

# University High

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/fq/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 Bushman, Principal

Principal, University High

#### About Our School

##### *School Accomplishments*

##### **2017 California Gold Ribbon School**

##### **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.

Niche.com (2017): A+ grade, #5 of 353 charter schools in California, #6 of 1208 high schools with Best Teachers  
U.S. Academic Decathlon National Small School Champion (8th consecutive year).

WASC Accreditation: full six year accreditation through 2023.

#### Contact

University High  
2611 East Matoian M/S UH134  
Fresno, CA 93740

Phone: 559-278-8263  
E-mail: [jbushman@csufresno.edu](mailto:jbushman@csufresno.edu)

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Fresno Unified
<b>Phone Number</b>	(559) 457-3000
<b>Superintendent</b>	Bob Nelson
<b>E-mail Address</b>	<a href="mailto:bob.nelson@fresnounified.org">bob.nelson@fresnounified.org</a>
<b>Web Site</b>	<a href="http://www.fresnounified.org">http://www.fresnounified.org</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	University High
<b>Street</b>	2611 East Matoian M/S UH134
<b>City, State, Zip</b>	Fresno, Ca, 93740
<b>Phone Number</b>	559-278-8263
<b>Principal</b>	Dr. James Bushman, Principal
<b>E-mail Address</b>	<a href="mailto:jbushman@csufresno.edu">jbushman@csufresno.edu</a>
<b>Web Site</b>	<a href="http://www.uhsfresno.com">www.uhsfresno.com</a>
<b>County-District-School (CDS) Code</b>	10621660114553

*Last updated: 11/13/2017*

### School Description and Mission Statement (School Year 2017-18)

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.

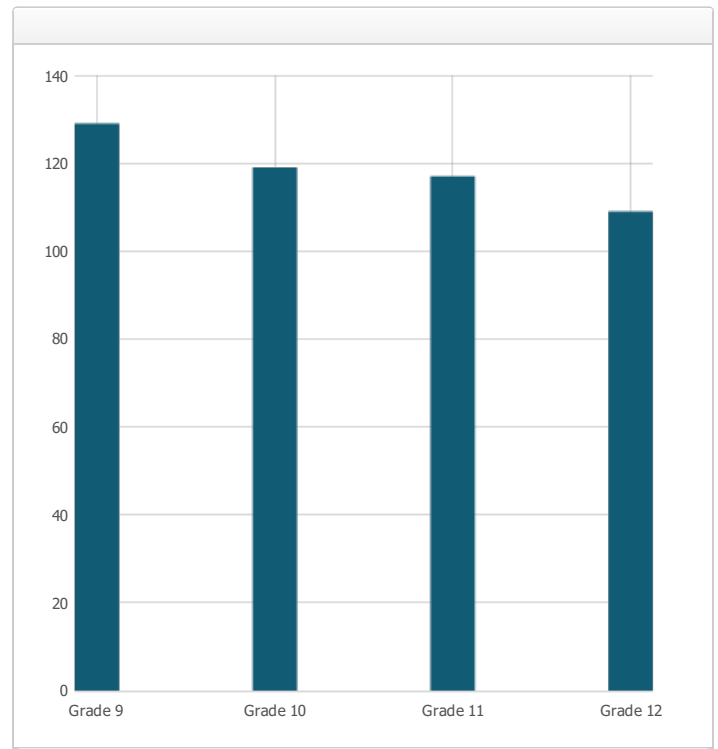
The school will spur ideas on educational innovation and reform and serve as a positive example for other schools and districts.

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: 11/13/2017*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Grade 9	129
Grade 10	119
Grade 11	117
Grade 12	109
<b>Total Enrollment</b>	<b>474</b>



Last updated: 11/13/2017

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	1.7 %
American Indian or Alaska Native	0.6 %
Asian	21.1 %
Filipino	11.2 %
Hispanic or Latino	24.1 %
Native Hawaiian or Pacific Islander	0.2 %
White	34.2 %
Two or More Races	6.5 %
Other	0.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	10.3 %
English Learners	0.0 %
Students with Disabilities	0.6 %
Foster Youth	0.0 %

Last updated: 11/13/2017

## A. Conditions of Learning

### State Priority: Basic

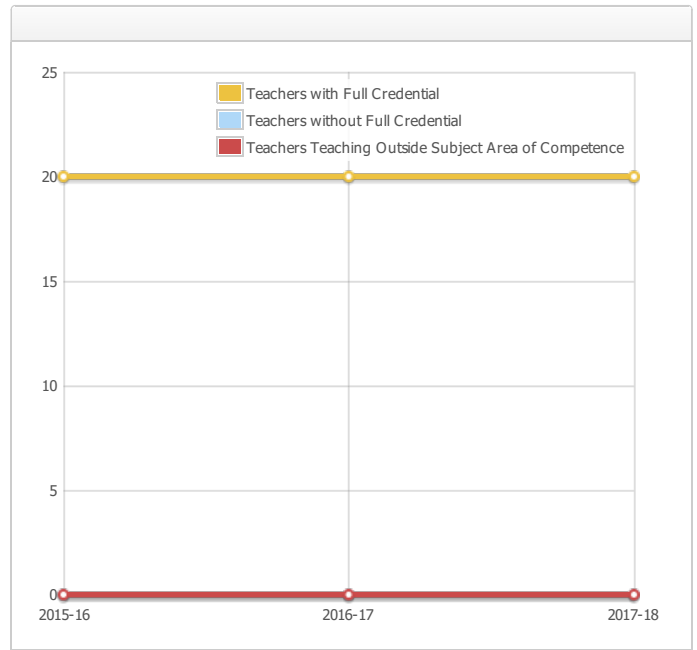
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- 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

Waiting for FUSD data: Teacher credentials

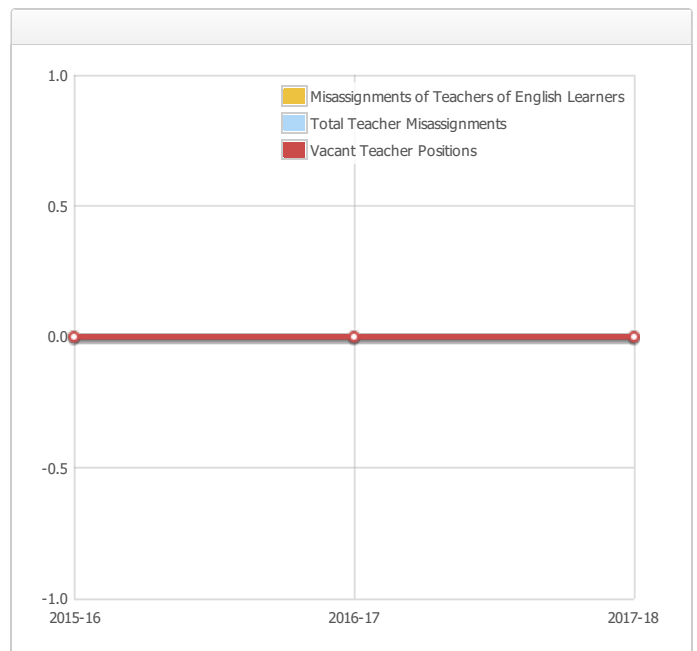
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	20	20	20	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 11/13/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 11/13/2017

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected: August 2017

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	50 Essays The Language of Composition		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		0.0 %
Science	Invitation to Biology What is Life? Animal Diversity World of Chemistry Conceptual Physics Essential Environment		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 Cliff's Notes on Mythology Di Bello Gallico I		0.0 %
Health			0.0 %
Visual and Performing Arts	n/a		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 11/27/2017

## School Facility Conditions and Planned Improvements

University High School moved into its new facility in November of 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 August of 2017, UHS began to plan to use Prop 39 funds from the state of California to upgrade light fixtures and other items to be more energy efficient. New internet switches and wi-fi was upgraded in the fall of 2017 as part of this refresh.

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: 11/27/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: August 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Air conditioners are fixed by Fresno State Plant Ops as soon as they break; work orders are processed quickly and efficiently.
Interior: Interior Surfaces	Good	No repairs at this time.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Fresno State notifies UHS of pest control spraying; the UHS campus is cleaned nightly by 2-3 janitorial staff.
Electrical: Electrical	Good	No repairs at this time.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Repairs are made on a timely basis by Fresno State Plant Ops; work orders are placed when a repair is needed. For example, if a toilet sensor is not working properly, a work order is put in and the repair is made quickly, usually within 1 day.
Safety: Fire Safety, Hazardous Materials	Good	No repairs at this time.
Structural: Structural Damage, Roofs	Good	No repairs at this time.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No repairs at this time.

## Overall Facility Rate

Year and month of the most recent FIT report: August 2017

Overall Rating	Exemplary
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*Last updated: 11/13/2017*

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	100%	100%	31%	34%	48%	48%
Mathematics (grades 3-8 and 11)	93%	82%	22%	24%	36%	37%

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: 11/13/2017*



**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	115	114	99 %	100 %
Male	51	51	100 %	100 %
Female	64	63	98 %	100 %
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100 %	100 %
Filipino	--	--	100 %	100 %
Hispanic or Latino	34	33	97 %	100 %
Native Hawaiian or Pacific Islander	--	--	--	--
White	38	37	97 %	100 %
Two or More Races			100 %	100 %
Socioeconomically Disadvantaged	--	--	--	--
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 11/13/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	115	114	99 %	82 %
Male	51	51	100 %	88 %
Female	64	63	98 %	76 %
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100 %	100 %
Filipino	--	--	--	--
Hispanic or Latino	34	33	100 %	66 %
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	35	100 %	77 %
Two or More Races	13	13	100 %	92 %
Socioeconomically Disadvantaged	--	--	--	--
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 11/13/2017*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	77.0%	71.0%	36.0%	34.0%	56%	54%

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 11/13/2017*

**Career Technical Education Programs (School Year 2016-17)**

UHS does not have any CTE Pathways
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*Last updated: 11/13/2017*

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

*Last updated: 11/13/2017*

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	88.2%

# 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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	8.7%	13.5%	70.6%

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: 11/13/2017

## 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 2017-18)

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

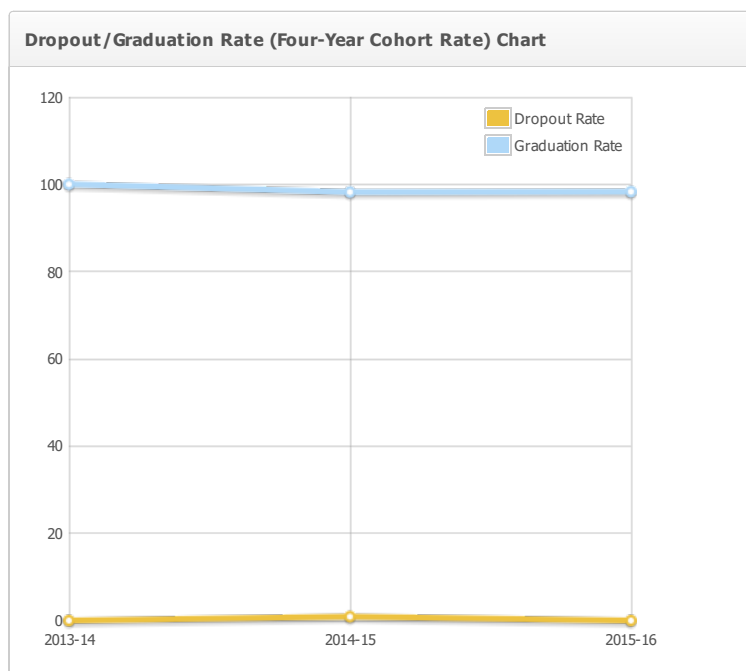
*Last updated: 11/13/2017*

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.9%	0.0%	14.0%	11.7%	10.7%	11.5%	10.7%	9.7%
Graduation Rate	100.0%	98.2%	98.3%	79.3%	83.8%	85.5%	81.0%	82.3%	83.8%



*Last updated: 11/13/2017*



**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	99.2%	91.6%	87.1%
Black or African American	100.0%	85.2%	79.2%
American Indian or Alaska Native	100.0%	81.5%	80.2%
Asian	100.0%	99.2%	94.4%
Filipino	100.0%	90.6%	93.8%
Hispanic or Latino	96.3%	91.3%	84.6%
Native Hawaiian or Pacific Islander	0.0%	100.0%	86.6%
White	100.0%	87.7%	91.0%
Two or More Races	100.0%	100.0%	90.6%
Socioeconomically Disadvantaged	100.0%	87.0%	85.5%
English Learners	0.0%	83.6%	55.4%
Students with Disabilities	100.0%	60.9%	63.9%
Foster Youth	0.0%	67.9%	68.2%

# State Priority: School Climate

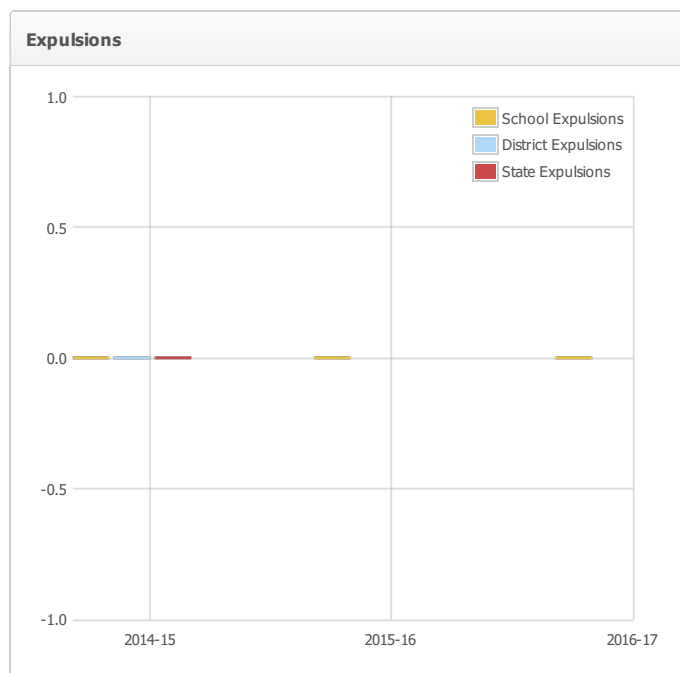
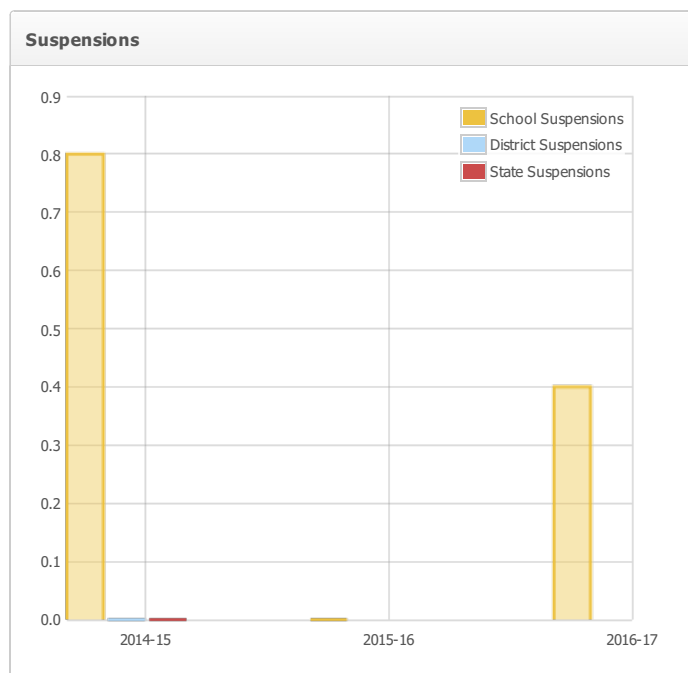
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

## Suspensions and Expulsions

Waiting for FUSD data: suspension and expulsion data

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.8%	0.0%	0.4%	--	--	--	--	--	--
Expulsions	0.0%	0.0%	0.0%	--	--	--	--	--	--



Last updated: 11/27/2017

## School Safety Plan (School Year 2017-18)

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: 11/13/2017



## 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 2017-18)

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	83
Percent of Schools Currently in Program Improvement	N/A	81.4%

*Last updated: 11/13/2017*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	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	4	11	0	24.0	5	15	0	24.0	5	15	0
Mathematics	24.0	6	14	0	23.0	9	11	0	23.0	6	14	0
Science	25.0	2	13	0	24.0	3	12	0	24.0	3	12	0
Social Science	24.0	5	5	0	24.0	4	6	0	23.0	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: 11/13/2017

**Academic Counselors and Other Support Staff (School Year 2016-17)**

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)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.3	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.3	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: 11/13/2017

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9482.4	\$33.6	\$9448.8	\$82746.6
District	N/A	N/A	\$0.0	\$75170.0
Percent Difference – School Site and District	N/A	N/A	200.0%	9.6%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	35.9%	4.3%

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

Last updated: 11/27/2017

## Types of Services Funded (Fiscal Year 2016-17)

Support for special education students are given according to each student's needs and guidelines set forth by their IEP. These services may include speech services, psychological services, resource specialist services, orthopedically impaired services, and/or any additional services needed by students.

Tutorial services are provided for all students by their teachers during the lunch hour and after school. Students may also enlist the help of their peer mentors for additional help.

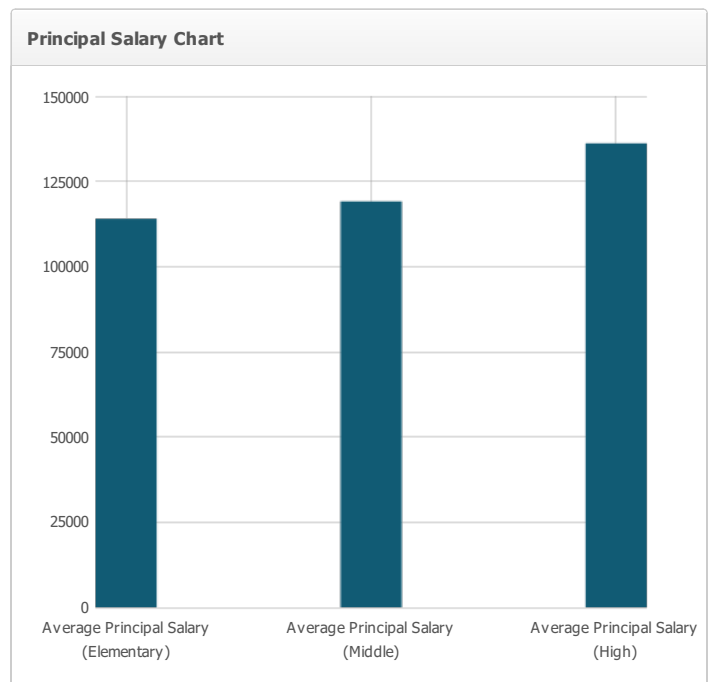
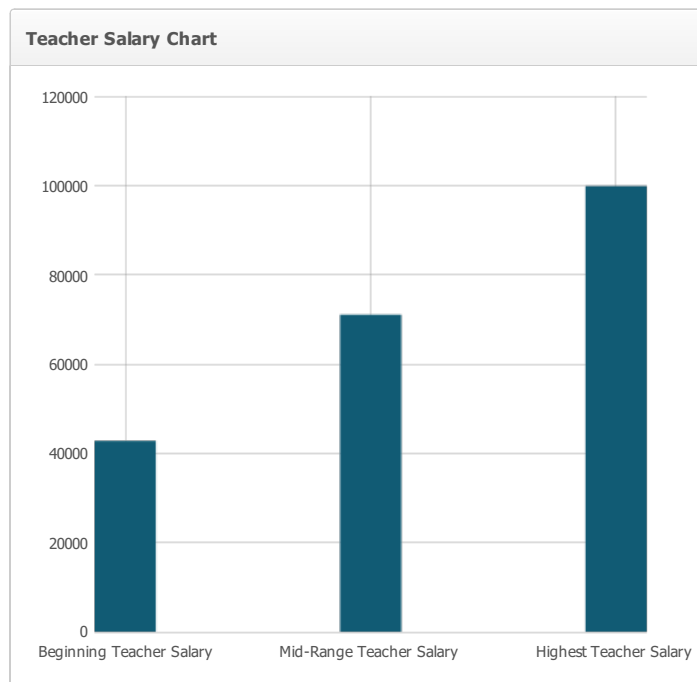
*Last updated: 11/27/2017*

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Waiting for FUSD data: Beginning Teacher Salary

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,798	\$47,808
Mid-Range Teacher Salary	\$71,046	\$73,555
Highest Teacher Salary	\$99,861	\$95,850
Average Principal Salary (Elementary)	\$114,033	\$120,448
Average Principal Salary (Middle)	\$119,104	\$125,592
Average Principal Salary (High)	\$136,148	\$138,175
Superintendent Salary	\$306,266	\$264,457
Percent of Budget for Teacher Salaries	34.0%	35.0%
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/>.



*Last updated: 11/27/2017*

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	0	N/A
Mathematics	3	N/A
Science	0	N/A
Social Science	3	N/A
All Courses	9	47.7%

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

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

*Last updated: 11/27/2017*

**Professional Development**

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 of Students, and staff from Fresno State through observations, individual meetings, and conferences.

*Last updated: 11/27/2017*