

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

Dr. James Douglas Bushman, Principal

Principal, University High

About Our School

School Accomplishments

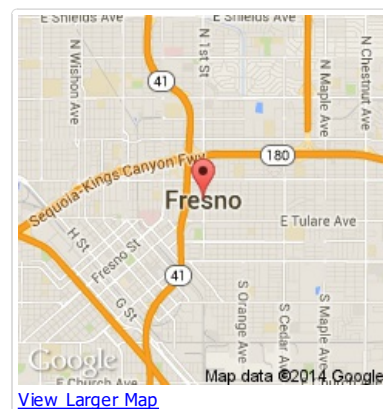
2014 National Blue Ribbon School

2013 Growth Academic Performance Index - 916
42nd best in the Nation, 7th best in the State and the 12th best charter in the country by US News
111th Nationally by the Washington Post Challenge
2nd best Charter in State by USC / School Performance Dashboard.
California State Distinguished School.
Certified Charter School by the California Charter School Association.
U.S. Academic Decathlon National Small School Champion (8th consecutive year).

Contact

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Fresno, CA
93740

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[View Larger Map](#)

About This School

Contact Information - Most Recent Year

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 Douglas Bushman, Principal
E-mail Address	jbushman@csufresno.edu
Web Site	www.uhsfresno.com
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: 12/3/2014

School Description and Mission Statement (Most Recent Year)

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.

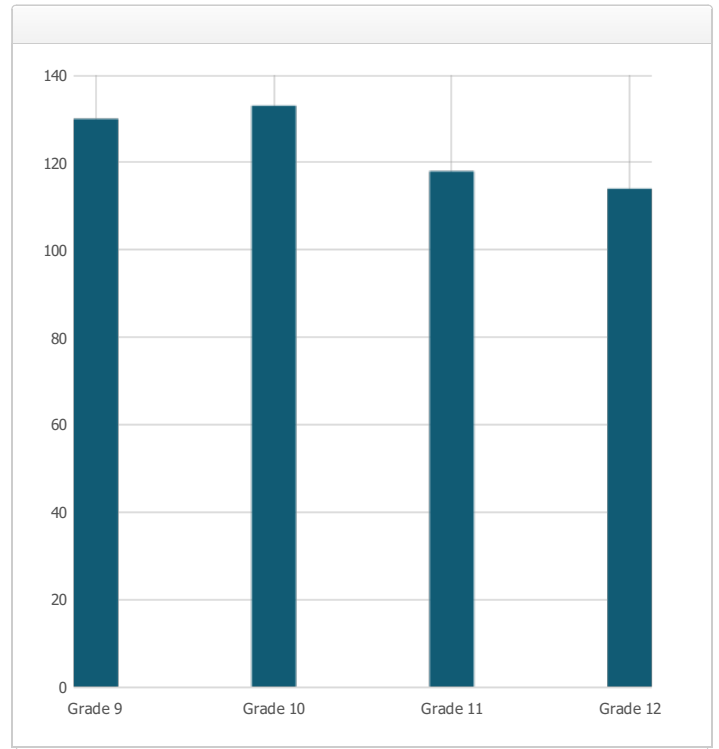
The school will spur ideas on educational innovation and reform and serve as a positive example for other schools and districts.

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: 12/3/2014

Student Enrollment by Grade Level (School Year 2013-14)

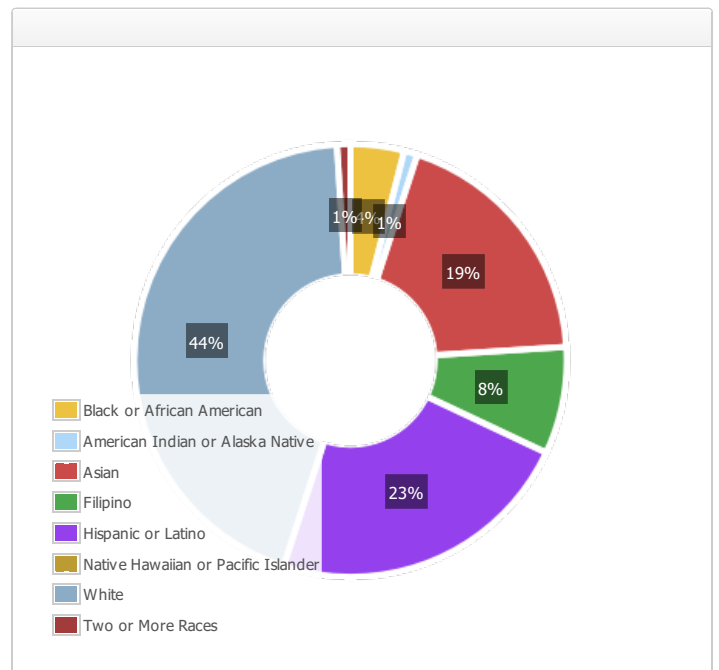
Grade Level	Number of Students
Grade 9	130
Grade 10	133
Grade 11	118
Grade 12	114
Total Enrollment	495



Last updated: 12/3/2014

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	4.0
American Indian or Alaska Native	1.0
Asian	19.5
Filipino	8.0
Hispanic or Latino	23.0
Native Hawaiian or Pacific Islander	0.0
White	44.5
Two or More Races	1.4
Socioeconomically Disadvantaged	12.0
English Learners	0.0
Students with Disabilities	0.6



Last updated: 12/3/2014

A. Conditions of Learning

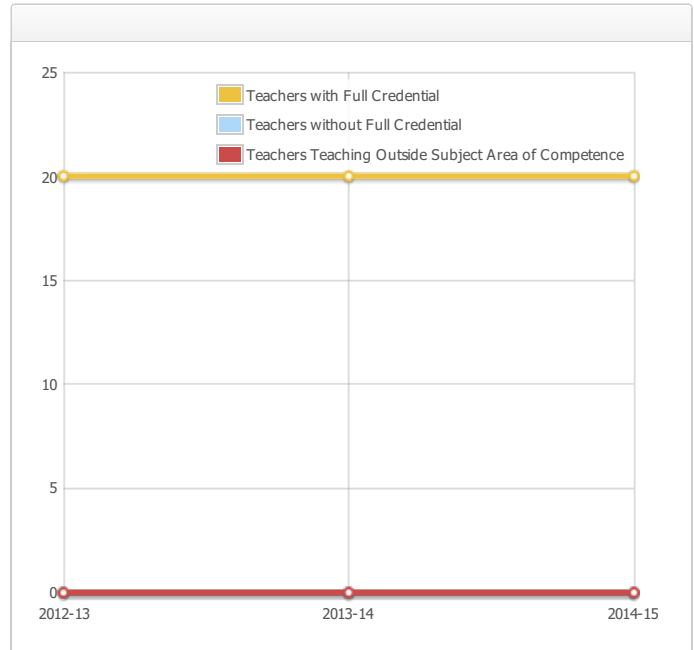
State Priority: Basic

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

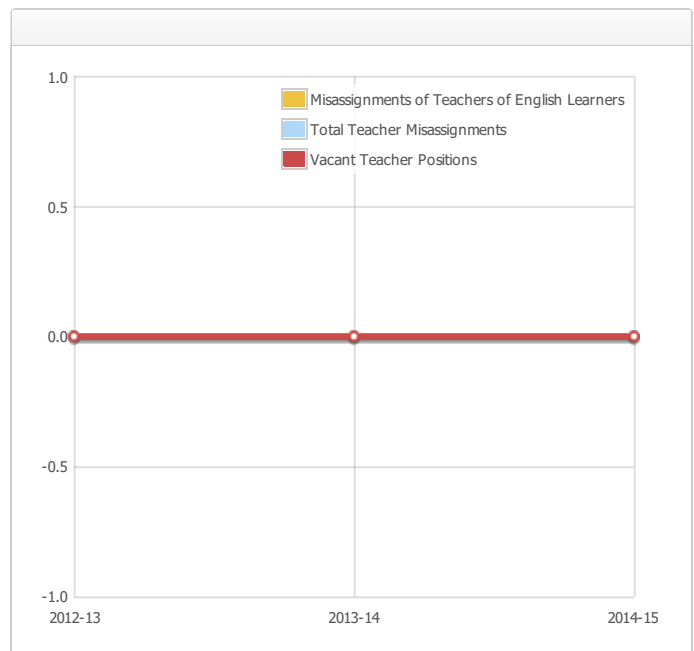
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	20	20	20	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 12/3/2014

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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: 12/3/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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	96	4
High-Poverty Schools in District	96	4
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: 12/3/2014

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: August 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	50 Essays The Language of Composition		0.0
Mathematics	Discrete Mathematics Through Applications PreCalculus: Graphical, Numerical, Algebraic The Practice of Statistics Carnegie Learning CC Integrated Math I Student Edition Carnegie Learning CC Integrated Math I Student Skills Practice Carnegie Learning CC Integrated Math II Student Skills Practice Carnegie Learning CC Integrated Math III Student Edition Carnegie Learning CC Integrated III Student Skills Practice	Yes	0.0
Science	Invitation to Biology World of Chemistry Conceptual Physics		0.0
History-Social Science	The Western Heritage Economics: Principals in Action Principals of Economics, 4th Edition Magruder's American Government Government in America: People, Politics, & Policy American Government: Readings and Cases American History: A Survey The Americans		0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 12/3/2014

School Facility Conditions and Planned Improvements - Most Recent Year

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.

Work orders are put in to the Fresno State maintenance department as soon as problems arise. The campus is cleaned daily by the janitorial staff, as well as twice a year during a half day sweep.

Last updated: 12/3/2014

School Facility Good Repair Status - Most Recent Year

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

Overall Facility Rate - Most Recent Year

Overall Rating	Exemplary
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Last updated: 12/3/2014

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	77	81	76	42	42	41	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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: 12/3/2014

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	41
All Students at the School	76
Male	78
Female	74
Black or African American	
American Indian or Alaska Native	
Asian	86
Filipino	
Hispanic or Latino	61
Native Hawaiian or Pacific Islander	
White	79
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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: 12/3/2014

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%
History-Social Science	84%	73%	78%	35%	36%	36%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/3/2014

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	10	10	10
Similar Schools	9	9	8

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 12/3/2014

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

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	0	9	-10
Black or African American			
American Indian or Alaska Native			
Asian			-16
Filipino			
Hispanic or Latino			-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: 12/3/2014

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	84.7

2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission

87.6

State Priority: Other Pupil Outcomes

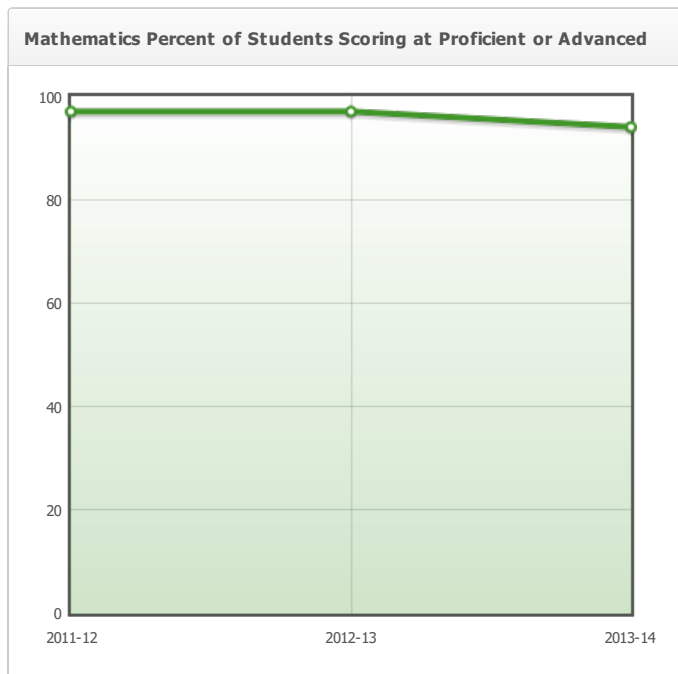
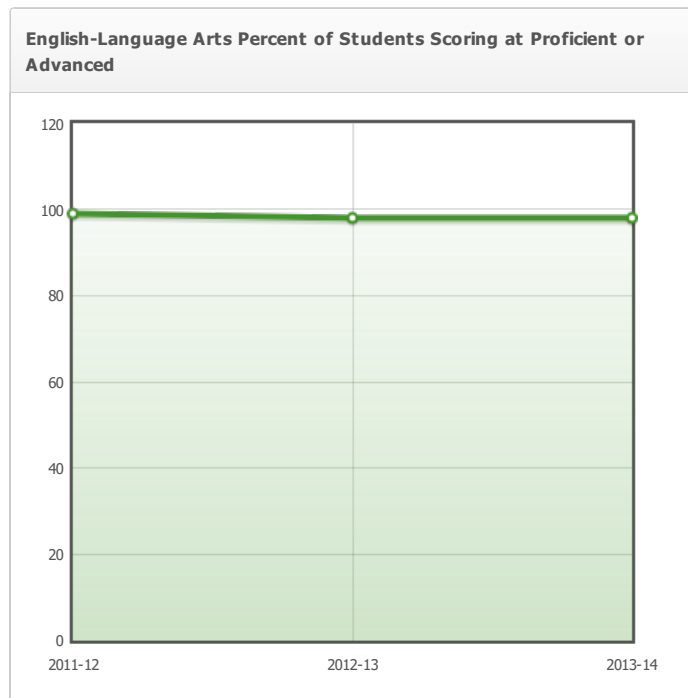
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	99%	98%	98%	41%	41%	36%	56%	57%	56%
Mathematics	97%	97%	94%	45%	45%	42%	58%	60%	62%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



Last updated: 12/3/2014

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	61%	23%	17%	53%	35%	12%
All Students at the School	2%	18%	79%	6%	43%	50%
Male	4%	20%	76%	6%	41%	54%
Female	1%	17%	82%	7%	45%	48%
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	15%	85%	N/A	19%	81%
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	41%	59%	10%	59%	31%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	6%	8%	85%	10%	46%	44%
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	6%	41%	53%	12%	76%	12%
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: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/3/2014

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	8.5%	13.2%	73.6%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/3/2014

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

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, Baccaulaureate, Open House, etc. But parents do not have to join an organization to help. UHS sends a volunteer form to each family at the beginning of the year that lists all the volunteer opportunities. Parents are encouraged/expected to volunteer with what they can. Phoenix Alliance uses Volunteer Hub to apprise parents of volunteer opportunities and to register and track volunteer hours.

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

State Priority: Pupil Engagement

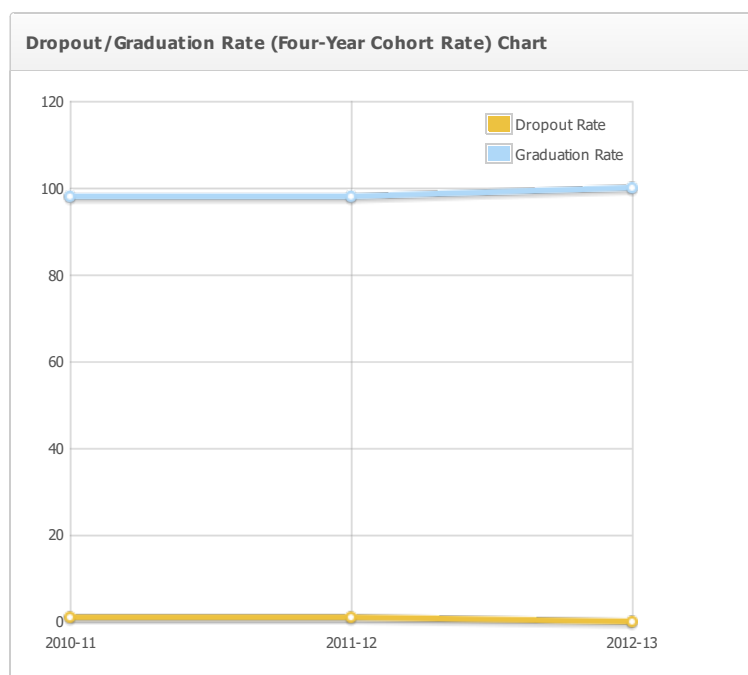
Last updated: 12/3/2014

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	1.0	1.8	0.0	16.6	15.1	15.6	14.7	13.1	11.4
Graduation Rate	98.97	98.2	100	73.43	74.98	76.23	77.14	78.87	80.44



Last updated: 12/3/2014

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	98	76	84
Black or African American	100	72	75
American Indian or Alaska Native	100	66	77
Asian	100	84	92
Filipino	100	90	92
Hispanic or Latino	100	72	80
Native Hawaiian or Pacific Islander		75	84
White	96	83	90
Two or More Races		69	89
Socioeconomically Disadvantaged	114	73	82
English Learners		62	53
Students with Disabilities		50	60

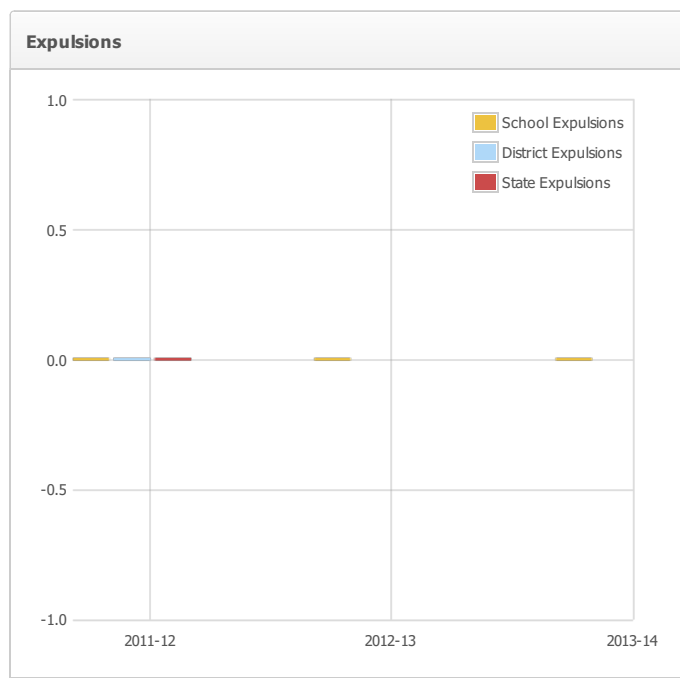
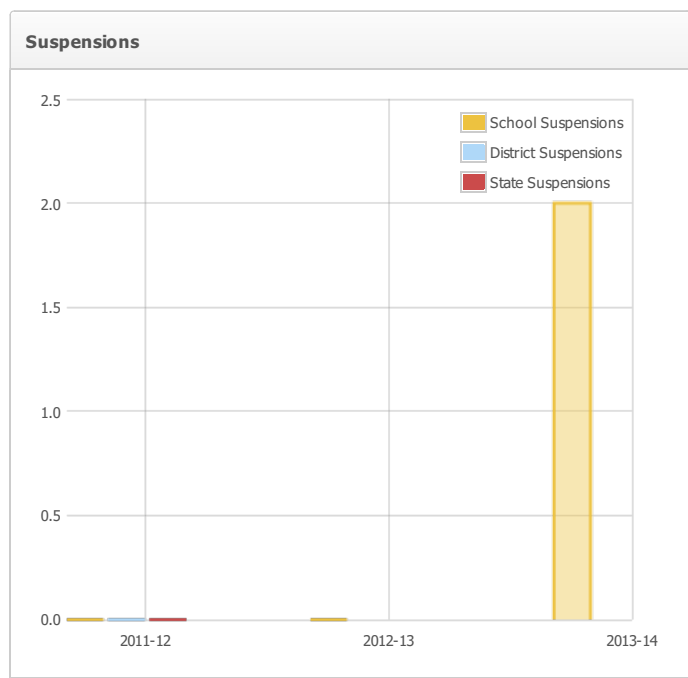
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions		0.00	2.00						
Expulsions	0.00	0.00	0.00						



Last updated: 12/3/2014

School Safety Plan - Most Recent Year

University High School's Safety Plan is reviewed annually by the administrative staff and changes are shared with the faculty. A copy of the safety plan is also sent to Fresno Unified. Since UHS is located on the campus of Fresno State, the Dean of Students and Office Manager are also part of the Fresno State safety coordinators group. Staff members are given the opportunity to have first aid and CPR training annually.

Last updated: 12/3/2014

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

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

Last updated: 12/3/2014

Federal Intervention Program (School Year 2014-15)

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	81
Percent of Schools Currently in Program Improvement	N/A	91.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 12/3/2014

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.0	6	14		24.0	6	15		24.0	6	15	
Mathematics	23.0	8	12		24.0	8	12		24.0	8	12	
Science	25.0	2	13		25.0	2	13		25.0	2	13	
Social Science	26.0	2	7		24.0	3	7		24.0	3	7	

* 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: 12/3/2014

Academic Counselors and Other Support Staff (School Year 2013-14)

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)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.1	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.2	N/A
Other		N/A

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

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

Last updated: 12/3/2014

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7,957	N/A	\$7,957	N/A
District	N/A	N/A	N/A	\$66,853
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$70,720
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

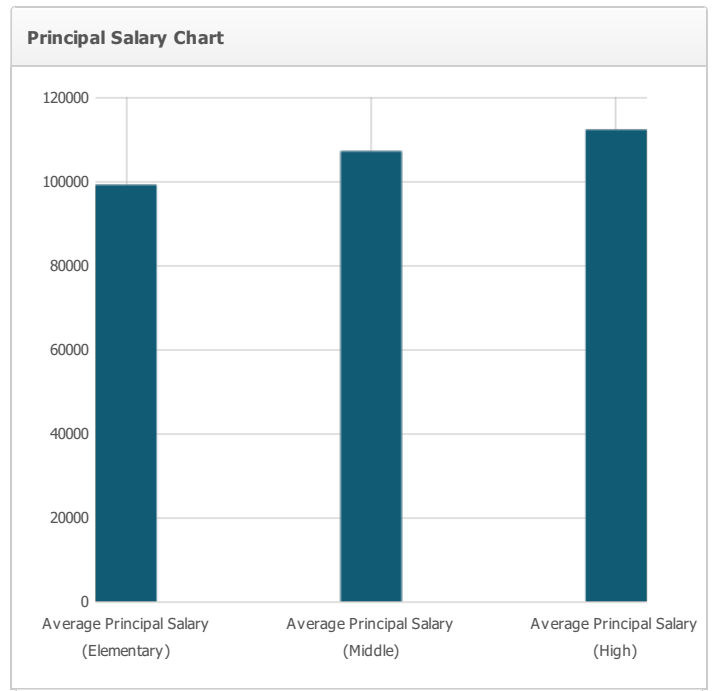
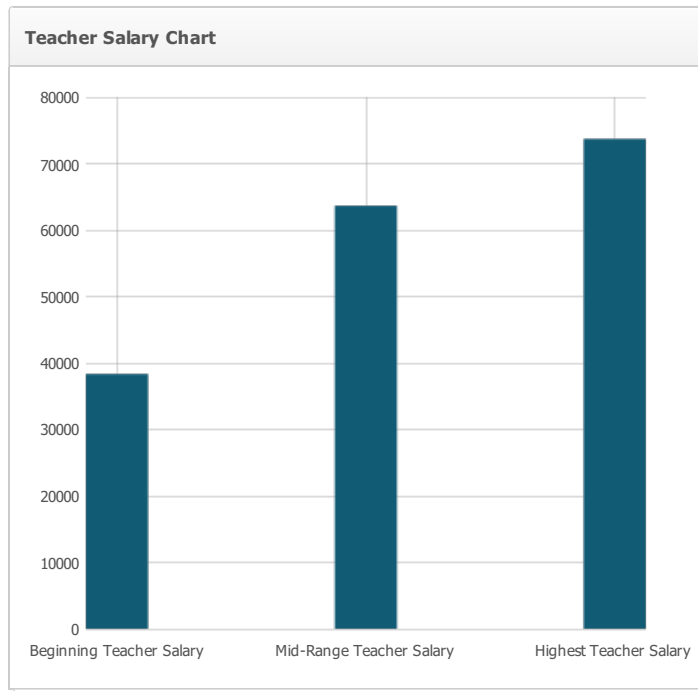
Note: Cells with N/A values do not require data.

Last updated: 12/3/2014

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,347	\$41,761
Mid-Range Teacher Salary	\$63,656	\$66,895
Highest Teacher Salary	\$73,718	\$86,565
Average Principal Salary (Elementary)	\$99,142	\$108,011
Average Principal Salary (Middle)	\$107,137	\$113,058
Average Principal Salary (High)	\$112,264	\$123,217
Superintendent Salary	\$277,000	\$227,183
Percent of Budget for Teacher Salaries	38.0%	38.0%
Percent of Budget for Administrative Salaries	7.0%	5.0%

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



Last updated: 12/3/2014

Advanced Placement Courses (School Year 2013-14)

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		

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

*Where there are student course enrollments.

Last updated: 12/3/2014

Professional Development – Most Recent Three Years

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: 12/3/2014