

Maricopa Elementary

Principal, Maricopa Elementary

About Our School

Maricopa Elementary School encourages and celebrates high academic achievement for all students. The school population consists of approximately 175 kindergarten through fifth grade students with rich and diverse backgrounds. The school has nine self-contained classrooms. Each student has access to a rigorous core curriculum in language arts, mathematics, science, social science, P.E. and the arts.

The staff at Maricopa Elementary School believes each child can learn and is deserving of a rich educational environment. The staff, parents and community work together in order to assure success for all students. The skilled and dedicated staff is geared to the success of our students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students.

We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. All students have special talents and are given the opportunities to develop those talents. We care about each one of our students in our small school environment.

This School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to Maricopa Elementary School. Most data presented in this report are reported for the 2012–13 school year. School finances and school completion data are reported for the 2011–12 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2013–14 school year.

For additional information about the school, parents and community members can contact the Maricopa Unified School District at 661-769-8231.

Thank you,

Scott Meier, Ed.D.

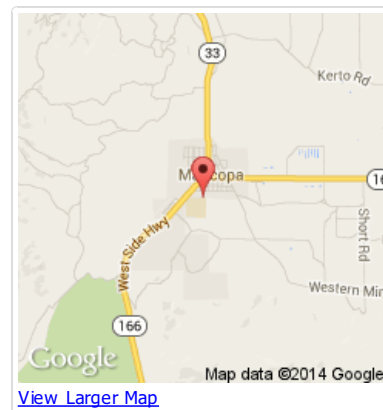
Superintendent

Contact

955 Stanislaus St.
Maricopa, CA
93252-8231

Phone: 661-769-8231

E-mail:



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	Maricopa Elementary
Street	955 Stanislaus St.
City, State, Zip	Maricopa, Ca, 93252-8231
Phone Number	661-769-8231
Principal	
E-mail Address	
County-District-School (CDS) Code	15636286009740

District	
District Name	Maricopa Unified
Phone Number	(661) 769-8231
Web Site	www.maricopaschools.org
Superintendent First Name	Scott
Superintendent Last Name	Meier, Ed.D.
E-mail Address	smeier@maricopaschools.org

Last updated: 1/3/2014

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

MISSION STATEMENT:

The mission of the Maricopa Unified School District is to provide a caring and nurturing environment in which our students will maximize their personal and academic potential.

TENET STATEMENT: M-A-R-I-C-O-P-A

Motivated Students - Students
will be motivated and excited to research and apply subject knowledge through innovative teaching strategies and the use of technology tools.

Academic Success - Students
will receive a personalized support program to ensure success in core curriculum and career content.

Rigor - Students
will receive a first-class educational experience based on rigorous state standards and practical skills.

Intelligence – Students
will foster different types of intelligence to be well-rounded intellectually.

Critical Thinkers - Students
will research, organize, compare, contrast, analyze, and communicate their thinking as innovative problem-solvers.

Open Minded Citizens - Students will be challenged to think globally and be involved in community activities and actions.

Prepared for Post-Secondary Choices - Students will leave our district with the knowledge and practical experience to be successful in college and in their chosen careers.

Ability to Apply Knowledge - Students will have opportunities to apply new knowledge and skills in multiple ways using their interests and talents.

Last updated: 1/8/2014

Opportunities for Parental Involvement (School Year 2012-13)

The Board, administration, and staff recognizes that parents and community play a vital role in the success of our school.

Maricopa Elementary School prides itself on involving the parents and community members in every aspect of our school. We welcome our parents on our campus for many different reasons including student Parent Visitation Days, assemblies, and other special events. We believe that teachers cannot educate children alone without the active support and involvement of parents and community members.

The Maricopa Unified School District welcome and encourage all parents to get involved at our three schools. Any teacher or administrator can be contacted for parental involvement. Parents may become involved in many ways, including:

- School Site Council / English Language Advisory (ELAC)

- Parent Teacher Organization (PTO)

- Safety Committee

- Migrant Parent Advisory Committee

Last updated: 1/8/2014

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.

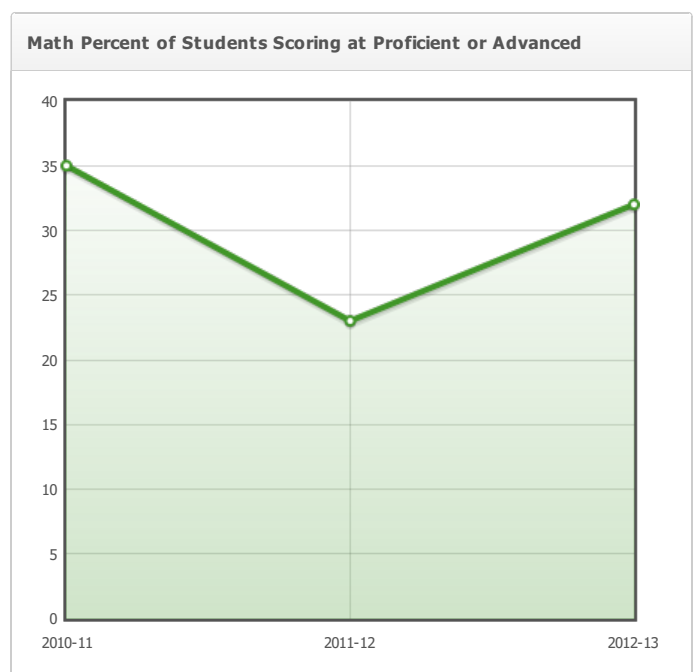
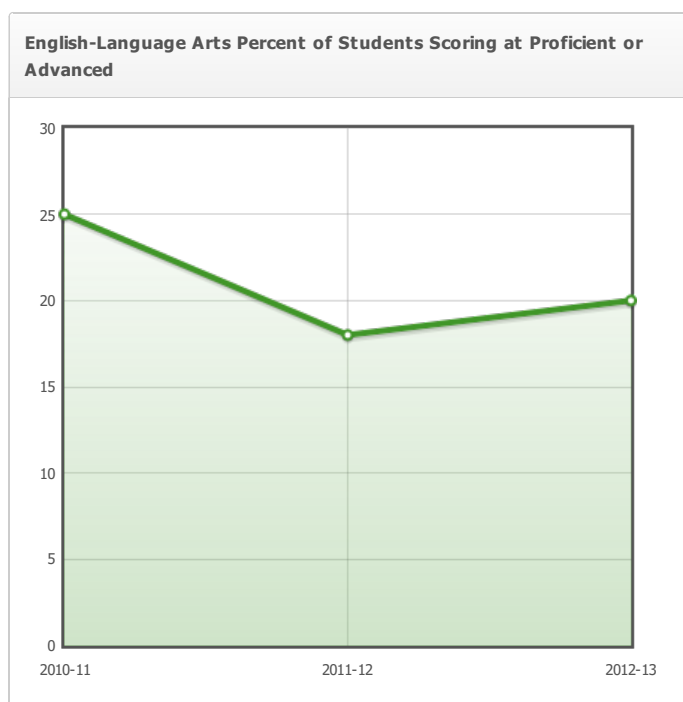
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

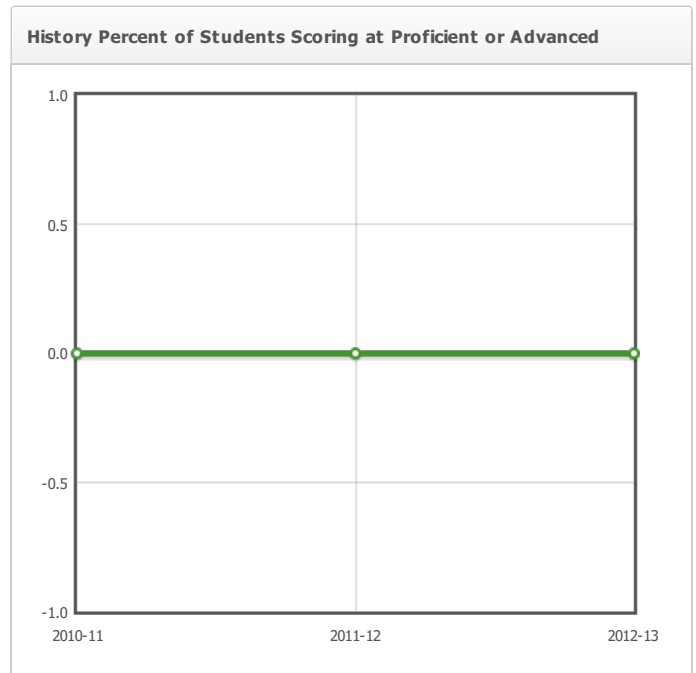
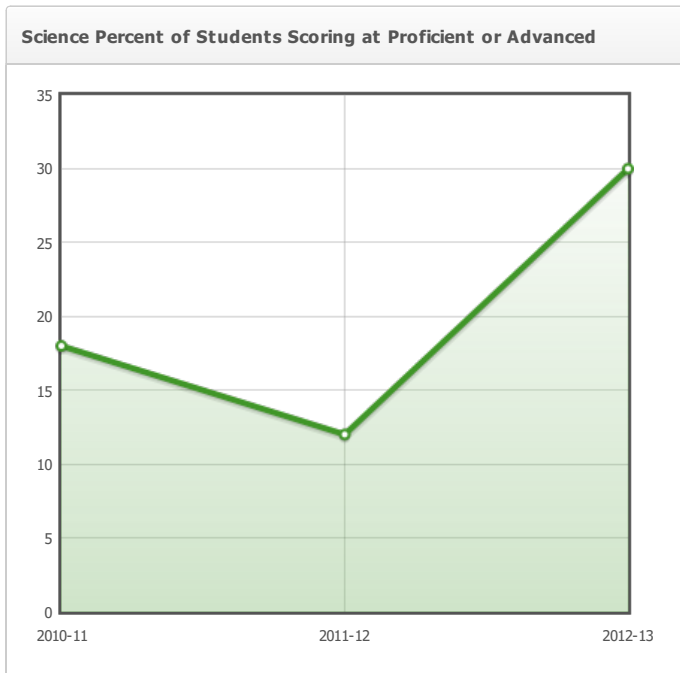
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

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	25%	18%	20%	39%	42%	46%	54%	56%	55%
Mathematics	35%	23%	32%	24%	25%	26%	49%	50%	50%
Science	18%	12%	30%	35%	34%	40%	57%	60%	59%
History-Social Science	N/A	N/A	N/A	30%	32%	33%	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.





Last updated: 12/30/2013

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	46%	26%	40%	33%
All Students at the School	20%	32%	30%	N/A
Male	9%	30%	N/A	N/A
Female	29%	35%	33%	N/A
Black or African American	N/A	N/A	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	15%	27%	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	22%	35%	42%	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	20%	32%	32%	N/A
English Learners	12%	18%	N/A	N/A
Students with Disabilities	5%	37%	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: 12/30/2013

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	28.6%	14.3%	52.4%

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: 12/30/2013

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	1	1	1
Similar Schools	1		N/A

Last updated: 1/3/2014

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	-13	-65	52
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	4		
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: 12/30/2013

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	87	652	214	681	4,655,989	790
Black or African American	0		0		296,463	708
American Indian or Alaska Native	1		1		30,394	743
Asian	0		0		406,527	906
Filipino	0		1		121,054	867
Hispanic or Latino	25	654	69	681	2,438,951	744
Native Hawaiian or Pacific Islander	0		0		25,351	774
White	61	652	143	679	1,200,127	853
Two or More Races	0		0		125,025	824
Socioeconomically Disadvantaged	79	644	192	669	2,774,640	743
English Learners	12	660	37	653	1,482,316	721
Students with Disabilities	18	593	31	550	527,476	615

Last updated: 12/30/2013

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

Last updated: 12/30/2013

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	In PI	Not in PI
First Year of Program Improvement	2009-2010	
Year in Program Improvement	Year 5	
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	75.0%

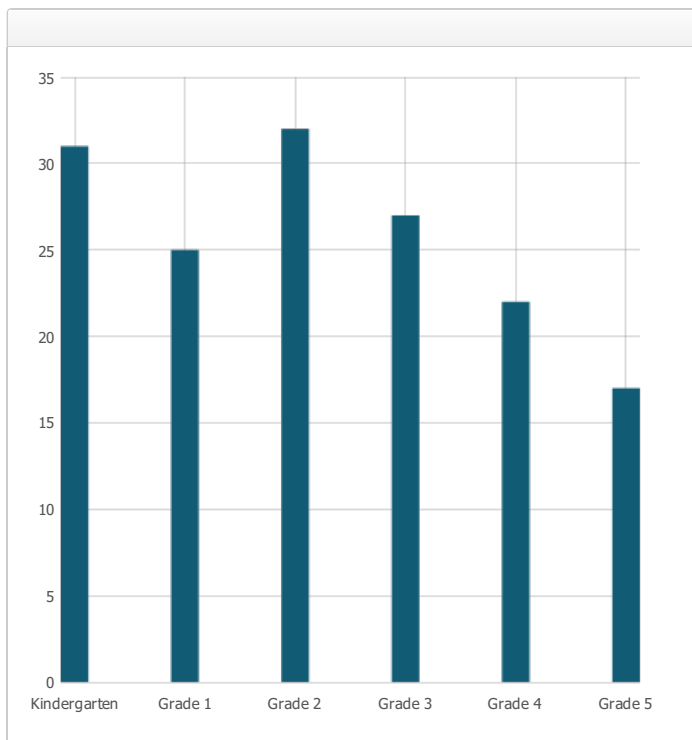
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Last updated: 1/3/2014

School Climate

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

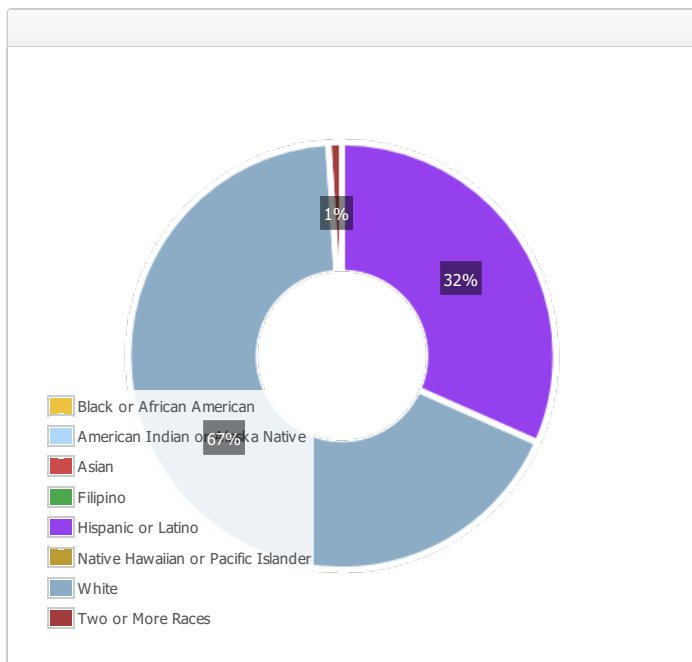
Grade Level	Number of Students
Kindergarten	31
Grade 1	25
Grade 2	32
Grade 3	27
Grade 4	22
Grade 5	17
Total Enrollment	154



Last updated: 12/30/2013

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

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.6
Asian	0.0
Filipino	0.0
Hispanic or Latino	31.2
Native Hawaiian or Pacific Islander	0.0
White	66.9
Two or More Races	1.3
Socioeconomically Disadvantaged	77.3
English Learners	9.7
Students with Disabilities	13.0



Last updated: 12/30/2013

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	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23.0	0	1	0	19.0	1	0	0	16.0	2	0	0
1	23.0	0	1	0	25.0	0	1	0	23.0	0	1	0
2	17.0	1	0	0	23.0	0	1	0	10.5	2	0	0
3	6.0	1	0	0	16.0	1	0	0	7.0	1	1	0
4	19.0	1	0	0	7.5	2	0	0	11.0	0	1	0
5	26.0	0	1	0	17.0	1	0	0	15.0	0	1	0
6												
Other												

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

Last updated: 1/8/2014

School Safety Plan (School Year 2012-13)

A Safe School Plan has been developed for the school district, which is reviewed and updated annually by administration and School Site Council. Key elements of the school's safety plan include procedures for keeping students and staff safe on school grounds as well as the safe ingress and egress of pupils. The District has monthly fire drills, bi-annual earthquake/evacuation drills, and intruder drills. Staff attend trainings and workshops on health and safety issues held by the district and county office of education.

Students are supervised throughout the day by teachers, administrators, and instructional aides. All visitors must sign in at the main office, where they receive a visitor's badge that must be worn at all times. Classrooms remain locked during the day. The district has a 24 hour surveillance camera system to support a safe and secure campus environment.

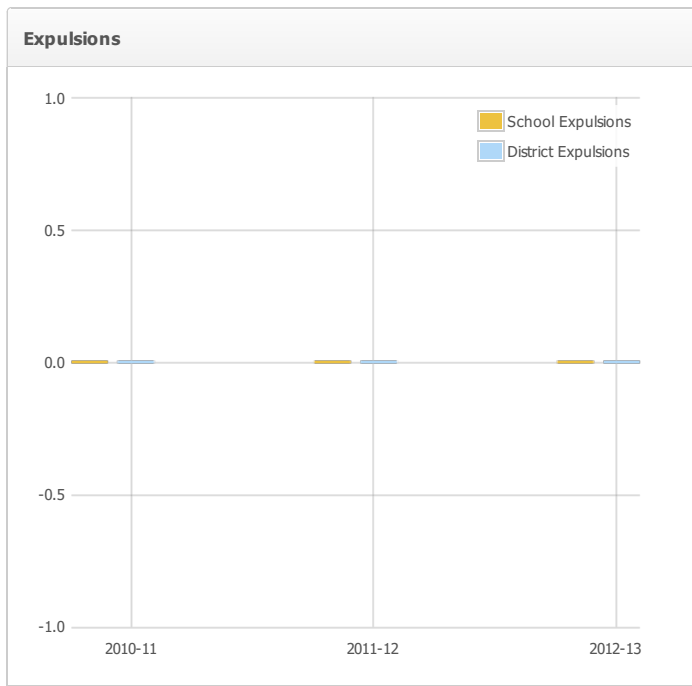
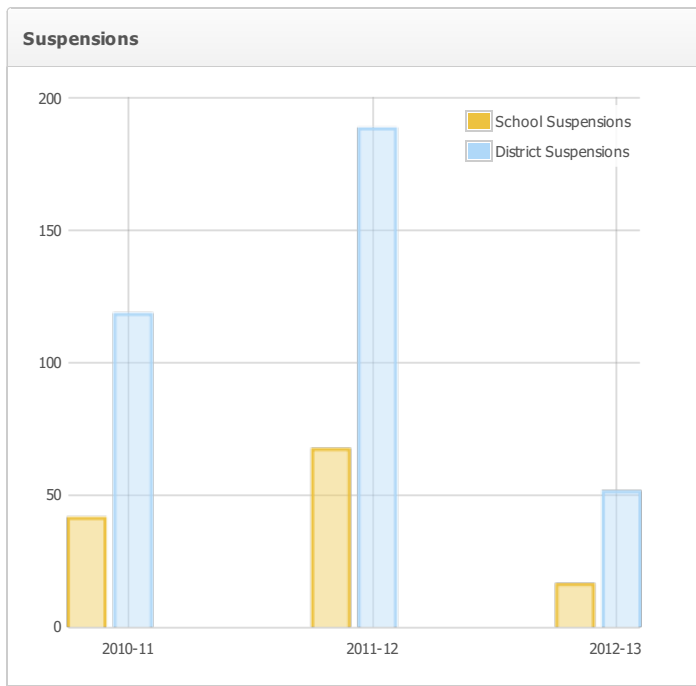
Administration and staff deal with campus student management in a firm, fair and consistent manner. Each situation is considered important and is dealt with in a timely manner. Being a small campus, very few major discipline issues take place each year. The campus is a safe place for our students and staff.

Last updated: 1/2/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	41.00	67.00	16.00	118.00	188.00	51.00
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00

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



Last updated: 1/6/2014

School Facilities

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

Maricopa Elementary School's classrooms, restrooms and offices are cleaned and maintained regularly. Each summer a deep cleaning is conducted campus-wide. During the Summer of the 2013-14 school year many maintenance projects were completed including Phase II of exterior painting of the school buildings and new playground material placed under the playground structures were installed funded by a grant. The new Gym and Pool project (Bond Fund) has been completed and is currently in use.

Last updated: 1/9/2014

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	<ul style="list-style-type: none"> Complete the repair/replacement of HAVC units on Kindergarten building
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	<ul style="list-style-type: none"> Replace drinking fountain on playground near Room 7
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	<ul style="list-style-type: none"> Replace asphalt on elementary playground

Overall Facility Rate (School Year 2012-13)

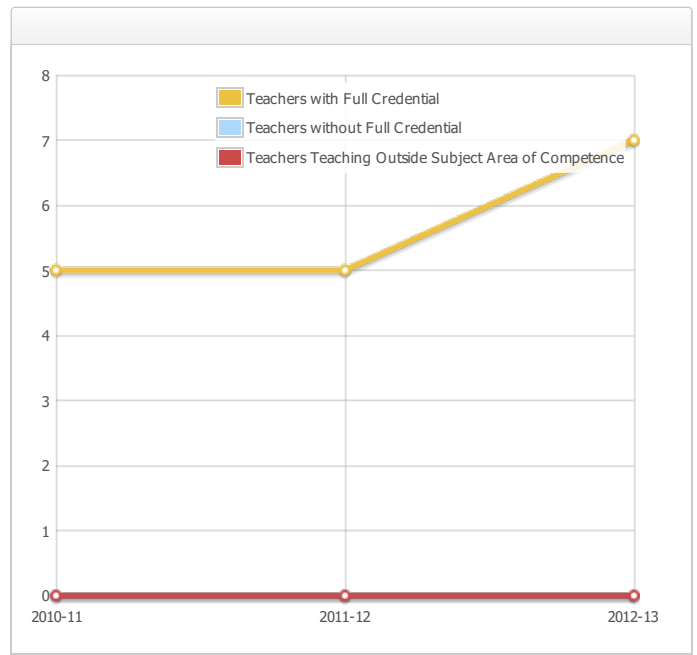
Overall Rating	Good
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Last updated: 1/8/2014

Teachers

Teacher Credentials

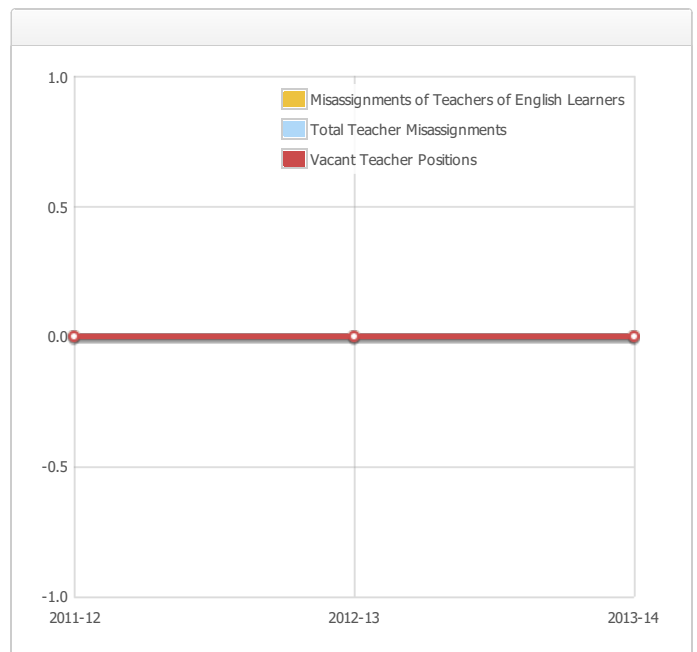
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	5	5	7	20
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/2/2014

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: 1/2/2014

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	1
High-Poverty Schools in District	100	1
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: 1/3/2014

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	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	0.5	N/A
Psychologist	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.2	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: 1/9/2014

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: August 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	<ul style="list-style-type: none"> K-4th: SRA/McGraw Hill-2000 5th: Scott Foresman-2000 	No	0.0
Mathematics	<ul style="list-style-type: none"> K-5th: McDougal Littell-2008 	Yes	0.0
Science	<ul style="list-style-type: none"> K-5th: Houghton Mifflin-2006 	Yes	0.0
History-Social Science	<ul style="list-style-type: none"> K-5th: Scott Foresman-2006 	Yes	0.0
Foreign Language	N/A		0.0
Health	<ul style="list-style-type: none"> Embedded in Science 		0.0
Visual and Performing Arts	<ul style="list-style-type: none"> Video-Based Instruction 		0.0
Science Laboratory Equipment (grades 9-12)	N/A		0.0

Last updated: 1/21/2014

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	\$6,145	\$1,173	\$4,972	\$56,214
District	N/A	N/A	\$5,271	\$50,754
Percent Difference – School Site and District	N/A	N/A	1.00%	11.00%
State	N/A	N/A	\$5,537	\$58,606
Percent Difference – School Site and State	N/A	N/A	10.00%	4.00%

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)

In addition to general state funding, Maricopa Unified School District receives State and Federal funding for the following categorical, special education, and support programs:

- ROC/P Entitlement (Flexed)
- Economic Impact Aid (EIA)
- Class Size Reduction
- Instructional Materials
- Special Education Master Plan
- Home-to-School Transportation
- Federal, Special Education
- Rural Education Achievement Program (REAP)
- Title 1

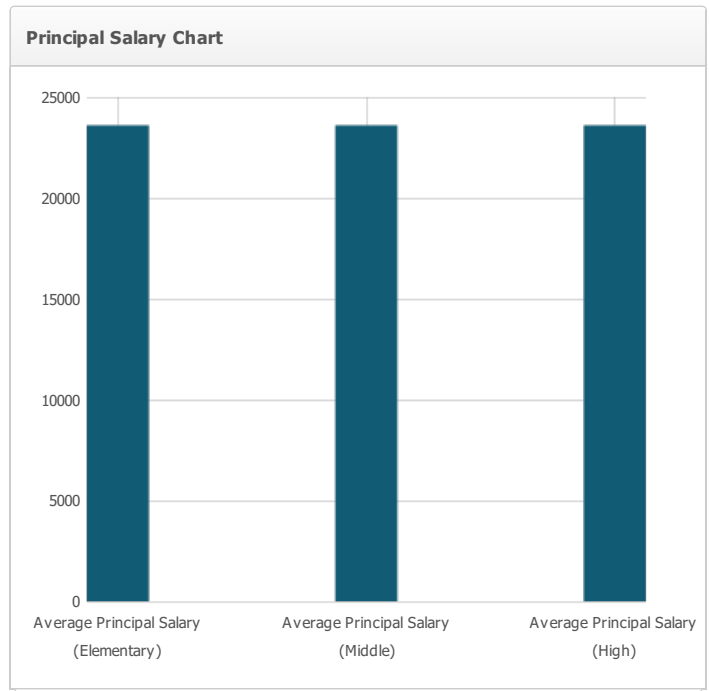
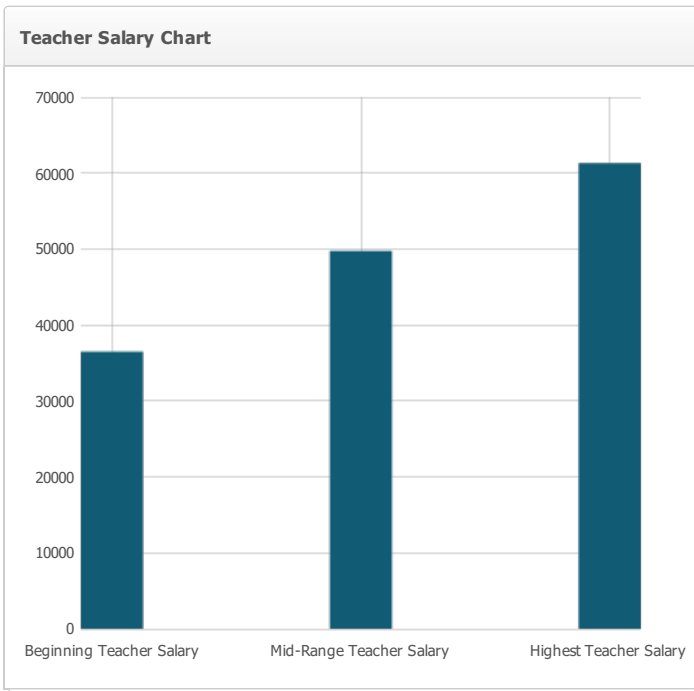
Last updated: 1/9/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
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Beginning Teacher Salary	\$36,492	\$38,390
Mid-Range Teacher Salary	\$49,752	\$55,793
Highest Teacher Salary	\$61,306	\$72,306
Average Principal Salary (Elementary)	\$23,600	\$88,846
Average Principal Salary (Middle)	\$23,600	\$92,801
Average Principal Salary (High)	\$23,600	\$95,916
Superintendent Salary	\$47,200	\$116,026
Percent of Budget for Teacher Salaries	33.0%	34.0%
Percent of Budget for Administrative Salaries	1.0%	7.0%

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



Last updated: 1/21/2014

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.

During the 2012-13 & 2013-14 school years, teachers have been involved in staff development and training on "Late-start Thursdays." On most Thursdays, students arrive at school 75 minutes later while staff training is conducted. Also six full days of staff training is conducted before school starts, during the year, and after the school year ends. For the past two years the staff have been trained in effective direct instruction, brain-based teaching strategies, technology, and common core strategies.

In the 2011-12 school year the district offered six days of staff development. Teachers were offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, technology, methodologies, and educational research.

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