

Golden Hills Elementary

Mrs. Carol Brown, Principal

Principal, Golden Hills Elementary

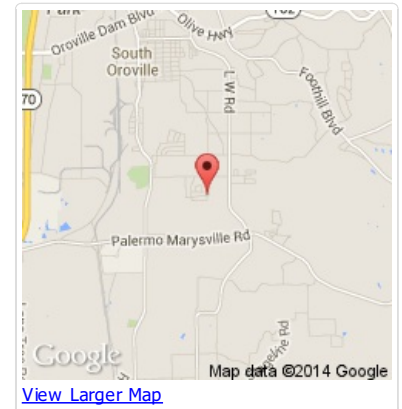
About Our School

The Golden Hills Elementary Staff believe that we can achieve our fundamental purpose of high levels of learning for all students if we work together towards this common goal. This involves parents, teachers, paraprofessionals, and students collectively. It is our desire to cultivate a culture of collaboration through the development of high performing teams. We are committed to maintaining a safe environment where all students can learn and grow to their fullest potential.

Contact

2400 Via Canela
Oroville, CA
95966

Phone: 530-532-6000
E-mail: cbrown@palmerschools.org



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	Golden Hills Elementary
Street	2400 Via Canela
City, State, Zip	Oroville, Ca, 95966
Phone Number	530-532-6000
Principal	Mrs. Carol Brown, Principal
E-mail Address	cabrown@palermoschools.org
County-District-School (CDS) Code	04615230110510

District	
District Name	Palermo Union Elementary
Phone Number	(530) 533-4842
Web Site	www.palermoschools.org
Superintendent First Name	Jacqueline
Superintendent Last Name	Dolar
E-mail Address	jdolar@palermoschools.org

Last updated: 1/5/2014

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

The Palermo Union School District is comprised of six schools: Helen M. Wilcox Elementary School (K-3), Honcut Elementary School (K-2), Golden Hills Elementary School (4-5), Palermo Middle School (6-8), and two Community Day Schools (K-7 and 5-8). The district is located in Butte County, in the northern part of California's Sacramento Valley.

School Description: Golden Hills Elementary School, built in 2006, is located four miles south of Oroville and has an enrollment of approximately 300 students. Golden Hills provides a Title 1 School-Wide Program (SWP) in addition to Reading Intervention, Math Intervention, GATE, English Language Development, Special Education, Indian Education, and library services. Every classroom at Golden Hills is considered a smart room, equipped with technology which is used to reach all types of learners. This technology includes a bank of computers in each classroom and a mobile computer lab for each grade level, as well as a projector, document camera, and amplification system. In addition to technology, Golden Hills has a focus on increasing physical fitness for students by holding monthly school-wide fitness activities, and culminating in an annual two week olympic event at the end of the school year.

Golden Hills embraces the Professional Learning Community (PLC) model, as well as the Learning For All concept. The teaching staff and administrator have developed strategies to teach students of all ability levels, including implementation of Response to Intervention (RTI), READ 180 (intensive reading intervention), leveled reading and leveled math classes (with extra challenge for GATE students), and a school-wide intervention block (including ELD). We utilize EDI (Explicit Direct Instruction) strategies and techniques to enhance student engagement.

School Goals: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2013-14. For the next two years, progress indicators will be local district benchmarks. Grade level SMART goals are developed collaboratively during PLC time after analyzing student performance data. Local assessments, both formative and summative, are monitored and analyzed weekly, each trimester, and at the end of the school year. In the spring of 2014, students will take the Smarter Balanced Field Test.

Mission: Golden Hills, in a cooperative effort with students, families, and the community, will provide an excellent educational program to ensure that all students are successful life-long learners. We will maintain a safe, caring, moral, drug-free, and supportive environment, with the ultimate goal of students becoming successful, productive, and responsible citizens.

Last updated: 1/6/2014

Opportunities for Parental Involvement (School Year 2012-13)

Parental Involvement is an important part of student success. Parents and guardians are given the opportunity to work in a mutually supportive and respectful partnership with the school to help their child succeed. We encourage parents/guardians to volunteer in the classroom and on field trip events, as well as attend Back-to-School Night, Open House, Parent/Teacher Conferences, Muffins for Moms, Doughnuts for Dads, and other family events. Golden Hills benefits from an active Parent Teacher Group (PTG). The PTG works with the community on various fundraisers and supports student activities. Parents are encouraged to serve on the School Site Council (SSC). Parents of English Learners (EL students) are encouraged to serve on the English Learner Advisory Committee (ELAC). Parents and guardians can support their child's learning environment by monitoring school attendance and homework completion, participating in extracurricular activities, volunteering at school, attending SSC meetings, and by planning and participating in activities at home that are supportive of classroom instruction.

For information on how to get involved in any of these groups or activities, please contact the school office at (530) 532-6000.

Last updated: 1/5/2014

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.

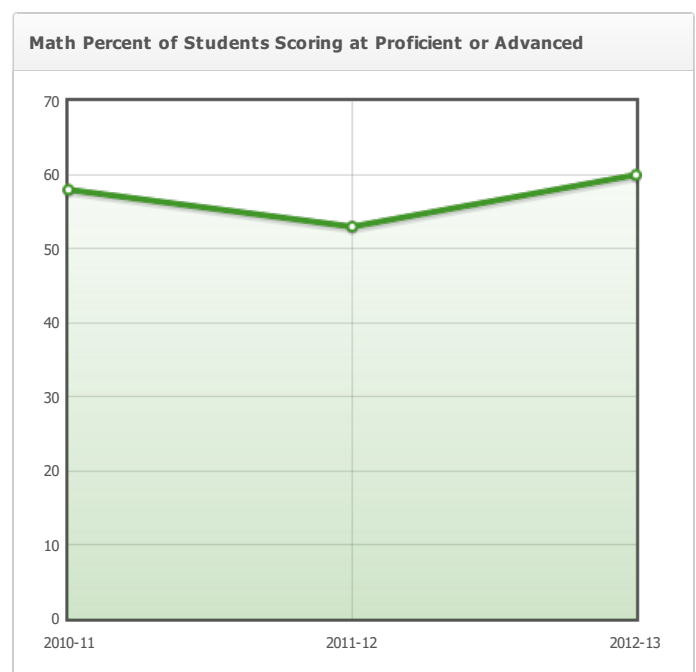
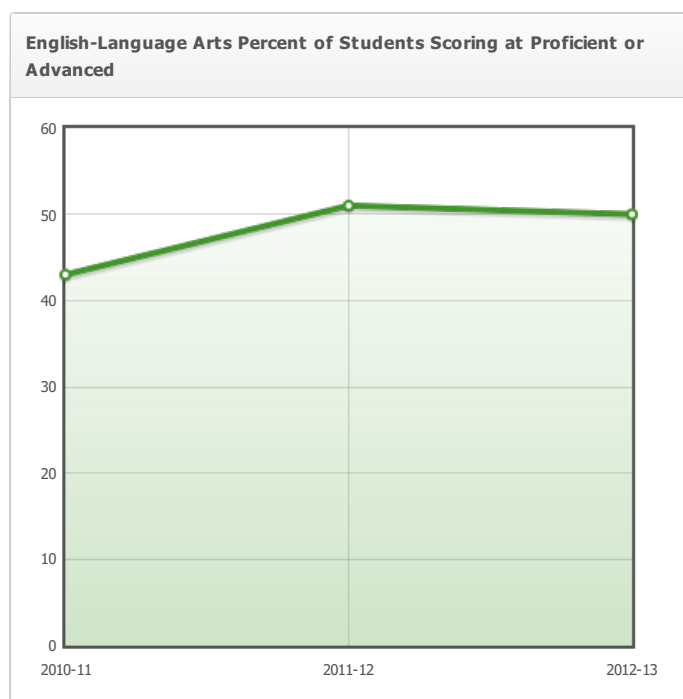
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

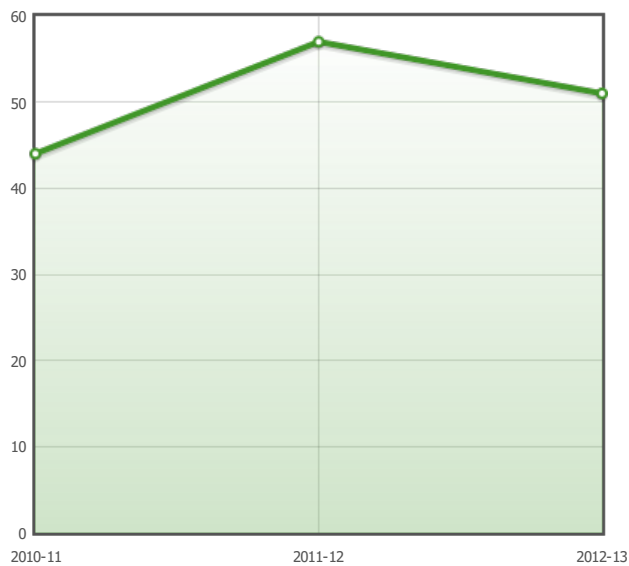
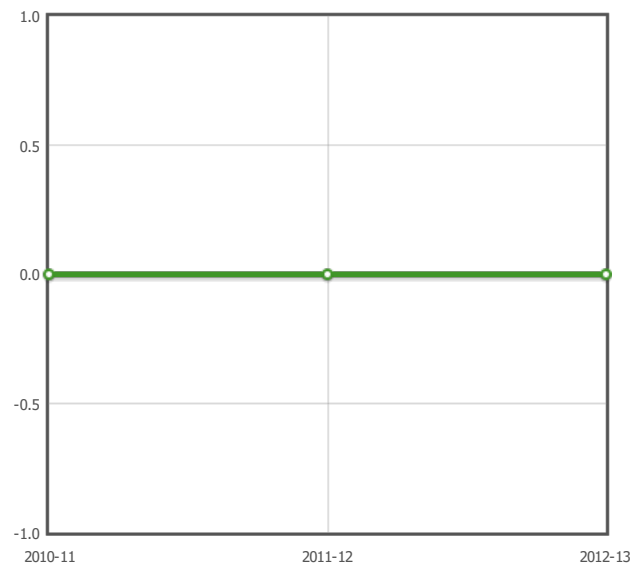
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

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	43%	51%	50%	43%	50%	44%	54%	56%	55%
Mathematics	58%	53%	60%	49%	55%	54%	49%	50%	50%
Science	44%	57%	51%	42%	52%	53%	57%	60%	59%
History-Social Science	N/A	N/A	N/A	43%	28%	44%	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: 1/5/2014

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	44%	54%	53%	44%
All Students at the School	50%	60%	51%	N/A
Male	50%	61%	57%	N/A
Female	49%	60%	45%	N/A
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	38%	59%	56%	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	40%	54%	37%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	58%	65%	54%	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	46%	57%	47%	N/A
English Learners	12%	35%	20%	N/A
Students with Disabilities	39%	48%	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: 1/5/2014

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	18.7%	22.3%	17.3%

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: 1/5/2014

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	4	4	4
Similar Schools	6	6	6

Last updated: 1/5/2014

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	-5	15	5
Black or African American	null	null	null
American Indian or Alaska Native	null	null	null
Asian	null	null	null
Filipino	null	null	null
Hispanic or Latino	13	-33	14
Native Hawaiian or Pacific Islander	null	null	null
White	-32	38	7
Two or More Races	null	null	null
Socioeconomically Disadvantaged	-4	11	5
English Learners	null	null	null
Students with Disabilities	null	null	null

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: 1/5/2014

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	271	795	932	780	4,655,989	790
Black or African American	2		6		296,463	708
American Indian or Alaska Native	17	743	56	766	30,394	743
Asian	10		31	805	406,527	906
Filipino	0		0		121,054	867
Hispanic or Latino	87	752	335	733	2,438,951	744
Native Hawaiian or Pacific Islander	1		1		25,351	774
White	123	823	384	816	1,200,127	853
Two or More Races	31	836	119	796	125,025	824
Socioeconomically Disadvantaged	230	780	782	764	2,774,640	743
English Learners	57	750	176	716	1,482,316	721
Students with Disabilities	33	704	116	668	527,476	615

Last updated: 1/5/2014

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	Yes
Met Participation Rate - English-Language Arts	Yes	
Met Participation Rate - Mathematics	Yes	
Met Percent Proficient - English-Language Arts	No	
Met Percent Proficient - Mathematics	Yes	
Met API Criteria	Yes	
Met Graduation Rate	N/A	

Last updated: 1/9/2014

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	In PI	In PI
First Year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

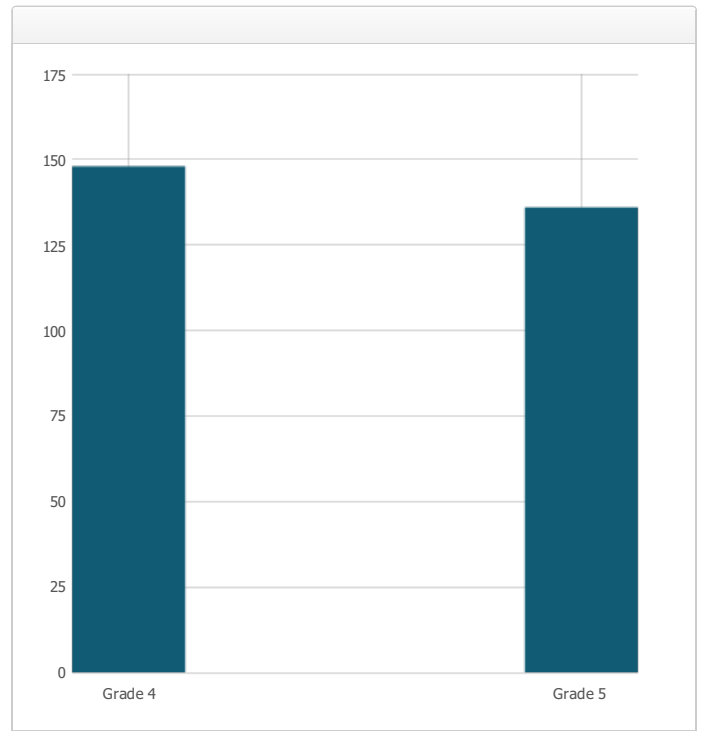
Note: Cells shaded in black or with N/A values do not require data.

Last updated: 1/5/2014

School Climate

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

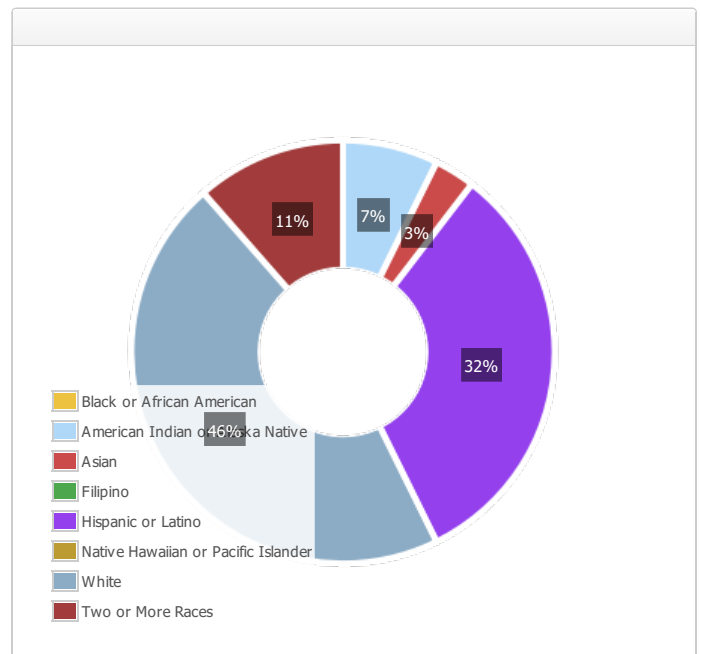
Grade Level	Number of Students
Grade 4	148
Grade 5	136
Total Enrollment	284



Last updated: 1/6/2014

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

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	7.0
Asian	3.9
Filipino	0.0
Hispanic or Latino	31.7
Native Hawaiian or Pacific Islander	0.4
White	44.7
Two or More Races	11.6
Socioeconomically Disadvantaged	82.4
English Learners	20.4
Students with Disabilities	9.9



Last updated: 1/5/2014

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	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4	29.0	0	5	0	20.6	2	5	0	25.0	1	5	
5	31.0	0	5	0	23.7	1	5	0	19.0	2	5	
6												
Other												

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

Last updated: 1/6/2014

School Safety Plan (School Year 2012-13)

The Palermo Union School District Comprehensive Safety Plan/Emergency Management Plan is reviewed, updated and approved by the Governing Board annually by March 1. Each school maintains a copy of the Safety Plan on site and a copy of the site Emergency Conditions portion of the plan is maintained in each classroom. Key elements of the Safety Plan include: a plan of action for maintaining a safe and orderly environment conducive to learning at the school (i.e. assessment of school safety, identification of strategies and programs that will maintain school safety and campus security) and emergency management procedures consistent with the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) developed by the U.S. Department of Homeland Security.

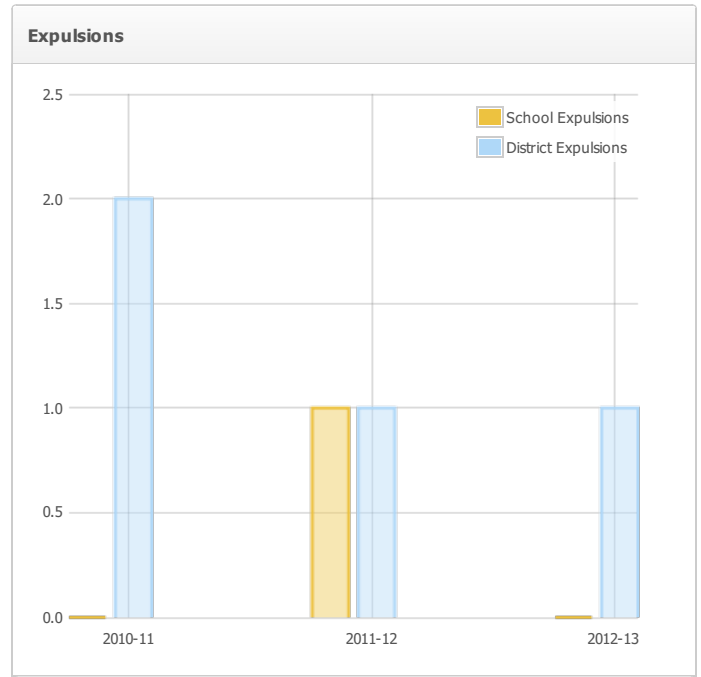
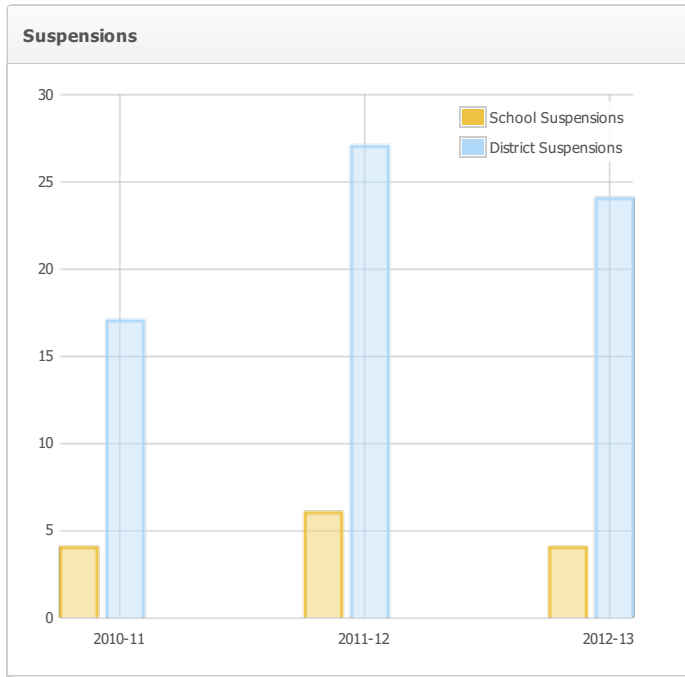
Key elements of the site Emergency Conditions include: a plan of action for a coordinated school wide response to emergencies (i.e. intruder on campus, fire, emergency lockdown, evacuation, etc.). Safety drills are held on a regular basis. Fire drills are held monthly. Earthquake/disaster and intruder drills are held twice a year. All employees wear ID badges and visitors to the campus are required to sign in at the school office and wear a visitor's pass at all times.

Last updated: 1/6/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	4.93	6.99	4.90	17.86	27.00	24.27
Expulsions	0.99	1.05	0.00	2.17	1.00	1.23

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



Last updated: 1/5/2014

School Facilities

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

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility inspection tool developed by the State of California OPSC. The results are available at the school office. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Golden Hills was built in 2006. It has 12 classrooms, a multipurpose room, a library, and an administration building. A staff work room is located in the administration building. Student and staff restrooms are adequately located throughout the campus and are kept clean and in good working order. Golden Hills maintains a playground and garden area.

LEA 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. A daytime custodian takes care of the day-to-day operational needs on site, while helping to maintain safety and cleanliness. A night time custodian maintains the cleanliness of the school by cleaning the entire facility each night.

Last updated: 1/6/2014

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

Overall Facility Rate (School Year 2012-13)

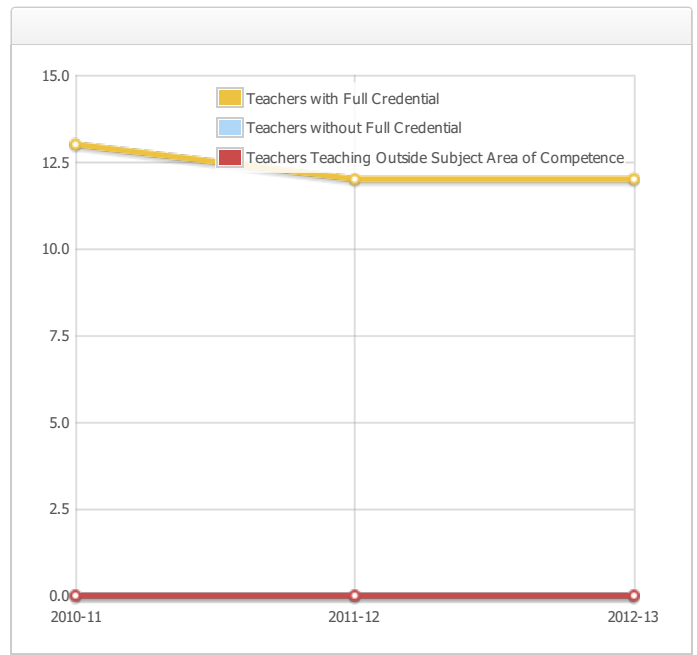
Overall Rating	Good
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Last updated: 1/6/2014

Teachers

Teacher Credentials

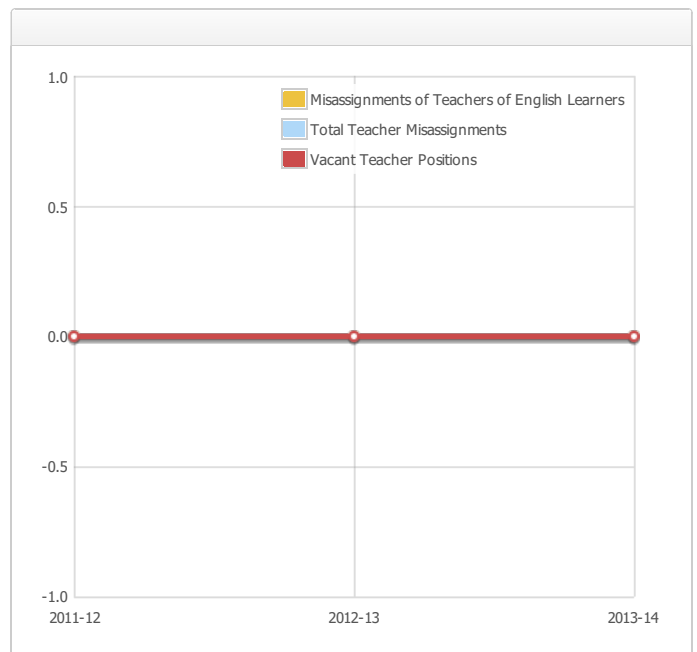
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	13	12	12	68
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/5/2014

Teacher Misassignments and Vacant Teacher Positions

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



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

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

Last updated: 1/5/2014

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	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

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: 1/5/2014

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)	0.2	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.2	N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)		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: 1/5/2014

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 instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: November 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin: Medallion Edition	No	0.0
Mathematics	Houghton Mifflin: Go Math!	Yes	0.0
Science	MacMillan-McGraw Hill California Science 2006	Yes	0.0
History-Social Science	Houghton Mifflin: History-Social Studies 2005	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: 1/7/2014

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	\$8,625	N/A	N/A	\$61,417
District	N/A	N/A	\$8,625	\$61,417
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	N/A	N/A
Percent Difference – School Site and State	N/A	N/A	3.00%	10.00%

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: 1/8/2014

Types of Services Funded (Fiscal Year 2012-13)

Title I: Supports improvement of the teaching and learning of children who are at risk of not meeting academic standards and reside in areas with high concentration of children from low-income families.

EIA/SCE: Supports compensatory educational services for educationally disadvantaged students.

EIA/LEP: Supports services to English learners to develop full proficiency in English as rapidly as possible and to recoup any academic deficits that may have been incurred as a result of language barriers.

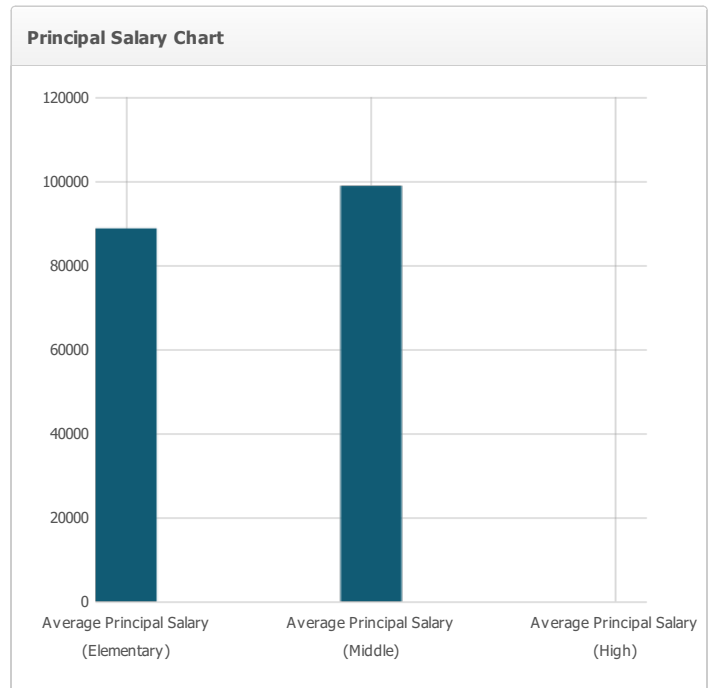
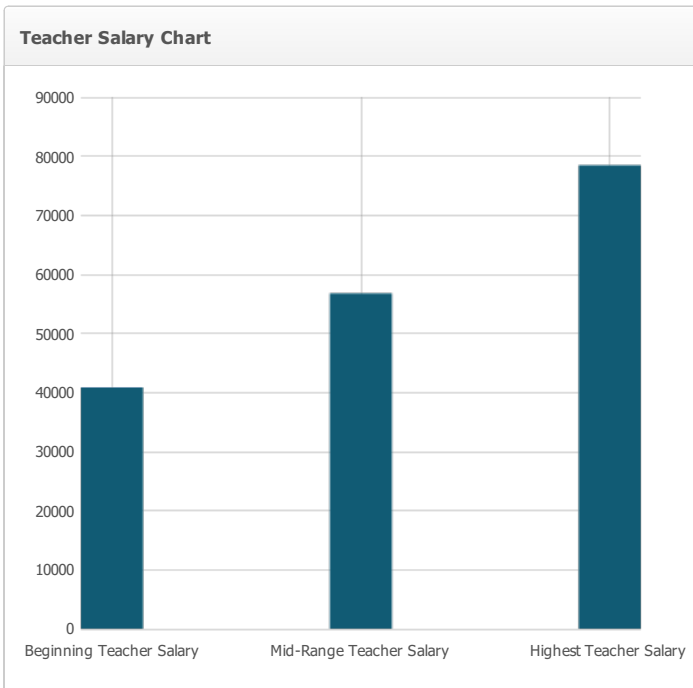
Last updated: 1/7/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,866	\$41,327
Mid-Range Teacher Salary	\$56,794	\$63,903
Highest Teacher Salary	\$78,473	\$81,573
Average Principal Salary (Elementary)	\$88,765	\$103,887
Average Principal Salary (Middle)	\$98,881	\$107,439
Average Principal Salary (High)	\$00	\$102,399
Superintendent Salary	\$135,904	\$155,551

Percent of Budget for Teacher Salaries	41.0%	41.0%
Percent of Budget for Administrative Salaries	8.0%	6.0%

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



Last updated: 1/5/2014

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 district schedules staff development on non-student days and/or non-contract days, or during after school hours. Staff development is delivered through after school workshops, conference attendance, individual mentoring, and PLC. Area of focus for staff development is selected based on need, as shown in achievement data. Teachers are supported through teacher-principal meetings and professional learning communities.

PUSD teachers engage in active staff development throughout the year by attending in-District training sessions given by staff and consultants, as well as site-based sessions presented at staff meetings, committee/grade level meetings, and during formal observation post conferences. Staff development has focused on fostering the Explicit Direct Instruction (EDI) strategies and techniques, and professional collaborative teams. District and site sessions, as well as follow-up classroom observations and feedback have been provided on the following topics: Student Engagement, Checking for Understanding-TAPPLE, Corrective Feedback, and Delivering Information.

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