor seating that opens to an amphitheater. Pinetree has a large library with books, tables, carpet area, and computer center for learning. The play area consists of a large field with a 1/5-mile track, soccer field, and softball fields. There is a large jungle gym and sand box area, two black top areas for primary and upper grade students to play tetherball, handball, volleyball, and basketball. There is a separate sandbox area for kindergarten students with swings, jungle gym, and a black top play area. There is a sunshade at the entrance of the school for the students to wait for valet pick-up after school. The school has prepared a well-stocked emergency bin located on campus.

This year's planned improvements include, SMART Boards to be purchased and installed in all classrooms. Handprints were added to a mural outside of our front office.

Last updated: 1/14/2014

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		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rate (School Year 2012-13)

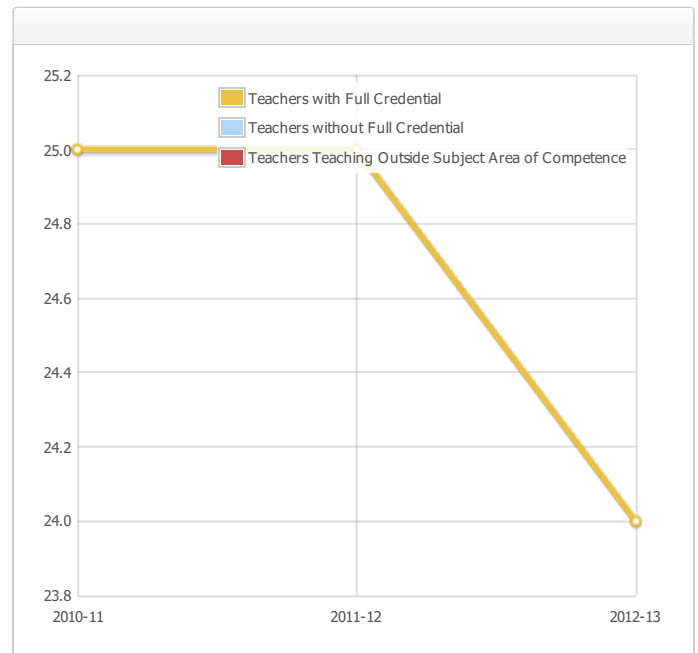
Overall Rating	Good
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Last updated: 1/24/2014

Teachers

Teacher Credentials

Teachers	School				District
	2010-11	2011-12	2012-13	2012-13	
With Full Credential	25	25	24	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		

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	\$5,321	\$831	\$4,490	\$71,317
District	N/A	N/A	\$8,252	\$76,105
Percent Difference – School Site and District	N/A	N/A	36.00%	7.00%
State	N/A	N/A	\$5,537	\$70,193
Percent Difference – School Site and State	N/A	N/A	20.00%	1.00%

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)

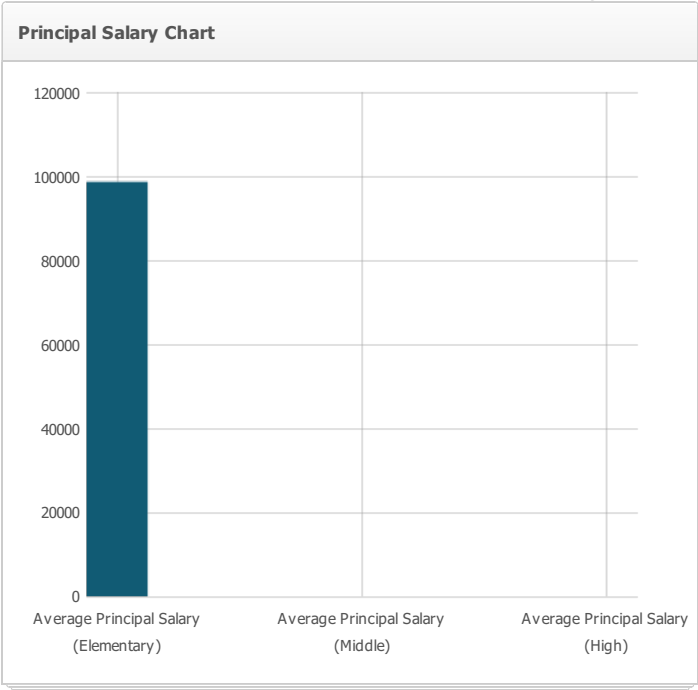
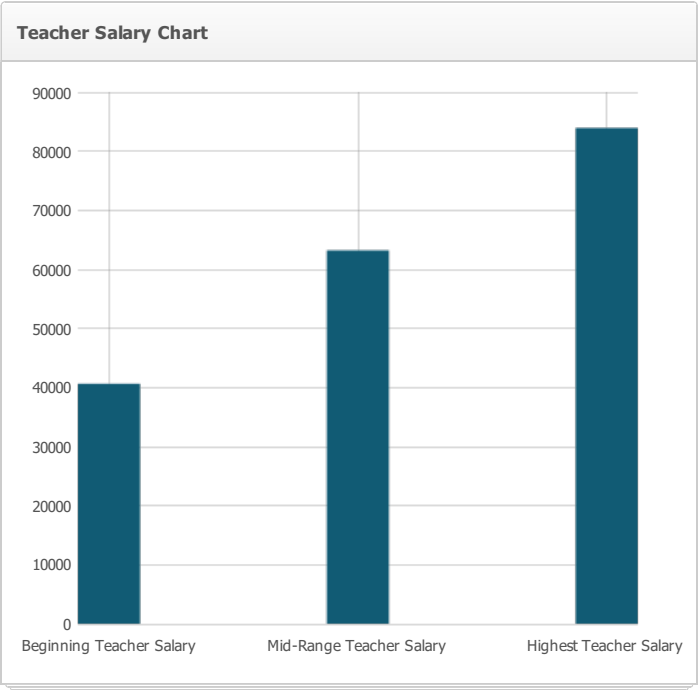
Categorical dollars support training for teachers in working with special populations of students (English Learners, Gifted and Talented Students - GATE) and general teacher training to support differentiated instruction to meet ALL students' needs. Funds are also allocated to the site to support intervention programs for students who are at risk academically.

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.

The Sulphur Springs School District is firmly committed to the continual development and improvement of its teachers. The district provides professional development activities and training to enhance teacher effectiveness annually. Each Tuesday students are released one hour early to provide teachers with site-based professional development opportunities that include site-based trainings, grade level collaborative planning, and independent planning. Numerous staff meetings focused on analyzing student performance of state and local assessments and how to modify instruction to better meet students' needs. Staff development topics covered all curriculum areas although there was an emphasis on reading, writing, supporting English learners, assessment, science and diversity. The district also provides professional development on a variety of topics.

Last updated: 1/30/2014