University High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

University High School (Fresno) 2023-2024 Rankings

University High School (Fresno) is ranked #79 in the National Rankings. Schools are ranked on their performance on state-required tests, graduation and how well they prepare students for college. Read more about how we rank the Best High Schools.

All Rankings

🏅 #79 in National Rankings

🏅 #7 in California High Schools

🏅 #1 in Fresno, CA Metro Area High Schools

🏅 #16 in Charter High Schools

SCORECARD	99.55
Took at Least One AP® Exam	100%
Passed at Least One AP® Exam	84%
Mathematics Proficiency	87%
Reading Proficiency	98%
Science Proficiency	90%
Graduation Rate	100%

General Information about the School Accountability Report Card (SARC)

SARC Overview

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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 https://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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	University High School
Street	2611 E Matoian Way, M/S UH134
City, State, Zip	Fresno, CA 93740
Phone Number	559-278-8263
Principal	Jeffie Esparza Hickman
Email Address	jhickman@csufresno.edu
School Website	uhsfresno.com
County-District-School (CDS) Code	10-62166-0114553

2023-24 District Contact Information

District Name	University High School
Phone Number	559-457-3000
Superintendent	Dr. Bob Nelson
Email Address	bob.nelson@fresnounified.org
District Website	fresnounified.org

2023-24 School Description and Mission Statement

University High School is a 9th-12th grade free public high school located on the campus of Fresno State. UHS provides an accelerated, college preparatory education to approximately 500 students who share a common interest in music. Students receive a strong foundation in music and liberal arts and sciences in a small high school environment, while benefitting from the opportunities available on a large, public university campus. Students take college classes as part of their high school curriculum through a dual enrollment program, and they graduate with a minimum of 21-30 college credits.

School Accomplishments

#1 High School in the Fresno Metro Area, (U.S. News & World Report, 2023)
#7 Best High School in CA (U.S. News & World Report, 2023)
#16 Best Charter School in the U.S. and #79 Best High School in the U.S. (U.S. News & World Report, 2023)
California Pivotal Practice Award Winner, 2022
National Blue Ribbon School, 2021
California Distinguished School, 2021
A+ grade, 2nd best charter, & 7th best high school in CA, & 10th best charter high school in America, 69th best high school in America (Niche.com, 2023)
6th Best Teaching Staff out of 1795 schools in CA (Niche.com, 2023)
2nd best Charter High School in CA (USC/ School Performance Dashboard)
California Gold Medal School, 2017
National Blue Ribbon School, 2014
Fully Accredited by WASC through 2029

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	134
Grade 10	126
Grade 11	115
Grade 12	116
Total Enrollment	491

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	57.6
Male	42.4
American Indian or Alaska Native	.2
Asian	22
Black or African American	2.4
Filipino	8.8
Hispanic or Latino	29.1
Native Hawaiian or Pacific Islander	.2
Two or More Races	9.8
White	27.5
English Learners	.2
Foster Youth	.2
Homeless	.6
Socioeconomically Disadvantaged	21.2
Students with Disabilities	.6

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.4	85.81	1940.00	82.8	228366.10	83.1
Intern Credential Holders Properly Assigned	0	0	55.80	2.4	4205.90	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	130.70	5.6	11216.70	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2	10	95.60	4.1	12115.80	4.4
Unknown	.8	4.29	120.90	.1	18854.30	1
Total Teaching Positions	20.3	100	2343.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.1	89.26	3405.8	84.2	234405.2	84
Intern Credential Holders Properly Assigned	0	0	101.90	2.5	4853.00	1.7
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	326.30	8.1	12001.50	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2	9.85	119.90	3	11953.10	4.3
Unknown	.1	.84	92.60	.2	15831.90	.3
Total Teaching Positions	20.3	100	4046.80	100	279044.80	100

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	0
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0	0
Local Assignment Options	2	2
Total Out-of-Field Teachers	2	2

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.4	18.5

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Students are given their own books to keep each year.		0
Mathematics	Calculus: Graphical, Numerical, Algebraic		0

	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		
Science	Invitation to Biology		0
	What is Life?		
	Animal Diversity		
	World of Chemistry		
	Inspire Physics		
History-Social Science	Worlds Together, Worlds Apart 3rd edition Vol. 1		0
	Worlds Together, Worlds Apart 3rd edition Vol. 2		
	Economics: Principals in Action		
	Magruder's American Government		
	Government in America: People, Politics, and Policy		
	American Government: Readings and Cases		
Foreign Language	Latin for the New Millennium Student Textbook, Level I and II		0
	LNM Student Workbook Level I and II		
Health	Lifetime Health		0
	Personal Fitness		
Visual and Performing Arts			0

School Facility Conditions and Planned Improvements

After 13 years in our new facility, wear and tear is beginning. Planned improvements include: an updated electronic door locking system, student chair replacement, additional signage, drama storage area, new carpet, and the outdoor structure listed below.

During the 2021-22 school year, improvements were made to the large band room by adding protective beadboard to the walls. In April of 2022, a water heater exploded during spring break and flooded the administration building causing $300,000 worth of damage. The adminstration decided to reconfigure the footprint of the front office since the office walls had to be reduced down to the studs. The entire administration office was recarpeted, many rooms were built back from the studs to the wallboard and repainted, and a fresh new look greets the public as they walk in the front doors. The State Fire Marshal has signed off on the construction as appropriate and complete; the most recent approval is dated 11/17/2022. Annually and on a continual basis throughout the year, broken items are fixed or replaced, hallways and handrails are repainted, carpets shampooed, and the campus is refreshed to keep it looking appropriate and clean.

Construction on a large outdoor shade structure for a outside space that is unused and not developed. This structure will provide shade, protection from the heat and rain, and will have a large industrial fan and lighting elements. This outdoor area will be used as an outdoor classroom space, lunch area, club meeting area, and other space as needed. Covid funds, as well as other funding sources, will be used.

Year and month of the most recent FIT report	August, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			The UHS campus is cleaned on a daily basis, and the outside areas are sprayed for pests by the Fresno State Plant Ops department.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			The UHS restrooms are cleaned and sanitized twice daily by Fresno State Plant Operations.
Safety: Fire Safety, Hazardous Materials	X			The State Fire Marshal visits UHS annually and gives a full report.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and 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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	97	98	32	33	47	46
Mathematics (grades 3-8 and 11)	84	87	21	23	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	112	112	100	0	98.21
Female	56	56	100	0	96.42
Male	56	56	100	0	100
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100	0	100
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	31	100	0	96.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100	0	100
White	33	33	100	0	100
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	24	24	100	0	100
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	112	112	100	0	86.61
Female	56	56	100	0	78.57
Male	56	56	100	0	94.64
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100	0	91.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	31	100	0	70.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100	0	100
White	33	33	100	0	90.91
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	24	24	100	0	84
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	86.15	93.13	16.31	16.32	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	112	112	100	0	94.65
Female	56	56	100	0	89.28
Male	56	56	100	0	100
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100	0	100
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	31	100	0	90.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100	0	100
White	33	33	100	0	96.97
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	25	25	100	0	96
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

University High School does not participate in the Career Technical Education (CTE) program.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	n/a
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	n/a
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	n/a

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	100

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	100	100	100	100	100

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

UHS believes educating students is a community endeavor that only happens when parents, students, and the school staff work together on behalf of the student. UHS is a small school, 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 called the "Phoenix Alliance" and all parents can join. Phoenix Alliance provides support and sponsors many school related activities, like Magic of the Arts, school concerts, Baccalaureate, Back to School Night, etc. Parents do not have to join an organization in order to help.

UHS works with its parent group, Phoenix Alliance, to send out volunteer opportunities to all parents when events come up when volunteers are needed. Parents are encouraged to volunteer with what they can, whether it be in person or with a donation of water or snacks for an event. Phoenix Alliance uses an online program called Sign Up Genius to appraise parents of volunteer opportunities and to register and track volunteer hours.

UHS strives to be as transparent as possible with its community partners. Beginning with the 2020-21 school year, parents and students receive a weekly email from the principal with information about UHS, activities, and upcoming events. Individual student attendance and grades can be accessed online by parents of each student through our data system, PowerSchool. The school website includes a comprehensive view of our school. The daily bulletin is emailed to parents weekly, as well as posted, and regular notices from the school are sent home via email and help to serve any information gaps. Messages through the Remind system are used by the school to do parent broadcasts for both emergency and informational announcements. Since 2018, UHS has also used PeachJar, an email flyer platform, to help cut costs of paper flyers.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0	0.9	0.9	9.6	7.8	8.6	9.4	7.8	8.2
Graduation Rate	100	99.1	99.1	85.2	88.5	84.9	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	114	113	99.1
Female	67	67	100
Male	47	46	97.9
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	23	23	100
Black or African American	--	--	--
Filipino	14	14	100
Hispanic or Latino	32	31	96.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	33	33	100
English Learners	0.0	0.0	0.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	29	29	100
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	496	491	22	4.5
Female	287	283	17	6.0
Male	209	208	5	2.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	109	108	1	.9
Black or African American	12	12	0	0
Filipino	43	43	0	0
Hispanic or Latino	147	143	9	6.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	48	48	3	6.3
White	135	135	8	5.9
English Learners	1	1	0	0.0
Foster Youth	0	0	0	0.0
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	126	126	8	6.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	5	5	1	20.0

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	1.01	0.17	5.72	7.20	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.16	0.23	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.01	0
Female	1.05	0
Male	0.96	0
Non-Binary		0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.04	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.48	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.59	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

University High School's Safety Plan is reviewed annually by the administrative staff and changes are shared with the faculty. The faculty is also asked for their input and ideas. The safety plan is reviewed by the UHS School Board each year and a copy is also sent to Fresno Unified, our chartering district. Since UHS is located on the campus of Fresno State, the Principal or Vice Principal and Office Manager are also part of the Fresno State Safety Coordinator's group. Staff members are given the opportunity to receive CPR training as needed.

The safety plan for UHS is a plan that is relevant to its location on a college campus, as well as being in the unique position of being an independently reporting charter school, while still reporting to our chartering agency of Fresno Unified School District.

Due to the Covid pandemic, a Safe Return to School plan was created and updated as needed and approved by the UHS School Board and Fresno State.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	6	14	
Mathematics	24	6	14	
Science	25	3	12	
Social Science	29	3	7	2

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	4	16	
Mathematics	24	8	12	
Science	25	4	11	
Social Science	30	3	7	2

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	4	16	0
Mathematics	24	8	12	0
Science	25	3	12	0
Social Science	30	2	8	2

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	245.5

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.15
Social Worker	
Nurse	.03
Speech/Language/Hearing Specialist	.07
Resource Specialist (non-teaching)	.4
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,182.03	$1,744.30	$11,436.73	$104,366
District	N/A	N/A		$85,768
Percent Difference - School Site and District	N/A	N/A		19.6
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	40.2	17.1

Fiscal Year 2022-23 Types of Services Funded

Categorical funding for special education students through the Fresno County Charter SELPA are used for students that have an IEP (Individualized Education Plan). Title I monies are used to pay for after school tutoring. The tutor center is open Monday through Thursday, 2:15-5:15pm, all year long. Students are also matched up with individual tutors if they need personalized tutoring. Prop 28 funds are used for supplemental stipends for music teachers and coaches, as well as for new musical instruments and equipment. Educator Effectiveness Block Grant funding is used to pay for student activities that promote inclusivity and team building, as well as for staff professional development.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,660	$55,550
Mid-Range Teacher Salary	$84,095	$80,703
Highest Teacher Salary	$116,317	$109,418
Average Principal Salary (Elementary)	$135,547	$137,703
Average Principal Salary (Middle)	$138,723	$143,760
Average Principal Salary (High)	$160,569	$159,021
Superintendent Salary	$355,144	$319,443
Percent of Budget for Teacher Salaries	32.71%	30.35%
Percent of Budget for Administrative Salaries	5.45%	4.87%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	48.2

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	10
Fine and Performing Arts	2
Foreign Language	0
Mathematics	7
Science	0
Social Science	7
Total AP Courses Offered Where there are student course enrollments of at least one student.	26

Professional Development

University High School spends 5 days before school starts in August to train teachers, go over school policies and procedures, help with student registration, read and study professional development topics, and set up for the school year. There is an additional full day inservice in January before the spring semester starts, and 4-5 half days throughout the school year. Teachers spend time in departments, grade level teams, and as a full faculty.

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	11	11	11