

University Heights Middle School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

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 2017-18)

University Heights Middle School is committed to ensuring the academic and social-emotional success of all students. University students, staff, and parents will work together to maximize academic achievement and good citizenship by creating an environment where all students take responsibility for their own learning with active support from staff and parents.

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 2016-17)

Grade Level	Number of Students
Grade 7	373
Grade 8	428
Total Enrollment	801

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	8.4
American Indian or Alaska Native	0.7
Asian	2.7
Filipino	0.5
Hispanic or Latino	76.2
Native Hawaiian or Pacific Islander	0.5
White	7.7
Two or More Races	2
Socioeconomically Disadvantaged	89.6
English Learners	23.6
Students with Disabilities	15.4
Foster Youth	0.7

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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	39	38	42	1909
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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.

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

Year and month in which data were collected: 10/16/2017

The table displays information collected in 10/16/17 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 & Winston: Holt Literature and Language Arts, Course 1 Holt, Rinehart & Winston: Supplemental: Holt Handbook, Course 1 Language Arts 8 (adopted in 2002) Holt, Rinehart & Winston: Holt Literature and Language Arts, Course 2 Holt, Rinehart & 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 & Winston: California Mathematics Course 2 – Pre-Algebra Holt, Rinehart & Winston: Pre-Algebra 8 / Pre-Algebra 8 Concepts (adopted in 2008) Holt, Rinehart & Winston: California Algebra Readiness – Volumes 1-4 Holt, Rinehart & Winston: Algebra 1 / Algebra 1 Concepts / Algebra 1B (adopted in 2008) Holt, Rinehart & Winston: California Algebra 1 Holt, Rinehart & Winston: Geometry (adopted in 2008) Holt, Rinehart & Winston: California Geometry	Yes	0%
Science	Holt, Rinehart & Winston: Life Science, Grade 7 (adopted in 2007) McDougal Littell: Physical Science, Grade 8 (adopted in 2007)	Yes	0%
History-Social Science	Holt, Rinehart & Winston: World History, Grade 7 (adopted in 2006) Holt, Rinehart & Winston: World History: Medieval to Modern Times: Holt CA Social Studies	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Holt, Reinhart & Winston: United States History, Grade 8 (adopted in 2006) Holt, Reinhart & Winston: United States History: Independence to 1914: Holt CA Social studies		
Foreign Language	Holt, Reinhart & Winston: Spanish 1 (adopted in 2006) Holt, Reinhart & Winston: Ven Conmigo! Holt Spanish Level 1 Holt, Reinhart & Winston: Pre-AP Spanish (adopted in 2009) Holt, Reinhart & Winston: Ven Conmigo! Nuevas Vistas Uno	Yes	0%
Health	N/A		N/A
Visual and Performing Arts	Offer standard-based visual art, instrumental music, and vocal music as electives.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Lot Size: 18.4 Acres
 Year Constructed: 1972
 Last Modernized: 2006
 22 Permanent Classrooms
 21 Portable Classrooms
 Library
 Computer Lab
 Outdoor Cafeteria
 School Multi-Purpose Room
 Completely Air Conditioned

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.

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.

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

of Work Orders = 583
 Labor Hours = 1850.1
 Assessed Value of Work = \$84,872.98

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/21/2017				
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			305:00:00 302: Wall paper coming off 303: Holes in walls, need paint and patch, stained ceiling tiles, several lights out 304: Missing base board, walls need paint, very messy, lights out 307: Stained ceiling tiles, needs painting 409: Carpet seams coming apart
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			100 Wing Boys Restroom: needs to be deep cleaned 100 Wing Girls Restroom: needs to be deep cleaned, light lens need to be replaced 304: Missing base board, walls need paint, very messy, lights out
Electrical: Electrical		X		305:00:00 100 Wing Girls Restroom: needs to be deep cleaned, light lens need to be replaced 102: Light fixture missing a lens cover 104: Light fixture lens cover falling 111: Electrical outlet has a ground prong broken off of it 113: Clock not working, lock on door not working 200: Lights not working 201: Lights not working 201B: Flourescent tubes not working and no covers on tubes 202A: Flourescent tubes not working and no covers on tubes 205C: Flourescent tubes not working and no covers on tubes 208: Flourescent tubes not working and no covers on tubes 210: Lights not working 301: Missing light cover 303: Holes in walls, need paint and patch, stained ceiling tiles, several lights out 304: Missing base board, walls need paint, very messy, lights out 404: South wall receptacle missing its cover P311: Missing outlet cover

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/21/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			305:00:00 100 Wing Boys Restroom: needs to be deep cleaned 107: Sinks need to be repaired 110: Ceiling tiles broken, faucet loose 202: handle bad, low water pressure 211: Top faucet missing 307: Stained ceiling tiles, needs painting Gym: No hot water to girls sinks, boys flush valve on urinal broken Office: No water to the drinking fountain
Safety: Fire Safety, Hazardous Materials	X			100 Wing Girls Restroom: needs to be deep cleaned, light lens need to be replaced
Structural: Structural Damage, Roofs	X			110: Ceiling tiles broken, faucet loose 202A: Fluorescent tubes not working and no covers on tubes
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			113: Clock not working, lock on door not working Boys Restroom Next to 404: Door is sagging, gets stuck in the open position

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/21/2017				
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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	29	31	48	47	48	48
Mathematics (grades 3-8 and 11)	15	16	35	34	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.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	804	795	98.88	30.6
Male	419	413	98.57	23.06
Female	385	382	99.22	38.74
Black or African American	68	68	100	25
American Indian or Alaska Native	--	--	--	--
Asian	25	24	96	45.83
Filipino	--	--	--	--
Hispanic or Latino	614	608	99.02	28.01
Native Hawaiian or Pacific Islander	--	--	--	--
White	60	58	96.67	58.62
Two or More Races	15	15	100	20
Socioeconomically Disadvantaged	719	711	98.89	28.17
English Learners	303	301	99.34	12.33
Students with Disabilities	119	119	100	4.2
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.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	802	794	99	15.74
Male	417	412	98.8	15.05
Female	385	382	99.22	16.49
Black or African American	68	68	100	10.29
American Indian or Alaska Native	--	--	--	--
Asian	25	25	100	32
Filipino	--	--	--	--
Hispanic or Latino	612	606	99.02	13.37
Native Hawaiian or Pacific Islander	--	--	--	--
White	60	58	96.67	32.76
Two or More Races	15	15	100	13.33
Socioeconomically Disadvantaged	717	710	99.02	14.51
English Learners	302	300	99.34	5.33
Students with Disabilities	118	118	100	5.08
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.

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

Subject	Percent 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)	39	29	58	54	60	56

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.

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 physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	15.1	21.8	10.6

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.

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)

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 a variety of opportunities for parents to be involved on campus through activities like Love Riverside, community murals, and other events. 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 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	12.3	12.4	9.5	4.4	4.0	3.6	3.8	3.7	3.6
Expulsions	1.2	0.7	1.1	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 2017-18)

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	68.8

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	16	43	7	6	16	35	16	4	18	29	18	2
Mathematics	21	20	11	7	27	8	15	9	24	15	13	8
Science	28	6	4	19	29	4	12	13	25	8	18	5
Social Science	28	6	6	17	29	5	8	16	26	10	17	4

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 2016-17)

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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7313	1759	5555	78426
District	N/A	N/A	\$5,857	\$87,199
Percent Difference: School Site and District	N/A	N/A	-9.6	-12.8
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-19.5	-4.1

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

Types of Services Funded (Fiscal Year 2016-17)

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

\$84,843 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,035	\$47,808
Mid-Range Teacher Salary	\$82,647	\$73,555
Highest Teacher Salary	\$100,547	\$95,850
Average Principal Salary (Elementary)	\$125,192	\$120,448
Average Principal Salary (Middle)	\$132,039	\$125,592
Average Principal Salary (High)	\$144,725	\$138,175
Superintendent Salary	\$282,285	\$264,457
Percent of Budget for Teacher Salaries	40%	35%
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 2015-2016 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 2016-2017 and 2017-2018 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.