

University High

Dr. James Bushman, Principal

Principal, University High

About Our School

School Accomplishments

2012-2013

2013 Growth Academic Performance Index - 916

42nd best in the Nation, 7th best in the State and the 12th best charter in the country by US News

111th Nationally by the Washington Post Challenge

2nd best Charter in State by USC / School Performance Dashboard.

California State Distinguished School.

Certified Charter School by the California Charter School Association.

U.S. Academic Decathlon National Small School Champion (7th consecutive year).

Contact

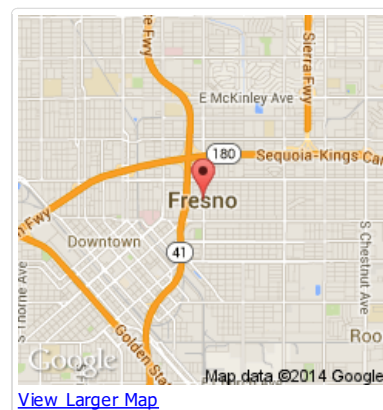
2611 East Matoian M/S UH134

Fresno, CA

93740

Phone: 559-278-8263

E-mail: jbushman@csufresno.edu



Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

About This School

Contact Information (School Year 2012-13)

School	
School Name	University High
Street	2611 East Matoian M/S UH134
City, State, Zip	Fresno, Ca, 93740
Phone Number	559-278-8263
Principal	Dr. James Bushman, Principal
E-mail Address	jbushman@csufresno.edu
County-District-School (CDS) Code	10621660114553

District	
District Name	Fresno Unified
Phone Number	(559) 457-3000
Web Site	http://www.fresnounified.org
Superintendent First Name	Michael
Superintendent Last Name	Hanson
E-mail Address	michael.hanson@fresnounified.org

Last updated: 1/31/2014

School Description and Mission Statement (School Year 2012-13)

University High School is a 9th-12th grade free public charter high school located on the campus of California State University, Fresno. UHS provides an accelerated college preparatory education to approximately 480 students who share a common interest in music. Students receive a strong foundation in music and the liberal arts and sciences in a small high school environment, while benefiting from the opportunities available on a large public university campus.

Mission Statement

The mission of University High School is to create a high school at CSUF that maintains a small school environment even while it provides students opportunities available on a large public university campus.

The school will strive to work collegially with the University for the benefit of both parties and will be housed under the auspices of California State University, Fresno (CSUF) and its College of Arts and Humanities.

The school's educators will use and continually develop exemplary instructional practices to provide a rigorous and challenging curriculum. The school will promote quality-learning experiences in a technologically rich learning environment. The goal of all instruction should be student learning.

The school's curriculum will be college preparatory and incorporate university courses and university-type experiences into its curriculum. The school will also integrate curriculum components into the graduation requirements that will prepare students for a successful college experience and successful integration into adult society.

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

The school will promote positive partnerships with parents, students and the community to create a supportive climate for its students and the school.

Last updated: 1/31/2014

Opportunities for Parental Involvement (School Year 2012-13)

UHS believes educating a child is a community endeavor that only happens when parents, students and a school staff work together on behalf of the student. UHS is small and our capacity to offer the multitude of programs we have, only happens if we receive parent support. Parents are encouraged to get involved with school operations. UHS has its own parent booster group the "Phoenix Alliance" and parent can join. The Phoenix Alliance provides support and sponsors many school related activities like Magic of the Arts, school concerts, Baccalaureate, Open House, etc. But parents do not have to join an organization to help. UHS sends a volunteer form to each family at the beginning of the year that lists all the volunteer opportunities. Parents are encouraged/expected to volunteer with what they can. Phoenix Alliance uses Volunteer Hub to apprise parents of volunteer opportunities and to register and track volunteer hours.

UHS does its best to communicate with parents so we can be as transparent as possible. Individual student attendance and grades can be accessed online by the parents of each student. The school website includes a comprehensive view of our school. Daily bulletins are sent to parents via email, and regular notices from the school sent via mail and email serve to fill in any information gaps. Blackboard Connect is used by the school to do parent broadcasts by phone for both emergency announcements and informational announcements.

Last updated: 1/31/2014

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

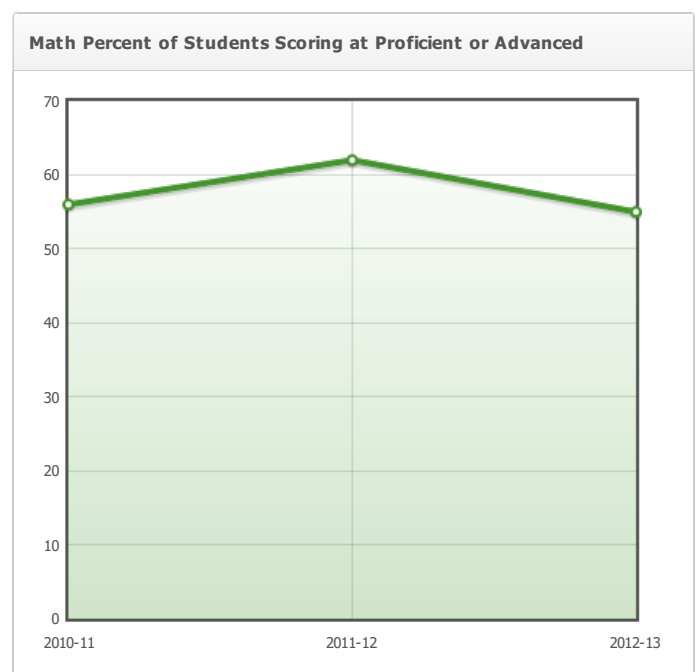
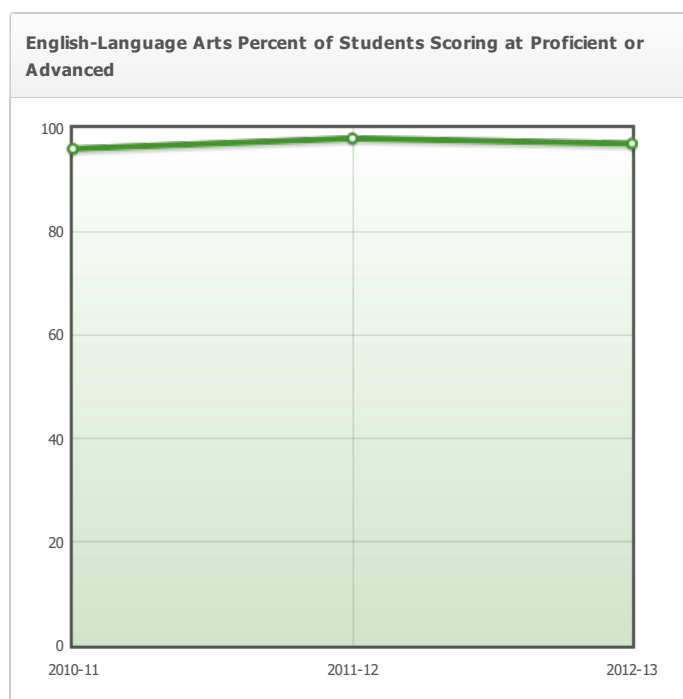
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

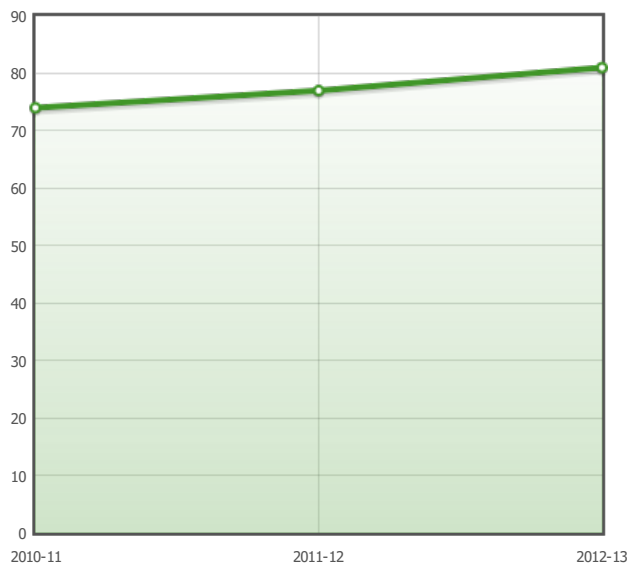
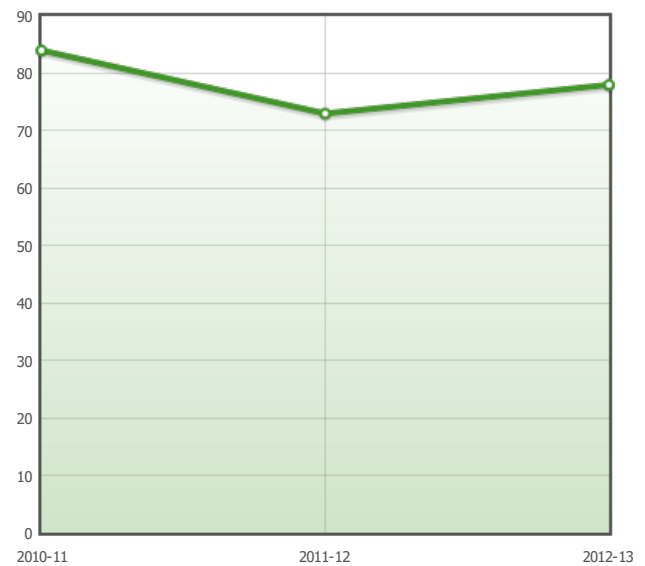
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	96%	98%	97%	39%	41%	41%	54%	56%	55%
Mathematics	56%	62%	55%	40%	41%	40%	49%	50%	50%
Science	74%	77%	81%	40%	42%	42%	57%	60%	59%
History-Social Science	84%	73%	78%	35%	36%	36%	48%	49%	49%

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.



Science Percent of Students Scoring at Proficient or Advanced**History Percent of Students Scoring at Proficient or Advanced**

Last updated: 1/31/2014

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	41%	40%	42%	36%
All Students at the School	97%	55%	81%	78%
Male	97%	58%	88%	88%
Female	98%	52%	74%	70%
Black or African American	100%	44%	N/A	82%
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	98%	74%	94%	74%
Filipino	96%	56%	55%	35%
Hispanic or Latino	98%	39%	73%	74%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	97%	58%	88%	86%
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	96%	36%	38%	57%
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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.

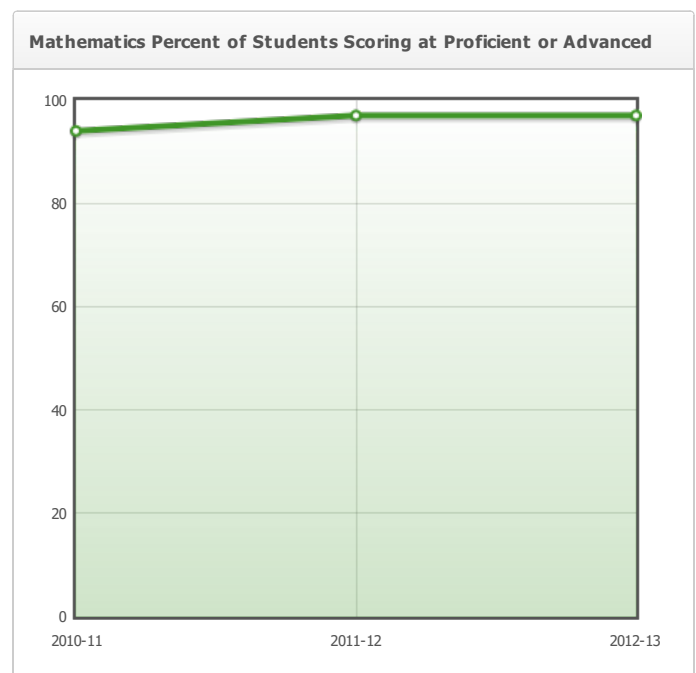
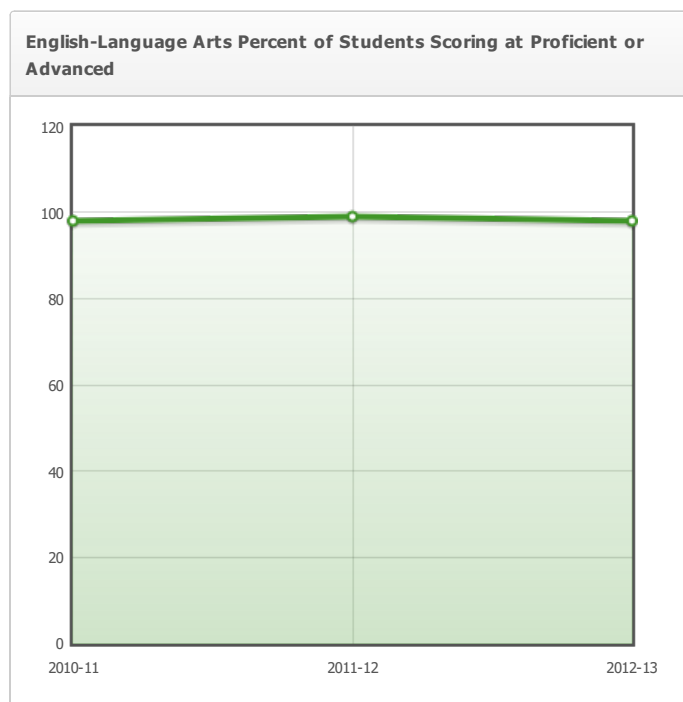
Last updated: 1/31/2014

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	98%	99%	98%	47%	41%	41%	59%	56%	57%
Mathematics	94%	97%	97%	45%	45%	45%	56%	58%	60%

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.



Last updated: 1/31/2014

California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	59%	20%	21%	55%	31%	14%
All Students at the School	2%	8%	90%	3%	37%	59%
Male	4%	11%	86%	4%	26%	70%
Female	N/A	7%	93%	3%	48%	49%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	100%	N/A	25%	75%
Filipino	N/A	18%	82%	9%	64%	27%
Hispanic or Latino	3%	13%	83%	7%	33%	60%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	6%	94%	2%	34%	64%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	23%	77%	8%	54%	38%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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.

Last updated: 1/31/2014

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	100.0%	94.4%	75.2%

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.

Last updated: 1/31/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	10	10	10
Similar Schools	9	9	9

Last updated: 1/31/2014

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	0	9	-10
Black or African American			
American Indian or Alaska Native			
Asian			-16
Filipino			
Hispanic or Latino		1	-19
Native Hawaiian or Pacific Islander			
White	-10	23	-5
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/31/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API

Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	365	916	49,313	724	4,655,989	790
Black or African American	18	889	4,485	665	296,463	708
American Indian or Alaska Native	5		278	722	30,394	743
Asian	68	942	5,971	762	406,527	906
Filipino	28	894	177	842	121,054	867
Hispanic or Latino	84	883	31,993	708	2,438,951	744
Native Hawaiian or Pacific Islander	0		169	799	25,351	774
White	161	930	5,726	814	1,200,127	853
Two or More Races	1		514	700	125,025	824
Socioeconomically Disadvantaged	47	861	43,391	714	2,774,640	743
English Learners	0		17,138	678	1,482,316	721
Students with Disabilities	1		4,999	532	527,476	615

Last updated: 1/31/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	No
Met Graduation Rate	Yes	Yes

Last updated: 1/31/2014

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	86
Percent of Schools Currently in Program Improvement	N/A	81.9%

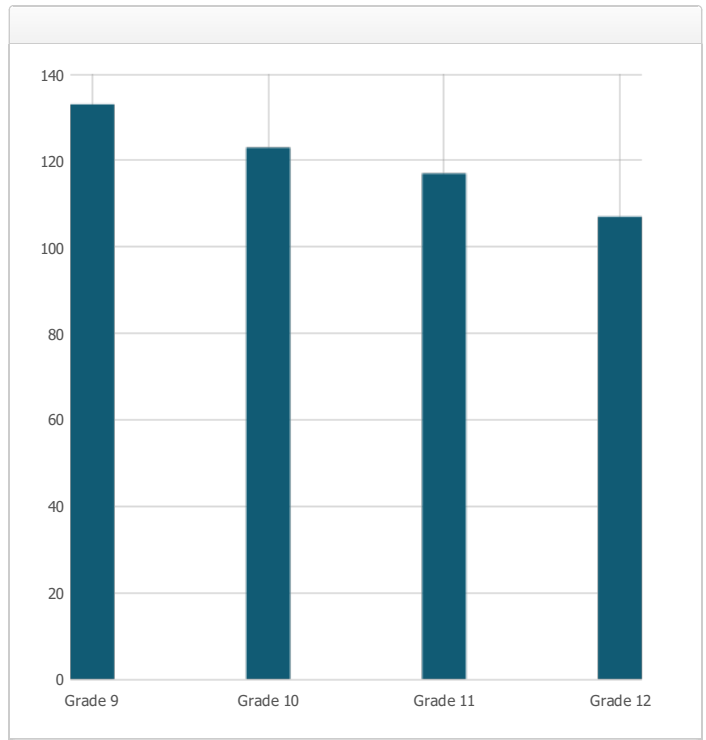
Note: Cells shaded in black or with N/A values do not require data.

Last updated: 1/31/2014

School Climate

Student Enrollment by Grade Level (School Year 2012-13)

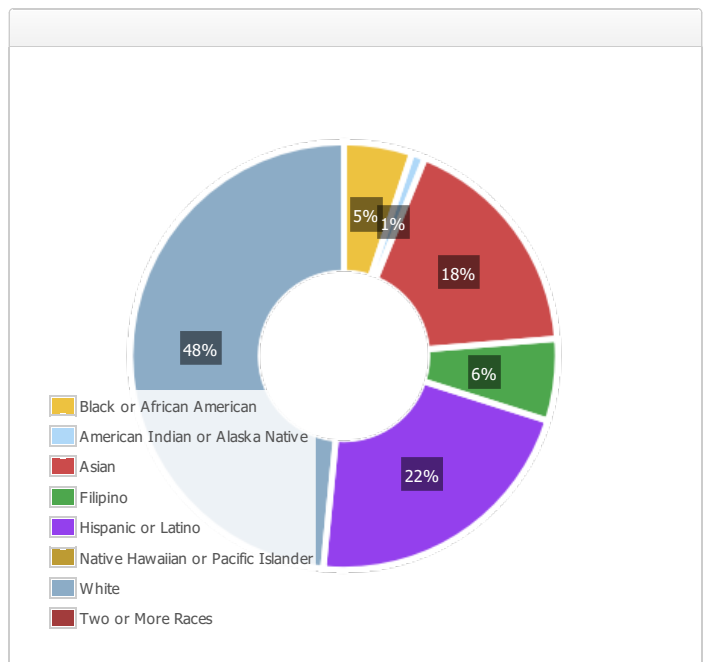
Grade Level	Number of Students
Grade 9	133
Grade 10	123
Grade 11	117
Grade 12	107
Total Enrollment	480



Last updated: 1/31/2014

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	5.2
American Indian or Alaska Native	1.7
Asian	17.9
Filipino	6.5
Hispanic or Latino	21.5
Native Hawaiian or Pacific Islander	0.0
White	47.1
Two or More Races	0.2
Socioeconomically Disadvantaged	10.8
English Learners	0.6
Students with Disabilities	0.2



Last updated: 1/31/2014

Average Class Size and Class Size Distribution (Secondary)

2010-11	2011-12	2012-13
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Subject	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.8	1	11	0	23.9	6	14	0	25.0	6	14	0
Mathematics	26.7	4	7	2	23.5	8	12	0	24.1	7	13	0
Science	25.2	3	12	0	24.7	3	12	0	25.5	1	14	0
Social Science	36.6	1	4	3	25.3	2	7	0	23.9	3	7	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/31/2014

School Safety Plan (School Year 2012-13)

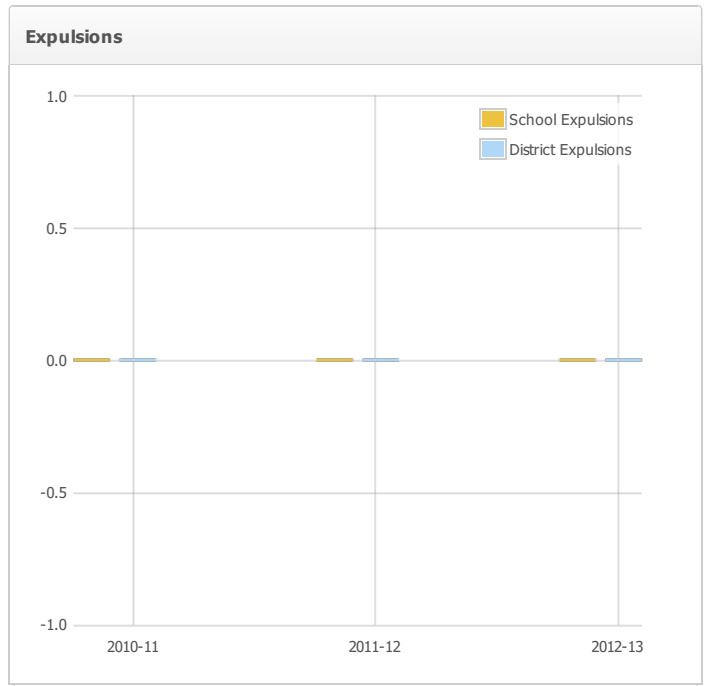
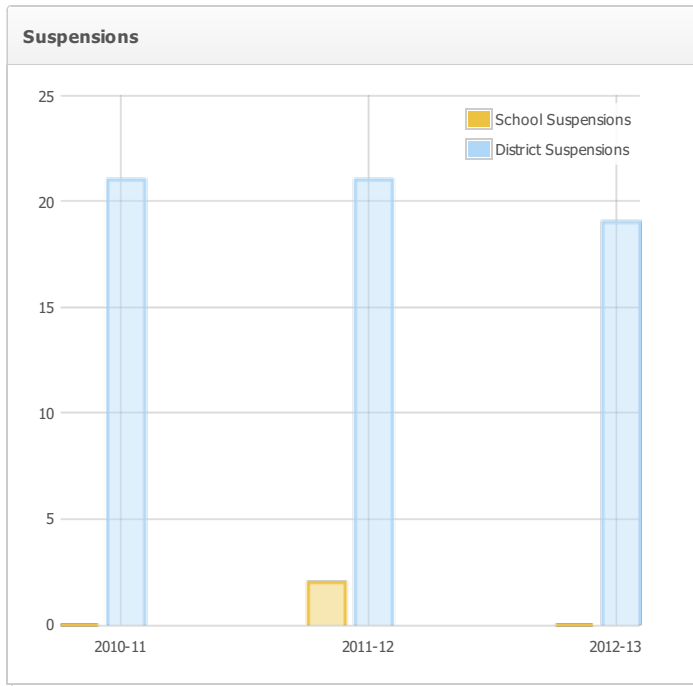
Each year UHS revises and updates our school safety plan. This plan is designed to provide a blueprint for a crisis response. All staff members are trained to respond to a number of emergencies from outside occurrences such as fires, earthquakes, and unwelcome intruders to individual 'first aid' issues.

Last updated: 1/31/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0.80	2.00	0.00	21.70	21.20	19.70
Expulsions	0.00	0.00	0.00	0.80	0.50	0.70

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 1/31/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

University High School moved into its new facility in November or 2010. Classrooms and furnishings provide excellent support for student learning. Technology built into each classroom provide for wireless internet, document camera projection, computer screen projection, ceiling mounted speakers, and DVD projection. Student restrooms provide modern conveniences of hand air dryers and touch-free sinks with the added bonus of color-coordinated tile and graffiti free surroundings.

Repairs Needed

In December of 2012, University High hired its original contractor, Zumwaldt Construction, to fix miscellaneous problems (i.e., broken blinds, cabinet locks, addition of door closers, etc.) that have arisen in the past two years since the school was built.

Last updated: 1/31/2014

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	n/a
Interior: Interior Surfaces	Good	n/a
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	n/a
Electrical: Electrical	Good	n/a
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	n/a
Safety: Fire Safety, Hazardous Materials	Good	n/a
Structural: Structural Damage, Roofs	Good	n/a
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	n/a

Overall Facility Rate (School Year 2012-13)

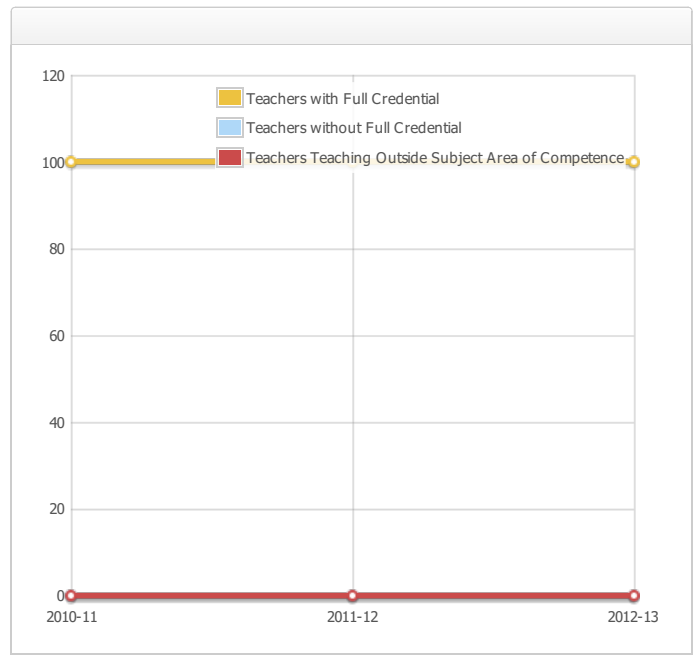
Overall Rating	Exemplary
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Last updated: 1/31/2014

Teachers

Teacher Credentials

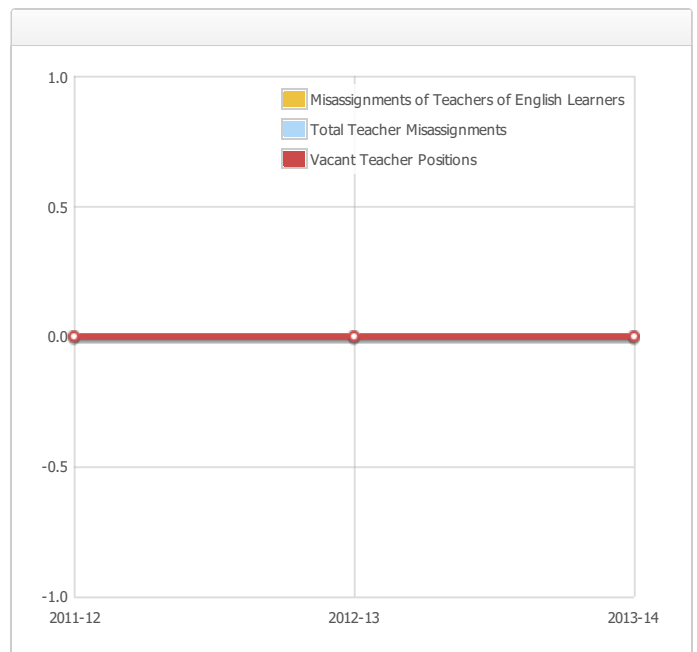
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	100	100	100	3054
Without Full Credential	0	0	0	44
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	21



Last updated: 1/31/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/31/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	100	0

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.

Last updated: 1/31/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	245.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.1	N/A
Other		N/A

Note: Cells shaded in black or with N/A values do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/31/2014

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: August 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts			0.0
Mathematics	<p>Algebra 2 Book - Adopted in Fall 2004 Algebra 2: Applications, Equations, Graphs by, Larson, Boswell, Kanold, Stiff McDougal Littell Copyright 2004 ISBN: 0-618-25020-4</p> <p>AP Calculus AB and AP Calculus BC Book - Adopted in Fall 2003 Calculus: Graphical, Numerical, Algebraic by, Finney, Demana, Waits, Kennedy Scott Foresman Addison Wesley Copyright: 1999 ISBN: 0-201-32445-8</p> <p>Old AP Statistics Book - Adopted in Fall 2003 The Practice of Statistics: TI-83/89 Graphing Calculator Enhanced by, Yates, Moore, Starnes W.H. Freeman and Company 2nd Edition Copyright 2003 ISBN: 0-7167-4773-1</p> <p>Geometry Book - Adopted in Fall 2001 Discovering Geometry: An Inductive Approach by, Michael Serra Key Curriculum Press Copyright 1997 ISBN: 1-55953-200-9</p> <p>Discrete Mathematics Book - Adopted in Fall 2006 Discrete Mathematics Through Applications by, Crisler, Fisher, Froelich W. H. Freeman and Company 2nd Edition Copyright 1994 ISBN: 0-7167-3652-7</p> <p>Pre-Calculus Book - Adopted in Spring 2005 Precalculus: Graphical, Numerical, Algebraic by, Demana, Waits, Foley, Kennedy 7th edition Pearson, Addison Wesley Copyright 2007 ISBN: 0-13-227650-X</p>		0.0
Science	<p>Physics Conceptual Physics Prentice Hall, 2006</p> <p>Biology Invitation to Biology Worth Freeman, 1994</p> <p>Chemistry</p>	No	0.0

	World of Chemistry Brooks/Cole, 2007		
History-Social Science	World History The Western Heritage Prentice Hall, 2001 AP Economics Economics: Principles in Action Prentice Hall, 2003 AP Government Government in America: People, Politics, and Policy Longman, 2009 US History American History: A Survey McGraw Hill, 2007	No	0.0
Foreign Language	n/a		0.0
Health	Health Lifetime Health Holt, 2004	No	0.0
Visual and Performing Arts	n/a		0.0
Science Laboratory Equipment (grades 9-12)	n/a		0.0

Last updated: 1/31/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,957	\$00	\$7,957	N/A
District	N/A	N/A	\$4,486	\$65,613
Percent Difference – School Site and District	N/A	N/A	3470.70%	5497.00%
State	N/A	N/A	\$5,537	\$69,704
Percent Difference – School Site and State	N/A	N/A	2419.70%	1406.00%

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/31/2014

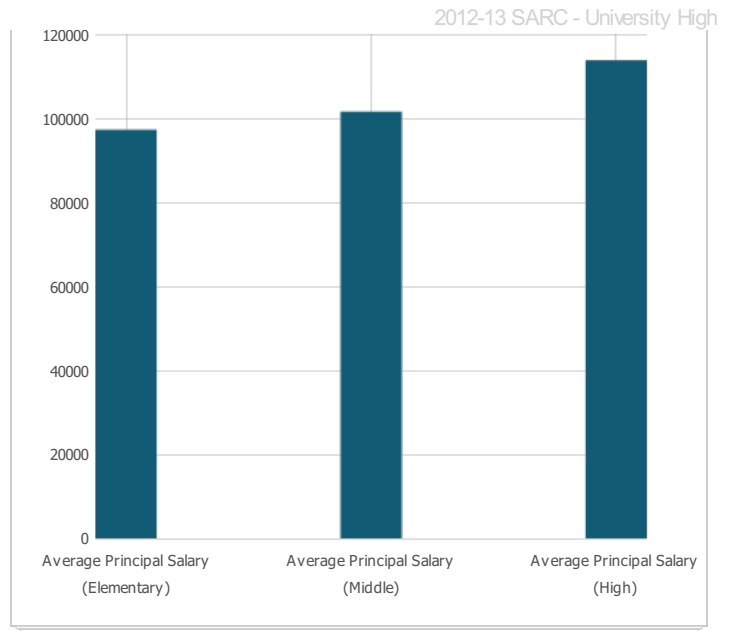
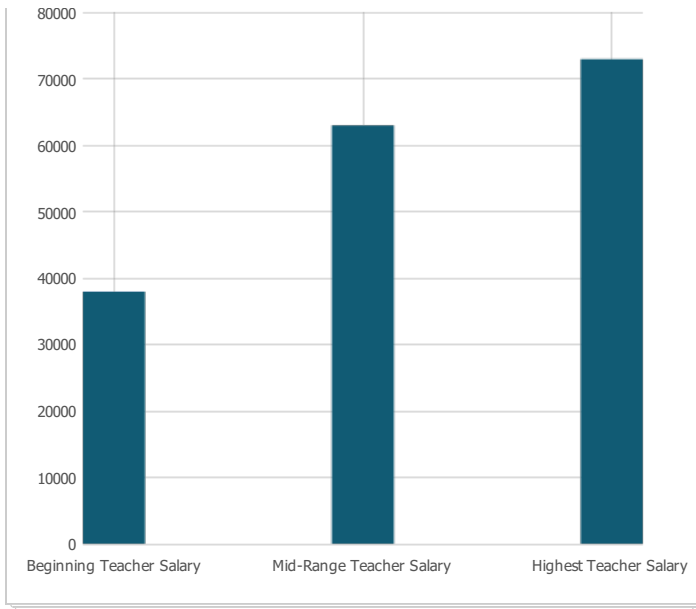
Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,932	\$41,462
Mid-Range Teacher Salary	\$62,967	\$66,133
Highest Teacher Salary	\$72,921	\$85,735
Average Principal Salary (Elementary)	\$97,248	\$107,206
Average Principal Salary (Middle)	\$101,548	\$111,641
Average Principal Salary (High)	\$113,768	\$122,628
Superintendent Salary	\$274,005	\$225,176
Percent of Budget for Teacher Salaries	38.0%	38.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/31/2014

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

California State University

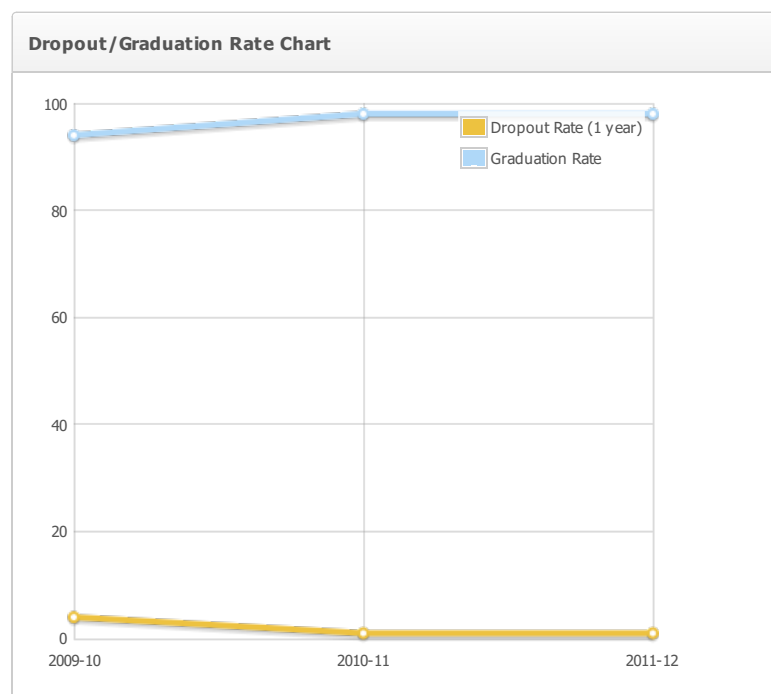
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	4.2	1.0	1.8	20.1	16.6	15.1	16.6	14.7	13.1
Graduation Rate	94.44	98.97	98.20	69.20	73.43	74.75	74.72	77.14	78.73



Last updated: 1/31/2014

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	107	4,132	418,598
Black or African American	5	422	28,078
American Indian or Alaska Native		32	3,123
Asian	27	739	41,700
Filipino		19	12,745
Hispanic or Latino	12	2,179	193,516
Native Hawaiian or Pacific Islander		16	2,585
White	62	702	127,801
Two or More Races		21	6,790
Socioeconomically Disadvantaged	20	3,448	217,915
English Learners	1	1,150	93,297
Students with Disabilities		259	31,683

Note: "N/D" means that no data were available to the CDE or LEA to report.

Last updated: 1/31/2014

Career Technical Education Programs (School Year 2012-13)

University High School does not offer a CTE Pathway or Program.

Last updated: 1/31/2014

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 1/31/2014

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

UC/CSU Course Measure	Percent

2012-13 Students Enrolled in Courses Required for UC/CSU Admission	84.5
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	83.2

Last updated: 1/31/2014

Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language		N/A
Mathematics	3	N/A
Science		N/A
Social Science	3	N/A
All Courses	9	47.0

Note: Cells shaded in black or with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 1/31/2014

Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

UHS believes professional development serves a vital function towards maintaining teacher excellence. UHS teachers engage in three days of school sponsored professional development before school begins in August of each year. During the school year teachers will spend an additional 14 hours including one full day before the second semester begins in January.

But professional development has to be more than just school driven. At UHS each teacher creates their own individualized professional development plan to meet their own needs. This year some teachers will attend conferences, some will be reading professional journals, and others will be visiting or observing their colleagues. Each teacher enacts this plan during the fall and early spring. Records of each teacher's efforts are kept on file.

Teachers are supported by the Head of School, Dean, and staff from Fresno State through observations, individual meetings, and conferences.

Last updated: 1/31/2014