

Van Buren Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2012-13 School Year

Published During 2013-14

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Ken Valburg, Principal

Principal, Van Buren Elementary

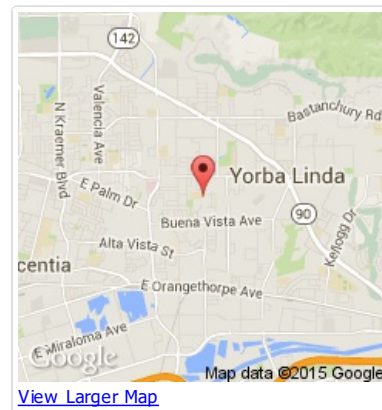
About Our School

Welcome to Van Buren Elementary School where staff and families collaborate to provide students with exceptional support to meet their individual and unique needs. Students are provided with learning experiences that engage them in critical thinking skills, collaboration, communication and creativity as they master the California Common Core State Standards. A wide range of co-curricular activities from field trips, assemblies, sixth grade outdoor science camp, the 100 Mile Club, and the school garden expose students to new ideas and expand their horizons. Van Buren is a place where all student succeed in a supportive family-friendly environment.

Contact

1245 North Van Buren St.
Placentia, CA 92870-4024

Phone: 714-986-7100
E-mail: kvalburg@pytUSD.org



Data and Access

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- 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 - Most Recent Year

School	
School Name	Van Buren Elementary
Street	1245 North Van Buren St.
City, State, Zip	Placentia, Ca, 92870-4024
Phone Number	714-986-7100
Principal	Ken Valburg, Principal
E-mail Address	kvalburg@pylusd.org
County-District-School (CDS) Code	30666476030100

District	
District Name	Placentia-Yorba Linda Unified
Phone Number	(714) 986-7000
Web Site	www.pylusd.org
Superintendent First Name	Doug
Superintendent Last Name	Domene
E-mail Address	ddomene@pylusd.org

Last updated: 1/23/2014

School Description and Mission Statement (Most Recent Year)

Grades: TK-6
 School Mascot: Roadrunner
 School Colors: Blue and Yellow
 School Description:

Van Buren is a 2004, 2008 and 2012 California Distinguished School with a 45 year tradition of excellence and caring for students. The school is located in the primarily-residential cities of Placentia and Yorba Linda. Van Buren's current API score is 890. The staff is dedicated to the education and well-being of every student by providing high quality instruction through the use research-based instructional strategies including Explicit Direct Instruction and Cognitively Guided Math instruction. The school-wide behavior expectations – STARS (Safe, There & Ready, Act responsibly, Respect, Show compassion) are taught and emphasized daily. All classrooms have Smartboard technology and surround sound systems as an effective tool to maximize student engagement. The instructional programs offered foster opportunities for personal growth and the highest levels of academic achievement including the visual arts and instrumental music for fifth and sixth graders. We promote life-long physical health through the 100 Mile Club where students walk or run 100 miles at school during the course of the school year. The community and parents are involved in every aspect of campus life and PTA is a strong supporter of co- and extra-curricular programs including the Meet the Master art program, the after-school drama productions and the Jog-a-thon. New buildings were recently constructed for the fourth through sixth grade classrooms as well as a new library-media center which houses a state-of-the-art computer lab. The students, staff, and community are proud of Van Buren Elementary School which is reflected in high levels of participation and involvement in all school activities and events.

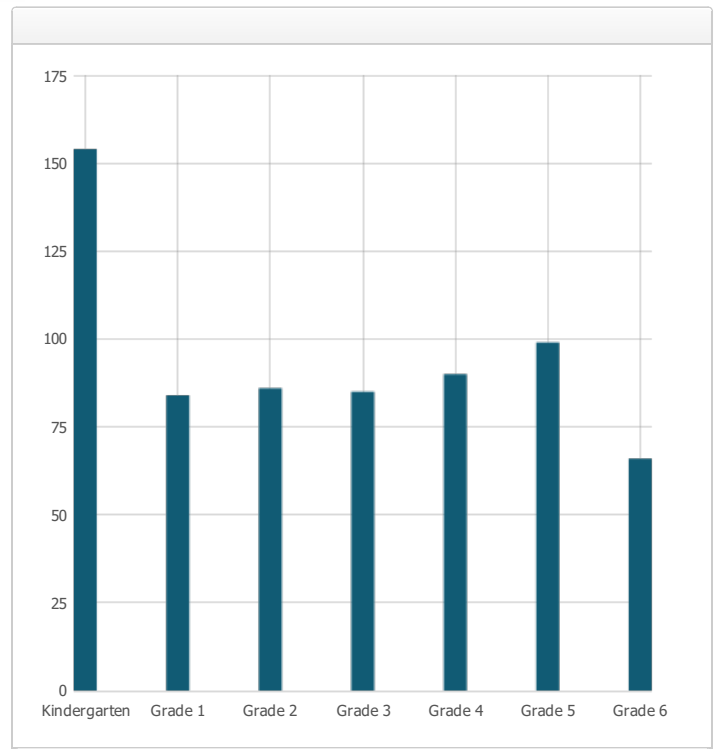
Mission Statement:

Van Buren Elementary School is a community of staff, students and families partnering to promote academic achievement in an environment where students are safe, there and ready to learn, act responsibly, respectful, and show compassion.

Last updated: 1/23/2014

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

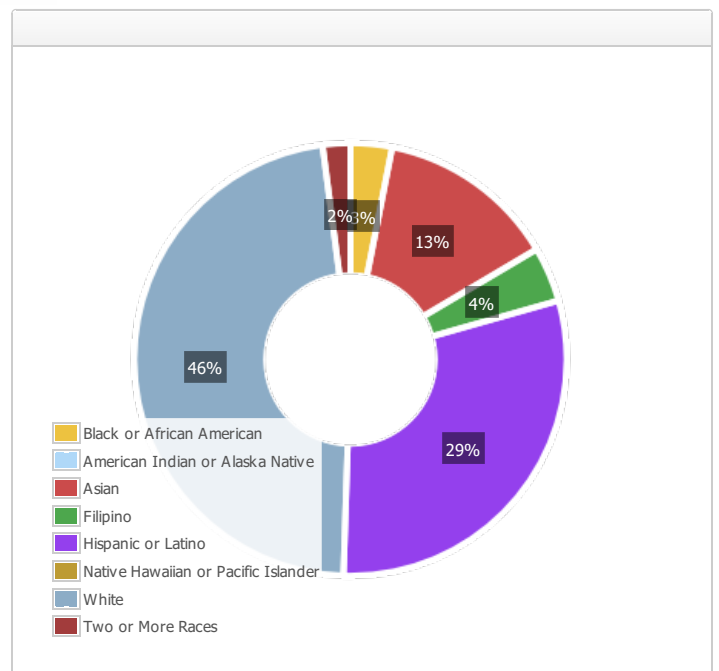
Grade Level	Number of Students
Kindergarten	154
Grade 1	84
Grade 2	86
Grade 3	85
Grade 4	90
Grade 5	99
Grade 6	66
Total Enrollment	664



Last updated: 1/23/2014

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

Group	Percent of Total Enrollment
Black or African American	3.0
American Indian or Alaska Native	0.2
Asian	13.9
Filipino	4.8
Hispanic or Latino	29.4
Native Hawaiian or Pacific Islander	0.0
White	46.4
Two or More Races	2.3
Socioeconomically Disadvantaged	17.9
English Learners	9.2
Students with Disabilities	11.1



Last updated: 1/23/2014

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		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	72%	76%	75%	69%	71%	71%	54%	56%	55%
Mathematics	77%	75%	81%	69%	70%	71%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	68%	68%	69%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated 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: 1/23/2014

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	71%	71%	76%	69%
All Students at the School	75%	81%	75%	N/A
Male	74%	80%	74%	N/A
Female	77%	83%	76%	N/A
Black or African American	67%	67%	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	92%	96%	91%	N/A
Filipino	82%	91%	N/A	N/A
Hispanic or Latino	65%	72%	55%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	78%	83%	83%	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	56%	67%	45%	N/A
English Learners	45%	55%	N/A	N/A
Students with Disabilities	38%	44%	55%	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: 1/23/2014

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	17.7%	24.0%	43.8%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Percentages are not calculated 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: 1/23/2014

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	8	8	8
Similar Schools	2	4	2

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/23/2014

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	4	12
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	15	32	12
Native Hawaiian or Pacific Islander			
White	7	0	13
Two or More Races			
Socioeconomically Disadvantaged	32	17	11
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: 1/23/2014

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	407	890	19,135	873	4,655,989	790
Black or African American	15	864	305	828	296,463	708
American Indian or Alaska Native	1		32	897	30,394	743
Asian	61	932	2,380	959	406,527	906
Filipino	21	899	355	911	121,054	867
Hispanic or Latino	111	833	7,269	808	2,438,951	744
Native Hawaiian or Pacific Islander	0		41	915	25,351	774
White	190	907	8,276	901	1,200,127	853
Two or More Races	7		374	915	125,025	824
Socioeconomically Disadvantaged	103	794	6,679	794	2,774,640	743
English Learners	37	742	3,407	760	1,482,316	721
Students with Disabilities	63	685	2,132	706	527,476	615

Last updated: 1/23/2014

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

Last updated: 1/23/2014

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
First Year of Program Improvement		2013-2014
Year in Program Improvement *		Year 1

Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	20.0%

Note: Cells with NA values do not require data.

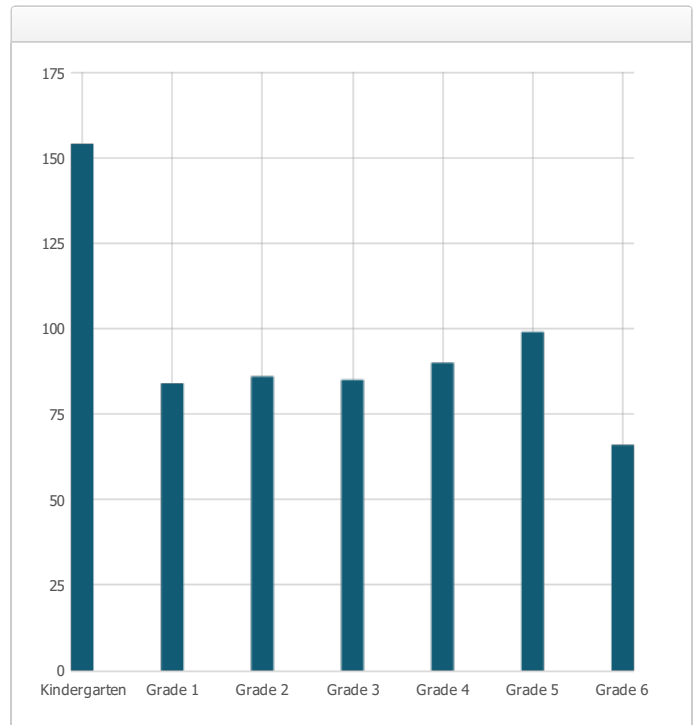
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/23/2014

School Climate

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

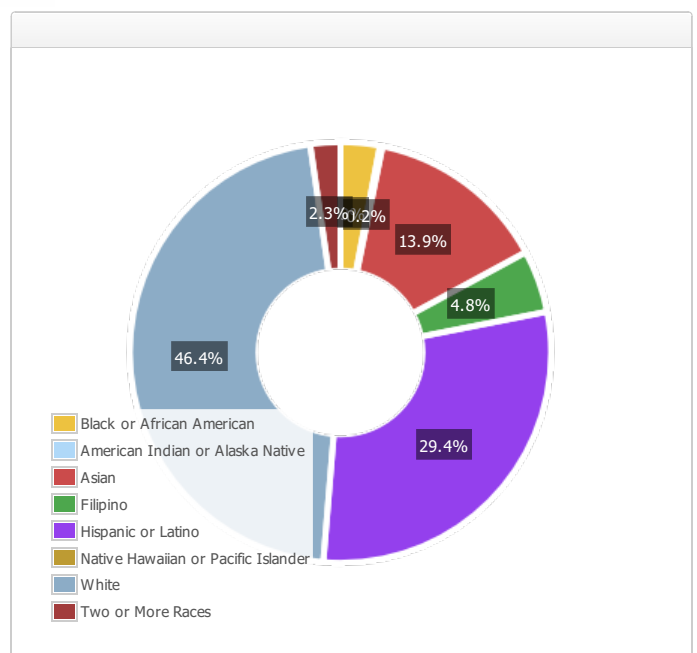
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Student Enrollment by Student Group (School Year 2012-13)

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Two or More Races	2.3
Socioeconomically Disadvantaged	17.9
English Learners	9.2
Students with Disabilities	11.1



Last updated: 1/23/2014

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	19.0	4	1	0	15.6	8	1	0	14.0	11		
1	30.5	0	2	0	29.0	0	2	0	21.0	2	2	
2	28.7	0	3	0	28.7	0	3	0	22.0	2	2	
3	29.0	0	3	0	30.3	0	3	0	21.0	2	2	
4	34.5	0	0	2	27.3	1	2	1	23.0	2		2
5	33.0	0	1	1	32.5	0	1	1	25.0	2		2
6	29.3	1	0	3	33.5	0	1	1	22.0	1	2	
Other												

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

Last updated: 1/23/2014

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/23/2014

School Safety Plan (School Year 2012-13)

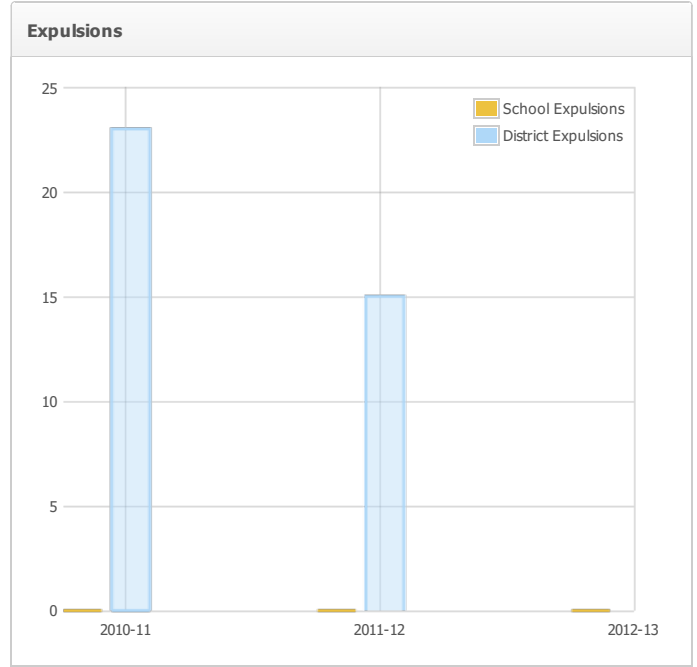
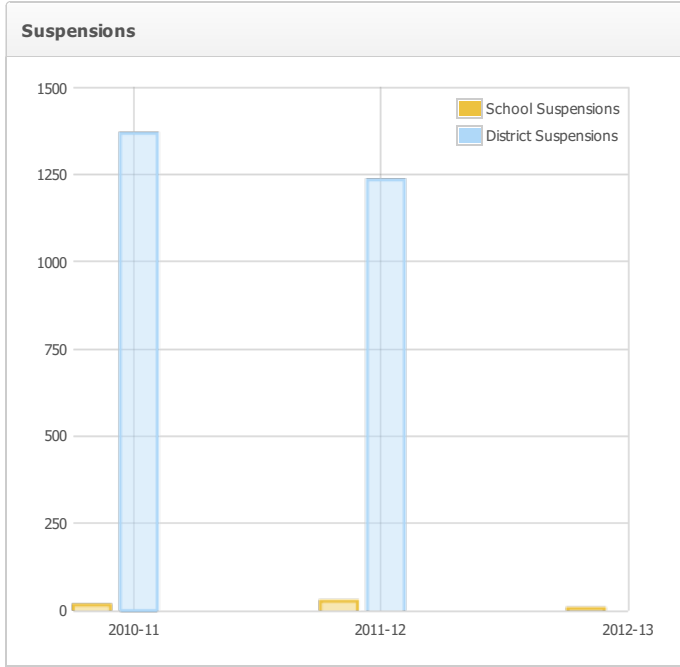
The school has a comprehensive Safety Plan that is reviewed and revised annually and is consistent with SEMS. Our Safety Plan was updated and reviewed with staff on November 16, 2013. Van Buren is a closed campus, so gates are closed during the school day. During the instructional day, from 7:50 am to 2:15 pm, all visitors, students, and staff must enter and exit through the front office. All adult visitors must sign in and wear a "Visitors" sticker while on campus. A safety committee meets regularly throughout the year to discuss and solve issues that occur. School staff have been trained by the Placentia Police Department in lockdown procedures. The Placentia Police Department makes regular visits to the campus to ensure safety at the school and surrounding areas. Monthly emergency drills (drop & cover, fire, and lockdown) are practiced to ensure the safe evacuation of student in the event of an emergency. In the event of an emergency requiring evacuation of the buildings, teachers and staff have a buddy system to make certain that no students or staff is left unattended. Staff members have specific duties and responsibilities in the event of an emergency. Each classroom has a phone that teachers and students may use to reach the office in an emergency. The school-wide positive behavior plan (STARS) includes presentations to students monthly to teach and review behavior standards and expectations. Teachers and students have been in-serviced in anti-bullying to provide a safe learning environment for every student. Annually, the school nurse trains teachers in the use of EPI pens and universal precautions. Our district provides Crisis Assessment Counselors, on call at every site when the need arises for student, staff and family support.

Last updated: 1/23/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	16.00	27.00	6.00	1367.00	1234.00	
Expulsions	0.00	0.00	0.00	23.00	15.00	

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



Last updated: 2/3/2014

School Facilities

School Facility Conditions and Planned Improvements - Most Recent Year

Van Buren Elementary School was inspected October 2013. The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Last updated: 4/23/2014

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	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 - Most Recent Year

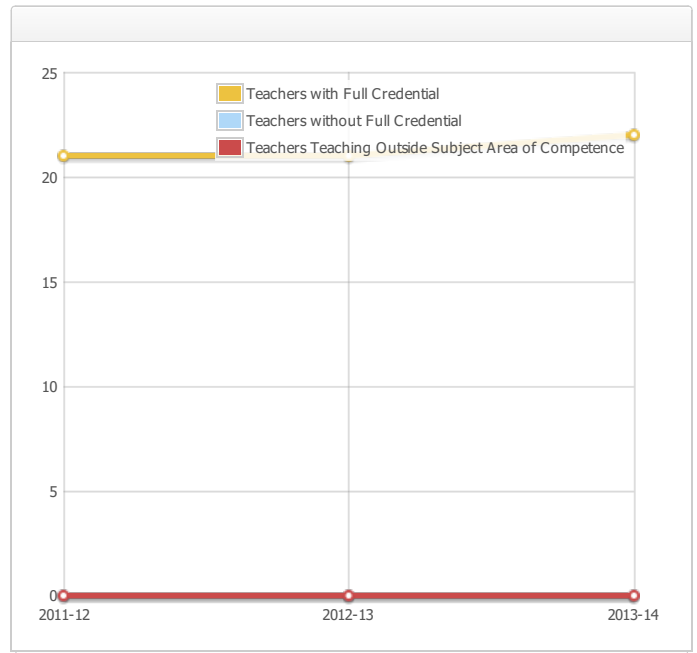
Overall Rating	Good
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Last updated: 4/23/2014

Teachers

Teacher Credentials

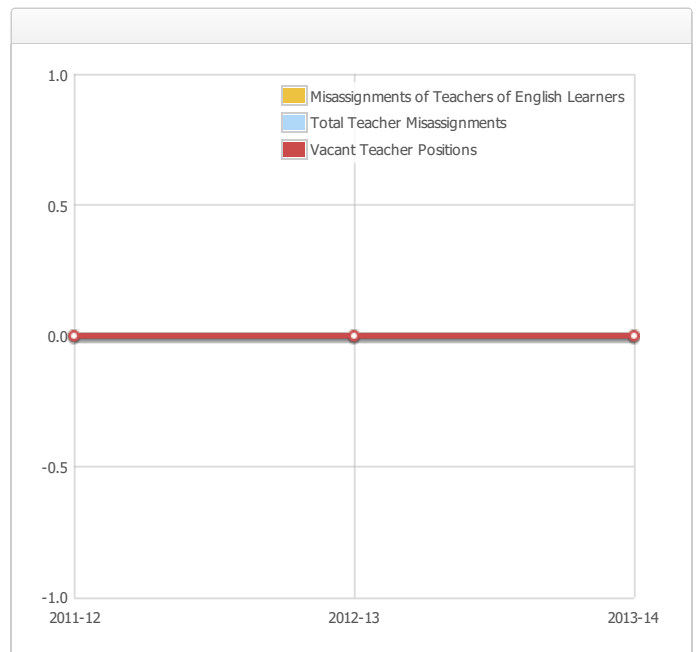
Teachers	School			District
	2011-12	2012-13	2013-14	2013-14
With Full Credential	21	21	22	966
Without Full Credential	0	0	0	7
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	9



Last updated: 2/3/2014

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: 2/3/2014

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	100	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: 2/3/2014

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)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.4	N/A
Psychologist	0.4	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.4	N/A

Note: Cells 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.

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:

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin Reading K-6 or The Language of Literature - McDougal-Littell, Grade 6, Adopted May 2003 Language Circle Series/Project Read/Written Expressions, Adopted May 2003 Houghton Mifflin Medallions (upgrade) – K-5, Adopted September 2010		0.0
Mathematics	Houghton Mifflin California Math – K-5 Adopted April 2009		0.0
Science	Full Option Science Systems, California Edition (FOSS) – Delta Education – K-5 Adopted April 2008		0.0
History-Social Science	History-Social Science for California – Scott Foresman – K-5		0.0
Foreign Language			0.0
Health	Health Framework for California Public Schools - K-12 – (No textbook) Adopted 2002		0.0
Visual and Performing Arts	Visual and Performing Arts Framework for California Public Schools – K-12 (No textbook) Adopted 2004		0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 2/4/2014

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	\$4,737	\$621	\$4,116	\$81,005
District	N/A	N/A	N/A	\$75,772
Percent Difference – School Site and District	N/A	N/A	-0.07%	0.06%
State	N/A	N/A	\$5,537	\$69,704
Percent Difference – School Site and State	N/A	N/A	0.35%	0.15%

Note: Cells with N/A values do not require data.

Last updated: 2/4/2014

Types of Services Funded (Fiscal Year 2012-13)

<ul style="list-style-type: none"> · School and Library Improvement budget - instructional materials, non-fiction books, computers, instructional coaches and consultants · PTA gifts funds - Used for a variety of programs beneficial to the children such as field trips, assemblies, after-school programs, technology resources, and other instructional supplies. · Teacher-written grants from community support groups: 100 Mile Club
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Last updated: 1/23/2014

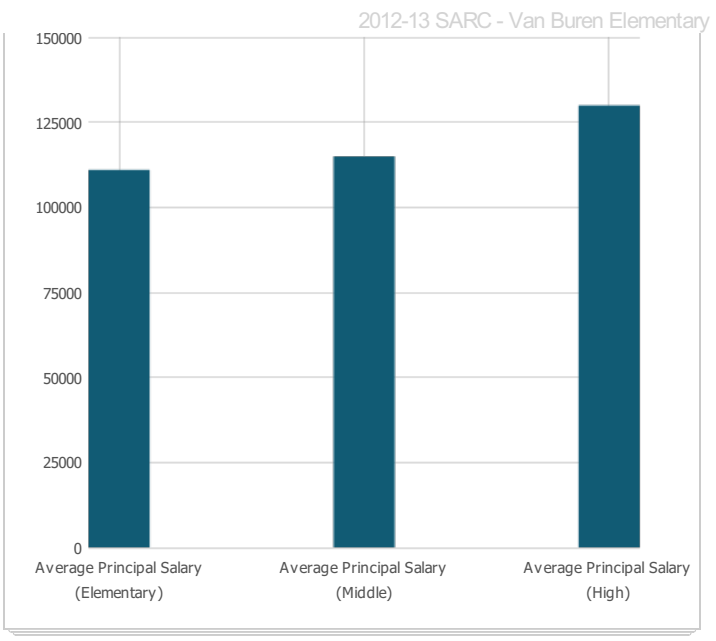
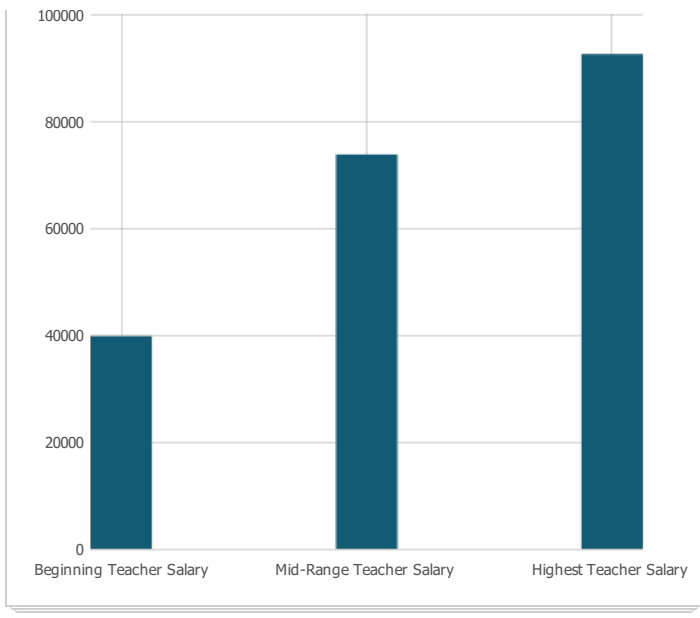
Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,777	\$41,462
Mid-Range Teacher Salary	\$73,744	\$66,133
Highest Teacher Salary	\$92,516	\$85,735
Average Principal Salary (Elementary)	\$110,974	\$107,206
Average Principal Salary (Middle)	\$114,954	\$111,641
Average Principal Salary (High)	\$129,923	\$122,628
Superintendent Salary	\$277,446	\$225,176
Percent of Budget for Teacher Salaries	41.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 2/3/2014

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.

Preservice Days in 06/07 = 5 days
Preservice Days in 07/08 = 5 days
Preservice Days in 08/09 = 4 days
Preservice Days in 09/10 = 2 days
Preservice Days in 10/11 = 0 days
Preservice Days in 11/12 = 0 days
Preservice Days in 12/13 = 0 days
Preservice Days in 13/14 = 3 days

Last updated: 2/3/2014