

University High

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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, the county, and the state. 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 Douglas 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 Matoon M/S UH134
Fresno, CA

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

About This School

Contact Information - Most Recent Year

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

Last updated: 1/5/2016

School Description and Mission Statement - Most Recent Year

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.

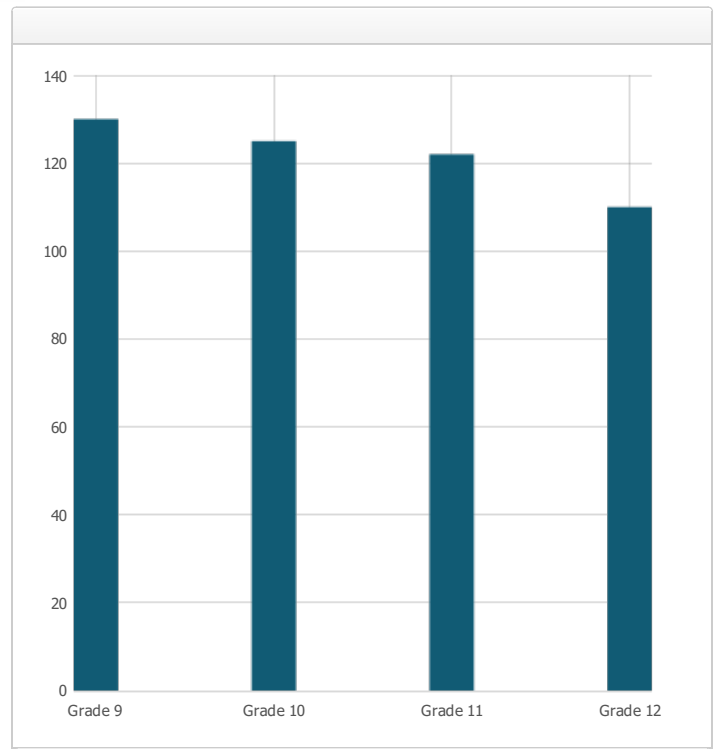
The school will spur ideas on educational innovation and reform and serve as a positive example for other schools and districts.

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: 1/5/2016

Student Enrollment by Grade Level (School Year 2014-15)

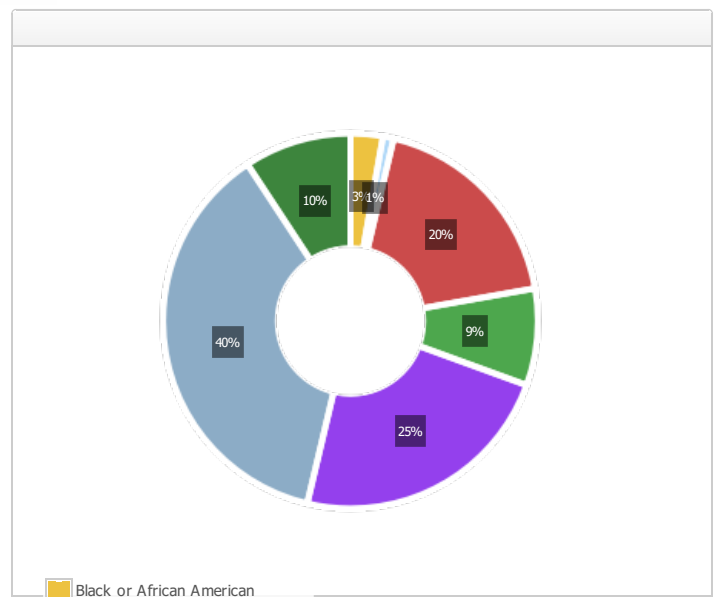
Grade Level	Number of Students
Grade 9	130
Grade 10	125
Grade 11	122
Grade 12	110
Total Enrollment	486



Last updated: 1/5/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	3.5 %
American Indian or Alaska Native	1.4 %
Asian	20.7 %
Filipino	9.3 %
Hispanic or Latino	25.1 %
Native Hawaiian or Pacific Islander	0.0 %
White	40.0 %
Two or More Races	0.0 %
Socioeconomically Disadvantaged	10.0 %
English Learners	0.0 %
Students with Disabilities	0.8 %
Foster Youth	0.0 %



Last updated: 1/5/2016

A. Conditions of Learning

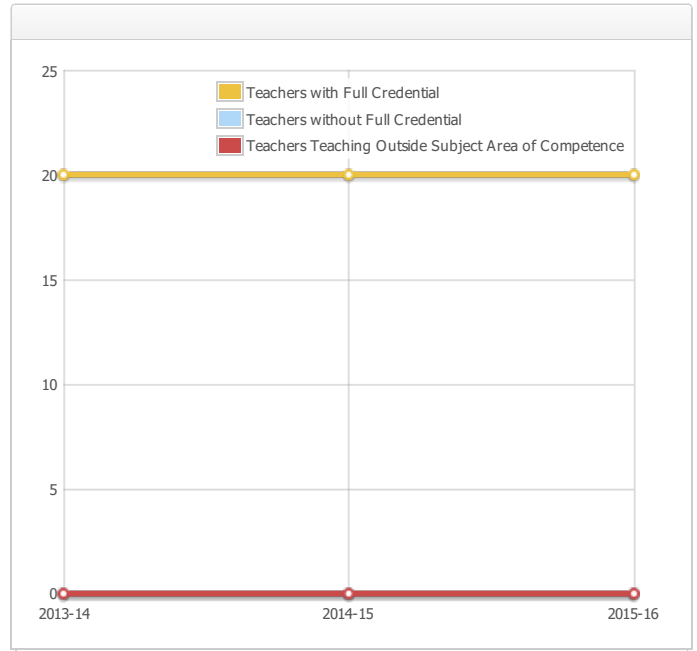
State Priority: Basic

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

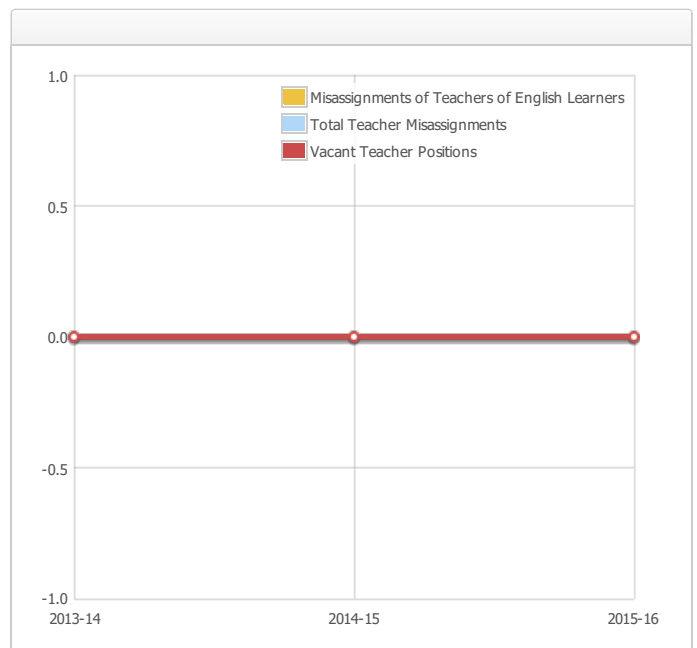
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	20	20	20	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/5/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 1/5/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	%
All Schools in District	97%	3%
High-Poverty Schools in District	97%	3%
Low-Poverty Schools in District	99%	1%

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 - Most Recent Year

Year and month in which data were collected:

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		0.0 %
Mathematics	PreCalculus: Graphical, Numerical, Algebraic The Practice of Statistics Carnegie Learning CC Integrated Math I Student Edition Carnegie Learning CC Integrated Math I Student Skills Practice Carnegie Learning CC Integrated Math II Student Skills Practice Carnegie Learning CC Integrated Math III Student Edition Carnegie Learning CC Integrated III Student Skills Practice	Yes	0.0 %
Science	Invitation to Biology What is Life? Animal Diversity World of Chemistry Conceptual Physics		0.0 %
History-Social Science	The Western Heritage 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		0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

School Facility Conditions and Planned Improvements - Most Recent Year

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: 1/5/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs needed
Interior: Interior Surfaces	Good	No repairs needed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Annual pest control is completed during vacations by Fresno State staff
Electrical: Electrical	Good	No repairs needed
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No repairs needed
Safety: Fire Safety, Hazardous Materials	Good	No repairs needed
Structural: Structural Damage, Roofs	Good	No repairs needed
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No repairs needed

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2016

Overall Rating	Exemplary
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Last updated: 1/5/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	95%	27%	44%
Mathematics (grades 3-8 and 11)	71%	18%	33%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	121	119	98.3%	1.0%	4.0%	25.0%	70.0%
Male	121	51	42.1%	0.0%	4.0%	27.0%	69.0%
Female	121	68	56.2%	1.0%	4.0%	24.0%	71.0%
Black or African American	121	7	5.8%	--	--	--	--
American Indian or Alaska Native	121	2	1.7%	--	--	--	--
Asian	121	28	23.1%	0.0%	0.0%	11.0%	89.0%
Filipino	121	10	8.3%	--	--	--	--
Hispanic or Latino	121	25	20.7%	4.0%	8.0%	40.0%	48.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	121	45	37.2%	0.0%	7.0%	24.0%	69.0%
Two or More Races	121	2	1.7%	--	--	--	--
Socioeconomically Disadvantaged	121	16	13.2%	6.0%	13.0%	44.0%	38.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/5/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	121	119	98.3%	10.0%	19.0%	32.0%	39.0%
Male	121	51	42.1%	10.0%	20.0%	24.0%	47.0%
Female	121	68	56.2%	10.0%	19.0%	38.0%	32.0%
Black or African American	121	7	5.8%	--	--	--	--
American Indian or Alaska Native	121	2	1.7%	--	--	--	--
Asian	121	28	23.1%	0.0%	14.0%	18.0%	68.0%
Filipino	121	10	8.3%	--	--	--	--
Hispanic or Latino	121	25	20.7%	28.0%	20.0%	32.0%	20.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	121	45	37.2%	11.0%	24.0%	33.0%	31.0%
Two or More Races	121	2	1.7%	--	--	--	--
Socioeconomically Disadvantaged	121	16	13.2%	31.0%	25.0%	38.0%	6.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/5/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	81%	76%	76%	42%	41%	36%	59%	60%	56%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	36%
All Students at the School	76%
Male	87%
Female	69%
Black or African American	--
American Indian or Alaska Native	--
Asian	70%
Filipino	66%
Hispanic or Latino	73%
Native Hawaiian or Pacific Islander	--
White	81%
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	100%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	89.5%

State Priority: Other Pupil Outcomes

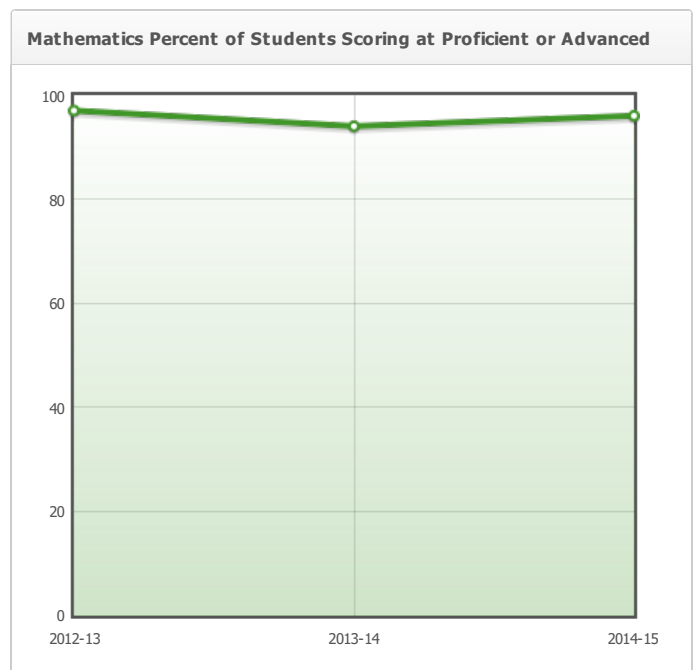
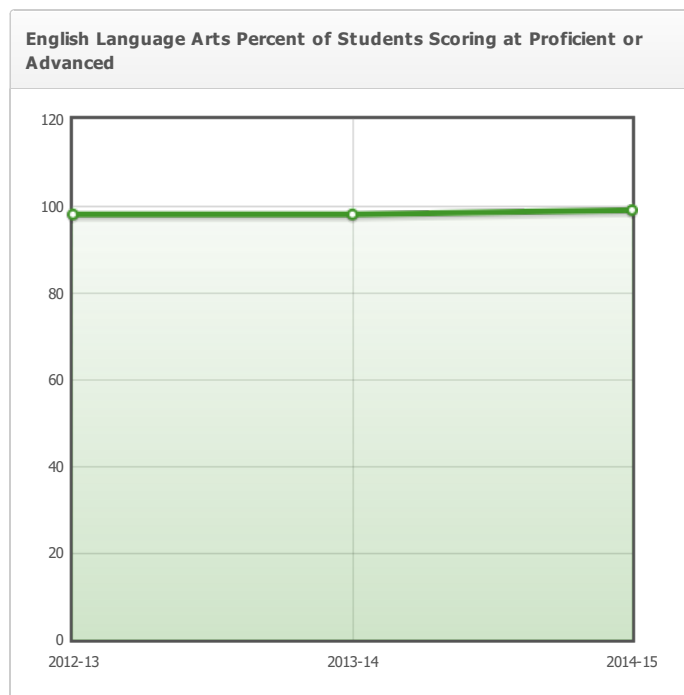
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	98%	98%	99%	41%	36%	39%	57%	56%	58%
Mathematics	97%	94%	96%	45%	42%	40%	60%	62%	59%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/5/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if applicable)

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	57%	23%	20%	56%	34%	11%
All Students at the School	1%	10%	89%	4%	40%	55%
Male	2%	8%	90%	4%	31%	65%
Female	%	11%	89%	4%	46%	49%
Black or African American	%	%	%	%	%	%
American Indian or Alaska Native	%	%	%	%	%	%
Asian	%	11%	89%	%	21%	79%
Filipino	%	9%	91%	9%	36%	55%
Hispanic or Latino	%	8%	92%	12%	48%	40%
Native Hawaiian or Pacific Islander	%	%	%	%	%	%
White	2%	13%	86%	2%	43%	55%
Two or More Races	%	%	%	%	%	%
Socioeconomically Disadvantaged	%	8%	92%	%	50%	50%
English Learners	%	%	%	%	%	%
Students with Disabilities	%	%	%	%	%	%
Students Receiving Migrant Education Services	%	%	%	%	%	%
Foster Youth	%	%	%	%	%	%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	10.3%	14.3%	69%

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: 1/5/2016

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 - Most Recent Year

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, Baccaalaureate, 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

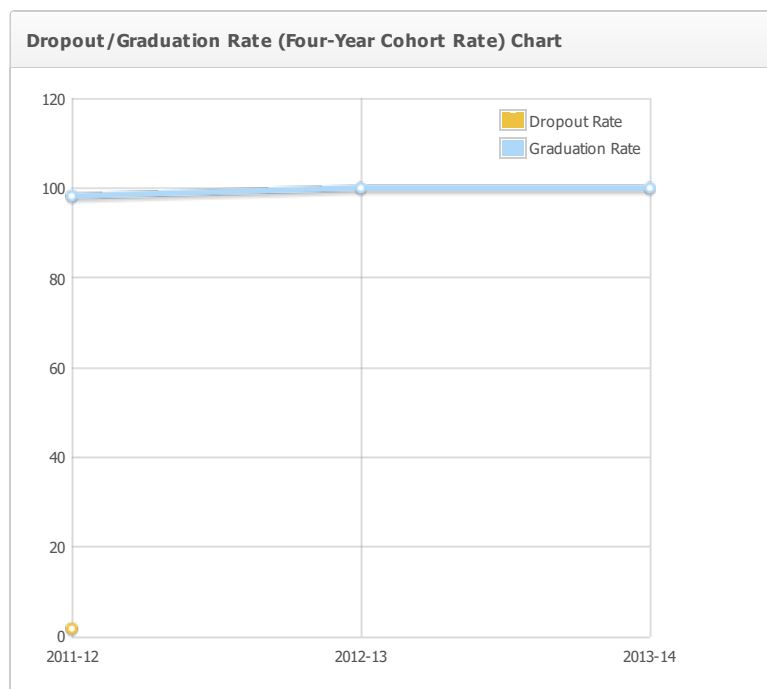
Last updated: 1/5/2016

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)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	1.8%	%	%	15.1%	15.6%	14%	13.1%	11.4%	11.5%
Graduation Rate	98.20	100.00	100.00	75.00	76.20	79.30	78.87	80.44	80.95



Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	100	75	
Black or African American	100	80	76
American Indian or Alaska Native	100	81	78
Asian		69	93
Filipino	100	77	96
Hispanic or Latino		58	81
Native Hawaiian or Pacific Islander		53	84
White	78	85	90
Two or More Races	76	100	83
Socioeconomically Disadvantaged	79	100	81
English Learners	87	100	51
Students with Disabilities	124	100	61
Foster Youth			

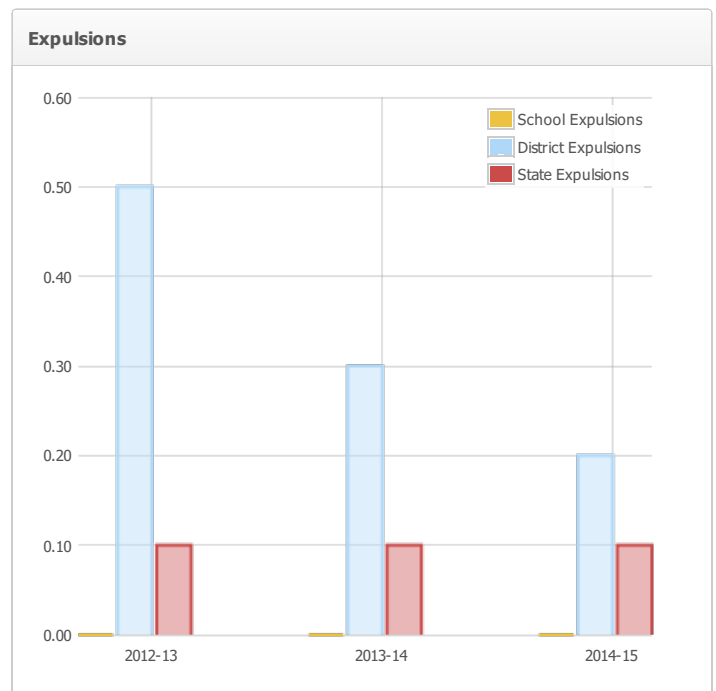
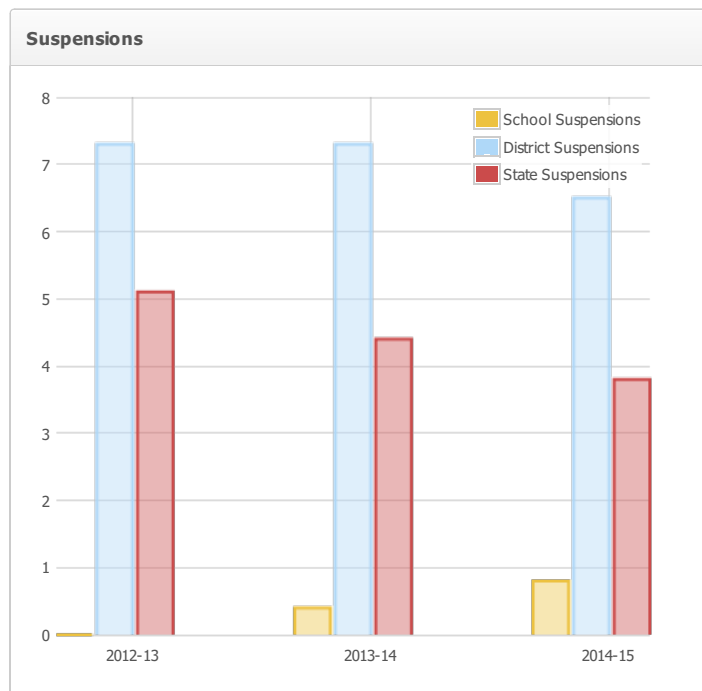
State Priority: School Climate

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

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	0.4	0.8	7.3	7.3	6.5	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.5	0.3	0.2	0.1	0.1	0.1



Last updated: 1/5/2016

School Safety Plan - Most Recent Year

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.

Last updated: 1/5/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	Yes	N/A	
Met Percent Proficient - Mathematics	Yes	N/A	
Met Attendance Rate	Yes		
Met Graduation Rate	Yes	No	

Last updated: 1/5/2016

Federal Intervention Program (School Year 2015-16)

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	81
Percent of Schools Currently in Program Improvement	N/A	91%

Note: Cells with NA values do not require data.

Last updated: 1/5/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	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	24.0	6	14		24.0	6	15		24.0	4	11	
Mathematics	23.0	8	12		24.0	8	12		24.0	6	14	
Science	25.0	2	13		25.0	2	13		25.0	2	13	
Social Science	26.0	2	7		24.0	3	7		24.0	5	5	

* 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: 1/5/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	244.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.1	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	0.4	N/A
Other		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: 1/5/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8,417	\$373	\$8,044	\$68,350
District	N/A	N/A	\$	\$67,859
Percent Difference – School Site and District	N/A	N/A	100%	.7%
State	N/A	N/A	\$5,348	\$72,971
Percent Difference – School Site and State	N/A	N/A	--	--

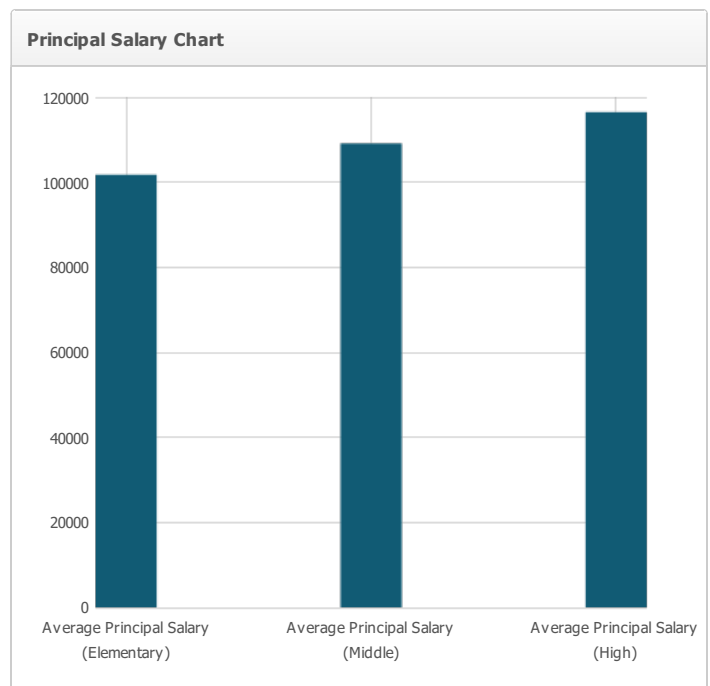
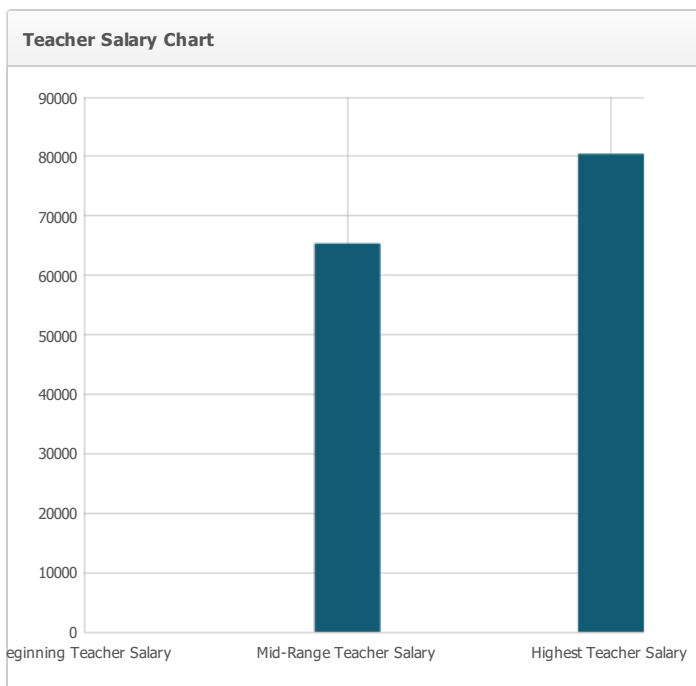
Note: Cells with N/A values do not require data.

Last updated: 1/6/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	\$43,165
Mid-Range Teacher Salary	\$65,374	\$68,574
Highest Teacher Salary	\$80,440	\$89,146
Average Principal Salary (Elementary)	\$101,747	\$111,129
Average Principal Salary (Middle)	\$109,117	\$116,569
Average Principal Salary (High)	\$116,474	\$127,448
Superintendent Salary	\$297,000	\$234,382
Percent of Budget for Teacher Salaries	38%	38%
Percent of Budget for Administrative Salaries	7%	5%

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



Last updated: 1/5/2016

Advanced Placement Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	10	N/A
Fine and Performing Arts	2	N/A
Foreign Language	0	N/A
Mathematics	6	N/A
Science	0	N/A
Social Science	2	N/A
All Courses	20%	47.6%

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

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 1/5/2016

Professional Development – Most Recent Three Years

UHS believes professional development serves a vital function towards maintaining teacher excellence. UHS teachers engage in 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, and staff from Fresno State through observations, individual meetings, and conferences.

Last updated: 1/5/2016