

University Heights Middle School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 and 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 at <http://dq.cde.ca.gov/dataquest/> 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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	University Heights Middle School
Street	1155 Massachusetts Avenue
City, State, Zip	Riverside, CA 92507-2897
Phone Number	(951) 788-7388
Principal	Coleman Kells
E-mail Address	ckells@rusd.k12.ca.us
Web Site	www.rusdlink.org/uni
CDS Code	33-67215-6059158

District Contact Information	
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusd.k12.ca.us

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

At University Middle School, we will inspire students to take advantage of life's opportunities in a global society by preparing them academically. We believe this is best accomplished when students influence the pace, pathways, purpose, and assessment of their learning.

University Heights Middle School is a 7-8 school with approximately 850 total students. We have a variety of activities and clubs to ensure that students have an opportunity to do what they do best each and every day at University. At UHMS, we strive to ensure not only academic success, but also outstanding character for all of our students. We have a strong character education program built into our Common Core State Standards aligned curriculum to ensure that all students have the tools they need to be successful here and when they leave to go to high school.

As a personalized learning school, we believe that students should have voice and choice in their education. Our teams utilize flexible learning environments, personalized learning plans, and competency based assessment practices to ensure that students understand how they learn best and are given the chance to demonstrate their knowledge in a way that works best for them.

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

Grade Level	Number of Students
Grade 7	434
Grade 8	427
Total Enrollment	861

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	8.4
American Indian or Alaska Native	0.3
Asian	1.6
Filipino	0.6
Hispanic or Latino	77.4
Native Hawaiian or Pacific Islander	0.5
White	8.1
Two or More Races	1.5
Socioeconomically Disadvantaged	91.2
English Learners	18.4
Students with Disabilities	13
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	39	39	38	1855
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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	1	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.

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	Not Taught by Highly Qualified Teachers
This School	96.2	3.8
All Schools in District	94.4	5.6
High-Poverty Schools in District	94.3	5.7
Low-Poverty Schools in District	94.7	5.3

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:** 12/06/2016**Materials Sufficiency Board Meeting Date:** 04/11/2016

The table displays information collected in 12/06/2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Language Arts 7 (adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 1 Holt, Rinehart and Winston: Supplemental: Holt Handbook, Course 1 Language Arts 8 (adopted in 2002) Holt, Rinehart and Winston: Holt Literature and Language Arts, Course 2 Holt, Rinehart and Winston: Supplemental: Holt Handbook, Course 2 Language! (adopted in 2002) ELD 1, 2, 3 (adopted in 2009) Scholastic: READ 180/ System 44, Intensive Reading Intervention Program (adopted in 2010)	Yes	0%
Mathematics	Introduction to Algebra/Introduction to Algebra Concepts (adopted in 2008) Holt, Rinehart and Winston: California Mathematics Course 2 - Pre-Algebra Holt, Rinehart and Winston: Pre-Algebra 8 / Pre-Algebra 8 Concepts (adopted in 2008) Holt, Rinehart and Winston: California Algebra Readiness - Volumes 1-4 Holt, Rinehart and Winston: Algebra 1 / Algebra 1 Concepts / Algebra 1B (adopted in 2008) Holt, Rinehart and Winston: California Algebra 1 Holt, Rinehart and Winston: Geometry (adopted in 2008) Holt, Rinehart and Winston: California Geometry	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Holt, Rinehart and Winston: Life Science, Grade 7 (adopted in 2007) McDougal Littell: Physical Science, Grade 8 (adopted in 2007)	Yes	0%
History-Social Science	Holt, Rinehart and Winston: World History, Grade 7 Holt, Rinehart and Winston: World History: Medieval to Modern Times: Holt CA Social Studies Holt, Reinhart and Winston:United States History, Grade 8 Holt, Reinhart and Winston:United States History: Independence to 1914: Holt CA Social studies	Yes	0%
Foreign Language	Holt, Reinhart and Winston: Spanish I (adopted in 2004) Holt, Reinhart and Winston: Ven Conmigo! Spanish Level 1 Holt, Reinhart and Winston: Pre-AP Spanish (adopted in 2009) Holt, Reinhart and Winston: Ven Conmigoi Nuevas Vistas Uno	Yes	0%
Visual and Performing Arts	Offer standard-based visual art, instrumental music, and vocal music as electives.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1972

Last Modernized: 2006

Lot Size: 18.4 Acres

22 Permanent Classrooms

21 Portable Classrooms

Completely Air Conditioned

Library

Computer Lab

Outdoor Cafeteria

School Multi-Purpose Room

"Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review."

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities. University Middle School completed their school site inspection on 01/25/2017.

University has a plant supervisor and a part-time custodial staff who along with other district personnel maintain the grounds and facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

of Work Orders = 608

Labor Hours = 2336.62

Assessed Value of Work = \$97224.32

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 01/25/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	
Interior: Interior Surfaces			X	Exit hallway near the principal's office, there is a water leak and stained ceiling tiles, very bad condition. Drinking fountain leaks. MDF room in the office area there are broken ceiling tiles and stained ceiling tiles. Damage baseboard.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation			X	
Electrical: Electrical			X	Lights out. Storage room lights out. Lens cover missing. Receptacle cover missing on south wall. Replace outlets by computer. Dataport D49 is loose. Broken GFI cover. Loose and abandoned intrusion wire by entry door. Loose electrical outlet needs to be secured to the wall. Replace outlets by computers.
Restrooms/Fountains: Restrooms, Sinks/Fountains			X	Faucets not working. Drinking fountain needs adjusted. Need sprinkler head in storage room. Sinks needs repair. Broken coat hook on door. Both of the boys and girls R/R doors stick and are hard to open and close.
Safety: Fire Safety, Hazardous Materials			X	
Structural: Structural Damage, Roofs			X	Roof leaks. Missing ceiling tiles, stained ceiling tiles and tiles are falling. Patch and paint holes in wall in front of room. All sinks need repair. Faucets are loose.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 01/25/2017				
Overall Rating	Exemplary	Good	Fair	Poor
				X

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	23	29	44	48	44	48
Mathematics	12	15	33	35	34	36

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.

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	440	430	97.7	29.5
	8	420	410	97.6	28.3
Male	7	242	240	99.2	24.2
	8	200	197	98.5	24.4
Female	7	198	190	96.0	36.3
	8	220	213	96.8	31.9
Black or African American	7	36	35	97.2	20.0
	8	35	34	97.1	41.2
Hispanic or Latino	7	335	327	97.6	27.5
	8	329	322	97.9	22.4
White	7	37	37	100.0	51.4
	8	33	33	100.0	57.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	7	404	395	97.8	28.6
	8	377	368	97.6	25.5
English Learners	7	88	82	93.2	2.4
	8	73	65	89.0	1.5
Students with Disabilities	7	67	65	97.0	1.5
	8	48	48	100.0	4.2

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	440	434	98.6	14.6
	8	440	434	98.6	14.6
Male	7	242	242	100.0	14.5
	8	242	242	100.0	14.5
Female	7	198	192	97.0	14.7
	8	198	192	97.0	14.7
Black or African American	7	36	35	97.2	11.4
	8	36	35	97.2	11.4
Hispanic or Latino	7	335	331	98.8	13.3
	8	335	331	98.8	13.3
White	7	37	37	100.0	27.8
	8	37	37	100.0	27.8
Socioeconomically Disadvantaged	7	404	399	98.8	13.8
	8	404	399	98.8	13.8
English Learners	7	88	86	97.7	2.3
	8	88	86	97.7	2.3
Students with Disabilities	7	67	65	97.0	
	8	67	65	97.0	

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.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	37	39	29	60	58	54	60	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.

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

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	419	411	98.1	28.7
Male	200	196	98.0	32.7
Female	219	215	98.2	25.1
Black or African American	34	33	97.1	30.3
Hispanic or Latino	329	325	98.8	24.0
White	33	30	90.9	60.0
Socioeconomically Disadvantaged	376	371	98.7	25.6
English Learners	73	72	98.6	6.9
Students with Disabilities	48	47	97.9	12.8

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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	17.4	23.5	7.7

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 Parental Involvement State Priority (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)

The parental involvement contact at this school is Mr. Coleman Kells, principal, and can be contacted at 951-788-7388.

Because we are a professional learning community, we are committed to the belief that parent involvement is a vital component to student success. So, we encourage involvement in our PTA, School Site Council, and English Learner Advisory Committee. Because increasing parent and community participation has been a focus at University Heights, our parent involvement has continued to increase significantly. Each year parent participation in our school-wide programs, such as our Back-to-School Night and Open House has increased. These evenings provide parents with critical information they need regarding our school-wide academic focus and student expectations for learning. It is with parent involvement in mind that University Heights continues to host its annual Family Fun Night. This is a night when parents and community members come to Uni to indulge in free food and fun. Because we realize the importance of parent support, we encourage our parents to visit our campus at any time.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	13.7	12.3	12.4	4.5	4.4	4.0	4.4	3.8	3.7
Expulsions	0.2	1.2	0.7	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

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	In PI	In PI
First Year of Program Improvement	2003-2004	2007-2008
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	71.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18	26	12	8	16	43	7	6	16	32	19	4
Mathematics	23	17	14	4	21	20	11	7	27	8	15	9
Science	30	5	1	20	28	6	4	19	29	4	12	13
Social Science	30	5	4	18	28	6	6	17	29	5	8	16

Note: 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.

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
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.9	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	2	N/A
Other	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.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,110	\$1,814	\$5,295	\$76,011
District	N/A	N/A	\$5,235	\$81,908
Percent Difference: School Site and District	N/A	N/A	1.1	-7.2
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-6.7	0.2

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

Types of Services Funded (Fiscal Year 2015-16)

University Heights Middle School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$89,075 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

\$213,869 Title I: supplemental services and materials to assist students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,907	\$45,092
Mid-Range Teacher Salary	\$76,557	\$71,627
Highest Teacher Salary	\$100,120	\$93,288
Average Principal Salary (Elementary)	\$119,891	\$115,631
Average Principal Salary (Middle)	\$127,709	\$120,915
Average Principal Salary (High)	\$139,500	\$132,029
Superintendent Salary	\$270,000	\$249,537
Percent of Budget for Teacher Salaries	42%	37%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

UNI's school site leadership team identified key areas for professional development for the 2014-2015 school year. These topics were selected based on data from department common assessments, screening measures, and other data such as discipline and attendance. Throughout the year, these topics will be addressed through on campus PD provided by University staff members and district personnel, off campus conferences and trainings, and teacher inservices. The topics below were the focus of 2014-15.

- Incorporating student technology into instruction
- Personalized learning
- Positive Behavior Supports and Interventions
- Development of Common Core Units of study
- Continued focus on increasing academic rigor, checking for students' understanding at increasing levels of rigor and student use of academic language

UNI's school site leadership team has identified key areas for professional development for the 2015-2016 and 2016-2017 school years. These topics were selected based on data from department common assessments, screening measures, and other data such as discipline and attendance. Throughout the year, these topics will be addressed through on campus PD provided by University staff members and district personnel, off campus conferences and trainings, and teacher inservices. The topics below are those that will be our focus throughout this year.

- Incorporating student technology into instruction
- Personalized learning
- Positive Behavior Supports and Interventions
- Restorative Justice
- Development of Common Core Units of study
- Continued focus on increasing academic rigor, checking for students' understanding at increasing levels of rigor and student use of academic language

Depending on the grade level, subject or school focus, teachers participated in 3 – 10 days of professional development.