University High

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians, 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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.

Dr. James D. Bushman, Principal

📍 Principal, University High

About Our School

School Accomplishments

2014 National Blue Ribbon School

2013 Growth Academic Performance Index - 916
42nd best in the Nation, 7th best in the State and the 12th best charter in the country by US News
111th Nationally by the Washington Post Challenge
2nd best Charter in State by USC / School Performance Dashboard.
California State Distinguished School.
Certified Charter School by the California Charter School Association.
U.S. Academic Decathlon National Small School Champion (8th consecutive year).

Contact

University High
2611 East Matoian M/S UH134
Fresno, CA

Phone: 559-278-8263
E-mail: jbushman@csufresno.edu

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)

District Name	Fresno Unified
Phone Number	(559) 457-3000
Superintendent	Michael Hanson
E-mail Address	michael.hanson@fresnounified.org
Web Site	http://www.fresnounified.org

School Contact Information (School Year 2016-17)

School Name	University High
Street	2611 East Matoian M/S UH134
City, State, Zip	Fresno, Ca,
Phone Number	559-278-8263
Principal	Dr. James D. Bushman, Principal
E-mail Address	jbushman@csufresno.edu
Web Site	www.uhsfresno.com
County-District-School (CDS) Code	10621660114553

Last updated: 11/10/2016

School Description and Mission Statement (School Year 2016-17)

University High School is a 9th-12th grade free public charter high school located on the campus of California State University, Fresno. UHS provides an accelerated college preparatory education to approximately 480 students who share a common interest in music. Students receive a strong foundation in music and the liberal arts and sciences in a small high school environment, while benefiting from the opportunities available on a large public university campus.

Mission Statement

The mission of University High School is to create a high school at CSUF that maintains a small school environment even while it provides students opportunities available on a large public university campus.

The school will strive to work collegially with the University for the benefit of both parties and will be housed under the auspices of California State University, Fresno (CSUF) and its College of Arts and Humanities.

The school's educators will use and continually develop exemplary instructional practices to provide a rigorous and challenging curriculum. The school will promote quality-learning experiences in a technologically rich learning environment. The goal of all instruction should be student learning.

The school's curriculum will be college preparatory and incorporate university courses and university-type experiences into its curriculum. The school will also integrate curriculum components into the graduation requirements that will prepare students for a successful college experience and successful integration into adult society.
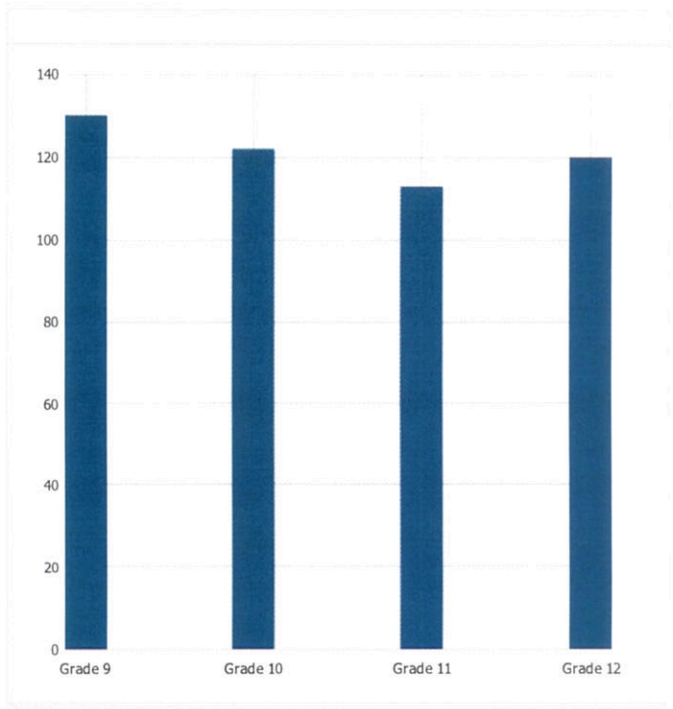
The school will spur ideas on educational innovation and reform and serve as a positive example for other schools and districts.

The school will promote positive partnerships with parents, students and the community to create a supportive climate for its students and the school.

Last updated: 11/10/2016

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	130
Grade 10	122
Grade 11	113
Grade 12	120
Total Enrollment	482

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	23.3 %
American Indian or Alaska Native	1.6 %
Asian	24.3 %
Filipino	10.3 %
Hispanic or Latino	25.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	34.8 %
Two or More Races	0.0 %
Other	-19.9 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	12.0 %
English Learners	0.0 %
Students with Disabilities	0.8 %
Foster Youth	0.0 %

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	20	20	20	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Legend:
- Teachers with Full Credential
- Teachers without Full Credential
- Teachers Teaching Outside Subject Area of Competence
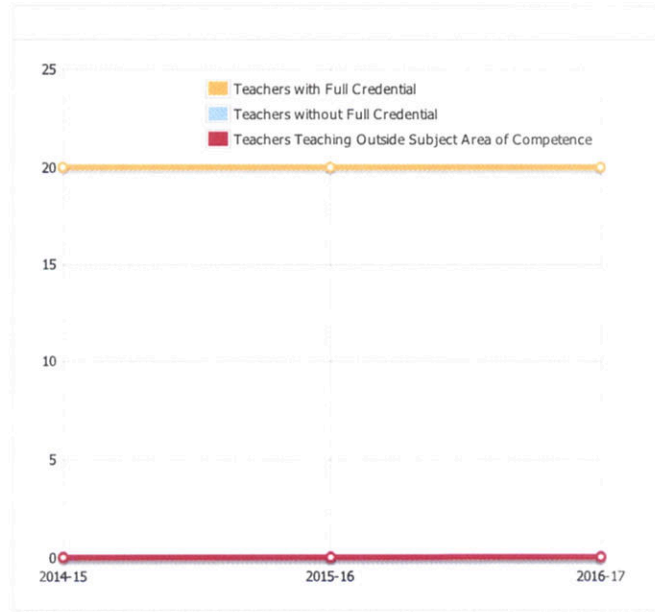
Last updated: 11/10/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Legend:
- Misassignments of Teachers of English Learners
- Total Teacher Misassignments
- Vacant Teacher Positions

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

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

Last updated: 11/10/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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%	0.0%
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	50 Essays The Language of Composition	Yes	0.0 %
Mathematics	Calculus: Graphical, Numerical, Algebraic The Practice of Statistics Mathematics I: Common Core (w/Math XL online) Mathematics II: Common Core (w/Math XL online) Mathematics III: Common Core (w/Math XL online)	Yes	0.0 %
Science	Invitation to Biology What is Life? Animal Diversity World of Chemistry Conceptual Physics		0.0 %
History-Social Science	Economics: Principals in Action Principals of Economics, 4th Edition Magruder's American Government Government in America: People, Politics, & Policy American Government: Readings and Cases American History: A Survey The Americans		0.0 %
Foreign Language	Wheelock's Latin, 7th Ed. 38 Latin Stories Cliff's Notes on Mythology Di Bello Gallico I		0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

School Facility Conditions and Planned Improvements

University High School moved into its new facility in November or 2010. Classrooms and furnishings provide excellent support for student learning. Technology built into each classroom provide for wireless internet, document camera projection, computer screen projection, ceiling mounted speakers, and DVD projection. Student restrooms provide modern conveniences of hand air dryers and touch-free sinks with the added bonus of color-coordinated tile and graffiti free surroundings.

Repairs Needed
In December of 2012, University High hired its original contractor, Zumwaldt Construction, to fix miscellaneous problems (i.e., broken blinds, cabinet locks, addition of door closers, etc.) that have arisen in the past two years since the school was built.

Work orders are put in to the Fresno State maintenance department as soon as problems arise. The campus is cleaned daily by the janitorial staff, as well as twice a year during a half day sweep.

Last updated: 11/14/2016

School Facility Good Repair Status

Year and month of the most recent FIT report: June 2016

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	Annual pest control completed during the summer
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Annual testing of the fire alarms and elevator completed
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: June 2016

Overall Rating	Exemplary

Last updated: 11/14/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| | Percent of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	95.0%	100.0%	41.0%	44.0%	56.0%	59.0%
Mathematics (grades 3-8 and 11)	71.0%	93.0%	15.0%	18.0%	29.0%	33.0%

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: 11/17/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	109	108	99.0%	100.0%
Male	47	47	100.0%	100.0%
Female	62	61	98.0%	100.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.0%	100.0%
Filipino	12	12	100.0%	100.0%
Hispanic or Latino	21	21	100.0%	100.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	49	48	98.0%	100.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.0%	100.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 11/17/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	109	108	99.0%	93.0%
Male	47	47	100.0%	94.0%
Female	62	61	98.0%	92.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.0%	95.0%
Filipino	12	12	100.0%	83.0%
Hispanic or Latino	21	21	100.0%	91.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	49	48	98.0%	96.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.0%	85.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 11/14/2016

CAASPP Test Results in Science for All Students

| | Percentage of Students Scoring at Proficient or Advanced | | | | | | | | |
| | School | | | District | | | State | | |
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	76.0%	77.0%	71.0%	--	--	--	--	--	--

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 11/14/2016

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	123	119	97.0%	71.0%
Male	56	--	--	--
Female	67	--	--	--
Black or African American	2	--	--	--
American Indian or Alaska Native	5	--	--	--
Asian	29	--	--	--
Filipino	14	--	--	--
Hispanic or Latino	36	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	9	--	--	--
English Learners	--	--	--	--
Students with Disabilities	1	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 11/16/2016

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	90.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	8.0%	16.0%	93.0%

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

UHS believes educating a child is a community endeavor that only happens when parents, students and a school staff work together on behalf of the student. UHS is small and our capacity to offer the multitude of programs we have, only happens if we receive parent support. Parents are encouraged to get involved with school operations. UHS has its own parent booster group the "Phoenix Alliance" and parent can join. The Phoenix Alliance provides support and sponsors many school related activities like Magic of the Arts, school concerts, Baccalaureate, Open House, etc. But parents do not have to join an organization to help. UHS sends a volunteer form to each family at the beginning of the year that lists all the volunteer opportunities. Parents are encouraged/expected to volunteer with what they can. Phoenix Alliance uses Volunteer Hub to apprise parents of volunteer opportunities and to register and track volunteer hours.

UHS does its best to communicate with parents so we can be as transparent as possible. Individual student attendance and grades can be accessed online by the parents of each student. The school website includes a comprehensive view of our school. Daily bulletins are sent to parents via email, and regular notices from the school sent via mail and email serve to fill in any information gaps. Blackboard Connect is used by the school to do parent broadcasts by phone for both emergency announcements and informational announcements.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

	School			District			State		
Indicator	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.9%	15.6%	14.0%	11.7%	11.4%	11.5%	10.7%
Graduation Rate	100.00	100.00	98.20						

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
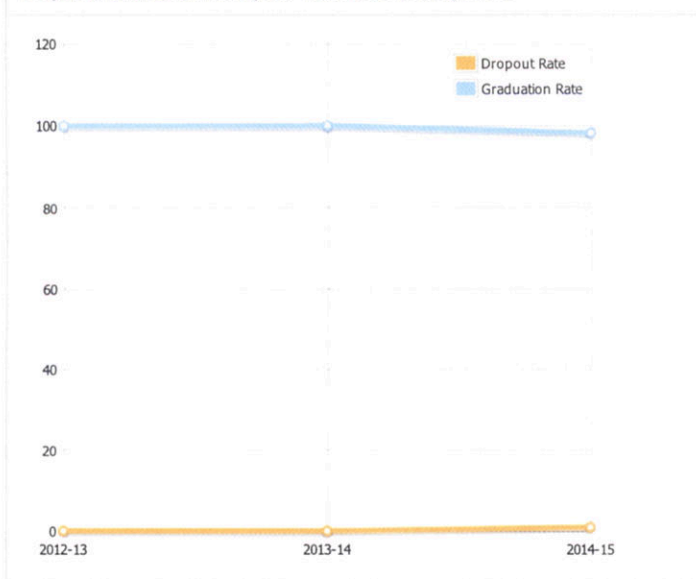
Completion of High School Graduation Requirements - Graduating Class of 2015

(One-Year Rate)

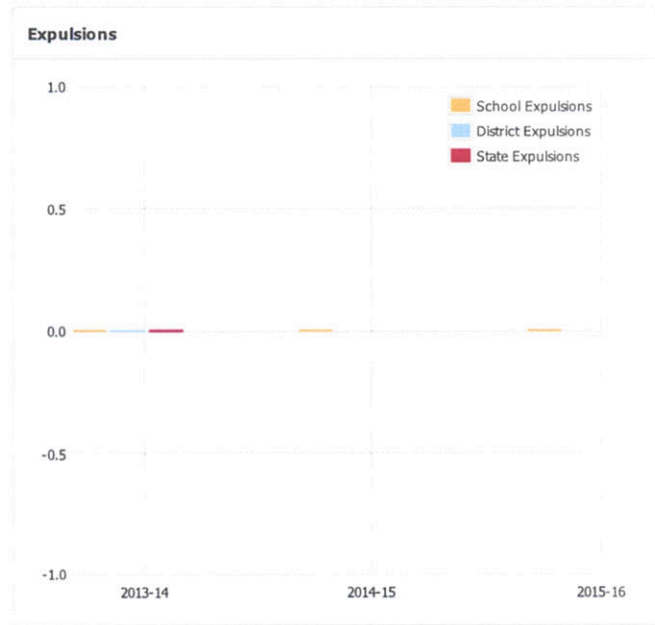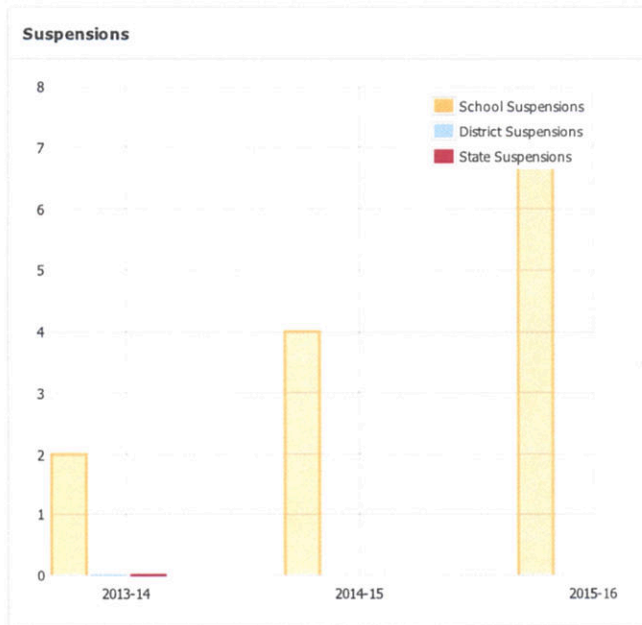| Student Group	School	District	State
All Students	108	82	85
Black or African American	3	55	77
American Indian or Alaska Native	2	66	75
Asian	22	64	99
Filipino	9	79	97
Hispanic or Latino	27	59	84
Native Hawaiian or Pacific Islander	0	65	85
White	45	86	87
Two or More Races	--	100	91
Socioeconomically Disadvantaged	--	122	77
English Learners	0	150	51
Students with Disabilities	--	117	68
Foster Youth	--	--	--

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

	School			District			State		
Rate	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.0	4.0	7.0						
Expulsions	0.0	0.0	0.0						

Suspensions

- School Suspensions
- District Suspensions
- State Suspensions

Expulsions

- School Expulsions
- District Expulsions
- State Expulsions

School Safety Plan (School Year 2016-17)

University High School's Safety Plan is reviewed annually by the administrative staff and changes are shared with the faculty. A copy of the safety plan is also sent to Fresno Unified. Since UHS is located on the campus of Fresno State, the Dean of Students and Office Manager are also part of the Fresno State safety coordinators group. Staff members are given the opportunity to have first aid and CPR training annually.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	84
Percent of Schools Currently in Program Improvement	N/A	89.4%

Note: Cells with NA values do not require data.

Last updated: 11/14/2016

Average Class Size and Class Size Distribution (Secondary)

| | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	24.0	6	14	0	24.0	4	16	0	24.0	5	15	0
Mathematics	24.0	8	12	0	24.0	6	14	0	23.1	9	11	0
Science	25.0	2	13	0	25.0	2	13	0	23.9	3	12	0
Social Science	24.0	3	7	0	24.0	5	5	0	24.1	4	6	0

* 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: 11/15/2016

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	250.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.4	N/A
Other	0.0	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.

Last updated: 11/17/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

| Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$8752.6	$242.5	$8510.0	$75540.0
District	N/A	N/A	$0.0	$69938.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$5677.0	$75837.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 11/17/2016

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Beginning Teacher Salary	--	$45,092
Mid-Range Teacher Salary	$67,662	$71,627
Highest Teacher Salary	$87,756	$93,288
Average Principal Salary (Elementary)	$106,766	$115,631
Average Principal Salary (Middle)	$112,308	$120,915
Average Principal Salary (High)	$121,292	$132,029
Superintendent Salary	$303,534	$249,537
Percent of Budget for Teacher Salaries	36.0%	37.0%
Percent of Budget for Administrative Salaries	7.0%	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
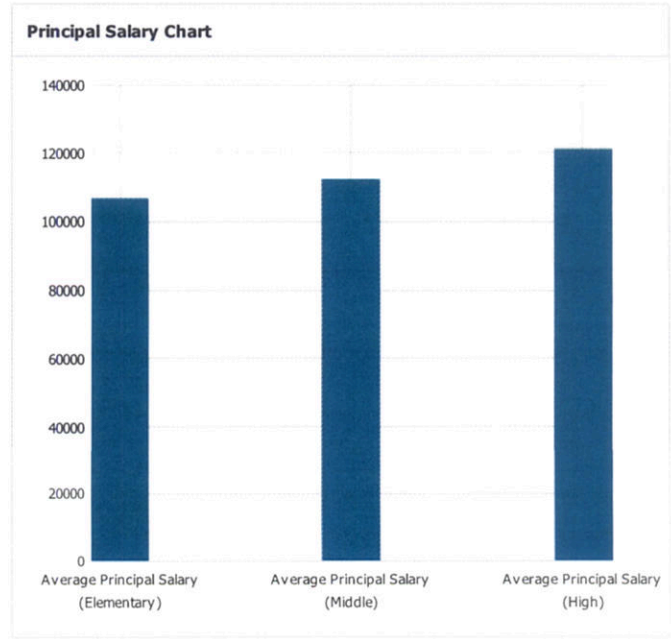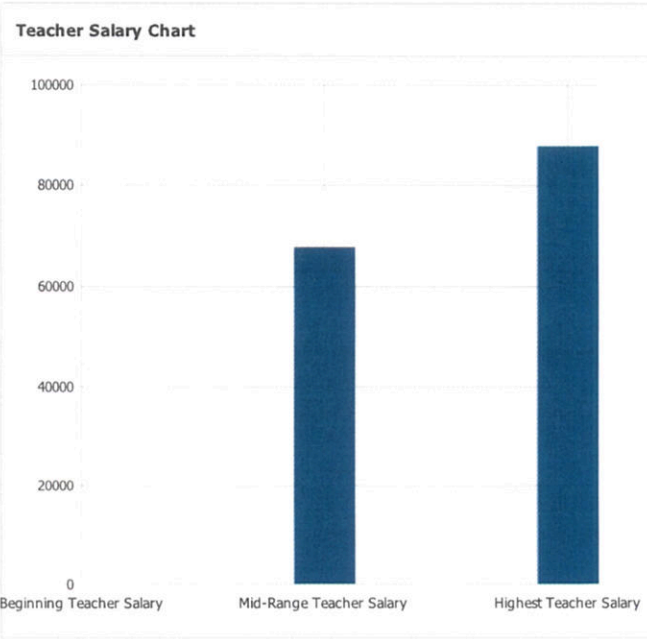
Last updated: 11/14/2016

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	10	N/A
Fine and Performing Arts	2	N/A
Foreign Language		N/A
Mathematics	6	N/A
Science		N/A
Social Science	7	N/A
All Courses	25	48.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 11/14/2016

Professional Development

UHS believes professional development serves a vital function towards maintaining teacher excellence. UHS teachers engage is three days of school sponsored professional development before school begins in August of each year. During the school year teachers will spend an additional 14 hours including one-full day before the second semester begins in January.

But professional development has to be more than just school driven. At UHS each teacher creates their own individualized professional development plan to meet their own needs. This year some teachers will attend conferences, some will be reading professional journals, and others will be visiting or observing their colleagues. Each teacher enacts this plan during the fall and early spring. Records of each teacher's efforts are kept on file.

Teachers are supported by the Head of School, Dean of Students, and staff from Fresno State through observations, individual meetings, and conferences.

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