



UNIVERSITY HIGH SCHOOL SELF-STUDY REPORT

**2611 E. Matoian Way, M/S UH134
Fresno, CA 93740**

Fresno Unified School District

November 7-9, 2022

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

Visiting Committee:

Dr. Allegra Alessandri
Ms. Leslie Daniel
Ms. Erika Rawlins
Mr. Jonathan Stewart

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HOME GROUPS

English:

Shauna Hill*, Mark Roberts, Larry Jarocki, Tegan Jones

Latin:

Elizabeth Downer*, Rebecca Ibrahim

Mathematics:

Michelle Hayden*, Julio Mondragon, Armando Murillo, Cari Roche

Performing Arts:

Gerard Jones*, Randall Cornelison, Alyson Moore, Maria Monreal

Physical Education:

Garrett Benslay*, Jacques Hagen

Science:

Brenda Royce*, Kat Dowis, David Gettman

Social Science:

Sean Canfield*, Peter Johnson

**Department Chair*

FOCUS GROUPS

A. Governance:

Jeffie Hickman*, Gerard Jones, David Gettman, Michelle Hayden,
Mark Roberts, Yvette Sanchez, Jennifer Trauner
Parents: Tabitha Beebe and Sarah Dean

B. Curriculum:

Aaron Morgan*, Randall Cornelison, Sean Canfield, Brenda Royce, Rebecca Ibrahim
Parents: Pamela Stacy and Mike Bisset

C. Instruction:

Jeffie Hickman*, Kat Dowis, Elizabeth Downer, Jacques Hagen, Julio Mondragon, Tegan Jones
Parents: Emma Kalmbach and Sonia Flores

D. Assessment:

Rocio Fernandez*, Mike Bird, Cari Roche, Larry Jarocki, Alyson Moore, Ellie Palomo
Parents: Mitra Bennett and Linda Cederlof

E. School Culture:

Geni Bird*, Garrett Benslay, Shauna Hill, Peter Johnson, Armando Murillo, Maria Monreal,
Aubrey DerTosian, Deena Klein
Parents: Victoria Montufar and Barbara Rogers

**Focus Group Leader*

PREFACE

The administration and staff at University High School (UHS) are very reflective, collaborative, and data driven. Annually, a number of surveys are given to all community partners (climate, parent, student, and alumni surveys). In giving these surveys, UHS is able to gauge the thoughts and feelings of its clientele, as well as gain relevant information regarding its programs. The results of these surveys are shared and discussed with the faculty at staff meetings, as well as with Board Members at monthly Board meetings. Questions and answers that cause confusion or concern are discussed at great length, and new ideas are generated. Due to this nature of ongoing evaluation, UHS is constantly improving and adapting. Furthermore, since UHS is a single school LEA, changes can be made immediately, as permission and process does not affect other schools in our district.

Every year, meetings and professional development days are scheduled as part of the master calendar. UHS teachers come back to school for five full days of inservice/professional development before school starts. At these inservice days in August, test scores from the AP program and State testing are given to teachers, along with other relevant data that the school has received. Goals from the previous year are reviewed and assessed, and goals for the new school year are created and discussed. The annual school budget, as well as the 5-year budget are also presented and discussed with all staff members to promote full transparency.

Additionally, there are five days throughout the school year that follow either an early release or late start schedule, with an extended meeting scheduled for the remainder of the school day. Faculty meetings take place once or twice per month for an hour during lunch. All teachers also have a sixty minute prep period every day and a sixty minute lunch hour every day. This provides consistent time for collaboration across grade levels and subject areas. Moreover, if a department needs extra time to collaborate, the school is able to provide that. Departments have been given time during Intersessions to work on curriculum or have been paid a stipend to create new curriculum when needed.

The Superintendent/Principal regularly shares information with the UHS School Board as well. The UHS School Board meets monthly and usually has a large amount of paperwork (reports, data, financial spreadsheets, etc.) to read before each meeting. The members of the School Board are very educated, thorough with their research of issues pertaining to UHS, and willing to spend the time to assure the school's success.

Teachers at UHS do not have tenure. All teachers are considered "temporary" and all are evaluated every year by the administration. As part of this process, all teachers are evaluated by their students annually (put on hold due to the pandemic), and the results are studied by the administration and discussed with the teachers. Parents also have an opportunity to provide feedback regarding departments and subject areas in the annual Parent Survey.

UHS also believes in the importance of its Expected Schoolwide Learning Results (ESLR's). Each ESLR of every student is accounted for and documented into the school's information system, Powerschool, on an annual basis. The staff also looks at the ESLR's every year to see if any changes or updates are needed. The policies and benchmarks that demonstrate ESLR achievement are important to UHS, and this is reflected in the high ESLR completion rate of our students. As part of the full self-study, the UHS staff made a complete overhaul of the method in which we monitor our ESLR's. In classroom observations, administrators look for evidence of ESLR implementation.

University High School is a high performing school; in fact, the highest performing in Fresno County. According to State Testing data from 2020-21, our students scored 99% met or exceeded in English Language Arts and 78% met or exceeded in Math; both levels are the highest for any high school in the entire Central Valley of California. For the 2021-22 school year, those levels were 97% met or exceeded for ELA and 84% for Math, an increase of 7% over last year's scores. According to the 2019 California Dashboard data (the last year dashboard colors were assigned), all indicators were blue or green; in 2018, all indicators were blue or green except for one: suspensions. In 2016-17, UHS suspended 2 students (all year), and in 2017-18 suspended 4 students. Even though it is a very small number, the growth shows an increase from .4% to .8%, and the State assigned a "yellow" rating based on the change from one year to the next. Ironically, since 2019, UHS has not suspended a single student. More importantly, UHS' graduation rate is 100% for all students.

Students are very successful at UHS. With a high graduation rate and college preparation curriculum, most students enroll in college directly after graduating from UHS. The class of 2021 (107 graduates) had 82% of the class enroll into a 4 year university and the class of 2022 had 89% enroll into a 4 year university, including Stanford, Harvard, and Brown Universities, according to self reporting via the Naviance database. According to the National Student Clearinghouse, 98 of the 107 graduates (92%) from the class of 2021 are still enrolled in college in August of 2022.

The LCAP created in 2021 includes two main goals: *1) Ensure that all students will experience an accelerated college preparatory curriculum with embedded Fresno State courses aligned in the UHS charter, in a safe and supportive school environment, and 2) Renewed focus and attention to promoting positive school culture and improving mental health of students.* Due to COVID and online instruction during the 2020-21 school year, returning to full time in-person instruction is a challenge that requires special care. UHS has a great climate and a positive culture for students; students are typically well behaved, with very few discipline problems. Post-pandemic, there has been an increase in mental health issues among students that the team continues to address and support. On campus, students have also required additional guidance to remind them of the behavior expectations on a high school campus and how to care for school facilities. The start of the 2022-23 school year has been exceptional as students have returned to campus and the positive school culture is evident. The campus is cleaner this year and students are more engaged with one another and school activities.

Chapter I: PROGRESS REPORT

The schoolwide critical areas of growth from the last full visit were as follows:

- UHS should continue to develop its outreach model to ensure the school has a population that represents the greater city of Fresno as a whole, specifically with the economic and racial demographics.
- Because of the rigor involved on campus, UHS should continue to monitor student stress and anxiety levels and pursue additional measures to ensure the social/emotional well-being of their students.

In addition, the Visiting Committee identified areas that need to be strengthened:

- It is suggested that the school assign more time for the teaching staff to work in departments to increase collaboration and cross curricular projects.

Since the last full visit in the fall of 2016, there have been two major events that have taken place that have affected University High School: COVID and the retirement of three longtime staff members, including the Superintendent/Principal (formerly called Head of School).

During the 2019-20 school year, three staff members retired from education: Dr. James Bushman, Superintendent/Principal (11 years with UHS); Dr. Jim Torrance, AP Language Teacher/English Department Chair (20 years with UHS and one of the founding teachers); and Mr. Greg Lapp, Musicianship/AP Music Theory Teacher and Choral Director (14 years with UHS). The Vice Principal, Jeffie Esparza Hickman, was promoted to the position of Superintendent/Principal, and her position as Vice Principal became open. It would be difficult to hire three people at any given time, but then the world shut down in March, 2020, and the task became even more challenging. And all three positions were integral to the school's functioning and curricular programs (leadership, high rigor and music).

The 2020-21 school year began with online instruction due to COVID restriction. UHS teachers rose to this challenge by learning online programs such as Google Classroom, Google Sites, Zoom, PlayPosit, PearDeck, and many others following intentional preparation ahead of the first day of school. Staff re-created every program and activity that UHS had ever done into an online format: Freshmen Orientation, Back to School Night, Character Day, Club Day, Information Day webinars, etc. The school was transformed into a digital space for both learning and activities. UHS adjusted the daily schedule, and provided incentives to students to keep them motivated. After a month of online instruction, the decision was made to move to "Asynchronous Fridays" in order to get students off of their devices and to give teachers more planning time. Teachers were required to have two hours of "Office Hours" on Fridays, but the rest of the day was for planning. This move helped to improve morale immensely. UHS Superintendent/Principal also started sending a weekly email to staff, students, and parents with news, important upcoming events, recognition, and funny memes to keep everyone's spirits up. UHS was able to return to campus for half days for the last month of school during the 2020-21 school year, which was also helpful.

For the 2021-22 school year, UHS returned fully to in-person instruction and long-term Independent Study was not offered. One curricular change was made to the senior graduation requirement. Prior to 2022-23, seniors had an additional one semester science requirement that was often met with an Earth science or a computer science course. To meet the new California Ethnic Studies requirement for graduation, the UHS School Board approved a pilot year to study the various Ethnic Studies courses that Fresno State offers and to work out a system between UHS and the Undergraduate Studies Department at Fresno State so that all of our seniors are guaranteed a seat in one of the four areas of Ethnic Studies (Asian American Studies, Chicano Latino Studies, Africana Studies, or American Indian Studies). For the

2022-23 school year, following a successful pilot, seniors are required to take an Ethnic Studies course at Fresno State. By taking the Ethnic Studies course, students are also fulfilling their California State University (CSU) general education requirement.

One of the unique curricular aspects of UHS is the 48 Book Program. Students receive one free book per month for all four years. These books are given to the students to keep; therefore, the students can annotate, highlight, and write in the books. The books are used to teach the English curriculum. The original purpose of the list was to provide classical literature and to promote literacy. However, the current School Board believes the list of books should recognize cultural diversity and be more representative of the student body. UHS Teachers are constantly looking to adjust the 48 Book list, and this year the list was updated with two additional books to add more diversity. When the new AP Language teacher was hired in 2020-21, the reading list was thoroughly updated, which also added more diverse BIPOC (Black Indigenous People of Color) authors.

The Action Plan from the last full self-study has been fully implemented as much as possible over the past six years. Building the UHS Brand is an ongoing issue, one that the UHS administration constantly thinks about, especially since the applications for enrollment have decreased over the past few years. There are many more charter schools in the Fresno area now and all high schools in the Central Valley offer dual enrollment. When UHS began in the year 2000, it was one of the only high schools that offered dual enrollment.

One of the most significant changes has been the addition of the Tutor Center, which is affectionately called the Academic Success Center, also known as the ASC. UHS employs and trains junior and senior students to work at the ASC, which is open from 3:00-5:00pm, Monday - Thursday. There is also a credentialed teacher in the ASC each day to supervise and offer assistance to students. Snacks are also included.

UHS continues to advertise in various manners and has begun using social media, in addition to radio advertising. Fresno Unified, the district that charters UHS, will not allow UHS to go into their middle schools and recruit students or do any presentations, so any advertising or presentations happen without a direct connection with Fresno Unified. Ideas for the future include advertising at movie theaters and Fresno State's Vintage Days, and hosting a charter school fair to reach into the community.

UHS has made great strides in recruitment and offering programs for African American students. Since the last self-study, enrollment of African American students has increased from 2.1% to 4.3%. The UHS Superintendent/Principal partners with the Fresno State African American Initiative Coordinator for events and emails. UHS started a BSU Club and sent students to the State BSU Conference during the 2021-22 school year. UHS also advertises in *The Advocate*, which is Fresno's African American Community Newspaper. UHS also highlights our Black/African American graduates with their pictures and bios in the May edition of this newspaper. For the past three years, UHS has had students participate in the Fresno County Superintendent of Schools' Ujima Student Leadership Program, and for two years have had two students on the Fresno County Superintendent's African American Student Leadership Council. Additionally, for the past several years, many UHS students have attended the Fresno County African American Student Leadership Conference, as well as in the Fresno County African American High School Recognition Ceremony, many of which have received scholarships.

UHS demographics have changed slightly since the last full self-study in 2016-17. See the comparison charts below:

Student Enrollment, 2016-17 school year

Grade Level	Total in Grade	Native Amer.	Asian	Hispanic	Caucasian	Black/ Afr. Am.	Unknown/ Decline
9	130	2	59	26	40	2	0
10	121	2	53	32	31	3	0
11	118	4	39	34	39	2	0
12	109	1	34	22	48	3	0
Total	478	9	185	114	158	10	0
%		1.9%	38.8%	24%	33%	2.1%	0%

Student Enrollment, 2022-23 school year

Grade Level	Total in Grade	Native Amer.	Asian	Hispanic	Caucasian	Black/ Afr. Am.	Unknown/ Decline
9	134	2	49	41	34	8	0
10	127	1	51	36	33	6	0
11	115	2	41	32	35	5	0
12	166	1	48	32	33	2	0
Total	492	6	189	141	135	21	0
UHS%		1.2%	38.4%	28.7%	27.4%	4.3%	0%
FUSD		1%	11%	69%	8%	8%	3% other
CUSD		<1%	14%	40%	35%	3%	8% other

Over the last several years, UHS has made many outreach efforts to advertise and notify members of the Black and African American communities in the Fresno/Clovis area. Since the last full visit, our Black student population has doubled and the Hispanic population has increased by over 4% to become our second largest demographic subgroup.

UHS employs two full time counselors. The counselor's primary role is centered on academics, but personal/social counseling is also provided. During the 2019-20 school year, UHS partnered with the Fresno County Superintendent of Schools Office to provide a Mental Health Therapist on campus one day a week for students. Students see their counselor, and if the counselor deems it necessary, the referral is made to FCSS for the Mental Health Therapist. Our Counselors provide classroom lessons related to organization, managing stress, suicide, and various other mental health topics to help students with the issues that they are facing. Also,

beginning in the 2021-22 school year, two Therapy Dogs were added to the staff. The Therapy Dogs are not on campus daily, but come to school 1-2 days a week with their owners who are staff members. Both dogs are certified with the National Alliance for Therapy Dogs organization and insured.

Finally, teachers have been given more time in Departments, especially the past three years. During the 2020-21 school year, they had time every week during their Asynchronous Fridays and in the past several school years, they were given time during the August Inservice Days and all five of the early release or late start days throughout the year.

Chapter II: STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA AND FINDINGS

History:

A little more than twenty years ago, the Dean of the College of Arts and Humanities at California State University (CSU), Fresno, conceived the idea of starting a charter high school on the college campus. The intent was “to create a school that articulated a vision for education in the 21st century that would be based upon the latest educational research, implement best practices in instruction, and serve as a model of educational innovation.”

With the support of the university’s President, the Dean began the process of creating the school. He called on many different educational leaders in the community to assist him. This collaboration included university administrators and professors, master teachers from local high schools, and community members from throughout Central California. The result of this collaboration was a charter petition for University High School, including its unique curriculum and organization, with a clear vision and mission. The school would be a liberal arts, college-preparatory program that would emphasize music in its curriculum.

The school opened in the fall of 2000 as an independent, directly-funded charter high school, unaffiliated with any larger organization or management group and governed by its own school board. UHS was originally chartered by Sierra Unified School District. The school began using classrooms leased from CSU, Fresno, and, as it expanded, additional portable facilities. UHS received a six-year WASC accreditation in 2005, and its first Head of School (principal) resigned that same year. For the remainder of the school year and throughout the entire 2005-06 school year, UHS was run by two successive interim Heads of School. Also in 2006, UHS adjusted to be chartered by the district in which it is located, Fresno Unified School District. In June 2006, UHS hired a Head of School who developed plans for the construction of a permanent UHS campus. In August 2009, after years of delay, construction of the new UHS campus began. The permanent facility is located three hundred yards from the previous campus site and was completed in the fall of 2010, when the entire school moved into the new building. UHS had only occupied its new facility for five months when a WASC accreditation team arrived in March 2011. The last full self-study was completed during the 2016-17 school year, and UHS received a full 6-year accreditation with a mid-term progress report after three years.

Vision Statement:

University High School is a 9-12th grade Liberal Arts high school on the campus of California State University Fresno where ALL students experience an accelerated college preparatory program through dual enrollment with the university, two years of Latin and four years of music theory and music performance in all grade levels.

University High School seeks to foster a culture of care, support and understanding for ALL students where they can grow academically, socially, and personally while establishing a foundation for success in college, career, and beyond.

Mission Statement:

University High School will work collegially with the California State University Fresno by establishing and maintaining a process for dual enrollment. The school will maintain the benefits of a small school environment while providing students the opportunities available on a large public university campus.

University High School educators will use and continually develop exemplary instructional practices to provide a rigorous and challenging college preparatory curriculum. The goal of all instruction will be student learning which will be met through the study of classical languages, literature, advanced mathematics, hands-on science, social sciences, music education and music performance. Curriculum components will be incorporated into the graduation requirements that will prepare students for a successful college experience and integration into the workforce.

University High School will promote positive partnerships between teachers, parents, students, and the community to create a supportive climate for its students and the school. Students will learn the importance of community through service and activities that connect them to the broader world. Through service and outreach, the school will stand as a positive model and example for other schools and districts in both the public and charter school communities.

University High School will maintain high expectations for ALL students and be open to students that have an appreciation of music, a willingness to work hard, and a desire to be challenged academically in an accelerated and rigorous college preparatory environment.

Description of the School:

UHS is unique in that, with few exceptions, students enter as ninth graders and take most of the same courses until they graduate four years later. Unlike other high school programs where students have many curricular choices, at UHS, all students take a prescribed curriculum with few exceptions. Students move through each grade level in a cohort.

The UHS 4-year course pattern is as follows:

<u>Graduation and College Requirements</u>	<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
(A) Social Science: 3 years (CSU = 2 years) (UC = 2 years)	(none)	History 20 and History 21	Honors US History or AP US History	AP Economics or AP Government
(B) English: 4 years (CSU = 4 years) (UC = 4 years)	Honors English 9	Honors English 10	AP English Composition	AP English Literature
(C) Math: 3 years (CSU = 3 years) (UC = 3 years req., 4 years rec.)	Integrated Math 1 (formerly Alg II) or Math 2 (formerly Geometry)	Integrated Math 2 (formerly Geometry) or Advanced Math (formerly Pre-Calc)	Math Options: Advanced Math AP Statistics AP Calc AB or BC	Math Options: AP Statistics AP Calc AB or BC Math 45 Math 77/81
(D) Science: 3 ½ years (CSU = 2 yrs lab sci) (UC = 2 years lab sci, 3 years rec.)	Honors Physics	Honors Chemistry	Biology 10 and Biology 12	

(E) Language: 3 years (CSU = 2 years in same language)	Latin I	Honors Latin II	Language other than English (2 semesters of the same language during 11th & 12th grades, taken at CSUF)	
(F) Visual & Performing Arts: 4 years (CSU & UC = 1 year)	Musicianship I and Performing Group	Musicianship II and Performing Group	Musicianship III or AP Music Theory and Performing Group	Musicianship IV and Performing Group Music 9
(G) College Prep Elective: ½ year (CSU & UC = 1 year)				Ethnic Studies (one semester at CSUF)
Physical Education: 4 years (Not a college req.)	PE 9	PE 10	PE 11	PE 12

*Fresno State courses denoted in red.

UHS does not offer different levels of English. All students in the same grade level take the same English class. The curriculum differs for students in only a few areas, including which college foreign language courses they take after finishing Latin, which musical performing groups to participate in (choir or instrumental), and, in some cases, which level of math they qualify for and wish to pursue.

Students attend their P.E. and Musicianship classes every other day, and thus, earn half of the credit compared to other classes (2.5 credits per semester compared to 5 credits). Performing group classes for upperclassmen also typically are offered every other day. Students at UHS take on average 7-10 classes per semester and attend school from 7:55 A.M. to 5:00 P.M. on most days, which means that students need to learn to manage their time effectively in order to study sufficiently and participate in co-curricular activities.

UHS - Regular Bell Schedule 2022-23		
Period	Time	Total Minutes
0	7:55 - 8:50	55
1	8:55 - 9:53	58
Morning Break	9:53 - 10:00	7
2	10:00 - 10:55	55
3	11:00 - 11:55	55
Lunch	11:55 - 12:55	60
5	1:00 - 1:55	55

6	2:00 - 2:55	55
7	3:00 - 3:55	55
8	4:00 - 4:55	55

In addition to the courses, UHS has a 48 Books Program. Over the course of four years, students are given a book every month that they are held responsible for reading and understanding. They then participate in Socratic seminars or other activities for discussion of these books in their English classes. This reading requirement is in addition to other books or supplements that teachers may provide as part of the English curriculum. UHS gives these books to students for free, enabling students to build personal libraries of college level reading material.

UHS runs two sessions where students gain their Elective credit, called Intersessions or Elective Sessions, one after each semester and each lasting roughly two weeks. A choice of electives, based on student and staff interests, is offered at these times. Students select two electives and attend each class for three hours every day, for a total of six total class hours per day. A selection of past elective courses include Driver's Education, Personal Finance, Video Production, Psychology, Textile Crafts, Drawing, Painting, Chess Variants, Sailing, Skiing/Snowboarding, Travel to Costa Rica, and Rock Climbing. Students can also choose Dramatic Production, in which they produce an entire play (rehearsals, sets, costumes, etc.), performed in a theater with tickets sold to the community at large. The Intersession courses are meant as enrichment where students learn fun and interesting topics, or participate in enjoyable activities.

UHS participates in competitive activities like Academic Decathlon, Science Olympiad, Speech and Debate, Mock Trial, and Math Team. Students meet at lunch, after school, in the evening, or on weekends. The other student clubs and interest groups meet only during the lunch hour.

DEMOGRAPHICS **Student Enrollment, 2022-23 school year***

Grade Level	Total in Grade	Native Amer.	Asian	Hispanic	Caucasian	Black/ Afr. Am.	Unknown/ Decline
9	134	2	49	41	34	8	0
10	127	1	51	36	33	6	0
11	115	2	41	32	35	5	0
12	116	1	48	32	33	2	0
Total	492	6	189	141	135	21	0
%		1.2%	38.4%	28.7%	27.4%	4.3%	0%

*Based on 492 students, as of 9-6-22.

The demographics continue to evolve. UHS is completely dependent upon the population that applies. However, the population continues to become more diverse. Compared to the last full visit, the White and Asian population have decreased and the Hispanic and Black/African American population have increased.

Language Proficiency, 2022-23*

	English Only	English Learner	IFEP	RFEP
Number	371	1	52	68
Percentage	75.4%	.2%	10.6%	13.8%

*Based on 492 students, as of 9-6-22.

It is noticeable that UHS does not have a significant number of English Learners at UHS. What is of significance is the number of students that are multilingual. A quarter of UHS students (24.4%) speak more than one language at home and were either IFEP when they first enrolled in elementary school or have been reclassified English Learners prior to enrolling at UHS.

SOCIOECONOMIC STATUS Parent Education Level, 2022-23*

	Graduate Degree or Higher	College Graduate	Some College or AA Degree	High School Graduate	Not a High School Graduate	Declined to State
Number	276	131	52	21	9	3
Percentage	56%	26.7%	10.6%	4.3%	1.8%	.6%

*Based on 492 students, as of 9-6-22.

The parent education level indicates that the school tends to serve a more professional parent population than is the norm for the Fresno/Clovis area.

Free/Reduced Lunch Students, 2022-23*

Number	112*	55 (2016-17)
Percentage of Student Body	22.8%*	11.5% (2016-17)

*Based on 492 students, as of 9-6-22.

The number of students that qualify for the free or reduced lunch program has increased significantly in the past several years. The UHS staff has also made a concerted effort to advertise this program for students and parents, and to offer additional free products and services, such as concert tickets, yearbooks for seniors, and various other items as needed.

Faculty And Staff Demographics, 2022-23

Teachers & Staff	Caucasian	Hispanic	Asian	Black/African American	Total
Male	10	3	0	0	13
Female	12	3	2	0	17
Total	22	6	2	0	30

The Faculty and Staff demographics have stayed fairly consistent, although there have been additional Hispanic faculty hired since the last full visit.

Faculty And Staff Education Listing, 2022-23

	Bachelor's Degree	Master's Degree	Doctorate Degree
Teachers/Admin/Counselors (25)	25	19	4
Support Staff (6)	2	0	0

UHS and its student body is fortunate to have a dedicated staff focused on improving their own levels of education, in addition to their students. The staff is well educated, with 76% of the certificated staff having a Master's degree and four teachers (20%) also having a Doctorate degree. Fifteen of the 20 full time teachers were employed by UHS in 2016-17 during the last full visit by WASC, and 76% have also been at UHS for 5 years or more. There is no faculty tenure at UHS, but there has been very little teacher turnover because teachers wish to stay and UHS wants them to stay. This wealth of experience (along with the experience of other staff) is a significant advantage for the school and a major reason why UHS is continually improving.

STUDENT ACHIEVEMENT

Smarter Balanced Tests, Spring of 2022, Grade 11 only

Subject	Number Tested	Level 1: Std Not Met	Level 2: Std Nearly Met	Level 3: Std Met	Level 4: Std Exceeded	Met & Exceeded
ELA	122	0%	3%	25%	72%	97%
Math	122	3%	13%	34%	50%	84%

UHS students work hard throughout the year and take standardized testing seriously. Traditionally, students have scored high on the English Language Arts state standardized test, always testing 96% or higher. The 2022 math group score of 84% is a 6% increase over the previous year's collective score.

	2020-21 CAASPP ELA		2021-22 CAASPP ELA	
Group	# of Students	% Met/Exceed	# of Students	% Met/Exceed
All	109	98%	122	97%
Male	50	100%	49	98%
Female	59	98%	74	98%
SED	21	100%	18	83%
Asian	28	100%	50	98%
Hispanic	28	100%	33	97%
White	34	97%	36	97%
	2020-21 CAASPP MATH		2021-22 CAASPP MATH	
All	110	78%	122	84%
Male	50	82%	49	84%
Female	60	75%	74	84%
SED	21	90%	18	72%
Asian	28	89%	50	88%
Hispanic	29	65%	33	76%
White	34	79%	36	89%

In analyzing CAASPP testing data between 2021 and 2022, the overall scores for all students remain high. Both ELA and Math scores showed an increase in the percent of students meeting or exceeding the state standards. Subgroup scores continue to increase or decrease each year alongside the overall scores. However, there is a larger discrepancy between the SED subgroup and the overall student population in the last testing cohort. This is something that the school will monitor in upcoming assessment cycles to determine if there is a larger trend or if this was a cohort anomaly in the 2021-22 junior class. There is a gap with the Hispanic students and math achievement. This is a trend that continues to be present in the subgroup data analysis with scores below the schoolwide average for two consecutive years. The SPED and Black/African American populations are small, with less than 4 students per grade level most years. Thus, there is no reportable data available for these subgroups.

Advanced Placement Examinations

Exam:	2018-19		2019-20		2020-21		2021-22	
	Exams Passed/ Taken:	Pass Rate (% 3 or above):	Exams Passed/ Taken:	Pass Rate (% 3 or above):	Exams Passed/ Taken:	Pass Rate (% 3 or above):	Exams Passed/ Taken:	Pass Rate (% 3 or above):
Calculus AB	12/28	43%	16/41	39%	17/37	46%	22/49	45%
Calculus BC	17/21	81%	17/23	74%	12/16	81%	20/27	74%
Macro-economics	36/68	53%	29/36	81%	23/37	62%	26/44	59%
Micro-economics	30/45	67%	21/45	27%	20/43	47%	17/46	37%
English Lang (11)	75/117	64%	76/102	75%	62/111	56%	86/117	74%
English Lit (12)	46/65	71%	33/53	62%	17/37	46%	40/43	93%
Government Comparative	4/4	100%	3/5	60%	0	0	0	0
Government - U.S.	28/33	85%	10/23	43%	8/13	62%	7/12	58%
Music Theory	36/44	82%	26/39	67%	22/38	57%	22/26	85%
Statistics	36/80	45%	35/53	66%	20/52	40%	15/58	26%
U.S. History	59/76	78%	42/61	69%	32/62	51%	54/78	68%
Totals	379/581	65%	299/483	62%	233/446	53%	309/503	62%

UHS usually gives about 500+ Advanced Placement exams annually, but during the COVID years (2020 and 2021), the number of tests given went down dramatically. The pass rate also declined significantly in 2021, which can be attributed to online instruction and distance learning for many students. Scores to celebrate from the 2022 school year were Music Theory, English

Literature, English Language/Composition, and Calculus BC. The Statistics scores were lower this year, and UHS will focus on this class during the 2022-23 school year.

Physical Fitness Tests (PFT's)

	2018-19 FUSD	2018-19 CUSD	2018-19	2019-20*	2020-21	2021-22*
6 of 6 tests passed	21.5%	57%	65.6%	53.1%	Not given	n/a
5 of 6 tests passed	42.9%	72.8%	84%	70.3%	Not given	60.4% (5 of 5)
4 of 6 tests passed	62.1%	87.8%	92.8%	80.4%	Not given	89.6% (4 of 5)
3 of 6 tests passed	78.9%	93.2%	96.8%	93.8%	Not given	97% (3 of 5)
2 of 6 tests passed	90.6%	94.7%	100%	99.2%	Not given	100% (2 of 5)
1 of 6 tests passed	96.7%	97.6%	100%	100%	Not given	100% (1 of 5)

*=Not reported to the State; UHS data

As reported with the State testing analysis, UHS students take testing seriously and this includes Physical Fitness testing. But something that also makes the difference is the personalized learning that each student receives at UHS. The UHS P.E. program is a perfect example of how UHS personalizes and individualizes instruction whenever possible. UHS is a music school and students typically do not come to UHS for an athletic program. However, because the UHS P.E. instructors teach students how to optimize their physical fitness and what it means to live a healthy lifestyle, students then internalize this information and strive to be healthy for themselves. P.E. at UHS is not about being the fastest runner or throwing the ball the farthest. It is about being healthy. The PFT scores are the highest in the Fresno area. To find out more about our P.E. program, watch our P.E. video [here](#).

Graduation and A-G Rates

Graduation Rate	Percent	A-G Approval Rate
Class of 2022	100%	111/113 (98.2%)
Class of 2021	100%	104/107 (97.2%)
Class of 2020	100%	111/116 (95.7%)
Class of 2019	100%	117/119 (98.3%)

Class of 2018	100%	103/112 (92%)
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This statistic has remained consistent and slightly improved since the last WASC visit, for the UHS graduation rate previously tended to be between 98% and 100% every year, but has been 100% for the past 5 years. UHS also started keeping track of its A-G Approval rate on its annual data profile so as to have the data readily available.

Matriculation Rates of UHS Graduating Classes

Grad Year	Attending Four-Year University		Attending Two-Year College		Attending Fresno State		Attending Another CSU Campus		Attending a Univ. of CA Campus		Attending Private or Out of State Univ.	
	#	%	#	%	#	%	#	%	#	%	#	%
2022	100	89%	13	11%	45	40%	13	11%	24	21%	18	16%
2021	88	82%	17	16%	46	43%	6	6%	22	21%	14	13%
2020	103	89%	13	11%	46	40%	6	5%	25	22%	26	22%
2019	105	88%	14	12%	49	41%	7	6%	29	24%	20	17%
2018	102	91%	9	8%	37	33%	9	8%	27	24%	29	25%
2017	101	94%	6	5%	37	34%	10	9%	24	22%	30	48%

The four-year university enrollment rate remains high; only the pandemic year had a slight decrease. The increase of Fresno State attendance can be attributed to the attention from the Dean of Undergraduate Studies; he came to UHS and made presentations to students and parents about the costs, programs, and positive aspects of Fresno State. He also created a 3 year promise” type of program for UHS students, in alignment with the California Promise that other Fresno State students receive.

Attrition Rate

Graduating Class	Number of Students When This Graduating Class Entered Ninth Grade	Number of Students Who Graduated After Attending UHS For All Four Years	Attrition Rate For Entire Class	Attrition Rate For Non-White Students
2022	134	109, 4 transfers	18.6%	16.3%
2021	135	102, 5 transfers	24.4%	22.5%
2020	131	112, 4 transfers	14.5%	13.2%
2019	130	112, 7 transfers	13.8%	13.7%
2018	130	104, 4 transfers	16.9%	15.4%

The attrition rate has typically been about 15% (+/- 3%) for the past several years. However, during the pandemic/online instruction year, 2020-21, the attrition rate rose dramatically to 24.4% (22.5% for non-white students) as many students chose a different form of education. While the 2022 attrition rate was still a bit higher at 18.6%, it improved from the pandemic year.

CALIFORNIA SCHOOL DASHBOARD INFORMATION: ACADEMIC INDICATORS

Dashboard Indicator	2017-18	2018-19
ELA CAASPP	166.2	150.4
Math CAASPP	97.4	80
CCI	88.3%	100%

The academic indicators for the California School Dashboard (Dashboard) are the ELA and math CAASPP, taken by 11th graders, and the College/Career Indicator (CCI). CCI identifies graduates who have met certain milestones to demonstrate preparedness for success in college and/or career. The numbers listed in the boxes for the ELA and math scores indicate the points from the standard, demonstrating that UHS students score at high rates.

The Dashboard is a relatively new accountability tool. All schools across the state only have results from 2017 through 2019 due to COVID-19 suspending the Dashboard for both 2019-20 and 2020-21. The 2021-22 school year results will be published on the updated Dashboard in December of 2022. UHS has performed well on the academic indicators on the Dashboard with all green and blue indicators. The 2021-22 Dashboard results, though not official until December of this year, are predicted to continue to be strong for UHS. These results will essentially be a new, post COVID-19 baseline that UHS can use to set future goals.

CALIFORNIA SCHOOL DASHBOARD INFORMATION: ADDITIONAL INDICATORS

Dashboard Indicator	2016-17	2017-18	2018-19
Grad. Rate	98.3%	100%	100%
Suspension	0.4% (2 students)	0.8% (4 students)	0.4% (2 students)

In addition to academic indicators, the Dashboard tracks other measures of school performance. Graduation rate is used for high schools as a measure of academic engagement. UHS has maintained an excellent graduation rate for its students, as shown above, and these results have been maintained through COVID to the most recent class of graduates in 2022 (see the above table for Graduation and A-G rates).

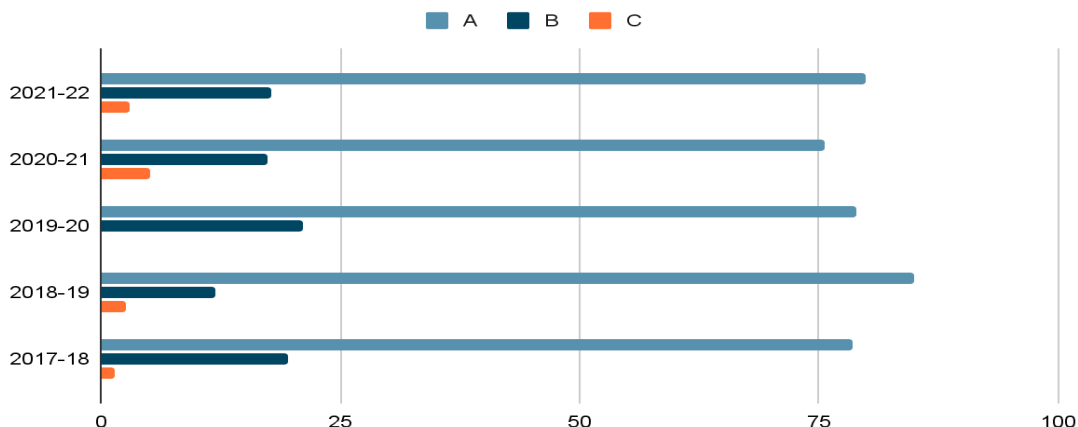
In addition, school conditions and climate for high schools are measured on the Dashboard via the suspension rate. UHS did see a yellow indicator for suspensions in 2017-18, caused by an additional two students receiving a suspension that school year compared to the prior year, as previously noted. This was quickly corrected the following school year when UHS returned to a blue indicator. For the school years 2019-20, 2020-21, and 2021-22, UHS had zero suspensions and predicts this indicator will stay at the highest possible performance level.

SURVEY DATA

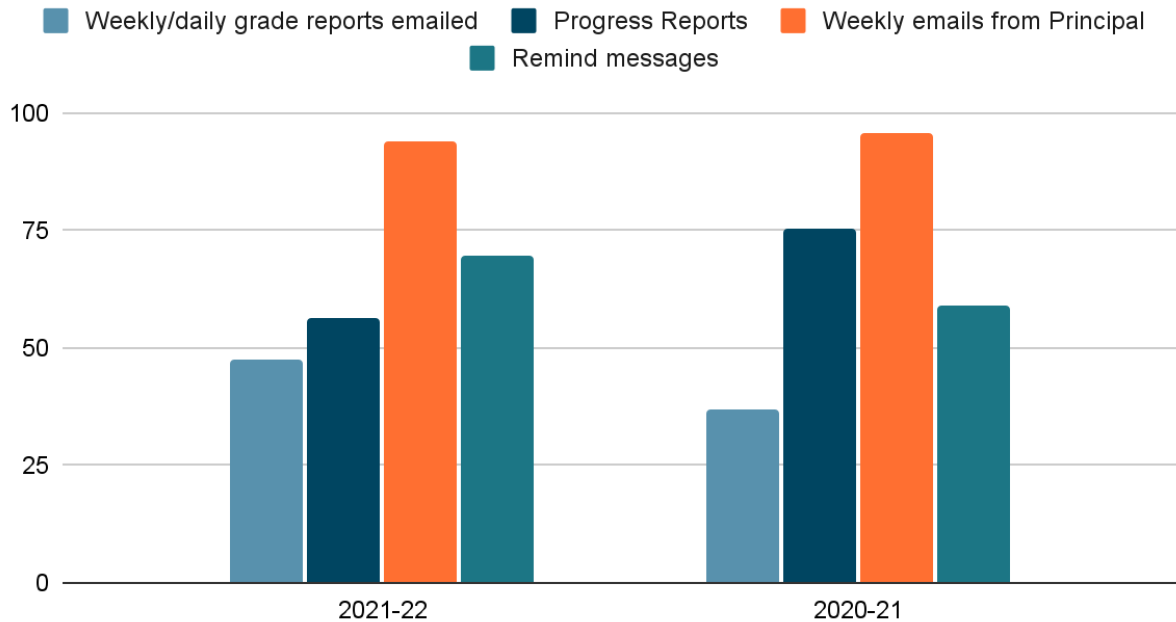
Parent Surveys

Every year, UHS gives out a Parent Survey to all of its parents and guardians, and a Climate Survey to all of the students. Below are two of the general questions that are asked of the parents: overall quality of the education at UHS and the methods of communication they utilize most often. The full survey results are available in the appendix.

Overall Quality of UHS



Methods of Communication



Climate Surveys

UHS gives a Climate Survey to all of the students each year that ask questions about various topics: alcohol and drug use, homework load, student behavior, UHS culture, bullying, etc. Below is a comparison that the Superintendent/Principal did between the Climate Surveys between 2019 and 2022, before and after the pandemic. The percentages are signified with colors (positive change = green, negative change = red) for the difference of Strongly Agree and Agree added together and compared to the previous year's survey. UHS will use this data as focus points for attention for the 2022-23 school year.

CLIMATE SURVEY COMPARISON, 2022 VS. 2019

1. UHS has a unique and positive school environment that I like.				
		<u>2022</u>	<u>2019</u>	
	Strongly agree	34.33%	35.81%	16.75
	Agree	50.43%	32.20%	
	Neither agree nor disagree	10.30%	27.12%	
	Disagree	3.76%	3.39%	
	Strongly disagree	1.07%	1.48%	
2. Students at UHS regularly clean up after themselves, putting their trash & recyclables in the right places.				

		<u>2022</u>	<u>2019</u>	
	Strongly agree	7.51%	23.44%	-9.14%
	Agree	42.06%	35.27%	
	Neither agree nor disagree	24.25%	35.91%	
	Disagree	22.53%	3.44%	
	Strongly disagree	3.65%	1.94%	

6. I am seldom, if ever, pressured to use illegal substances or alcohol by other UHS students.

		<u>2022</u>	<u>2019</u>	
	Strongly agree	64.78%	82.44%	-10.33%
	Agree	18.04%	10.71%	
	Neither agree nor disagree	7.39%	5.35%	
	Disagree	2.61%	0.43%	
	Strongly disagree	7.17%	1.07%	

10. I feel safe from bullying and sexual harassment here at UHS since they rarely, if ever occur at UHS. (*need to adjust question to say “at school”)

		<u>2022</u>	<u>2019</u>	
	Strongly agree	33.70%	64.10%	-8.70%
	Agree	41.14%	19.44%	
	Neither agree nor disagree	13.79%	11.75%	
	Disagree	6.56%	3.85%	
	Strongly disagree	4.81%	0.85%	

12. Classrooms are positive places, teachers maintain a positive presence and follow through with consequences in a calm and fair manner.

		<u>2022</u>	<u>2019</u>	
	Strongly agree	32.38%	41.29%	8.84%
	Agree	50.22%	32.47%	
	Neither agree nor disagree	11.78%	22.15%	
	Disagree	3.96%	2.58%	
	Strongly disagree	1.54%	1.51%	

15. Various cultures and social groups blend, interrelate, and feel like valid members of the school community.

		<u>2022</u>	<u>2019</u>	
	Strongly agree	37.00%	38.01%	17.18%
	Agree	46.92%	28.73%	
	Neither agree nor disagree	10.13%	26.57%	

Disagree	4.85%	4.32%	
Strongly disagree	1.10%	2.38%	

18. I seldom witness or hear of dishonest behavior, such as cheating, on the part of other students in my classes.

	<u>2022</u>	<u>2019</u>	
Strongly agree	17.82%	15.11%	17.25%
Agree	34.97%	20.43%	
Neither agree nor disagree	26.95%	45.96%	
Disagree	14.95%	13.19%	
Strongly disagree	5.35%	5.32%	

19. Suicide among young people is one of the leading causes of teenage death. Do you feel UHS provides enough resources, and counselor and peer support to prevent suicide on our campus?

	<u>2022</u>	<u>2019</u>	
Strongly agree	20.89%	36.40%	-7.39%
Agree	34.67%	26.55%	
Neither agree nor disagree	26.67%	24.20%	
Disagree	11.11%	4.71%	
Strongly disagree	6.67%	8.14%	

20. Students at UHS try hard to be the best students that they can be.

	<u>2022</u>	<u>2019</u>	
Strongly agree	23.09%	28.32%	8.66%
Agree	52.02%	38.13%	
Neither agree nor disagree	20.40%	30.94%	
Disagree	3.36%	1.74%	
Strongly disagree	1.12%	0.87%	

SUMMARY OF DATA

University High School continues to be a rigorous, high performing high school. The pandemic greatly affected the mental health of students and staff, but the students' resilience and fortitude have persisted. Students returned to in-person instruction during the 2021-22 school year, cautiously optimistic and happy to be back with their friends. While schools in the area were protesting about masks, UHS had the added component of having to enforce COVID vaccinations in order for students to attend their Fresno State classes. Students could opt out of the vaccine with weekly testing, however. For the entire fall semester of 2021, UHS only had 10 students out sick with COVID. The spring semester was different with the highly contagious variants. UHS had very few issues with students not wearing a mask. UHS students are very

well behaved and tend to be more on the cautious side.

Academically, UHS students continue to lead with test scores and academic performance. UHS students work hard, work together, and work with a synergy that is not usually seen at other schools. Below is a list of the awards that UHS received during the 2021-22 school year:

- California Distinguished School, 2021
- National Blue Ribbon School, 2021
- California Pivotal Practice Award, 2022
- US News & World Report (2022) ranked UHS # 92 in all High Schools in the United States, #22 in Charter High Schools in the U.S., #7 in California High Schools, and #1 in the Fresno metropolitan area
- National Yearbook Program of Excellence, 2022
- National Academic Decathlon Small School Champions, the 14th time in 22 years
- #1 and #3 Top Scorers of Academic Decathlon in the entire Nation
- Academic Decathlon team was recognized on the California State Assembly Floor in June, 2022

In 2018, we opened our Academic Support Center (tutor center), and it has worked very well. The Tutors that work in the ASC are qualified due to their high grade point averages and their ability to get along with others; there have been no complaints of their work ethic or skills. The average daily attendance is about 3-6 students. UHS needs to continue to work on getting students to attend the ASC on a regular basis and receive the help they need. For the 2022-23 school year, UHS changed the ASC room to an upstairs room of a freshmen classroom since it is typically freshmen that attend, and closer to the computer lab.

When there is this level of rigor and excellence, however, there is a high level of stress and anxiety. UHS students report high levels of mental health needs to their counselors and teachers, so UHS continues to strive for methods to help students manage these issues.

UHS is a very diverse campus in its student population. There are many diversity issues occurring across the nation right now. Student groups have always gotten along; there are not any racial problems. UHS wants to be proactive and make sure that we are keeping up with any potential issues that may arise. One of the areas that UHS constantly studies and adjusts is the 48 Book List. We want to make sure that our books are representative of our students, but that the quality of the books are also high caliber.

POTENTIAL STUDENT LEARNER NEEDS

- Academic assistance for struggling learners
- Mental health support
- Advertising for incoming freshmen and the UHS "Brand"

Chapter III: SELF-STUDY FINDINGS

Focus Group A: [Vision and Purpose, Governance, Leadership, Staff, and Resources](#)

Focus Group B: [Curriculum](#)

Focus Group C: [Learning and Teaching](#)

Focus Group D: [Assessment and Accountability](#)

Focus Group E: [School Culture and Support](#)

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly-stated vision and mission (purpose) based on its student needs, current educational research that considers equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards, is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready, and is aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes*.

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other stakeholders of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A1.1: The UHS charter states the kind of school that the founders envisioned. For the past 20+ years, UHS has worked to embody the school's mission and vision, and this is the marketing plan to students, parents and the community. Because UHS has done this, the vision and mission for University High School have not changed much over the years. However, for this self-study, the UHS staff updated the vision and mission to be a bit more succinct. The vision speaks to what UHS has tried to accomplish, and the mission speaks to the path that the school has chosen to achieve the vision.	A1.1: <ul style="list-style-type: none">• Vision and Mission Statements A1.2: <ul style="list-style-type: none">• Vision and Mission

A1.2:

As part of the full self-study, UHS staff reviewed the Vision and Mission statements and constructed a full revision. The changes align the Mission and Vision Statements with the understanding that the school strives to excel and that success is not based on innate human characteristics, but on such traits as effort, application, and encouragement.

As another part of the full self-study, UHS staff reviewed the Expected Schoolwide Learning Results (ESLRs) and adjusted many of them to update to current practices. For example, technology has improved and assignments connected to the ESLRs have been updated.

One of the unique facts about the UHS program is that there is a common set of classes required of all students for graduation. UHS is a college preparatory school and, unlike at traditional schools, students have very little choice regarding which courses they take. The program is specifically prescribed and is required of all students, which minimizes inequity issues. For example, all students take the same courses and move through each grade level in a cohort. Only in a few circumstances do students have a choice about which classes they will take; this choice usually has to do with which A.P. class a student will take.

UHS continuously improves and is able to do so on an as-needed basis. For example, during the worldwide pandemic, UHS was able to make changes immediately that benefitted the students, without having to wait for district office approval or for other schools in the district to agree. One of those changes was to move to “Asynchronous Fridays” midway through the fall semester, which allowed for students to get away from their computers while still keeping the rigor of work at a high level.

Although the school has a vision and mission it strives to accomplish, the school believes strongly in a “continuous improvement cycle”. Each and every year, the school has made improvements to its program, and it does so only after consultation with staff, the Board, parents, and students.

The improvement process can initially be driven by teachers, staff, the Principal/Superintendent, parents, students, or the Board. Throughout the year, the school formally solicits information from students and parents. Students are asked to provide feedback on their teachers and the learning process annually. Then, in the spring of each year, students are asked to fill out a Climate Survey that is evaluated by administrators and faculty. Parents are sent an annual survey each year as well. Survey data from both of these sources is shared with the Board, teachers, and administrative team. Students who leave UHS midyear are asked to fill out an Exit Survey that asks for ideas regarding how the school can be improved, and this survey has provided over ten years’ worth of feedback to the school.

Proposals for school improvement often come from teachers who have tremendous autonomy with their programs, and ideas are also often generated by the administrative team, which attends many different professional development activities. This ongoing discussion regarding

[Statements](#)

- [UHS Charter](#)
- [UHS ESLRs](#)
- [UHS graduation requirements and the 4 year academic plan](#)

school improvement is enhanced by the variety of formal and informal communication streams and media used throughout the UHS community.

Ideas for school improvement that are proposed are shared and discussed at various regularly-scheduled meetings. The administrative team meets weekly, while the faculty and staff meet once a month and the department chairs meet quarterly. Staff development time for teachers and staff is included in the academic calendar. Each school year, teachers and staff have five full days of staff development before the school year begins: three half days in the fall semester, and a full day in January.

A1.3:

UHS is an independently-reporting charter school, and as such, operates as its own LEA and District. UHS administration writes the LCAP and Annual Updates annually. Currently, there are two main spending goals for the school, and they reflect key ideas in the school vision: 1) a 9-12 college preparatory program for all students, and 2) a focus on positive school culture and improving mental health. These two goals work together to focus on not only academic, but also personal and social growth, which connects to our Vision and Mission Statements.

The LCAP is posted on the UHS website and is presented at two Board meetings, as is required. The LCAP is also sent to the executive members of Phoenix Alliance, the official parent group, to enhance communication and answer any questions that parents may have, and to ask for feedback.

A1.3:

- [LCAP](#)
- [LCAP Annual Update](#)

A2. Governance Criterion

The governing board (a) has policies and bylaws, and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A2.1:</p> <p>UHS is highly effective by using several indicators and procedures to define roles, which helps to provide clarity for decision-making processes, engages parents in our school, and assists in reviewing program effectiveness. A Memorandum of Understanding (MOU) exists between the Fresno Unified School District and UHS, as well as between Fresno State and UHS. The school charter outlines the role of the Board with respect to the school and the Superintendent/Principal, and the Charter also includes the Expected Schoolwide Learner Results, which are then monitored by the school. The Student/Parent Handbook contains Board policies applicable to students and parents, and results from the annual Parent Survey are taken into account when making changes to the school. The feedback from the Parent Survey has shown that parents are consistently satisfied as a whole with the direction in which UHS is heading.</p> <p>A2.2:</p> <p>UHS is a small high school with fewer than five hundred students, and hence, there is consistent communication among the Governing Board, the administrative staff, and the teaching staff. There is no confusion about the roles of the administrative staff and the Board members, and there have been no major questions or conflicts regarding responsibilities. The UHS Charter clearly defines the role of the Board members. In short, the Board provides guidance and oversight, while the staff provides administration and implementation in a relationship defined by mutual respect. Collectively, the Board and staff comprise the school and hold a shared vision and mission designed to serve the parents and students.</p> <p>UHS has routine monthly Board meetings and Board training once</p>	<p>A2.1:</p> <ul style="list-style-type: none">• MOU's for Fresno Unified School District and Fresno State• Student/Parent Handbook• UHS ESLRs• Parent Survey results• Board Bylaws• School Calendars <p>A2.2:</p> <ul style="list-style-type: none">• UHS Charter• List of Board Members

a year as needed. The Board approves curriculum documents, for example, but leaves the administration and implementation of them to the administration and staff.

Internally, there are weekly administrative staff meetings with the Superintendent/Principal.

A2.3:

UHS has proper complaint and conflict resolution procedures in place. There have been very few complaints to the Board in the entire history of the school. Additionally, the annual Parent Survey has consistently indicated a high rate of parent satisfaction with UHS.

The Uniform Complaint Procedure is detailed in the Student/Parent Handbook and on the school website.

A2.3:

- [Uniform Complaint Procedure Board policy](#)
- [Parent Survey results](#)

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based, Inclusive, and Collaborative: The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with the district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A3.1:</p> <p>The UHS charter serves as the school's plan for student achievement. Expected Schoolwide Learning Results (ESLR's) are built into the charter, and proficiency in meeting those outcomes is measured by the school annually. Teachers and administration closely monitor the student learning outcomes. The UHS administration team holds weekly meetings and leads monthly faculty meetings. The meetings are a time to review the school calendar, discuss upcoming issues, and reflect on the previous weeks. Meetings are purposeful, and the collaboration time amongst the faculty is utilized in an efficient manner. The meetings include the school administration, teachers, and counselors. These meetings are a forum for discussing the needs of the school, staff, and students. UHS utilizes multiple data collection methods, such as formal and informal academic and climate surveys. Teachers and administrators exchange ideas and perspectives on prospective school changes. The school budget is formally shared twice a year, with teachers and the staff. This transparent culture of shared information leads to an open door policy with all of the staff.</p>	<p>A3.1:</p> <ul style="list-style-type: none">• Administrative meeting agendas• Faculty meeting agendas• School calendar• Parent surveys• Climate surveys
<p>A3.2:</p> <p>UHS uses the LCAP as their action plan for accountability and assessment. Since all of the tests that students take are part of the LCAP assessment measures, UHS looks at the data carefully and</p>	<p>A3.2</p> <ul style="list-style-type: none">• UHS Profile• UHS LCAP• UHS AP Scores

consistently throughout the year.

UHS students score well on the annual State tests. The scores are consistently high in both English Language Arts and Math; UHS is usually the top scoring school in the entire Central Valley of California. Advanced Placement scores are also evaluated each year, as well as Physical Fitness test scores, A-G completion rates, and attrition rates.

A3.3:

Pre-COVID, students annually provide feedback to all teachers via anonymous course evaluations. Teachers ask for feedback throughout the year, but also do so towards the end of the course in order to receive feedback on study tools, book selection, and other instructional strategies.

Each week, there is an administrative meeting with the stated purpose of keeping all administrative staff informed of all decisions and plans. Moreover, important decisions regarding school direction are also brought to the teachers in faculty meetings, and their input is solicited. Once made, the effects of decisions are evaluated at administrative and/or faculty meetings so that the school can better refine its actions to achieve the best possible outcomes, in line with the school's mission.

A3.4:

Communication at UHS is conducted through administrative and faculty meetings, email, walkthrough observations and discussions, and formal and informal department meetings. When the current Superintendent/Principal began her tenure in 2020, she started the practice of emailing the staff, students, and parents every Friday with a recap of the week and events coming up the next week. The small size of the staff and departments facilitates easy and efficient routes for collegial communication.

- [UHS Physical Fitness Test Scores](#)
- [A-G Completion Rates](#)
- [Attrition Rates](#)

A3.3:

- [Teacher Survey examples](#)
- [Admin meeting agendas](#)
- [Faculty meeting agendas](#)

A3.4:

- [Admin meeting agendas](#)
- [Faculty meeting agendas](#)
- [Bulletin announcements](#)
- [Faculty weekly email examples](#)
- [Superintendent/Principal's Weekly Podcast](#)

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A4.1: Every teacher, counselor, and administrator is properly credentialed. Additionally, thirteen of the twenty full-time teachers possess at least a Master's degree, and four of those hold doctoral degrees. All job openings are posted, and applicants must go through a thorough vetting process that includes multiple interviews with department chairs and administration. During this process, the academic qualifications of applicants are studied carefully to make sure that the person is qualified and meets all state and local requirements.</p> <p>A4.2: Since the creation of the school, UHS has continually encouraged and supported faculty and staff who wish to attend conferences and professional training. Experts in particular fields are frequent guests at UHS to train both faculty and students in various areas, including technology and instruction. Teachers and staff have made full use of these opportunities by frequently attending conferences and workshops. Additionally, since UHS is a charter school, administrators and teachers annually attend charter school conferences and workshops, and are supported by local charter school associations.</p>	<p>A4.1:</p> <ul style="list-style-type: none">• UHS Staff Education chart <p>A4.2:</p> <ul style="list-style-type: none">• August Inservice Days schedule• ESLR chart• Faculty meeting agendas• Counseling Curriculum

During the 2020-21 school year, all teachers received training on various types of online and virtual instruction platforms, like Google, Zoom, Edulastic, PearDeck, etc.

UHS Counselors, with the assistance of the teaching staff, have created and implemented a counseling curriculum for all students. This has helped tremendously to prepare students for college and applications. The UHS Counselors also regularly go into the classrooms and teach various personal wellness topics, like eating disorders and stress, so as to help students navigate through high school with some information and coping mechanisms. Our Counselors also routinely go on college “fly-in” visits so that they have firsthand knowledge of various college campuses in California and across the nation.

A4.3:

The high success rates students have routinely achieved at UHS in standardized testing, college attendance, and graduation is indicative of the usefulness of these opportunities for faculty and staff. All Advanced Placement (A.P.) teachers attend conferences and workshops on a regular basis to stay up to date with the College Board curriculum. Our Counselors have set up certain protocols that assure success: sophomores, juniors, and seniors all have an individual conference annually with their parents and their counselor. At this meeting, graduation progress is tracked, college plans are addressed, the college application process is reviewed, and any questions are answered.

A4.4:

The Superintendent/Principal and Vice Principal regularly observe faculty. These observations are both unannounced and informal, thus enabling administrators to view authentic teaching. Periodically, faculty engage in peer observations with strong encouragement from the administration. Individual teacher and department assessments are regularly collected, with detailed analysis made by all concerned. Because UHS teachers do not have tenure (all are considered “temporary”), every teacher has an hour-long evaluation annually with the Superintendent/Principal, which includes both commendations and recommendations. The Superintendent/Principal meets with every teacher at the beginning of the year to discuss the goals of the teacher as well. Due to the small size of UHS, multiple observations take place, making effective evaluation possible, and thus modifications and improvements to instruction are easy to implement.

A4.5:

Both a student handbook and an employee handbook are issued every year. These are annually revised to account for changes with regards to student clientele, new state and national requirements, and changes in the law. There is substantial input by teachers, students, and parents with regards to changes and modifications. Faculty and family households receive emails with the daily school bulletin, important events that concern their students, such as registering for classes and electives, and, of course, concert dates

A4.3:

- [AP Scores chart](#)
- [UHS Profile](#)
- [List of conferences](#)
- [Counseling forms](#)

A4.4:

- [Observation tools](#)
- [ESLR Observation form](#)
- [Goals meeting form](#)
- [Parent Survey](#)
- [Student Survey](#)
- [Alumni Survey](#)

A4.5:

- [Student Handbook](#)
- [Employee Handbook](#)
- [Daily Bulletin](#)
- [Weekly emails](#)
- [Operations Manual](#)

<p>and other school-wide events. Additionally, all households receive Remind messages and weekly emails from the Superintendent/Principal regarding events and current information.</p> <p>Throughout the year, during faculty and department chair meetings, data is reviewed. Grade-level meetings are also held so that teachers from each subject within a particular grade can review the progress of students and alert the counselors of particular students who are struggling or may struggle in various courses. UHS Administration has created an Operations Manual that outlines the roles and responsibilities of administration, counselors, and office staff.</p>	
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A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A5.1:</p> <p>Resource allocation at UHS is driven by the school's vision and mission. The administration encourages staff to look for ways in which resources can be used to improve the strategies that the school uses to best help student learning. Decisions are made regularly and quickly.</p> <p>Appropriate and responsible resource allocation determinants are</p>	<p>A5.1:</p> <ul style="list-style-type: none"> • List of Technology Issued • Department meeting agenda • 48 Books List • Purchase Order form • PPE list for classrooms • Monthly budget reports

based on identified needs brought forward by the community partners of the school, including administrators, counselors, teachers, students, and parents. This needs-based decision-making process makes for a more efficient use of resources, for decision-making comes collaboratively from both the classroom and the office, a benefit of small school maneuverability and its ability to quickly respond to need.

Numerous recent actions illustrate how the school uses resources to carry out its vision and mission more effectively. For example, with the additional state and federal funding due to the pandemic, all teachers were provided extra monitors, headsets, and other technology needs. Many personal protective equipment (PPE) needs were purchased including industrial-grade air purifiers for each classroom, automatic hand sanitizers, sanitizing wipes, masks, and many other types of protective equipment. The English Department, through its 48 Books Program, continues to provide one book per month to all students to encourage reading and the development of critical thinking skills, and up-to-date laboratory equipment continues to be provided to the Science Department as its needs change.

A5.2:

Because UHS is an independently-reporting charter school and has its own Board, it is in many ways its own district with regards to management of a budget as well as its business practices and accounting procedures. UHS practices standard budget procedures, including the use of requisition forms and fundraising request and recap forms.

UHS has created accounting forms that help to ensure that funds are spent appropriately. These forms have been approved by the auditing firm that UHS works with annually. The UHS Office Manager has put these forms online so all staff are able to access the forms easily.

Budget oversight is provided by a finance manager, with whom UHS contracts. The contracted CFO is also the Assistant Superintendent of Business Services at Sierra Unified School District, and they provide a report to the Board every month. The Board is regularly informed of spending practices and budget-related issues. The Board approves all expenses (actuals) at every Board meeting. They also receive reports from outside auditors. The Superintendent/Principal annually presents to the Board both audit findings and an annual summary presentation of the school's revenues and expenditures, along with future budget projections.

A5.3:

UHS school facilities are a little more than 12 years old and are well-maintained. The building was designed by a famous, award winning, local architect, Art Dyson, who often brings people to the school to take a tour and view the design. Additionally, the school is located on a college campus and has access to university facilities (e.g. playing fields, concert hall, large meeting rooms, etc.). The

A5.2:

- [Audit reports](#)
- [Board minutes with attached documents on spending](#)
- [ASB Fundraising forms](#)
- [Requisition forms](#)

A5.3:

- [Fire marshal recommendations](#)
- [CRMA/JPA docs](#)
- [School meal procedures & participation](#)
- [Summer repair and](#)

school also rents outside facilities like the 2000-seat community concert hall in downtown Fresno for special events. UHS does not have a library, but its students have access to the \$110 million refurbished Fresno State library, which opened in 2009.

The administration conducts regular walk-throughs to evaluate facility maintenance needs, with larger, non-emergency projects completed during the summer months. Annually, the State Fire Marshal visits our campus. All recommendations from the State Fire Marshal are met and complied with as quickly as possible.

UHS contracts with Fresno State for daily custodial services and security personnel (Fresno State Police).

UHS is part of a joint powers authority (CRMA) that monitors the liability risks of the school's facilities. The Superintendent/Principal attends the meetings and participates as a voting member.

UHS recognizes the link between student health and learning. UHS recognizes that students need adequate, nourishing food in order to grow, learn and maintain good health. UHS participates in the National School Lunch Program (NSLP) and contracts with Fresno EOP to provide free vended breakfast and lunch meals to all students regardless of income eligibility. To maintain program eligibility the UHS facilities (kitchen & vending room) are inspected annually by the County health inspector. The health inspection report is provided to the CDE annually as a program requirement of the NSLP.

A5.4:

UHS uses standard practices and procedures to anticipate needs, evaluate, and acquire instructional resources and equipment ranging from furniture to technological hardware and software.

People who work more directly with students submit purchase requests, based on their needs. UHS also employs a full-time IT technician to assess the technology needs of the staff and students, and this person works with teachers to assess their subject-specific requirements.

UHS staff and faculty make prudent decisions and are reflective about determining what is needed - versus what is merely desired - in order to support student learning. Because of a culture of administration-teacher collaboration regarding school management, teachers take some ownership of the expenditure process and help to carefully manage it, thus keeping spending efficient. For example, the Music Department monitors the music practice and recording rooms, and the Physical Education Department monitors the fitness center. The IT Technician assesses needs for technology or other resources, and then conveys any needs to the administration. Also, all departments make decisions regarding textbook needs internally and then convey their requests for any textbook changes to the administration, helping to ensure that textbook changes are made in a way that is both cost-efficient and

[renovation lists](#)
• [UHS - Art Dyson Architecture Award](#)

A5.4:

- [Purchase request form](#)
- [Department chair meeting agendas](#)
- [Technology Inventory lists](#)

supportive of student learning. The textbook storage room is kept organized and neat by teachers and office staff, who are able to monitor easily how many books are available for each purchase and thus avoid unnecessary textbook expenditures.

The UHS administrative staff is well-informed about departmental educational practices and needs due to continual communication. This helps the administration to make well-informed judgments when asked to approve spending requests. This also means that there is a quick turnaround for requests, which means greater responsiveness to classroom needs.

A5.5:

The well-qualified teaching staff at UHS is regarded by its community partners as one of its exceptional strengths. Thirteen of the school's twenty teachers hold graduate degrees, with four of those also holding doctorate degrees. UHS teachers actively pursue additional intellectual formation in the field that they teach.

UHS has adequate funds for professional development of staff, including counselors and administration. Teachers are encouraged to pursue professional development opportunities, and UHS employs support staff in the Music Department to help with specific instrumental and choral ensembles.

A number of teachers in any given year will attend Advanced Placement (A.P.) weekend or summer institutes, hosted by the College Board. Many regularly attend workshops for curriculum development as well. UHS works with Fresno State to ensure vertical alignment of instruction and to ease the transition to college for those UHS graduates who attend Fresno State.

The school also hires Special Education staff (Resource Specialist, School Psychologist, and Speech Therapist) who work with students on Individual Education Plans (IEP's). UHS is a member of the Fresno County Charter SELPA and follows all rules and laws to ensure that students with special needs are given the appropriate accommodations needed to be successful here.

UHS contracts with the Fresno County Superintendent of Schools Office with a program called All 4 Youth that employs a Mental Health therapist one day a week at our school. When students need more mental health assistance than the personal/social counseling that our counselors can provide for our students, they are referred to the All 4 Youth program. The Mental Health therapist can also work with families, which is beneficial to our community partners.

A5.5:

- [List of conferences that UHS staff have attended](#)
- [Articulation agreements with Fresno State](#)
- [List of AP Classes at UHS](#)
- [SELPA docs](#)
- [4 year UHS course pattern](#)
- [All 4 Youth flier](#)

A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is

fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators

A6.1. Long-range Financial (and Other Resources) Plan and Stakeholder Involvement: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

A6.2. Regular Accounting and External Audit Procedures: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.3. Processes for Implementation of Financial Practices: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.4. Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.5. Adequate Compensation, Staffing, Reserves: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

A6.6. Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.7. Informing the Public and Appropriate Authorities: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>A6.1: UHS is highly effective in involving its community partners in the review of long-range plan/capital needs and allocates its resources based on the school's charter, vision, mission, and learner outcomes. The school does this through annual surveys to the parents and students, and reports this information to the staff and Board. The Superintendent/Principal sends out weekly emails to parents, students, and staff that includes financial updates, as well as upcoming activities and other important information. Written plans for grant money are posted on the school's website and are discussed and voted on at monthly Board meetings. Some of the plans are also presented and discussed at monthly Phoenix Alliance meetings. (Phoenix Alliance is the parent support/advisory fundraising group for UHS.)</p> <p>The Superintendent/Principal meets with the Board annually at the beginning of each school year to review academic progress and present goals for the coming year. Because the school's facility is still reasonably new, less effort has previously been geared towards long-range facility plans. However, after a decade, the school facility is beginning to show wear and tear, and the administration is beginning to plan for future expenditures.</p> <p>A6.2: UHS employs a Chief Financial Officer to manage the school's finances. Accounting and auditing procedures are aligned with</p>	<p>A6.1:</p> <ul style="list-style-type: none"> • Board meeting minutes • Alumni Surveys • Parent Surveys • Climate Surveys • Faculty Meeting Agendas • Superintendent/Principal Weekly Podcast • LCAP • ESSER III Plan • EEBG Plan <p>A6.2:</p> <ul style="list-style-type: none"> • Internal Control Policies • ASB recap form

CASBO standards. One indication of fiscal health is the fact that UHS has a healthy reserve well above the state requirements. One of the UHS teachers manages the ASB Financial responsibilities, and the UHS Registrar handles all of the banking for UHS. There is a system of checks and balances set up so that one person handles the money, and another person approves the transactions.

A6.3:

Through a conscientious system of checks and balances, UHS practices careful oversight to ensure that proper fiscal policies and procedures guide all relevant decisions and actions. UHS falls within the jurisdiction of the Fresno County Office of Education when it comes to operating procedures for financial matters such as category allocations, management of the UHS clearing account, and appropriate use of the UHS credit card. The Chief Financial Officer regularly reports the details of fiscal decisions to the Board for approval or review. UHS is annually audited by an outside agency.

Additionally, all school expenditures must be approved through dual-signature apportionments, helping to ensure that at least two people are involved in approving any expenditures and reducing the risk of mismanagement. Operating cash and reserves that are held at UHS are kept in a dedicated safe, and only a small cash reserve is managed on site by the UHS administration.

UHS uses the software program eTapestry for its annual parent donation drive, which allows for credit card payments for donations and purchases. The Development Director completes any annual training and requirements, including the Payment Card Industry Self Assessment, and we are in compliance with PCI security standards.

A6.4:

Because of careful budgeting procedures and a culture that monitors resource allocation requests - guided by awareness of the charter and the school's vision and mission - UHS usually ends the school year with a surplus. During the year, the Board may modify resource allocation based on reports from the Chief Financial Officer and the Superintendent/Principal. Each spring, the Superintendent/Principal and the CFO begin crafting a budget based on the school's needs. The stability of the student population, the predictability of facility maintenance needs, and the number of years UHS has operated all mean that the budget can accurately foresee actual expenses.

The Superintendent/Principal presents budget information to the staff formally twice a year, usually in August and January. Staff also receive emails about any pertinent financial decisions as soon as they are made, and the staff are often asked for their input on how to spend resources, especially those that have been acquired for excess, supplemental, or other specific needs.

A6.5:

The Superintendent/Principal and the School Board monitor the

- [Purchase Requisition form](#)

A6.3:

- [Internal Control Policies](#)
- [Board agendas and minutes](#)
- [Requisition form](#)
- [Audit reports](#)
- [Annual Parent Donation form](#)

A6.4:

- [Internal Control Policies](#)
- [Board meeting agendas and minutes](#)
- [EEBG plan](#)
- [EEBG google form](#)

A6.5:

- [Salary schedule, certificated](#)
- [Salary schedule, classified](#)
- 2020-21 Bonus listing

faculty and staff salary schedules to ensure that such salaries are competitive with salaries offered by the major school districts in the area. Periodically, salaries are increased in order to keep UHS salaries competitive with those offered by other public schools around the Fresno area. At the conclusion of the 2020-21 school year, the UHS School Board gave very generous bonuses to every staff member (certificated and classified) for their hard work and dedication during the very difficult year of online instruction and Covid pandemic teaching. During the 2021-22 school year, the Superintendent/Principal proposed to raise the salaries of the office staff positions (Office Manager, Registrar, Office Assistants) and the different levels of the walk-on Music Coaches, all of which the Board agreed and approved.

The Development Director and the parent support group (Phoenix Alliance) raise money to support school programs through development campaigns and fundraising activities. They use the school bulletin, the UHS website, a web-based program called Volunteer Hub, mailers, and informal meetings to educate parents about school needs, usually through the UHS “Renew and Refresh” campaign. Annually, parents voluntarily donate to the school’s general fund to lessen the expenses of such learning resources as the purchase of books for the 48 Books Program, musical instruments, payment for Fresno State classes, and specialty items.

A6.6:

UHS employs a Development Director who works closely with the Superintendent/Principal, the Board, and the parent support group (Phoenix Alliance) on several fundraising activities, such as the “Phoenix Phling” dinner and auction event and the “Magic of the Arts” music festival. The Development Director and the IT specialist at UHS are involved in continuous enhancement of the UHS website.

Additionally, UHS has marketed itself through radio advertisements and social media marketing, both of which help to advertise to the Fresno area and Central Valley communities about University High School.

A6.7:

The Superintendent/Principal informs the staff about the budget in the annual State of the School address in August and midway through the year in January. Any other pertinent decisions or information is sent out via email or shared at monthly staff meetings. The Superintendent/Principal shares financial information with the Board at monthly Board meetings, along with the CFO. Community partners, like parents and students, also receive weekly emails from the Superintendent/Principal, and financial decisions that affect students are shared throughout the year. UHS also follows all protocols for financial plans that need to be publicly presented, discussed, and adopted at open sessions of Board Meetings. Examples of such plans are the LCAP, the ESSER III Plan, and the Educator Effectiveness Block Grant Plan.

- [Budget documents](#)
- [Renew & Refresh letter to parents](#)
- [Annual donation letter to parents](#)

A6.6:

- [Radio advertisements found in the “Media” section of the UHS website](#)
- [UHS website](#)
- [Phoenix Phling flier](#)
- [Amplify Advertising reports](#)

A6.7:

- [Budget reports](#)
- [Weekly Faculty Email Samples](#)
- [Superintendent/Principal Weekly Podcast](#)
- [LCAP](#)
- [ESSER III plan](#)
- [EEBG plan](#)

UHS follows all protocols and works closely with its chartering entity, Fresno Unified, as well as the Fresno County Office of Education. Both agencies exercise fiscal oversight over our school and our various programs.	
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ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.*

Areas of Strength

1. Strong, capable, and supportive School Board that is committed to the Vision and Mission of University High School.
2. Solid Budget with a large reserve.
3. Steady leadership and teaching staff.
4. Flexibility that comes from the small size of the organization and the multiple pathways for feedback and adjustments to goals and objectives.

Areas of Growth

1. Continue to look for methods to advertise about UHS and find ways to reach diverse areas of the Fresno community.
 2. Continue to look for methods to address incoming student (freshmen) academic deficiencies.
 3. Research of organizational models that foster successful student mental health objectives and how learner outcomes are improved.
 4. Teacher, counselor, administrative training to help students articulate learner needs in light of the dynamic and changing social forces in the local, state, and national communities affected by the Covid-19 pandemic.
- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile).**
 - **List any additional identified student learner needs that resulted from the Focus Group analyses.**

Continued work to increase advertising about the UHS “Brand”.

- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
 - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - **Identify important next steps within the schoolwide action plan/SPSA.**

*The summary information will be used for Tasks 4 and 5.

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>B1.1:</p> <p>University High maintains a high quality, rigorous, and relevant curriculum aligned with current educational research and the academic standards. This can be seen by examining several academic departments.</p> <p>Within the English Department, vertical articulation produces a seamless ELA program that moves students from a Common Core (CCSS) aligned Honors English 9 and 10 program into two years of Advanced Placement coursework their junior and senior year. The team recognizes that students that attend UHS come from a variety of educational experiences, and the role of the Honors 9 and Honors 10 programs is to provide a strong academic foundation in reading and writing that will enable all students to succeed in both AP English Language and Composition and AP English Literature and Composition. Teachers attend conferences and workshops related to their subject matter to stay current with educational research, such as CAASPP ELA workshops, CATE and other national or regional professional conferences, and AP workshops. In both AP Language and AP Literature, teachers utilize the AP Classroom curriculum, promulgated by the College Board, to ensure alignment with the AP curriculum. By attending workshops and institutes, teachers stay current with College Board requirements and are able to make any needed adjustments to their syllabi to align with College Board requirements. Teachers may also participate in AP</p>	<p>B1.1:</p> <ul style="list-style-type: none">• UHS Curriculum (syllabi)• UHS Course Pathway• UC system of approval of UHS course as satisfying "a-g" requirements• College Board approval of UHS courses• 48-Books Program List• 48-Books Author Diverse• UHS PE video

English test scoring panels, to not only support the grading of AP exams, but to also ascertain the quality and expectations that all students must meet to receive passing scores on the AP exams.

One significant way in which the English Department has provided relevant and meaningful instruction related to current educational practices is through the 48 Books Program. The 48 Books Program is a program that provides students a book a month for the four years they attend UHS. The program is financially underwritten by the Phoenix Alliance (the UHS parent organization) and has been in place since the inception of the school. Each year, the English department, with the administration team, reviews the selected books for each grade level for its interdisciplinary integration, pertinent social commentary, and ability to strengthen students' critical reading skills in preparation for advanced college coursework. In recent years, books have also been reviewed and evaluated on their ability to provide students with an opportunity to read diverse literature written by authors from a variety of social, cultural, and ethnic backgrounds. With the support of the UHS Governing Board, teachers have modified titles in the 48 Books program over the last several years to bring a greater representation and diversity to the literature that all UHS students read and study. In the 2021-22 school year, the sophomore and junior 48 Books list was revised to include more diverse voices.

All UHS students must fulfill a four-year math requirement. This expectation is a critical component in setting and maintaining a rigorous academic mathematics program. The Math Department has adopted an integrated math program that is Common Core aligned and prepares students for AP courses by either their junior or senior year of high school. Current math courses at UHS are UC "a-g" course approved and Advanced Placement courses are College Board approved through the AP audit. The curriculum utilized at UHS is designed to effectively prepare all students for AP level coursework by increasing the rigor of traditional Integrated Math 1, Integrated Math 2, and Advanced Math courses. Currently, the math department is developing and adopting a new curriculum for the first three math courses that will be recognized with the Honors UC "a-g" designation once completed. This designation will formally recognize the already present effective and rigorous math curriculum that prepares students for both AP Calculus and AP Statistics. The department chair also collaborates with the Fresno State math department to ensure that the curriculum utilized at UHS is adequately preparing students for success in future college math courses.

In the Science Department, the concepts taught and the methodologies used are closely aligned with the NGSS (Next Generation Science Standards) which emphasize asking questions and defining problems, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. As a result, lab investigations in Physics, Chemistry, and Biology play a central

<p>role in developing concepts. Students are regularly engaged in problem solving and modeling science to demonstrate their learning in alignment with the effective teaching methodology in the science field. To further the rigor of the courses and stay current with educational research, the department chair actively presents and writes curriculum as part of the AMTA (American Modeling Teachers Association). Additionally, the biology courses are not only UC “a-g” approved, but also meet the rigor for approved CSU coursework with Fresno State, thereby earning students college credit upon course completion.</p> <p>Unique to UHS is the Latin Department, which has adopted the broad goals and content standards from the ACL (American Classical League), the ACTFL (American Council on the Teaching of Foreign Language), and APA (American Philological Association) to create the framework for the UHS Latin program. The two-year Latin language requirement that all 9th and 10th graders fulfill is designed to develop foundational skills to become multilingual and expand the academic vocabulary and grammar skills for reading and writing. Students are able to take the learning from the Latin courses and apply it directly to the foreign language courses they take through Fresno State and to other content areas, such as science and English.</p> <p>The Music Department stays current with educational research and practices through affiliation with a variety of organizations which include the ACDA (American Choral Directors Association), the CBDA (California Band Directors Association), and the CODA (California Orchestra Directors Association). These organizations disseminate newsletters and research articles on vocal and instrumental music in pursuit of higher level musicianship skills. Teachers attend conferences and training to further enhance their effectiveness and provide a challenging music curriculum.</p> <p>The academic expectations and rigor in the Social Studies department are high for all students, who are expected to take at least one AP course as well as two semesters of college World History. To support student learning, teachers often attend Advanced Placement workshops and institutes, and stay current in their subject knowledge through frequent reading on both past and current events. The latter are of critical importance in UHS social studies courses, and teachers will modify curricula and assessments based on what is happening in the nation or the world (e.g. a presidential election process, or the effects of a global pandemic on economic systems), which educational research has emphasized is necessary to make social studies education relevant and meaningful.</p> <p>Physical Education teachers approach their content area from not only a physical performance standpoint, but also from an academic perspective. Using current Food and Drug Administration regulations, instruction focuses on current health trends relevant for teenagers and their physical and emotional development. Discussions and lessons related to food labels, and dietary</p>	
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recommendations and methods for measuring body fat percentages are common in the classes. In addition, students utilize current methods for monitoring and tracking fitness data using heart rates, vo2 max (maximum volume of oxygen), and state health benchmarks to monitor and regulate their own personal health. Included on the UHS website is a P.E. video highlighting the uniqueness of the school's approach to physical education as it relates to overall health and preparation for an ongoing lifestyle of health and fitness.

Across the board, UHS teachers are kept abreast of current educational trends during administration-led faculty meetings, typically held once a month. At times, instructional experts from outside of UHS are invited to meetings to speak to the faculty on innovative pedagogical techniques. Additionally, the administrative team meets weekly, and the department chairs meet quarterly to discuss needs and trends within each content area. The administrative team attends a range of educational conferences throughout the school year and summer to stay current with leading trends in education and relate key strategies to teachers for consideration and implementation. Additionally, some UHS teachers participate in conferences where their techniques are used as examples for successful pedagogy and in leading workshops or courses for training other teachers.

B1.2:

UHS follows the University of California "a-g" requirements for all applicable subject areas.

In Science, freshmen physics and sophomore chemistry are aligned to the Next Generation Science Standards in terms of both content and practices, and both courses have been deemed by the UC system to meet their entrance requirements and UC honors course status. Junior science courses (biology and zoology) are dual-credit Fresno State college courses.

For English, all courses meet the UC a-g requirements, and the junior- and senior-level syllabi have been approved by the College Board through the AP Audit process. For the freshman and sophomore levels, all classes have recently been officially designated 'honors' level, thus reflecting the increased rigor present in the UHS courses.

All courses within the Social Studies Department meet the UC "a-g" requirements. In addition, all courses in that department (AP and Honors United States History, AP Economics, and AP Government) exceed the relevant California content standards in terms of depth and breadth of content covered. Syllabi for the department's AP courses have all been approved through the College Board's AP Audit process as well.

The Music Department offers Musicianship classes equal to or exceeding the rigor of many college level classes. This includes AP Music Theory. Our Performing Ensembles regularly perform college and professional level music. Each year, many students achieve

B1.2:

- [UHS Course Syllabi](#)
- [UHS Curriculum](#)
- [College Board AP Audit records](#)
- [Counseling curriculum](#)
- [AP Test Scores](#)
- [Title IX training for Sophomores, Juniors and Seniors](#)
- [Title IX Training](#)

membership in the California All-State Honor Bands, Orchestras, and Choirs. Students also learn music technology in practice by operating live sound production for school plays, musicals, Jazz Band, and Show Choir performances (ESLR 3.5).

The current courses for the math department combine four years of mathematics into three years so students have the opportunity to take an Advanced Placement math course before they graduate. Again, these courses are UC “a-g” approved and the Advanced Placement courses are approved by CollegeBoard through the AP Audit process.

Both the Latin I and II courses meet the UC a-g requirements. Each class has been officially designated ‘honors’ level, thus reflecting the rigor present in our curriculum.

Although Physical Education is not one of the UC “a-g” curriculum courses, UHS has set standards for its P.E. courses. Students are required to be able to make personalized workouts based on their health goals. These then are meant to be used once they leave school so that they can work out and stay in shape on their own (ESLR 5.5). Sophomores through seniors are also given Title IX training from their physical education teachers, which allows them access to Fresno State classes. It also makes them aware of real life problems they could encounter like bullying, sexual harassment, domestic violence, inappropriate behavior and ways to handle and report these situations.

Recently, the UHS governing board authorized a change to our senior course requirements based upon California Assembly Bill 101 that will require all high school students to take a course in ethnic studies beginning in 2025. In coordination with Fresno State, UHS seniors are enrolled in a college ethnic studies course in one of the four core areas: Asian American Studies, Africana Studies, American Indian Studies, or Chicano and Latin American Studies. Seniors may also elect to take a college STEM course that matches their career goals, such as Computer Science, Chemistry, and Physics as well as additional math courses.

The Counseling Department has developed a four-year Student/Personal Wellness Plan to prepare students for college, career, and life-decision development. The curriculum includes a series of exercises across all grade levels, including written prompts and activities designed to help students examine themselves and assess their personal styles, interests, and long-term goals, ultimately resulting in a foundation for writing quality college application essays and making important life-related decisions (ESLRs 5.2 and 5.4). Counselors make regular visitations to colleges around the country for the purpose of building cooperative relationships for UHS and its students; College representatives recruit UHS students through visitations to our campus in the fall. UHS believes that its counseling program offers exemplary assistance to families and students in preparing students for college.

B1.3:

B1.3

- [UHS Curriculum](#)

The charter for University High School was designed to prepare students for the level of academic achievement necessary for college success. All academic courses and the graduation requirements are structured to meet the UC “a-g” admission requirements, resulting in 98% of the school’s graduating seniors being admitted to a two-year or four-year college. The Mathematics and English departments are fully aligned to the Common Core State Standards as evidenced by CAASPP scores taken during the junior year. At the junior and senior levels in English, the curricula are also subject to approval by the College Board. The Science Department continues to fine tune its alignment to the state Next Generation Science Standards, and has demonstrated strong success on annual NGSS-aligned state tests. In the Social Studies Department, care is taken to ensure that all courses exceed the existing California state standards for content, since there is no social studies content curriculum associated with the Common Core.

Evidence that the UHS curriculum has indeed been meeting such standards can be found in the scores earned by students on standardized tests such as the CAASPP (scores found and analyzed earlier in this report) and by AP test results for students that elect to take the exam. The scores earned by UHS students testify to the congruence between the UHS curriculum and the latest standards.

Moreover, courses at UHS are designed to ensure mastery by each student of the Expected Schoolwide Learning Results (ESLRs). In fact, a specific list of assessments, representing all academic departments on campus, is aligned with the ESLRs, and satisfactory completion of all assessments on this list is tracked by the administration to ensure that all students achieve adequate mastery of those standards. This helps to ensure alignment between the UHS curriculum at each grade level and those standards.

For example, science courses help students to meet the ESLRs through the inquiry-based approach to teaching that is used from ninth through eleventh grades. Data collection and evaluation (ESLRs 2.1 and 2.2), oral and written communication (ESLR 1.1), and model development and use (ESLRs 2.3 and 2.4) are central activities to science instruction at UHS. The Social Studies Department ensures that ESLRs are being met through extensive research paper projects (ESLRs 1.1, 1.2, 2.2, and 2.3) as well as projects that entail technology use (ESLR 3.2) and/or oral presentations (ESLR 1.1). At the sophomore level, students complete the Injustice Research Paper, which gives them the opportunity to learn how to research information and draw appropriate conclusions (ESLRs 1.2, 2.1, and 2.2). Students in their Musicianship courses are taught audiation skills that incorporate ear training, sight-singing and music dictation skills to refine and develop their mastery of rhythm, pitch, intonation, and musicality that is directly related to the performance and creation of music individually and in groups (ESLR 1.1).

B1.4:

- [UHS Charter](#)
- [Course syllabi](#)
- [UC system approval of UHS courses as meeting the “a-g” requirements](#)
- [UHS Expected Schoolwide Learning Results \(ESLRs\) and list of course assessments used to track mastery of ESLRs by students](#)
- [SBAC exam scores](#)
- [MUS I - Musical/text analysis of "As Vesta Was Descending" - Thomas Weelkes](#)
- [MUS II - Composition project based on the Fugue form.](#)
- [MUS III - Research, musical analysis, and presentation project on Romantic Composers.](#)
- [MUS IV - Electronic music composition and recording project](#)
- [U.S. History Research Paper Project](#)

B1.4

- [48-Books Program List](#)
- [Course syllabi](#)

Integration of curriculum among disciplines runs deep at UHS. Teachers strive to work closely together to use similar content to create a more cohesive curriculum that students can follow from one class to the next.

UHS teachers use the 48 Books Program as an opportunity to align content coverage in order to enhance student understanding in multiple disciplines. Specifically, at the senior level, students use literature and music that align content in order to better understand subject matter in which they will be able to follow through multiple classes. At the junior level, students analyze a poem in AP Language and Composition and then compose music for it in their Musicianship III theory class.

Within the Science, and English departments, there is a similarity of language about argumentation. In English, teachers use the language of thesis, claims, evidence, and line of reasoning to construct arguable positions on a text. The Science Department uses the language of *claim-evidence-reasoning* in structuring conclusion and other scientific arguments.

There is a continuing dialogue between Physics and IM1 teachers in an effort to build a common language, shared concepts, and related problem solving strategies to build competency in both Science and Math. Both the Chemistry and Biology courses regularly explain the use of Latin roots in word meaning and scientific terminology. The Latin II course reinforces these by using science terms as examples of how Latin roots are embedded in our language.

Additionally, the annual Magic of the Arts festival, which involves the entire UHS student body, is an integration of all performing arts at UHS. All three performing arts areas - Instrumental Music, Vocal Music, and Drama - come together to create a schoolwide show that demonstrates the high level of performance that incorporates all areas of performing arts. This show is performed at a professional venue in Fresno, and students have a chance to work with local union professionals, giving them the experience of working in the field of performing arts.

Moreover, the English, Social Studies, and Music Departments complement each other through covering history, literature, and performing arts simultaneously. Books read in AP English Literature (12th grade) also cover similar time periods taught in twelfth grade Musicianship.

Latin I and English 9 work together to address the mythology and "Hero's Journey" in Homer's *The Odyssey*. In Latin, teachers use "English Grammar for Students of Latin" to help support mastery of English grammar concepts. Additionally, each chapter of the Latin for the New Millennium textbook includes exercises focused on English derivatives. This helps support the expansion of student vocabulary. When sophomores are studying the periodic table in chemistry, Latin II assists in studying the Latin names of the elements. Lastly, the classes set aside time each month so that students have an opportunity to address the counseling curriculum and journal entries established by our school counselors.

- [MOTA recordings](#)
- [UHS Curriculum](#)
- [Elective registration forms](#)

The Physical Education Department's coverage of nutrition and health topics is aligned with coverage of the physiology of human anatomy in the Science Department. Topics such as ATP, glucose, anatomy, and the basics of how the human body functions are presented in both classes and discussed in many different facets to give students a more complete understanding.

Finally, UHS understands and appreciates the depth and breadth of knowledge that exists in the community that surrounds us. UHS regularly brings in professionals to work with its students in a myriad of topic areas. The Music Department regularly schedules guest artists to come and give master classes in music performance areas, as well as to rehearse and perform in concerts. UHS also distinguishes itself with the offering of the elective session, in which students can choose different interests and take two classes during a two-week period that can be taught by UHS teachers or community professionals. These electives cover a wide range of topics, such as songwriting, marine biology, SAT Prep, and sailing. While some elective courses are taught by UHS faculty, others are taught in cooperation with Fresno State professors as well as community leaders to facilitate a diverse range of courses.

B1.5:

Through Phoenix Alliance, UHS receives support from the community for its programs. Phoenix Alliance, the parent group for UHS, is able to fundraise and generate financial support that directly benefits the educational programs at UHS. UHS also connects with local resources, such as All 4 Youth, to provide additional support such as mental health care and counseling. By providing a space on the UHS campus, UHS is able to connect more students with the resources that the community offers in a timely manner.

Not being part of a traditional high school pyramid, UHS utilizes opportunities to foster relationships among feeder school students and staff when possible. UHS works with teachers and administrators of feeder schools from multiple districts to help articulate its expectations in various subject areas, especially vocal and instrumental programs, to facilitate a smooth transition for students to the UHS curriculum. Since UHS is not allowed to actively recruit students to join our charter, it poses a challenge for true articulation. The UHS staff stays apprised of curriculum choices, state standards, and broader academic concerns at the middle school level. This information allows the team to develop plans to meet students where they are academically and musically and then structure our programs to help students transition well into the expectations of UHS.

In 2021-22, UHS created a Future Teachers Intersession class where our students partnered with a new start-up charter school in Fresno (Golden Charter Academy). The students learned the process about becoming a teacher, created lesson plans, and then went into classrooms and taught music to the students at GCA. It is our hope to foster a relationship with GCA that promotes similar

B1.5

- [Alumni Survey results](#)
- Visits to UHS by middle school leaders and faculty
- [Junior Class Exploratory Day](#)
- [Field Trip to Fresno State](#)
- [National Student Clearinghouse reports](#)
- [Future Teachers Intersession Course](#)

<p>programs (music education and free books for students) and a pipeline to our program.</p> <p>Being on the Fresno State campus is a particular benefit in maintaining close connections with postsecondary institutions. Traditionally, between a third and half of UHS graduates attend Fresno State, a figure that continues to rise with changing economics in the Central Valley. All UHS students enroll in Fresno State classes beginning in the sophomore year, as part of the required curriculum. Concurrent enrollment continues through both the junior and senior years, with students potentially completing 12 or more semester courses by graduation. The Fresno State faculty and campus is a tremendous resource for our students, providing educational opportunities that are not available at a traditional high school. In recent years, students have been able to choose ethnic studies courses that are of interest to them from the large variety of offerings provided by Fresno State. Fresno State professors communicate with the UHS counselors regarding the progress of UHS students, and often compliment the maturity of the students and the quality of work that they are able to produce in college courses.</p> <p>UHS also maintains close connections with its graduates, and obtains regular feedback from them about various issues related to their success at college and their eventual careers. Specifically, UHS sends out its Alumni Survey to recent graduates currently attending college for feedback on how well their education at UHS prepared them for their college courses and overall college experience. This feedback is shared with our staff to provide a basis for curriculum adjustments that will benefit future UHS students. UHS also keeps track of its graduates' college completion rates via National Student Clearinghouse data and reports.</p>	
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B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>B2.1:</p> <p>UHS takes great care to ensure equity and access to curriculum, and provide all students with frequent and intensive guidance as they determine their future educational and career goals. The school does not “track” students and then push them along whatever path the school considers most appropriate. Rather, students and parents are brought into the process of exploring and identifying goals, with counselors and faculty helping students to research and prepare for whatever goals a student may choose.</p> <p>The Counseling Department takes the lead in helping students to do this. Each counselor meets annually with each student in her caseload, along with that student’s parent(s), to discuss the student’s progress towards graduation, the student’s college and career choices, and the college application process. Almost all UHS graduates go on to further education after leaving UHS, and hence, counselors work with every student on developing appropriate educational goals without writing off any student as not “college-worthy”. Moreover, as part of the Counseling Curriculum, all students are assigned reflective writing prompts in which they thoughtfully examine their own strengths and personalities in articulating some future educational and career goals (ESLRs 5.2 and 5.4). Finally, all juniors spend a day each year touring the Fresno State campus, exploring facilities and hearing information by professors on what different majors and career fields entail. This, too, helps all students to set goals in a more informed manner.</p> <p>The structured courses that each student must take at UHS also provides students with the preparation needed for postsecondary education. Beginning in the 10th grade, students take their first Fresno State course taught by a college professor in World History. This becomes one of many university courses that all students will take during their time at UHS. With each course (World History in 10th grade, Biology and a Foreign Language in 11th grade, Computer Science or Ethnic Studies and Music Theory in 12th grade) students gain confidence in their academic abilities while demonstrating their college readiness through the completion of college courses. Additionally, the AP courses offered at UHS also prepare students for college and beyond.</p> <p>Academic departments and extracurricular activities at UHS also assist with this process. For example, seniors, in addition to the courses that all students take, can choose from among several different college science courses to take and thus can choose one that best fits their future goals. Participating in the Science Olympiad or Science Fair programs offers students the opportunity to explore areas of science that may not be covered in the required science courses. Elective courses offered by science teachers have included independent research projects, advanced chemistry concepts and computer programming. Additionally, science elective courses are offered through Fresno State professors to provide</p>	<p>B2.1:</p> <ul style="list-style-type: none"> • Grade level course offerings <ul style="list-style-type: none"> ○ Freshman ○ Sophomore ○ Junior ○ Senior • Counseling curriculum • Elective registration forms • Junior Class Exploratory Day at Fresno State schedule • 4 year UHS Course Pattern • Interact Club Summary Report 2020-2021

additional opportunities to engage in varying scientific topics/careers. Also, the Music Department brings in college professors and performing ensembles from performing arts schools to showcase what their schools have to offer. The department also brings in professional musicians to run master classes on their careers in music and/or on industry standards and expectations of music (e.g. Billy Childs, a professional jazz pianist). Finally, some extracurricular activities give students greater exposure to needs and issues in the larger community that help them to formulate career choices. For example, the UHS community service organization, known as the Interact Club, brings students in contact with numerous causes throughout the community that can influence what students decide to do after graduating from UHS.

B2.2:

The school has one of the most rigorous high school programs in Central California, for it requires all graduates to complete at least one or more years of college work as part of the curriculum (see the UHS graduation requirements and curriculum documents). What makes UHS unique is its ability to provide access to all students to its rigorous programs. Students generally take the same set of courses taught by the same instructors during their four years at UHS. Each student has the opportunity to receive high quality instruction from educators in all subject areas. As a result of the breadth of courses that all students take, the course enrollment patterns reflect the diversity of the entire student body. All UHS students complete a curriculum that makes them eligible for entry into a UC or CSU campus. This can be seen through some examples from specific departments.

The Science Department uses outside articles, TED talks, podcasts, Science Starter projects or videos to introduce students to current events and careers related to science. For instance, the ethical and moral issues surrounding scientific advancements are analyzed, such as the use of embryonic stem cells or genetic engineering. Students in Chemistry conduct research on compounds found in common home products and biomolecules. Students in Physics are invited to participate in citizen science projects during their first semester. Science courses highlight modern scientists of diverse backgrounds periodically in class.

The Social Studies Department puts all students through a very challenging curriculum. Juniors can choose to take either AP United States History or an Honors U.S. History course, though even the latter is so intensive that many students choose to take the AP exam. All seniors take either AP Economics or AP Government, and both courses stress current political and economic events. Personal financial planning is also covered, both in AP Economics and in a Personal Finance elective course that is offered during elective sessions.

The Physical Education Department exposes students to a variety of physical activities so that they can individually discern what they enjoy most and what gives them the best benefit so that, when they leave high school, they can lead a healthy lifestyle (ESLR 5.5).

B2.2

- [4 year UHS Course Pattern](#)
- [UHS Curriculum](#)
- [School Accountability Report Card](#)
- [Approval of UHS courses by UC system for meeting a-g requirements](#)
- [Approval of UHS AP courses through College Board AP Audit process](#)
- [48-Books Program List](#)
- [AP data](#)
- [Data on number of college courses taken by UHS students at Fresno State](#)
- [PE video](#)
- [PE syllabus 9th & 10th](#)
- [PE syllabus PE11/12](#)
- [Science Starter link](#)
- [Science Documents](#)

Every student takes the Musicianship progression of courses. These courses at UHS far exceed any conventional standard of high school music. The curriculum is equal to 2 years of college level theory classes. UHS students that take the AP Music Theory class over the past 3 years have achieved an average pass rate of 69% on the Music AP exam.

The Mathematics Department has always incorporated real-life applications problems when appropriate to the curriculum. The Math Department curriculum is especially rigorous - and accessible - since the vast majority of UHS students will take at least one college-level math course (AP Calculus, AP Statistics, and/or another college math course offered through Fresno State).

The Latin Department exposes students to the most sophisticated thoughts of the western world, and studying it allows learners to get a better grasp of their own present and thus gain a more profound understanding of manifold aspects of their own lives and culture. Since Latin is the quintessential language of oratory, it affects students positively to create discourse in English and helps them to express themselves with more effectiveness and confidence.

Finally, the 48 Books program provides students with structured reading of high-level literature that exceeds most other high schools. UHS provides all books in that program to students for free, meaning that all students derive a benefit from participating in this program and they can carry the knowledge with them for the rest of their lives. Because of this, students are taught to make close reading annotations in their texts. Students work with these texts through written assignments, whole-class and small-group discussions, and Socratic seminars.

B2.3:

At UHS, great care is taken to include parents in the process of helping students to develop well-conceived, appropriate college and career goals.

As mentioned in section B2.1, the Counseling Department naturally takes the lead in this regard. Each year, each of the two counselors holds a meeting with each student in her caseload, along with that student's parent(s), in order to discuss that student's progress towards graduation as well as the student's college and career goals. They also discuss what the college application process entails and how parents can be most supportive during that process. Counselors monitor their students' progress towards meeting both the graduation requirements and any applicable college application deadlines, and they contact parents if it looks like a student is falling behind in either of these areas.

Further careful discussion of college and career plans, with input from both counselors and teachers, takes place in any 504 or IEP meetings that occur, especially if a student has some particular need or disability that needs to be taken into account when such plans are formulated.

B2.3:

- Annual counselor meeting forms: [Senior](#), [Junior](#), [Sophomore](#)
- [504](#) and IEP meeting forms
- [Mathematics Department course placement process](#)
- [Counseling Curriculum](#)

Math is the one academic area where students can start in a variety of courses based upon courses taken prior to enrolling at UHS. After students complete our Advanced Math course, counselors and the Mathematics Department work with students to help them choose a math course based on their future educational and career goals.

B2.4:

UHS works hard to prepare students for a smooth, successful transition to college and to start identifying and planning for career goals early.

Each year, as mentioned previously, juniors spend an entire day visiting various departments and hearing from counselors and faculty from Fresno State who give students current and vital information to help them on their chosen academic and career paths. This interaction gives students the information and exposure to various fields of study that will help shape their choices for their academic and professional futures.

Juniors and seniors meet with their counselors as they complete the process of registering for UHS courses each year. They also meet regularly with their counselors to ensure that all graduation requirements are met. If necessary, counselors discuss options for credit recovery for those who are behind in credits.

In both junior and senior English classes, students receive explicit instruction on writing college application essays. During the spring intersession period, students have the chance to take an extended workshop on the same. For the summer of 2021, this course was offered to students in July, too, using the Extended Learning Opportunities grant.

Seniors use the *Naviance* program to organize their college application process, which includes attending a training session in the fall to familiarize themselves with the Naviance program. They also meet one-on-one with their counselors to discuss their resumes, as well as their college choices.

The counselors monitor their student caseload using a graduation progress check system, where the counselor and student can determine where he/she stands in his/her academic progress. There is significant value in that all students are thus made aware of their academic status related to where they are at the time the graduation progress check is complete.

Finally, the school sends out the Alumni Survey each year to recent and past graduates. This survey asks alumni questions about how well the education received at UHS prepared them for college life and for understanding and making career choices. The results are seriously considered and have prompted modifications to the UHS curriculum since the founding of the school in 2000, to better accommodate students in a rapidly changing world in both college and the job market. Some of these changes have included a greater inclusion of technology in classes to complement lessons

B2.4:

- [Counseling Curriculum](#)
- [Naviance system](#)
- [Alumni Survey results](#)

(ESLRs 3.1 and 3.2).	
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ACS WASC Category B. Curriculum Summary, Strengths, and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.*

Areas of Strength

1. The UHS curriculum adheres to the UC “a-g” requirements for all applicable subject areas, resulting in 98% of the graduating seniors being admitted to a two-year or four-year college or university.
2. UHS students complete multiple college, UC approved Honors, and Advanced Placement courses, which gives them a unique edge over other high school students and prepares them for the rigor and expectations of college coursework.
3. The role of the counseling department in providing individual counseling for college and career planning allows students to have a strategic plan for being successful in high school and prepare for postsecondary education.
4. The 48 Books program is a unique part of the educational experience that develops reading and writing skills through exposure to both classic and culturally relevant works of literature, preparing students to be well informed critical thinkers.

Areas of Growth

1. Additional collaboration and dialogue among grade levels and across departments. Unlike most schools, teachers of the same grade level share all of the same students, which could lead to more cross-curricular collaboration and student support.
2. UHS should explore how to provide more opportunities for students to connect their studies to real-world applications.
3. The UHS staff should continue to evaluate existing schoolwide learner outcomes (ESLRs) and update them to reflect current and future expectations. (This was completed during the Spring of 2022.)
4. UHS should consider and implement methods to communicate its vision and curriculum requirements more effectively with other charter schools and community Elementary and Jr. High Schools to better prepare students wanting to come to UHS.
 - **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
 - **List any additional identified student learner needs that resulted from the Focus Group analyses.**
 - Supporting students with lowered preparation due to pandemic interruptions;
 - Supporting students with lowered preparation due to lower skills;
 - **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
 - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - **Identify important next steps within the schoolwide action plan/SPSA.**

*The summary information will be used for Tasks 4 and 5.

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.

Indicators

C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>C1.1:</p> <p>UHS is highly effective in challenging students through relevant and rigorous learning experiences that can be seen through the various academic departments.</p> <p>In the Science Department, students build knowledge from observations and data derived through lab assignments in order to create useful models of nature represented by multiple modalities. Students regularly demonstrate understanding during whiteboard activities, group discussions, clicker questions, and lab reports. They regularly participate in labs, use equipment for data collection, have small and large group discussions, and evaluate their lab results. Many labs are student-driven, and the students are challenged to construct their own methods for answering a scientific problem. In the junior year, the college biology course content taught is monitored by Fresno State and has been approved as meeting the standards for college credit.</p> <p>The Social Studies Department has one of the most uniformly-challenging curricula in the school. In the senior year, all students take a college-level course, either AP Government or AP Economics. The curricula for those classes are issued by the College Board and entail a high level of rigor. In the junior year, all students take either AP United States History or Honors United States History. In fact, numerous students in our honors course each year take and pass the AP exam in U.S. History. The scores that the students earn on the AP exams serve as a useful indicator of the effectiveness of our instruction in those courses. The two social studies teachers here at UHS also assign a great number of writing assessments, which are scored using college-level rubrics, and these help the teachers to ascertain the depth of understanding of the material on the part of the students. Students also take their first college-level course during their sophomore year, when they are enrolled in World History through Fresno State, taught by a</p>	<p>C1.1:</p> <p>Science:</p> <ul style="list-style-type: none">• White board discussions• Lab journals - documentation of lab data, analysis, and model development.• Lab reports - demonstrate understanding of experimental design standards.• Junior course: college-level <p>Social Science:</p> <ul style="list-style-type: none">• Research papers, graded according to college-level writing rubrics• Timed, in-class essays and other writing assessments• Sample U.S. History Exam With Essay• AP test scores• U.S. History Research Paper Project <p>PE:</p> <ul style="list-style-type: none">• PE portfolio completed over a four year period• 4 year UHS Course Pattern <p>Latin:</p> <ul style="list-style-type: none">• National Latin Exam• Grammar and vocabulary focus• Fall Semester College History Paper

university professor. Additionally, the coverage of material in our courses at a college-level, along with the sophistication of understanding required of all students, supports the critical thinking and communication skills as called for by the UHS ESLRs (ESLR 2).

The Physical Education Department challenges students through a curriculum that is substantially more intensive than what is offered at most high schools. Students take P.E. as a class during all four years, and they continually track their health in each of the five components of fitness with a variety of methods and tests. During ninth grade, the students' fitness is tested through the state-mandated Fitnessgram. During all four years of physical education, the students have periodic fitness testing based on the most current research, with assessments in each of the five components of fitness. The teacher is able to gauge the difficulty of workouts and the pacing of the class based on student performance on the variety of tests and observations of their abilities. The workout logs also track workouts, verifying that students work out at least four times a week in accordance with the state standards (duration, sets, reps, heart rate, perceived exertion level). Each student completes a digital portfolio that includes the student's fitness scores, personal goals, target heart rates, vo2 max calculation, heart rate data and eating habits to determine their fitness and track improvement over time. Students use their phones with apps, or check out iPods from their P.E. teacher, to track their data during runs and other activities that measure their steps, heart rate, and other measures.

Unique to the UHS academic program is Latin. All students take Latin in 9th and 10th grades. No student is left out of a Classical education because of their background or ability. Our Latin courses focus on teaching English grammar and vocabulary as a tool for learning how to translate. UHS supplements translation instruction with lessons in both Ancient History and Culture. UHS prepares students to understand references to both mythology and history by preparing students to take the Classical Literacy Exam and National Latin Exam. By reinforcing English grammar and vocabulary, as well as teaching them how to apply the course material to their daily lives, all students are involved in challenging and relevant work.

An integral component of our charter is the music education curriculum at University High School. Students engage in the active study of music theory, history and performance practice all four years through mandatory musicianship and performing classes. Students create compositions in many styles at all levels. They also complete individual and group analysis projects that evaluate, interpret, and scrutinize exemplary music from all time periods. Added to their academic class load, students are required to participate and perform in at least one performing group that demonstrates the highest levels of technical and artistic achievement that supersedes grade level standards. All performing groups have at least one concert in each semester, along with the school-wide Magic of the Arts annual performance.

All students in each grade take the same classes leading to AP English Language and Composition in the junior year and AP English Literature and Composition in the senior year. Teachers and

- [Classical Literacy Exam](#)

Music:

- Student compositions
- [Individual and group analysis projects](#)
- [Performances and concerts](#)

English:

- [AP Exam scores](#)
- [PSAT information/scores](#)
- AP Lang: Research papers
- [English 10: Argument essays, MLA citations, Works Cited Page, Primary Sources](#)
- [48 Books list](#)
- [Honors English 9 Syllabus](#)
- [Honors English 10 Syllabus](#)
- [AP Lang 11 Syllabus](#)
- [AP Lit 12 Syllabus](#)
- [English Dept. Writing Standards by Grade Level](#)
-

Math:

- Student assignments
 - [AM curriculum calendar](#)
- [Diagnostic tests](#)
- [Department meeting notes and emails](#)
- [Summer work](#)
 - Weekly pre-assessments
 - Practice problems
 - Video lessons
 - Selected problems video solutions

administration evaluate student test scores from AP testings, SBAC, and grades annually. The syllabus for AP English Language and Composition and AP English Literature and Composition are both approved by the College Board. As part of our vertical alignment, Honors English 9 students are given the foundations of reading, writing, listening and speaking with a focus on grammar and writing. Honors English 10 builds upon this foundation and emphasizes critical reading and writing skills in preparation for AP Language and Composition. In addition to reading the 48 books, non-fiction and informational texts are incorporated materials used to make text to text connections. In grades 9 and 10, students write expository, literary analysis, and argumentative essays, as well as focusing on the foundations of rhetoric to prepare them for AP Language and Composition. As students move on to AP Language & Composition and AP Literature and Composition, reading and writing skills are further reinforced in these college-level classes. Students routinely write formal process papers as well as timed written responses to prepare for AP level exams in the spring semester. All four years of the English program prepare students for college level reading and writing.

Mathematics requirements for high school students vary greatly across the State. At UHS, students fulfill a four-year math requirement that challenges them and prepares them for AP level math coursework and/or a college level math course. In order to engage our students in challenging and relevant learning, the math department at UHS has recognized the need for an integrated math program in which, for example, geometric concepts are taught in the context of algebra, and vice versa. As such, we believe the students are more likely to remember the concepts from year to year, as well as develop the ability to fluently transition from one concept to the other in order to solve the problem presented. Because UHS does not have a direct feeder middle school, students entering into UHS come from a variety of math backgrounds with various strengths and weaknesses. Students complete a diagnostic test created by our own Math department to identify strengths and weaknesses. Results are shared with students, parents, and teachers. Some students come in having completed an Integrated Math 1 equivalent curriculum, while others come in having completed a Common Core Math 8 curriculum. However, because not all middle school IM1 or 8th grade math programs are exactly the same, students take a diagnostic test and are assigned summer work according to the standards students need to prior to the course in which they are going to enroll. Throughout the year, test results in the math department are analyzed by the team to determine how students are progressing within each course and assess the effectiveness in each course as part of a unified progression of courses.

C1.2:

All students understand the standards and expected performance levels for each area of study in order to demonstrate learning and college and career readiness. UHS is highly effective in doing this through a detailed syllabus with course objectives and expectations

C1.2:

Science:

- [Syllabi](#)
- [Unit Objectives](#)
- [Grading Rubrics](#)

Social Science:

is provided to students and parents at the beginning of the school year in each subject area.

In science, social studies, English, and PE, students are provided with analytical rubrics for objectives, projects, writing, lab reports, journals, and assessments. Such rubrics communicate learning objectives for students and provide them with criteria for how they will be graded and assessed as they demonstrate proficiency. In many cases, teachers provide students with samples of exemplary work to demonstrate the quality of work that is expected of UHS students - what it means to achieve a high standard and what it looks like when a piece of work falls short.

Completed and submitted work is regularly graded in a timely manner and feedback is provided to students through grading systems, Google Classroom, and written feedback.

Teacher-to-student discussions around graded assignments provide students with meaningful feedback that helps them understand the objectives of the course and assignments and where they need to make additional improvements. In the English courses, students also use programs such as TurnItIn to submit their essays for peer review and feedback. This process allows students to see the work of their classmates and gauge their own progress as a self-evaluation tool.

In AP courses, assignments are often graded with the AP rubrics and grading criteria to provide students with a score that reflects not only the course expectations, but also prepares them for the manner in which their understanding of the standards will be formally assessed on the AP exams. In AP Language and AP Literature, students write multiple essays that are graded and returned with feedback to help students understand the expectations. Free Response Questions (FRQs) are used in both AP English courses, AP U.S. History, AP Government, and AP Economics to further prepare students to meet the objective of the course. AP Calculus AB, AP Calculus BC, and AP Statistics assign Free Response Questions (FRQs) and are graded based upon the AP rubric. Students are given the feedback to help understand the grading rubric of the AP exam.

The mathematics department at UHS has developed a unique integrated math program that strives to meet the challenges of teaching a student body coming from a diverse level of mathematical background. Because of this, each teacher includes in his or her syllabus the expected standards and learning objectives. The math department has developed a common assessment system for each course, including common grading rubrics by which we can evaluate the students' progress from year to year. During instruction, it is communicated to the students regularly how the material being taught is aligned to the common core standards for integrated math, as well as how what they are learning will help them in future classes and on future assessments such as the SAT. As new course materials become available, the math department evaluates the need to adopt new textbooks.

- [U.S. History Course Syllabus](#)
- [A.P. Economics Course Syllabus](#)
- [U.S. History Research Paper Critique Checklist](#)

PE:

- Class [syllabus](#) with course curriculum and standards
- Study guides and [Kahoot practice tests](#)
- [Workout logs](#)

Latin:

- [Pacing calendars, syllabi, rubrics](#)
- [Powerschool](#)
- [Paper and/or online Calendars](#)
- [Standards for Teaching Classical Languages](#)

Music:

- [Syllabi](#)
- Google Classrooms
- [Performances](#)

English:

- [Eng 9 Prompts/Rubrics](#)
- [Eng 10 Prompts/Rubrics](#)
- [AP Lit Prompts/Rubrics](#)
- [College Board AP Lang exam scoring rubrics](#)
- [College Board AP LIT exam scoring rubrics](#)

Math

- Quizzes, assignments, exams
 - [Advanced Math](#)
 - [Item Analysis sample for IM1 Exam](#)
 - [AP Calculus and AP Statistics Sample Exam](#)
- [Syllabi](#)

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>C2.1:</p> <p>Teachers at UHS are highly effective at facilitating learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology. For instance, teachers are using a diversity of technology platforms and learning strategies which can be seen below in each department.</p> <p>Science: UHS Science teachers use equitable questioning strategies, such as table partner discussions prior to whole class discussions, group whiteboarding of problems and lab results, and whole-class clicker questions during lectures. Teachers provide ample opportunities for guided/independent practice by regularly requiring students to design and carry out lab investigations in small groups. Students regularly are asked to derive microscopic and macroscopic models of their data on their own with coaching oversight by instructors. The science curriculum regularly uses computer-based lab equipment. The concepts taught are closely aligned with the new NGSS standards. Teachers provide individual and small group tutoring and study skill-building coaching for students.</p> <p>Social Science: First, since all students take at least one AP course in our department, the presence of that exam as an end-of-year goal gives instructors an opportunity to act as “coaches” in guiding many students. It is well-known nationally that AP teachers often try to motivate students by treating the AP exam as the “big game” for which the teacher and students prepare as a team. Teachers will make a point of discussing one-on-one with students their level of preparation for the AP exam and how it can be improved, and the rhetoric used by teachers is similar to “coaching speech” in terms of</p>	<p>C2.1:</p> <p>Science</p> <ul style="list-style-type: none"> • Various labs • Vernier lab equipment • Computer lab simulations • Powerpoint presentations with clicker response-system questions embedded. • Google doc collaboration for lab data and project presentations • Regular group work/labs followed by discussions. • Flashcard study skills are developed and monitored for struggling students. • Office hours for help/tutoring <p>Social Science:</p> <ul style="list-style-type: none"> • U.S. History Research Paper Project • AP exam results • One-on-one teacher meetings with students • Powerpoint presentations • Google Classrooms • Supplemental assigned course readings • Online audio and video resources

how it appeals to and motivates students. Moreover, teachers augment in-class instruction with a variety of visual and aural resources. It is customary on any given day for either teacher to use the classroom projector to present images – video clips, pictures, maps, graphs, tables, etc. – relevant to what is being taught at that moment. Video clips could be primary sources (for example, video excerpts of speeches by individuals such as Dr. Martin Luther King, Jr.) or relevant and short excerpts from movies or documentaries. On the senior level, snippets are shown from major news outlets to supplement instruction where current events are relevant. Teachers also augment instruction with online resources, including some that are interactive for students. Google Classroom is used to enable students to ask questions or propose topics for further discussion, and teachers post relevant and interesting articles for students to read and comment upon. Some written assessments will then require student understanding of such material, enabling the instructor to assess how well students understood what was presented. For example, when junior history students complete their spring semester research paper project, they each select a different topic, with no two students being allowed to choose the same topic. Additionally, some courses in the department use organized, structured debates as a teaching tool, enabling students to learn as a team and from each other as they research information on topics of current interest and then present arguments orally in a setting that requires a real grasp of the material being discussed.

UHS P.E. is like no other in the area. Students use a variety of technology sources to monitor health, in many ways. They use cell phone apps, cardio machines, watches, heart rate monitors, nutrition websites, BMR calculators, Vo2 max, calculations and other health and fitness websites on a regular basis. Our teachers get actual lab tests of BMR and Vo2 max and create the same worksheets for the students to show which tests are most accurate and what the margin or errors are on each. Both UHS P.E. teachers use current methodology in their instruction and teaching practices. Our teachers created a P.E. video (located on our website) to highlight the personal fitness each student receives. All UHS students use heart rate monitors (via their cell phone or by checking out a school iPod) to help them understand pacing, target heart rates, and level of effort needed for a variety of activities. They learn to use a variety of technology to monitor health, from cell phone apps, cardio machines, watches, to the heart rate monitors. With scores listed and heart rates for a variety of activities, the teacher can determine students' progress and create personalized workouts based on that information. During class workouts, students can then be working at different rates or modifications of the exercise based on heart rate. Differentiated instruction can also be seen in all sports. Some groups are working on skill development, while others who are proficient in the skill could be playing the game using those skills. For gym workouts and mat workouts, there are modifications for each exercise so those in better shape can do the full version while others can still be active, but be doing an easier version. For run days, students go at their pace based on their target heart rate level. Some will run faster or cover a greater distance, but effort and

- Rubrics for in-class debates
- PE:
- PE Skills tests
 - [ESLRs](#)
 - Webinars on heart rate monitors and fitness testing for the most current version and techniques
 - Professional Development from professional groups like AAHPERD, NASPE and CAHPERD
 - [PE video](#)
 - Heart rate monitors
 - PE Portfolio
 - [Google Sites](#)
 - Heart rate monitors

Latin

- [Classical Literacy Terms](#) quizzes and [tests](#)
- [Classical Literacy Study Guides](#)
- [Socratic Seminar](#)
- [Latin II Spring Semester student led Ides of March Commemoration](#)
- [Practice quizzes](#), [Quizziz](#) and [Formative](#)
- Blank [conjugation](#) and [declension](#) worksheets
- [Quizlet/Gimkit](#) for vocabulary
- [Recorded lectures](#), [Keynotes](#) [Notability](#)
- One-on-One Tutoring
- [Latin Tutorial](#) videos and [YouTube](#) links
- [Weekly Spiral Review](#)

Music:

- [Romantic Composer research, analysis, and presentation to the class \(Mus III/AP Music Theory\)](#)
- 20th Century Composition projects (Mus IV)
- [AP test scores](#)
- [Music concerts and performances](#)
- UHS Recording Studio
- UHS Computer Lab loaded with music software
- Use of music software: Smart Music, Logic Pro X, SoundTrap, Audacity,

time for activities is the same for all students. In the student's PE portfolios, there is a section with all of the printouts of his/her heart rate data. Data printed from using phones has a different format than those printed from watches or cardio machines. Each student has gym workouts with their personal exercises, sets, and reps based on their level of fitness. These are put into the portfolios as well. Each student has worksheets with run times, semester goals and end of year goals for what pace they are able to run.

Also in P.E., coaching strategies start with explanation of skill to demonstration of the skill to the students individually practicing the skill, and lead to being able to perform the skill in a game setting. Students also learn a variety of exercises by demonstration from the teacher and then apply it to their own workouts in and out of class. For the Sophomore year final, students take what they have learned about exercises and create a workout and a personal workout plan for both cardiovascular endurance and muscular strength and endurance (aka ESLR 5). At the end of units, there are skill tests to demonstrate the students have learned the skill taught throughout a unit. Students are taught using differentiated instruction and instructors can use the results of homework, exams, and other assessments to evaluate its impact on student learning.

In both Latin I and II, through one-on-one tutoring, teachers can assess student mastery. The teacher can also monitor via Google Classroom or Canvas which students have completed various practices and what their scores were. In these specific two ways, the teacher can then use the data to work with the student to create personalized instruction from them. In Latin I and II, teachers tailor the questions to elicit information about specific areas and skills of study: history, mythology, tests, homework, vocabulary, etc. This feedback allows the teacher to modify, if needed, aspects of the course for the spring semester and the following year.

Music: Performing ensembles regularly break into small groups to rehearse with the assistance of the teacher, hired coaches, or student leaders. The instrumental performing ensembles use Smart Music to improve their skills on their instrument with guided and independent practice. Vocal music students are tested individually on their singing and music reading abilities. Instruction in Musicianship is differentiated in many styles including direct, group learning, and project based activities. Aural skills are built through listening and aural dictation. Music Teachers use a varied range of materials; sheet music, writings, and video lectures by composers, conductors, and musicologists. Teachers use a varied range of materials; sheet music, composer writings, and video lectures by Top Conductors. Original source documents can be found at www.imsip.org for sheet music, www.naxosmusiclibrary.com and www.youtube.com for live recordings, www.teoria.com for music theory, www.musictheory.net for music theory & aural skills.

English: Each grade level of English has its own teacher, making team building and coaching for each grade level an easy and smooth process. The English teachers strive to make their students feel that the classroom is their home and provide open classrooms for students before school, lunch, and after school. Coaching strategies include working in groups, peer evaluation, teacher-led

NoteFlight, MusScore, Flat.io

- Palestrina Project - Student Composition
- Mozart Project - Music Theory Analysis
- [Romantic Composers Project - Research in Music History](#)
- 20th Century Project - Digital Music Composition and Recording
- Performance - Smart Music online software

English:

- Webquests
- Projects
- [48 Books list](#)
- Edulastic
- [Turn-it-In](#)
- Video clips and film analysis
- *The New Jim Crow*
- iPad Pro, Air-Server, Notability
- Grammar Tutorial (9)
- Exam Re-Takes for Mastery (12)
- SAT Vocabulary list

Math:

- Student Assignments (available on google sites)
- Google Classroom
- Desmos
- [PearDeck](#)
- [YouTube](#)
- Google Sites
 - [AP Calculus](#)
 - [Advanced Math](#)
 - [AP Statistics and IM2-Murillo](#)
 - [IM2 and IM1-Mondragon](#)
 - [IM1-Hayden](#)

discussions in which students are encouraged to work as a team to find evidence of statements made about literature we study, student-led discussions in which students make a claim about our topic and provide evidence of that claim, and students are called upon randomly to ensure that they pay attention. Desks are often arranged in groups to facilitate both brief and informal student discussions and more formal small group discussions. This also allows for student collaboration on performance task types of assignments. However, our desks can quickly be arranged in other configurations to facilitate individual and pair work and to create larger circles for Socratic seminars. Teachers use hardware such as document cameras and mirror-to-iPad in regular instruction. Instruction in all classes includes direct instruction, small groups, pair work, individual work, and group projects. Google Docs is used for editing documents. Additionally student work is projected to help students learn skills such as annotation and analysis of texts. In areas of writing, student samples are projected and guided instruction is given on ways to strengthen and improve student writing skills. In AP Language and Lit, videos provided by the College Board are routinely shown to students during lessons to ensure that students are being exposed to approved lectures on analysis and composition.

Teachers in the math department use questioning techniques to drive lessons. In some cases, students are asked to be leaders of the classroom, ask questions, and demonstrate their knowledge of a presented problem to drive a class discussion of a lesson. The math department at UHS recognizes the diverse mathematical background knowledge of the student body and differentiates instruction accordingly. Teachers frequently differentiate instruction by using a variety of instructional methods to encourage discussion related to the content to engage students. Students are encouraged to engage their teachers in dialogue, whether during direct instruction or after class. During instruction, teachers can usually be found circulating the room to help guide class discussions, whether in groups or in individual work. Teachers use their iPads while teaching to assist in student learning. In all classes, students are required to use technology when completing certain projects, such as the graphing calculator, Desmos, Geogebra and PearDeck. Teachers create video resources and link videos to support student learning. Teachers in the math department use Google Classroom and Google Sites to post assignments, answers, and information as an added resource for students.

C2.2:

UHS is highly effective in ensuring that all UHS students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook in each subject area.

Science: Students are asked to analyze data, draw conclusions, and develop models which are presented in both class journals and formal lab reports. Students present problem-solving strategies in

C2.2:

Science: (C2.2)

- Lab journals
- [Formal Lab report](#)
- Model creation and use
- Lab equipment-Vernier
- Physics - computer based lab programming
- [Lab simulations](#)
- Scientific articles

whiteboard presentations and discussions. Students develop and use macroscopic and microscopic models of nature for both physics, chemistry and biology (recorded in lab journals, used in class activities and assignments). Students are taught to use Claim-Evidence-Reasoning criteria for supporting their lab conclusions and other problem-based tasks.

Social Science: First, students in all courses are given written assignments in which they must choose a position on an issue of ambiguity and defend that position using concrete evidence. In all U.S. History courses, such assignment prompts are issues of controversy among historians. In the senior level courses, prompts are derived from issues of current significance. Students in the U.S. History courses also complete a research paper each year in which they must not only use technology to investigate, gather, and assess potential supporting information, but must also synthesize information into a well-reasoned, coherent argument in response to the prompt. (ESLR 2) Students in some courses also engage in group debates. Each student in such an activity is a member of a team of 3-4 students in size, and teams must research their positions and gather supporting evidence prior to preparing and defending their cases. Second, various forms of technology are used by students in all courses. While many assignments can be done in traditional handwritten style, most students choose to complete their work using technology in some form. Students here routinely use word processing programs to complete assignments, and even occasionally use spreadsheet or graphics programs if such will make an assignment more efficient to complete. Research-based assignments, such as research papers projects or research-based debates, are typically done by the students using online resources, which entails knowing where and how to search for credible and relevant information. Many students, when they have questions or need assistance in understanding the material outside of normal class hours, will contact the teachers through email or Google Classroom. Finally, not all of our courses even use a textbook as a primary educational resource. In some of our department's courses, the textbook is used as a supplementary resource only, with emphasis given instead to the use of non-textbook resources, both printed and online. In all courses, students are routinely assigned to read primary source documents that are typically found online, with an assessment of their understanding to follow. In the AP Government and AP Economics courses, students are routinely assigned to read online articles, many of them from major publications or news outlets, explaining and analyzing current issues. Some of the written assessments, especially in both senior-level courses, require students to take positions on issues of current importance and defend their positions using concrete information that students gather through research. Our department places great emphasis on connecting instruction to real-world events.

PE: Students take their data and knowledge learned in class of their fitness to create their own workouts based on personal goals. They are able to continually change workouts based on their level of fitness and to reach desired outcomes. Homework logs are used to track their workouts and progress to design their future workouts

Social Science:

- [Sample U.S. History Exam With Essay](#)
- [U.S. History Research Paper Project](#)
- Guidelines and rubrics for in-class debates
- [Google Classroom](#)
- [Sample U.S. History Primary Source Reading Assignment](#)
- [Sample A.P. Economics Primary Source Reading Assignment](#)
- Class discussion topics

PE:

- [Homework logs](#)
- [Fitness test](#) data in homework portfolio
- 10th grade [PE final](#) (ESLR 5)
- 12th grade [PE final](#) (ESLR 4)
- [Heart rate](#) data in their portfolios:
- [Heart rate monitors](#)
- PE portfolios

Latin:

- See above links for additional evidence
- [Translations](#), both [Latin to English](#) and [English to Latin](#);
- [Latin Novellas](#) with [reading comprehension practice](#)
- [Discussions](#) between the Ancient World and Modern times
- [English Grammar for Students of Latin textbook](#)
- [Practice quizzes](#)
- [Romans Speak for Themselves](#)
- [Decisive Battle](#)
- [Quizlet](#)/Gimkit for vocabulary

Music:

- [Counterpoint through 5th species required in grade 9](#)
- [Romantic Composers Project \(11\)](#)
- [Composition Projects \(12\)](#)
- [Listening and Writing Journals](#)
- [Written research papers on Composers](#)
- Analyzed musical scores
- Smart Music, Logic Pro X and NoteFlight programs

and come up with short and long term goals. For the sophomore final, the students take everything they have learned to evaluate their current health and create plans based on what they would like to improve on and where they would like to be in two years, four years, and as adults. They create workouts based on their current fitness level and on fitness goals. Fitness tests are used to identify what component of fitness is their weakness so the students can put more emphasis on that area. Students give a breakdown of their current fitness, set lifetime fitness goals, and set a plan to achieve those goals. Heart rate monitors give quantifiable data to prove if a workout, sports, or activity gives them cardiovascular benefits. They also use programs, apps, and websites to assist them in tracking their fitness data and achieve their desired goal. The print outs of this data show how they performed at a variety of sports, cardio and workouts. Many are tested each year so students can determine if their fitness is changing. Students use polarflow.com to track all their heart rate data for all sports, workouts and runs done in PE. They use VO2 max worksheets made by the teachers to track their data and fitness test worksheets to track fitness scores and fitness goals. In their portfolios they have all printouts of Vo2 max over their years at UHS and all their heart rate data for every activity and a variety of run days and workouts. In their portfolios, they also have all their scores and goals for each fitness test they take over four years.

Latin: Students are required to demonstrate higher level thinking and problem solving skills. In Latin I, students begin by asking “how to” questions. However, by the end of their two years, they have progressed to asking “why” and “what is the meaning” questions. Students in Latin are asked to work both individually and in groups. Students are asked to not only translate primary documents from the ancient world, but then they are asked to discuss the meaning or significance of the piece. Students are also required to translate both alone or in groups. This includes parsing the sentence, understanding the grammar and vocabulary, and then applying that knowledge to a translation. Students are also asked to apply their knowledge of ancient history to events taking place today. Latin students use technology to support their learning almost daily. They are required to use technology for both summer review, review during the school year, and in presentations. This is especially helpful for students who are absent or otherwise need additional time to complete their own notes. Students are required to watch recordings on Google Classroom and Canvas then take quizzes (fill in the blank and multiple choice) on the material that was just reviewed. Students are required to use more than Latin for the New Millennium to fully master Latin, Roman History, and Roman Culture. Teachers utilize a variety of materials outside of the textbook ranging from grammar books to online quizzes and games to videos of battle reenactments.

Music: The Musicianship classes incorporate all aspects of music education including research, analytical, aural, and dictation skills. These skills are learned through a variety of differentiated instruction throughout a student’s four years at University High School. As students approach research in music, they are expected to read musicology papers and writings and discuss how different historical moments play a significant role on the music that composers were

- [Performing Groups](#)
- Recording Studio
- Video Lectures
- [Live Recordings](#)
- Composer’s Writings

English:

- [Practice AP Lit prompts, argument essays, essential questions](#)
- [Practice AP Lang prompts](#)
- Heterogeneous Groups for group work
- Assessments for arguments (12)
- Formal research papers
- [Google Drive/Google Classroom](#)
- Examples of emails to students
- [Remind](#)
- [48 Books list](#)
- [Sophomore field trip](#)
- Videos for Midsummer Night’s Dream, Of Mice and Men, and Great Expectations (9)
- [Eng 9 Prompts/Rubrics](#)
- [Eng 10 Prompts/Rubrics](#)
- [AP Lang Prompts/Rubrics](#)
- [AP Lit Prompts/Rubrics](#)

Math:

- [YouTube](#)
- Video Lessons
 - [Advanced Math](#)

writing at the time. Analytical skills are developed over time as students listen to music and look at musical scores. Using both the aural and visual means to expose students to music help them develop the ability to gain a deeper understanding of the music being studied in class. When students listen to music they are prompted to discern differences in the nuances of how different composers arrange their pitch material to create a work of art more specific to that composer. Similarly, when students analyze music scores, they are prompted to realize different patterns in the music that is best associated with different composers as well. These minor differences in both the aural and written presentations of music help students use different analytical skills and be able to look at problems in multiple viewpoints to figure out the question at hand.

All students in music are required to complete several projects during their tenure at UHS, including music analysis, research papers, and music compositions. These occur with Palestrina (9th grade), Mozart (10th grade), Romantic Composers (11th grade), and American Populist composers (12th grade). Music students use a thirty station computer lab to utilize online composition and theory programs, as well as a state-of-the-art recording studio to create, mix, edit and record musical compositions. Students use the Logic Pro X digital audio workstation software in the computer lab to create compositions, produce electronic music, record themselves live, and produce mastered audio recordings. They can then use this software and technology to combine with video editing.

English: In Honors English 9 and 10, students are given writing and discussion prompts that relate to works of literature studied in class. Questions are analytical in nature and require evidence from the text to prove one's response. Responses are then shared and frequently debated in class within the seating groups or in larger whole-class discussions. Students must present evidence of any claims made about the literature we read and convince their group of the validity of said claims.

In the AP English classes, students work individually and together to analyze and discuss a variety of texts, images, paintings, posters, video clips, commercials, song texts, etc. Students work with a variety of non-literary media and learn how to analyze and discuss them in relation to a broader theme. An overarching goal for the courses is to foster an appreciation and understanding of how writers use language with power and precision in a variety of circumstances for a variety of purposes. The next step is to inform their own writings with such techniques and strategies to become excellent communicators themselves. Students use Google Drive to write, draft, and peer edit all papers. Students also use Google Classroom to access handouts, agenda, and auxiliary study materials. Students regularly use technology to create written and visual texts. Sample projects may require students to insert pictures, wrap text, and use photo editing software. Students also are taught citation guidelines for images. OWL at Purdue is used to show students proper MLA citation and formatting of typed papers. As they move on to AP level English classes, they connect to Fresno State's library to find, retrieve, use and cite sources from online databases and bibliographies, such as JSTOR and the MLA International Bibliography. In English classes, there is no textbook,

per se. Each year, students read over a dozen books, and dozens of articles, essays, speeches, texts, and graphics from a wide variety of sources.

Math: The math department at UHS stresses student-centeredness when delivering instructions. Students are given opportunities in classes to direct discussions, as well as to critique the reasoning of their classmates and give each other feedback. Oftentimes questions will be posed on the board and students are then directed to work individually, in pairs, small groups, or the whole class to master the curriculum. Finding methods for solving problems is encouraged. Individual homework and assessments are assigned, collected, and assessed. The math department incorporates video lessons created by the teacher, other mathematicians and math institutions to give a different perspective on the material that is being covered. Projects involving real world applications are included throughout the year. The implementation of new materials will assist in providing additional real world applications.

C.2.3:

UHS is highly effective in having students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities in each subject area.

Science: Students can apply prior science course knowledge to current course concepts. For example, students apply their knowledge of diffusion learned in chemistry to their understanding of cell transport in biology. Students apply their understanding of mechanical energy to chemical processes which is in turn applied to biological systems. Students use concepts of force and momentum to understand particle interactions and behavior in chemistry and apply concepts of bonding to properties of water, protein formation, etc. in biology. Students regularly gather data using conventional and computer-based lab equipment and create displays of data using graphs and tables. These tools are used in labs, which are a central part of the expectations and common practices.

Social Science: The courses offered in Social Studies on the junior and senior levels entail a great number of written assessments which require students to synthesize information learned and draw evaluative conclusions. Efforts are made to avoid asking written essay questions on exams, for example, that simply involve regurgitation of evidence material. Instead, students will be asked questions that have multiple possible answers, but which require taking and defending a position using learned material. Second, students in some courses also complete a research paper each year that entails exploring, evaluating, and using information from primary and secondary sources in order to support a thesis. In doing so, students learn to identify appropriate resources more accurately and use technology in various forms to find worthy support material. Third, students in some courses engage in in-class debates, conducted according to a prescribed format, that require researching information in advance and then presenting arguments orally that use that information as evidence.

PE: Students take their data and knowledge learned in class of their

C2.3:

Science:

- Lab journals
- [Formal Lab Reports](#)
- White-board discussions
- [Experimental design practice](#)
- Journal challenge questions in biology

Social Science:

- [Sample U.S. History Exam With Essay](#)
- [U.S. History Research Paper Project](#)
- Guidelines and rubrics for in-class debates

PE:

- Homework logs
- [PFT data](#)
- [ESLRs](#)

Latin:

- [Vocabulary](#)
- [Conjugations](#) and [declensions](#)
- [Study history and mythology](#)

Music:

- Performing groups
- Flute Choir, Jazz Combo, String Quartet
- Student run performing groups and sectionals

English:

- Self and peer assessment using provided rubrics and sample assignments [Peer Editing Form](#)
- [Sample AP Lit Benchmarks](#)
- [Rubric](#)
- [Dialectical journals](#)

fitness to create their own workouts based on personal goals. They are able to continually change workouts based on their level of fitness and to reach desired outcomes. Homework logs are used to track their workouts and progress to design their future workouts and come up with short and long term goals. Fitness test data is used to identify what component of fitness is their weakness so they can put more emphasis. In the 10th grade PE final, the students take everything they have learned to evaluate their current health and create plans based on what they would like to improve on and where they would like to be in two years, four years and as adults. They create workouts based on their current fitness level and on fitness goals. (ESLR 5)

Latin: In Latin, each chapter builds on knowledge from a previous chapter. In order to progress from Latin I to Latin II, students must demonstrate that they can utilize their knowledge from one chapter to the next in order to correctly translate sentences. History and mythology are discussed at length then students create speeches and presentations for the class. Students are encouraged to find examples of references to the ancient world in our modern world today, especially in popular culture. Students use the knowledge and discipline they learn in Latin in many areas, especially in their reading and writing.

Music: Musicianship classes are applied to performing ensemble classes utilizing the understanding of reading music, chord analysis, and rhythmic dictation. These skills are acquired during Musicianship classes and then applied in performing ensembles. Student run ensembles have been formed and are given opportunities to perform in the community and demonstrate their understanding of music performance on a much higher level than just in the classroom.

In freshman and sophomore Honors English classes, students read, journal, write essays, study all parts of speech and syntax, give oral presentations, take exams and quizzes on reading material, vocabulary, grammar, and writing skills. Students are given rubrics for all writing assignments and are expected to track their progress and reflect on all feedback given on their papers. This feedback is focused on the qualities of the SAT rubric and AP rubrics as early preparation for those exams.

In both AP English classes, we write in a variety of rhetorical modes and to different purposes and audiences, including argument, persuasive, and expository writing. Students write analytical papers and essays based on the texts that we read. The writing processes used in the 9th- and 10th-grade Honors English classes are continued, where student work is peer and teacher evaluated, revised and edited, and re-evaluated. Students write many essays, such as the nine College Board FRQs, and timed 40-minute essays, in order to prepare for the AP Exam.

Math: Since the math program at UHS is an integrated math program, students are encouraged to apply what they learn in one class to problems presented in another. Since the majority of UHS students take one or both of the two AP math courses (Calculus or Statistics), classes are arranged in such a way that the material they learn in previous courses is applied to what they do in the AP classes. Their knowledge and command of the material is constantly

Math:

- [Comprehensive Finals](#)
- Presentations

being challenged in our courses. Students are asked to present solutions to selected math problems to demonstrate their understanding of the topics and standards being taught. Furthermore, all students in their math courses are asked to take comprehensive fall and spring final exams where they can demonstrate their knowledge and mastery of the course material.

C2.4:

UHS is highly effective in ensuring that students have equitable access to and are engaged in career preparation activities in each subject area due to numerous opportunities and activities offered to every student.

Science: Most of the career preparation opportunities are extracurricular activities. Science Olympiad offers opportunities for learning about different scientific fields as well as experience in engineering based projects. Science Fair gives students the opportunity to develop research-based skills. Summer programs help students gain experiences in many career based fields. UHS teachers can offer video chats, Zoom meetings or provide YouTube videos for students to help bridge gaps to the real world. Science based elective courses are offered through Fresno State. The Science Department also offers engineering elective courses such as Arduino programming and CAD.

Social Science: On the senior level especially, our courses do involve discussion with the students regarding their future education and career goals and civic lives as topics that are relevant to the subjects being taught. In both AP Economics and AP Government, as a means of emphasizing the importance of their transition to adulthood, students are encouraged to register to vote and are even provided with registration forms if they so desire. There, teachers also discuss relevant college and career paths, such as programs in business, political science, law, economics, and education.

PE: PE does not directly give students career advice or steer them towards a particular job, but does teach them many important skills that can be utilized in a variety of fields. Students form active and healthy lifestyles while at UHS, which aids in stress management and better sleep. These skills make daily life easier in the workplace. They also get basic knowledge for a variety of careers while in class. Students learn CPR, first aid, and anatomy and physiology for careers in the medical field. They get computer skills with spreadsheets done while in class to aid in the business field. Students also build a good foundation for physical fitness which will be needed for any student interested in an active job like in the military, police or fire department.

Latin: Through supplemental opportunities, the UHS Latin program assists our academic counselors to ensure that all students have access to and are engaged in career preparation activities. The counselors use one Latin class period a month to have students engage in different aspects of Naviance (our counseling database program). Among other things, students learn how to create a resume, utilize their journal entries, request letters of

C2.4:

Science:

- Science Olympiad
- Science Fair
- Summer science/research programs (like COSMOS and UCSF Biomedical Summer Research Program, Perimeter Institute)
- [Animal Science elective](#)
- [Anatomy elective](#)
- [Food Science elective](#)
- Scuba elective

Social Science:

- Class discussions
- Inclusion of topics, such as personal finance skills
- Voter registration forms

PE:

- Powerpoints
- Workout logs showing weekly workouts
- Food logs showing current diet
- [CPR training](#)
- Lectures

Latin:

- [Naviance: resume](#) and [journal prompts](#)
- [Freshmen](#) and [Sophomore](#) Field Trips

Music:

- Bach Children's Choir
- Fresno Choral Artists
- [Fresno Youth Orchestra](#)
- [Fresno State Music Ensembles](#)
- Student arranged community performances

English:

- [Naviance](#)
- [Sophomore field trip](#) (community service projects)
- See Latin evidence
- [Junior field trip \(college immersion experience\)](#)

Math:

recommendation, and investigate college majors. Also, through the freshmen and sophomore annual field trips, students learn about leadership and cooperation at Scout Island and perform 6 hours of community service working with the Fresno Rescue Mission together as a sophomore class experience.

Music: Students are encouraged to participate in outside performing ensembles such as Bach Children's Choir, Fresno Choral Artists, Youth Orchestra of Fresno, Good Company Players, and Fresno State music ensembles. We often (2-3 times a year) bring in professional musicians to perform for our students and/or evaluate our students' performances. Student organized ensembles perform in the community on a regular basis.

English: Students in Honors English 9 and 10 are given communication skills in writing and speaking. Students focus on writing for audience and purpose. They are expected to advocate for themselves and seek help from their teacher when they are falling behind. Parents are encouraged to have students email or come in for extra help rather than parents doing this for their kids. Students also work in groups to provide opportunities for leadership and teamwork as well as conflict resolution. Both AP English classes emphasize on argument and rhetorical strategies to remind students of the importance of the oral and written skills that people need to effectively articulate and examine a variety of points of view, a vital workplace skill.

Math: The math program at UHS makes a concerted effort to prepare our students not only for their future classes, but also for life in general. The math teachers make clear to the students that even though not every content standard taught in our classes will be used in the future by the individual students depending on their future and career choice, the type of thinking and reasoning that they exercise every day in our classes can be applied to every field, especially those going into law or any STEM field where the ability to rationalize and support with appropriate statements would be applicable. Moreover, the math department works closely with the counseling department to encourage the students to take an AP course, whether Calculus or Statistics, that will be most applicable to their career choice in the future. All students at UHS graduate having taken one of these two AP math classes.

Electives: Elective classes at UHS are not offered during the regular semester. Instead, they are offered twice a year, in the winter and spring after the fall and spring semesters. These classes run for three hours a day for approximately two weeks. Students sign up according to personal interest. Seniors are given preference and get to sign up first. Some of the courses that provide career preparation activities are listed below:

Anatomy offers students the opportunity to develop a deeper level understanding of anatomy and physiology for students interested in future careers in science.

Environmental Awareness offered insight into the career and requirements of chicken farming and the careers related to clean-up of animal manure generated in farming industries.

Culinary Arts offers an opportunity for students to work in a restaurant grade kitchen and learn the health requirements for safe

- [Math course syllabi](#)
- [Math course pathway diagram](#)

Electives

- [Intersession schedules](#)
- [Personal Finance Elective Syllabus](#)

<p>food preparation. It also provides an introduction to a career in food science.</p> <p>Animal Science offers students an opportunity to interact and learn from the different animal departments at Fresno State. They learn about the dairy farm, pig farm, goat husbandry, and food research lab.</p> <p>Ski/Snowboard elective introduces students to careers in mountain resort management. We have had students move on to become ski/snowboard instructors, race coaches, and ski patrollers.</p> <p>Life Skills gives freshmen a basic foundation in personal finance, interpersonal communication, and habits for living a healthy life.</p> <p>Personal Finance goes beyond teaching students about making a budget. In addition to this very important life skill, students also learn about how banks function. They learn about different types of loans and how interest rates work regarding each: student loans, home mortgages, car loans, and credit cards. Students also investigate the calculated risks of investing in stocks and bonds. Lastly, one of the key pieces of the class is involving the students in real world applications of personal finance, such as how to fill out W2s and how to complete a basic 1040 for the IRS.</p> <p>Driver's Education is a prescribed program set forth by the state of California. Students learn both the laws which govern driving in general but specifically the laws which apply to minors. At the end of the course, if students pass the state required tests and have attended the required 25 hours of classroom time, students earn their DL387 Pink Slip which then allows them to enroll in a certified Driver's Training program.</p> <p>The UHS Sailing elective teaches students about boating and water safety before they even set foot on the sail boats. After spending almost two weeks learning the ropes, students are prepared to take the exam for the California boating license through California State Parks Boating and Waterways.</p> <p>Bridge and Logic starts by teaching students the rules of Contract Bridge. After the basics are learned, students learn different strategies for communicating with their partner. In order to be successful students must pay attention to and remember which cards have been played in order to know which card in their own hand is best played. It would be tantamount to playing chess while only seeing half the board.</p>	
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ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.*

Areas of Strength

1. Across many subject areas, all students are expected to complete college-level or rigorous courses that are preparing students for college. The scores on AP exams and CAASPP demonstrate that students are successfully meeting the standards.
2. Access to technology, software programs, and a full time technology person.
3. Educated and committed teachers that use the latest research as instructional tools.
4. Standardized use of syllabi, Google Classroom, Google Sites or Canvas, department programs (i.e., Smart Music, heart rate monitors, etc.).
5. Cross curriculum work: Latin terms in science; Music in Social Sciences.
6. Teachers use instructional minutes effectively.
7. Faculty co-operation for best interests of students: using Latin instructional minutes to facilitate Naviance training and use for counselors; using English as the collecting and distribution point for PSAT materials, elective sign-ups, and course schedule changes; using PE classes for distribution of notices to students, etc.
8. All students expected to take college level and AP courses regardless of their backgrounds. The evidence of the academic rigor of the school wide curriculum is demonstrated by our student performance on CAASPP, PSAT, EAP, and PISA exam.
9. Teachers and students are introduced to a wide variety of resources, beyond the textbook, to learn the academic content.
10. Teachers and students make use of a wide range of technology in order to help students acquire their content knowledge.

Areas of Growth

1. Due to the redesigning of the math department in order to better meet the needs of students, the department is trying to determine the best strategies for properly placing students into the UHS math courses based on their strengths and weaknesses.
 2. A way to support the learning of Latin, especially at the 9th grade level.
 3. The science department will need to continue to modify and update their curriculum in order to support the NGSS standards.
 4. Improve communication between teachers and students that attend the tutor center.
 5. Fill in learning gaps resulting from distance learning during the pandemic. (This has already improved tremendously from the 2021-22 school year to the 2022-23 school year.)
- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
 - **List any additional identified student learner needs that resulted from the Focus Group analyses.**
1. Improve the communication/coordination between teachers and students that attend the tutor center.
 2. Continued support for struggling students: tutorial, mentors, etc.
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
 - Analyze what areas within the schoolwide action plan/SPSA need to be addressed
 - Identify important next steps within the schoolwide action plan/SPSA.
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Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, as well as the allocation and usage of resources, and it forms the basis for the development of the schoolwide action plan. In addition, the SPSA is aligned with the LCAP.

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>D1.1:</p> <p>University High believes that this school should be data-driven. Consequently, the school uses a mix of national, state, and local data to make decisions, and, if more data is necessary to improve the school program, it routinely creates data streams where none previously existed. For instance, every year the school administers surveys to students, parents, and alumni regarding topics such as school climate, health, homework loads, the counseling program, and academic preparedness for college. This data, along with state and national assessment results, is shared with stakeholders including the Board, parents, and students via reports or at other meetings. Furthermore, each of the academic departments at UHS also uses quantitative data analysis (examples of this are listed under supporting evidence) in order to evaluate the effectiveness of its curricula, instruction, and resource use.</p> <p>Because the graduation rate at UHS nears or reaches 100% every year, the school spends time focusing on its students' four- and six-year graduation rates from college. The administrative team reviews graduation rates across universities every year through review of the National Student Clearinghouse annual report. Studies are also done on the graduation rates of UHS graduates from</p>	<p>D1.1:</p> <ul style="list-style-type: none">• Student course evaluations• Parent Survey results• Alumni Survey results• Climate Survey results• NCAA Clearinghouse Annual Report• UHS - Fresno State graduate report• A.P. test scores <p>Math:</p> <ul style="list-style-type: none">• Advanced Placement Exam results in AP Calculus AB, AP Calculus BC, and AP Statistics results• SBAC results• PSAT results• Math Diagnostic results <p>Latin:</p>

Fresno State; in the past few years, the enrollment rates of UHS graduates to Fresno State has increased to about 40% of the class per year. Three- through six-year graduation rates at Fresno State of UHS alumni are utilized to inform analysis of the effectiveness of our partner program. This data shows us that UHS alumni at Fresno State complete their degrees and also graduate at faster rates than regular Fresno State students.

Additionally, because UHS is a charter school and students can leave the school at will, the school pays substantial attention to how well the needs of the students are met in programmatic ways (academic support, communication with all involved stakeholders, and the breadth of student activities) and has used different data streams to inform this process.

The Social Studies Department is not directly affected by Common Core standards; therefore, it does not have Common Core-based standardized exam data to study (though it does routinely use primary source text materials as a way to support Common Core). Social Studies teachers rely mostly on reports from the College Board with regard to Advanced Placement results, for there are more AP exams in more subjects offered by this department than by any other at UHS. The department reviews AP results in great detail and makes adjustments within the curriculum to improve any areas of deficiency. The Social Studies Department uses many of the same tools as other departments to communicate with parents and students regarding performance and expectations (e.g., Google Classroom, PowerSchool, email). Teachers use these media to post reminders of upcoming exams and assignment due dates, as well as to post topics for further discussion that help to supplement what is learned in class.

The Mathematics Department utilizes results from the CAASPP tests, Advanced Placement exams, and the PSAT to guide instruction and curriculum modifications. The Math Department also uses results from self written diagnostic tests, along with student grades earned in previously-completed math courses, to determine appropriate math course placement for students and to balance out classes across all grade levels. This information is also used to create spiraling review assignments in courses, and to design and assign summer remediation work as needed. The Mathematics Department takes the results from the Diagnostic Testing and distributes that information to the students and parents. The reports break down topics according to where students have shown mastery, where they may need some improvement, and/or where they may need a great deal of improvement. In their math courses, students are informed of academic performance standards and how to monitor their own success during the first week of the fall semester. Students receive a course syllabus, and course materials are posted on teacher websites as well as being emailed out to parents and counselors. Teachers in the Math Department have a weekly schedule, and students are informed verbally and through a calendar on each classroom whiteboard of those dates on which their exams and quizzes are scheduled. Students also receive and complete summer work in order to fill in gaps in their understanding of the concepts taught in their previous math courses.

The Science Department gives formative and summative tests in

- [Classical Literacy Exam](#)
- [National Latin Exam](#)
- [Standards for Teaching a Classical Language](#)

PE:

- [FITNESSGRAM](#)
- [President's Fitness Challenge](#)
- [Fitness Tests](#)

Music:

- [Music Diagnostic test](#)

Science:

- [State Science test](#)
- Grade level teams at [faculty meetings](#) (see meeting agendas)
- [Counseling intern schedule/appointment calendar and sign-in sheets](#)
- [SST meeting notes](#)
- [IEP/504 meeting notes](#)
- Naviance (Naviance Student) [journal entries](#), resume, and saved majors/colleges to research
- [Junior Field Trip agenda](#)
- [Honors English 9 Syllabus](#)
- [Honors English 10 Syllabus](#)
- [AP Lang Syllabus](#)
- [AP Lit Syllabus](#)
- [English department writing assignments by grade level](#)
- Fitness portfolio in P.E.
- [Homework Logs in P.E.](#)
- [Fitness Tests](#)
- [Music Diagnostic Test](#)
- Counseling students about appropriate math courses to take in the future; [Sophomore conference form](#), [Junior conference form](#), [Senior conference form](#).
- Using College Board Reports like, [PSAT](#), SAT, and [AP scores](#) to monitor growth.

Physics and Chemistry using nationally normed concept tests (FCI and ABCC) to evaluate student growth in fundamental concepts. Due to the newness of NGSS-based state tests, we have little data to inform our instruction. However, the first year's CAASPP scores ranked very high in the state, and in 2021 during a year of COVID-19 remote instruction, 76% of juniors met or exceeded the state targets. In 2022, 91% of juniors met or exceeded the State targets. The Science Department has created a timeline of course activities in their course syllabi, which can be found on Google Sites or Classroom. Each teacher has a process for tracking underperforming students in order to communicate with students, parents, and counselors and devise appropriate intervention.

Because Latin is the only foreign language offered by the UHS staff, the Latin Department teaches every UHS student. All students take Latin in ninth and tenth grades. No student is left out of a Classical education because of their background or ability. The Latin courses focus on teaching English grammar and vocabulary as tools for learning how to translate. UHS Latin teachers supplement translation instruction with lessons in both ancient history and culture. UHS prepares students to understand references to both mythology and history by preparing students to take the Classical Literacy Exam and the National Latin Exam. The Latin Department teachers study the results of these exams to further refine instruction and assessment so that all students are given a challenging and relevant education that will aid them in other disciplines.

In both Latin I and Latin II, students are made aware of course expectations and learn how to monitor their performance levels in several ways. In the first week of school, students read the syllabus and are expected to share it with a parent and then return a signature page, confirming that a parent has also read the syllabus. If students need another copy of the syllabus, they may find it on [Google Sites](#), an online classroom support website. Students in both courses also review the [Standards for Teaching a Classical Language](#), created by the American Classical League and the American Philological Association, so that they can better understand the standards for Latin I and II. Additionally, for Latin II, pacing calendars for the semesters are made available on [Google Sites](#).

The Physical Education department uses the California Department of Education FITNESSGRAM to evaluate all ninth-graders' fitness levels based on the California standards. UHS receives a report from the State with our scores that we can use to compare to other schools and districts. All UHS students are also assessed by the President's Fitness Challenge, which determines students' fitness levels in five primary areas. All eleventh and twelfth-grade students are assessed through three fitness tests spread out throughout the school year.

The Music Department takes the results from the incoming ninth-grade student diagnostic assessment and gives students and parents the results. For students who, based on their individual test results, are lacking in understanding of musical concepts and methods, the teachers in the Music Department will make recommendations of supplementary programs to parents. All incoming freshmen students are provided with basic music theory

instruction during the summer before entering UHS based on the results of diagnostic testing.

Finally, in the English Department, students are assessed using standards-based and Advanced Placement-focused curricula. Grades are based on criteria determined by individual teachers. Each course syllabus includes grading criteria and is distributed to students for review. Progress and growth are also assessed in cross-curricular and course-specific assessments. For example, in both English AP classes, students analyze a text and then put their work to music in Music Theory. Regular teacher feedback on written assignments is provided to students.

The English Department conducts regular assessments of student writing through timed and process assignments. These are commented on extensively to provide students with individualized feedback on their progress. The teachers meet monthly during the lunch hour to discuss vertical alignment issues. The focus for the 2021-22 year was on establishing common criteria for responding to written work, including similar analytical rubrics. They also compare samples of student writing at various levels to give all teachers a feel for the progression of writing skills over the four years.

All freshmen, sophomore, and junior students take the PSAT every year. Due to COVID, only junior students took the PSAT fall 2021. Junior students also take the CAASPP exam. Scores on these exams - the PSAT and the CAASPP - are reported to students, parents, the community, and the Board. Students are also given their PSAT testing booklet to use as a resource for self study. In the fall of 2022 all ninth, tenth and eleventh grade students took the PSAT and the results will be used to monitor student's growth and progress toward meeting the schoolwide learner outcomes/graduate profile academic standards, and college- and career-readiness.

Like traditional high schools, UHS receives results of the annual CAASPP assessments as well as results of Advanced Placement exams, and it uses these to guide possible instructional modifications. AP teachers can use the Summary of Skills Report to modify instruction for the following year. Teachers identify areas of weakness on assessments and modify lessons accordingly. In reviewing EAP college readiness assessments, UHS has found that most students will score "conditionally ready" or "ready" for college-level work in math and English, as a result of all students having completed advanced math and English coursework during high school. Student scores on the CAASPP and EAP are mailed home, and state and national assessment results are reported to the Board. The school does not do a lot of disaggregate data breakdowns because the majority of students score as met or exceeded state standards and college-ready. For example, most of 11th-grade students took the PSAT in October, 2021, and 100% of these students earned "college ready" scores in English, while 85% earned "college ready" scores in math. In the spring of 2021, during a year of online instruction, 99% of students who took the Language Arts section of the CAASPP met or exceeded the standard, and 78% of students who took the math portion met or exceeded the standard. In 2022, the first year in our return to in-person instruction after the pandemic, our CAASPP scores rose in Math and Science, 84% and 92%, respectively, even though test scores as a whole

dramatically decreased across the country.

Teachers also collaborate within departments to ensure that proper communication with parents, students, and counselors takes place. Additionally, all students receive progress reports every six weeks, and all students receive an official report card at the end of each semester by mail. Students in danger of not meeting the academic standards are notified by teachers, counselors, and administration. At some routine faculty meetings, teachers meet by grade level to discuss students in danger of failing a course or students in need of additional academic support. Additionally, student grades are monitored every two weeks, beginning after the sixth week of the semester, to determine if students are improving and to develop plans to support students further. Academic intervention is available for all students in the Academic Support Center after school. Students that are below a 2.0 or have D's and F's are scheduled to attend the Academic Support Center in order to improve their grades.

Student grades are recorded and made available at any time to parents, students, and counselors through the PowerSchool information system. Through this program, parents and students are able to view grades online at any time, which enables parents to be more active in monitoring student progress and more constructive in advising and motivating students. Counselors check with college instructors during the semester so that they also receive feedback on students' progress in those classes as well. Students can receive information about their college grades through Canvas, an online learning management system, but UHS faculty and staff do not have access to this resource. Fresno State has given UHS access to a query report in their information system, PeopleSoft, to generate end-of-the-semester grade reports to facilitate entering grades for UHS student records. The UHS administrative staff and counselors have a very good relationship with the Fresno State professors; many of the same professors teach our students every semester.

Teachers communicate information to parents and guardians through email, phone calls, one-on-one conferences, Parent Orientation, Back to School Night, Open House, progress reports, and PowerSchool. For longer written assignments, English and Social Studies teachers provide thorough feedback to inform students how they are approaching, meeting, or exceeding expectations in academic writing. Some teachers will also send out individual progress reports after units are completed.

Additionally, the Superintendent/Principal gives monthly reports to the School Board regarding student performance, achievement, modifications to curricula, and any other information relevant to community stakeholders. Also, the Superintendent/Principal holds informational sessions with parents and students through specialized meetings at Back to School Night, Parent Welcome events, and monthly Phoenix Alliance meetings to report on new endeavors at the school and the performance of UHS students according to various metrics.

Counselors communicate with students and parents through email (using the Naviance counseling software) and annual one-on-one conferences. These communications highlight students' progress toward completing minimum college entry requirements, achieving

grades that allow for maximum selectivity, and completion of college entrance exams. Counselors also communicate expectations regarding involvement in extracurricular activities and completion of the community service requirement for graduation. Completion of some of the ESLRs, such as student participation in extracurricular activities (ESLR 4.2), are associated with the Counseling Department, and counselors record the progress of each student in PowerSchool. This helps to facilitate accurate communication with parents regarding how students are progressing towards meeting such goals.

D1.2:

To ensure that all assessments are effective and equitable, UHS teachers and school leadership participate in a variety of methods to agree upon the practices for assessment used both by teachers for students and by school leadership for teachers. UHS teachers meet with school leadership and counselors to ensure that curriculum instruction and assessment comply with 504 and IEP plans for individual students, assuring an effective and equitable learning environment for all.

Each year the Superintendent/Principal sets up a private meeting with each teacher to develop goals for the year. These goals are something that both parties have a voice and input when developing. At the end of the year teachers are asked to reflect upon their year and provide thoughts about how they did meeting these goals.

Departments meet regularly to discuss assessments, grading practices, curricula, concerns and vertical teaming to ensure a smooth transition for students from grade to grade and class to class. Department Chairs meet quarterly with administration to discuss department and school-wide concerns.

The Music Department regularly auditions students throughout the school year to assess student growth and achievement and adjust groups with similar levels of student ability. This ensures that appropriate literature can be selected for each performance ensemble to match student capabilities. The four years of Musicianship curriculum grades cover a consistent set of standards in Musicology, Theory, Composition, and Aural Skills.

In the Social Studies Department, grade distributions across courses and teachers are sometimes compared and discussed to help and ensure consistent calibration. Since the two teachers in the department have known each other for 35 years, they are well familiar with each other's methodologies, standards, and expectations. They routinely discuss their coursework and student performance, which aids in preserving consistency in standards and grading.

The Math Department collaborates on assessments, assignments, and grading rubrics due to the fact that each teacher teaches multiple subjects and most subjects are taught by more than one teacher. Course grading relies on weighted categories, and this is consistent from teacher to teacher in each course. The math department meets to create curriculum and assessments and course

D1.2:

- [Teacher Goal paper](#)
- [Department Meeting Agendas](#)

Music

- [Audition Materials](#)

Math

- [AP Calculus and AP Statistics Sample Exam Rubric](#)
- [Meeting minutes](#)

English

- [AP Lit Rubrics](#)
- [AP Lit FRQ Prompts](#)
- [AP Lang Rubrics](#)
- [English Department Writing Standards](#)
- [48 Books Chart](#)

Science

- [Course syllabi](#)

Latin

- [Latin I and II Scope and Sequence](#)
- [Latin Articulation](#)

materials are agreed upon within the entire department.

The English department meets regularly to discuss department issues. Current topics include vertical alignment, writing standards as met throughout the 4-year experience at UHS, updates to the 48-books reading list to be more inclusive, and the evolving emotional and mental health of our students in how what we read may influence today's students differently than students of previous years. Rubrics used to assess student writing are compared to ensure student growth is measured in a fair and balanced way as they move from Honors English courses to AP courses. At the AP level, College Board rubrics are used to assess timed writes to ensure that student work is evaluated in the same manner that students will encounter on their AP tests.

The Science Department has carefully articulated the concepts across physics, chemistry, and biology to be sure the concept build conceptually on the foundation of the previous courses. All courses utilize learning objectives to guide student learning and help students understand the goals of each unit. The department has worked to utilize common scientific terminology across all grades. Course grades are based on weighted categories and this is consistent from teacher to teacher in each course.

The Latin Department meets and collaborates weekly to discuss students' success, needs, and to ensure that both levels of Latin as well as the assignments align with one another. Because the textbooks are part of the same series, they provide a benchmark by which the teachers can compare student progress. The textbook and supplemental material provides a framework for the Latin curricula so that the Latin methodologies, standards, and expectations are consistent. The teachers routinely discuss their coursework and student performance, so that Latin I and II is consistent both in standards and grading. The Latin department has also created our own articulation document that shows additional projects and topics which are covered along with the scope and sequence which the textbook supplies.

D1.3:

UHS has an effective system to determine and monitor all students' growth so that all can equitably move toward meeting schoolwide learner outcomes and academic standards. This includes a school-wide policy of contacting all students and parents when grades fall below a C in every class in advance of the end of the informal and formal grade reporting process so that students can work diligently with their teachers to improve grades. In addition, several methods are used to monitor student progress, to identify students who are struggling, and to provide such students with extra assistance such that they can earn sufficient grades, satisfy the school ESLRs, and graduate from UHS prepared for college.

When time permits, teachers meet in grade-level teams to discuss student achievement and to identify any "at-risk" students who need to be brought to the attention of the counselors. Because UHS has small class sizes and many counseling options, individual students cannot underperform without attracting ample attention and school support. Names of students identified as being "at-risk" are given to

D1.3:

- [Grade level teams at faculty meetings](#)
- [Counseling intern schedule/appointment calendar and sign-in sheets](#)
- SST meeting notes
- [IEP/504 meeting notes](#)
- Naviance ([Naviance Student](#)) [journal entries](#), resume, and saved majors/colleges to research
- [Junior Field Trip agenda](#)
- [English Assignments: researched argumentation paper \(AP Language\)](#)

the counselors and counseling interns (if available) who call in each student and meet with them regularly to encourage healthy study habits (e.g. recommending lunchtime or after school tutoring and following up to see that the student has attended, reviewing the use of the Daily Planner, helping the student to organize a backpack, etc). Counselors/ Interns may also recommend that students utilize a Peer Mentor (older UHS students chosen to support the successful integration of younger students), to provide one-on-one tutoring. In other cases, parents are contacted to come in for a Student Study Team (SST) meeting to discuss possible reasons for the student's lack of success and to assess data. Together with parents, the counseling staff and teachers seek interventions and strategies to aid improvement.

Counselors have also developed a counseling and guidance curriculum whereby all ninth, tenth, and eleventh-grade students write to a monthly journal prompt. Freshmen address topics related to describing themselves and their personal traits to others. Sophomores focus on describing themselves in relation to their community, developing a resume, and researching possible careers and related majors. Juniors focus on practical preparation to apply to colleges, such as SAT and ACT test preparation, college research, and personal statements that can be used as a basis for college application essays. These journal entries give counselors a way to monitor student progress and attitude qualitatively, such that various personal challenges can be detected that might not otherwise show up in a student's classroom grades. In the junior year, students spend a day at Fresno State exploring possible majors and related careers, and they write a reflection on their experiences that is submitted to the administration. Seniors are assigned summer homework (after junior year) to support their process of applying to college. They are asked to write an initial personal statement and are given resources that will assist them in writing an effective piece. The AP English Literature teacher then supports the development of these essays through directed lessons, group editing sessions, and written reflections from the instructor on the effectiveness of each piece.

Each department also uses its own internal methods for monitoring student performance and progress in achieving college readiness and satisfying the ESLRs. For example, because the Common Core State Standards (CCSS) in English are delineated for grades 9-10 and 11-12, English teachers work together to determine appropriate standards for each course and what students should have mastered by the end of courses. AP classes have outside guidelines and accountability; nevertheless, all English classes are guided by the CCSS. Teachers use professional and student models as guides and have aligned specific assignments, such as the researched argumentation paper (AP Language), with the CCSS and the school ESLRs. They can thus monitor student progress in achieving the ESLRs through the scores that students earn on these assessments.

The UHS Latin program follows the standards set out by the American Classical League, the American Philological Association and ACTFL. In Latin I and II, not only do the teachers utilize assignments and exams created by Latin for the New Millennium, which adhere to the established standards for the teaching of a

- [Lab journals](#)
- Fitness portfolio in P.E.
- [Homework Logs in P.E.](#)
- [Fitness Tests](#)
- [Musicianship Diagnostic exam](#)
- Counseling students about appropriate math courses to take in the future (Sophomore conference)
- [College Board resources](#)

English:

- [CCSS ELA Standards Grades 9-10](#)
- [AP Lit AP Curricular Standards \(page 9\)](#)

classical language, they can also modify the exams to best meet the needs of their students. In order to assess student learning of Classical Literacy and mastery of Latin curriculum, students also take The National Latin Exam and The Classical Literacy Exam.

The Science Department uses laboratory work journals where students record their investigations from pre-lab to post-lab work. Teachers use this journal to monitor students' understanding of the work. Journals serve as an organized reference for studying for tests and quizzes and will be graded at the end of each unit. In Biology, any student that becomes in danger of failing is placed into a Student Ongoing Services (SOS) program that assists struggling students with objective progress and provides individualized feedback on concept understanding. In Chemistry and Biology, each student analyzes their test results against the learning objectives given to the students at the beginning of the unit. In Physics lab reports are graded with a rubric heavily weighted toward students receiving feedback on laboratory skills.

The Physical Education Department uses a fitness online portfolio to track students' progress towards achieving the academic standards. The fitness portfolio is composed of four different components: homework logs that track students' physical activity outside of class, fitness test worksheets that track student improvement, heart rate worksheets used to achieve a target heart rate, and unit work which is a collection of notes, study guides, classwork, activity worksheets, and essays. Students are also academically evaluated quarterly. A portion of a student's grade comes from maintaining or improving their fitness level from the previous fitness evaluation.

The Music Department begins with our music diagnostic assessment for all incoming freshmen. This baseline serves as a starting point to assess each individual student's growth over their four years of musicianship classes. Remediation activities and instruction are offered following the baseline diagnostic and students are re-tested at the end of the remediation period. Musicianship courses test students multiple times each semester over the course of the four-year Musicianship program, and the scores are used to monitor student understanding. Especially in the music theory portions of each year, what UHS expects every student to achieve far exceeds any other set of high school-level music standards and, in the AP Music Theory class, surpasses even first-year college theory courses.

Finally, the Mathematics Department meets with the students to determine appropriate math course placement based upon desired college majors.

D1.4:

At UHS, staff continually analyze and evaluate the curriculum to assure that it meets student needs. Administrators and faculty strive to provide an unparalleled high school experience, employing a challenging, coherent, and relevant curriculum. At the time of our last full self-study, every department on campus contributed a detailed report of their methodologies and their specific course curricula to create a substantive and comprehensive curriculum document. This

D1.4:

- [Vertical team discussions in all departments](#)
- [Changing titles of math courses to IM1, IM 2, Advanced Math \(Board](#)

document serves as a recorded history of the individualized goals of each department and how those goals are currently met. Each department delineates the required assignments and lesson plans employed to achieve these goals in each class offered. Plans to revisit this document are in the future, after the Covid crisis has subsided.

Additionally, counselors meet with students annually to discuss progress toward graduation and recommend necessary summer school to remediate deficiencies (ESLR 5.2). Counselors plan course enrollment to ensure that students progress in a timely manner toward graduation and college entrance. Moreover, they discuss the emerging needs of students with the administrative team, in weekly meetings on an as-needed basis. When the team determines that student needs could be more effectively met through a modification in graduation expectations, requirements may be shifted to accommodate this need. For instance, through analysis of the National Student Clearinghouse Annual Report, the administrative team learned that the most common college majors of UHS alumni fall within the STEM fields. Taken in conjunction with feedback on the annual Alumni Survey, in which a significant number of alumni stated that they wished they had entered college with a more advanced scientific foundation, this information led to the conclusion that UHS should offer more advanced science courses options to students. Thus, the school allows seniors to take an extra Fresno State science course during the student's senior year, if the schedule allows for it. Some of our highly motivated students often take advantage of this opportunity and pursue advanced studies during their senior year.

Individual teachers create and assess their own homework and grading policies. UHS does not award "plus" or "minus" grades, and thus, course percentages of 100%, 94%, or 90% would all normally qualify as an "A". Grade weighting varies based on teacher and grade level, but the grade scale is predetermined and set in PowerSchool, with only Advanced Placement teachers able to change the scale for their respective courses. The English Department can serve as an example of how teachers within a department coordinate to determine and evaluate the effectiveness of grading policies. English 9 and 10 teachers use analytical rubrics and, sometimes, Advanced Placement rubrics to grade most extended writing assignments. Additionally, teachers speak at each grade level meeting to discuss relative category weights and the amount of homework assigned. Most departments meet in vertical teams to align assignments.

Additionally, UHS tries to avoid imposing undue stress on students by overlapping too many assessments at one time or assigning unreasonable homework loads. There is a school-wide assessment calendar embedded in the school's Google email and calendar program which is used to ensure that assessments are spread out and not all scheduled for the same day, in order to eliminate undue stress on students. Also, students and parents are asked each year about the homework load at UHS through a survey. Responses from parents and students are discussed in administrative and faculty meetings, and staff discusses ways to streamline homework requirements.

- [Minutes Discussion\)](#)
- [Student Surveys](#)
- [Parent Surveys](#)
- [Alumni Surveys](#)
- [Verification that graduation requirements meet University of California "a-g" requirements](#)
- [Faculty Meeting agenda items](#)
- [Assessment calendar](#)
- [PowerSchool](#)
- [Essay rubrics & feedback](#)
- [Course syllabi](#)
- [Administrative](#) and [faculty meeting](#) agendas
- [Homework survey results](#)
- [English Department Rubrics](#)
- [Assessment Calendar](#)

Staff development activities also serve as a way to help teachers plan and evaluate assessments more effectively. The Framework for Professional Practice Rubric created by Charlotte Danielson was used to conduct teacher peer evaluations and suggest possible adjustments and modifications to instructional practices.

At the beginning of the 2021-22 school year, six current courses (English 9, 10, US History, Physics, Chemistry, and Latin 2) were redesignated as 'honors' in order to better reflect the increased rigor of these offerings.

D1.5:

Assessment data is used by UHS to further refine its program, aiding teachers in adjusting their assessment and teaching strategies and aiding administrators in directing resources where they are going to be best used.

Data is collected to provide information on the decisions that matter to the school. Student success levels are analyzed to identify areas of potential need and growth. Surveys to parents, students, and alumni are analyzed to determine if the needs of students are being met appropriately, thus leading to the highest success rates in achieving school goals. For instance, as a result of surveys indicating that students wished they had more training in how to use useful technology, the school purchased two additional laptop carts that teachers now use regularly to support student learning.

Students are taught a variety of types of software across disciplines that correlate with skills they will need in college.

Individual academic departments also use assessment data to make more productive strategy decisions. For example, the Mathematics Department uses diagnostic testing assessment results to modify curricula and appropriately place students into future math courses.

The English Department faculty attends a variety of professional development opportunities, including local chapter events for the National Writing Project and scoring sessions for the College Board AP English exam. Because every student enrolls in Advanced Placement English courses, particular attention is paid by teachers to reading analysis and academic writing skills, and, based on data such as AP or SBAC test scores, English teachers focus on professional development opportunities that will help to enhance their instruction in areas where, based on data, students appear to be weakest. The Music Department has outside professionals come to University High School to run workshops, coach individual music groups, and meet other student needs, based on what assessment data indicate are primary areas of student weakness. In the Social Studies Department, it was decided in 2008, based on student assessment results, that it would be beneficial and reasonable to require each student to take at least one AP social studies course before graduation. Hence, all seniors today take either AP Economics or AP Government, and students can opt to take AP U.S. History as juniors as well.

University High School employs a special education case manager, a speech therapist, and a school psychologist in order to meet the needs of students on Individual Education Plans (IEP's). Additional specialists are hired on an as-needed basis. Students are placed on a 504 Plan if they have a qualifying disability that allows them to do so. When considering a student for such a plan, the counseling staff

D1.5:

- [Parent survey data](#)
- [Climate survey data](#)
- [Alumni survey data](#)
- [Math diagnostic tests](#)
- [Peer Mentor program](#)
- [Outside professionals employed through the Music Department](#)
- [IEP and 504 meetings](#)
- [Professional development conferences and workshops](#)

relies on student test scores, teacher observations, medical reports, and other data to determine whether such an intervention would be beneficial for the student's success in the classroom and beyond.	
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D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teach

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>D2.1:</p> <p>Teachers at UHS use a variety of forms of assessment data to help them develop and fine-tune effective curricular and instructional strategies. In general terms, teachers adjust course assessments to evaluate student progress toward CCSS standards, improve classroom instruction, and learning. Students are evaluated based on in-class and research-based writing assignments, multiple-choice exams, short answer/free responses, group or individual projects, and oral presentations. Many teachers use a variety of informal assessments, including written reflections, snippet quizzes in English, or exit tickets to check for understanding.</p> <p>UHS teachers use carefully crafted assessments, guided by the curriculum and the school's ESLRs, to help students to achieve those goals and to be well-prepared for entrance into college.</p> <p>First, all teachers at UHS create a syllabus for each of their courses. Assessment procedures are discussed on these documents and students are made aware of course expectations. Teachers also use Google Classroom to post assignments, quizzes, support materials, and video tutorials, as deemed appropriate by the instructor.</p> <p>Teachers then employ a variety of types of assessments. Some of these include quizzes, exams, written responses, timed in-class essays, research papers, simulations, oral presentations, and standards-based projects. Because of small class sizes and the high level of professionalism of the teachers, students are given more graded assignments than in a traditional school (a quick look at PowerSchool reveals the number of assessments teachers employ to measure students' achievement).</p> <p>Of course, each academic department has particular assessments and strategies unique to it that, taken together with those administered by other departments, exposes students to a wide variety and a large number of assessments that can be used to ascertain effectively a student's progress in meeting the school's</p>	<p>D2.1:</p> <ul style="list-style-type: none"> • UHS Syllabi • College Board Instructional Planning Report. • AP Test Scores • 48 book list • English Department Rubrics • Sample U.S. History Primary Source Reading Assignment • Sample A.P. Economics Article Reading Assignment • National Latin Exam/results • Student Survey (Latin) • Latin Department meeting Notes • https://www.smartmusic.com/ • PE homework log • Fitness test worksheets • Heart rate worksheets • FITNESSGRAM Scores • Math Department Shared Folder for curriculum. • Math placement test results • Science whiteboard group evidence • Science Journals and Labs • Counseling Curriculum

goals for each student.

Individual academic departments analyze assessments as a means of guiding their own instruction and assessment in a variety of ways:

In the English Department, AP English teachers use the College Board's Instructional Planning Reports as well as AP test scores to identify areas for growth, modify curriculum and instruction, and set goals for the year. All English teachers analyze student data, including a thorough student survey, to analyze the effectiveness of the 48 Books program. Recently, the books given to students at all grade levels have been changed to include a more diverse selection of authors and content.

Also in English classes, specific instruction and subsequent feedback regarding aspects of the CCSS (and, by extension, the SBAC exam) such as synthesis writing, analyzing rhetoric, and written argument are a focus. Multiple, scaffolded forms of assessment - activating prior knowledge, Socratic seminars, double-entry journals - are employed to ensure that students collaborate to build concrete, transferrable analysis skills. At all levels, students are producing process and/or timed essays at least once every six-week period, and these essays are commented on extensively to allow students to see their progress.

Social Studies teachers also review the results of assessments and summative AP results in great detail and make adjustments to curricula and assessments to remedy any areas of deficiency. The teachers meet and collaborate on areas to focus upon and modify based on these results, augmented by information acquired from attending AP workshops and institutes. Practice exams and DBQs as well as study guides are used in these classes to help prepare students. The results of these are used to further guide instruction and inform future lessons. Students in all courses are also routinely quizzed on primary source readings or articles on current events in order to ensure that students are placing what they learn in a larger context and developing good reading comprehension skills.

The Latin Department meets monthly to discuss the goals of the department, the pacing of the curriculum for Latin I and II, review student data on both summative and formative assignments, and to discuss student progress on pre/post assessments in order to see if adjustments to the curriculum should be considered such as pacing or a revisit of the content through a spiral review of the concepts previously covered. The department also discusses remediation and instructional strategies for students who are struggling. In Latin, students are taught using differentiated instruction, and instructors can use the results of homework, exams, and other assessments to evaluate its impact on student learning. In both Latin I and II, through one-on-one tutoring, teachers can assess student mastery. In these specific two ways, the teacher can then use the data to work with the student to create personalized instruction for them. Lastly, students fill out a survey annually, to provide feedback to teachers. In Latin I and II, teachers tailor the questions to elicit information about specific areas and skills of study: history, mythology, tests, homework, vocabulary, etc. This feedback allows the teacher to modify, if needed, aspects of the course for the spring semester and the following year.

- [Counseling Meeting Minutes or Notes](#)

The Music Department meets throughout the year to discuss the progress of students. More formally, instructors regularly discuss students who are struggling and look at how modifications to assessments or classroom teaching might benefit them. In the Music Department, students complete Smart Music for individual practice and have to meet benchmarks with whatever musical instrument(s) they play. Students use this program to play and record excerpts, exercises, scales, and full pieces of music on their instruments. Since it is a Web-based program, it can be used at school, home, or anywhere students have a computer or tablet and access to the Internet. The software does two things. First, it assesses the students' rhythm and pitch and gives them immediate feedback with a visual printout of what they played overlaid with what the actual sheet music is, along with a percentage of how correct they were in how they played. Second, Smart Music sends the teacher a .mp3 recording of each student for further assessment. The teacher can then listen to a student, assign a score, and send a message directly back to the student with personalized feedback. The message is then placed in the student's inbox in Smart Music and can also be emailed directly to the student (ESLR 3.5).

The Physical Education Department uses different assessments to guide, modify and adjust curricular and instructional approaches. Every student uses a fitness portfolio to track and monitor their progress. The students' portfolios contain homework logs to track physical activity throughout the year, fitness test worksheets to track their physical improvement, heart rate worksheets to track their cardio progress, and unit work filled with many health topics. When students have not made progress based on data from their portfolios their exercise routine is adjusted to help them get improvements. The FITNESSGRAM is used as the initial assessment and as a comparison tool to help students meet state fitness standards for all ninth-graders to determine their current fitness levels. This assessment focuses on six key areas: cardiovascular fitness, abdominal strength and endurance, upper body strength and endurance, flexibility, trunk strength, and body composition. For the other three years, the students are tested with a variety of state and national fitness exams to monitor current fitness and track their progress (ESLR 5.5).

The Mathematics Department is always working to adjust its curriculum so that more students will succeed in their UHS math courses and receive more individualized instruction. Math teachers are constantly revisiting, rewriting, and modifying the curriculum to meet student needs, based on what is seen on in-class assessments, standardized exam scores, and placement test results. During the 2021-22 school year, the Math Department has begun working to rewrite the Advanced Math curriculum together as a department; Integrated Math I and II will follow. UHS students take four years of math in three years, and rewriting the curriculum to meet our unique needs will better prepare our students for an AP mathematics course. The Mathematics Department uses homework assessments, quizzes, exams, and cumulative finals to determine student progress towards mastering concepts needed to be successful in future math courses. Teachers adjust assessment strategies and classroom practice based upon student performance.

Spiraling review, midterms, and summer bridge curriculum are all determined based on the data received on assessments.

The Science Department regularly uses whiteboard group activities to probe for concept development as a formative assessment of progress. Laboratory quizzes, journal evaluations, and unit tests are used to determine the progress of students. Labs, along with active class participation, are critical in helping each student to understand the material more effectively. The results of the quizzes and tests are used to determine if students show weakness within that unit. Teachers will then make any adjustments needed to fill any gaps for those students. The Biology course also uses interactive clicker questions to assess student understanding of major concepts. The teachers frequently adjust lesson plans to include demos or observations a particular class is needing to understand more clearly.

The Counseling department presents a guidance curriculum to students. Before each lesson, a survey is given to assess prior knowledge of the topic. At the conclusion of the presentation, the same survey is administered to students to determine if they have learned anything new. The results of these assessments are tallied and discussed by the counseling team. Additionally, the counseling team meets weekly to discuss upcoming events initiated by the department and to discuss student engagement with counseling activities. They review students' emotional and social needs that have emerged during the week, discuss academic concerns of particular students and possible plans of action to advance achievement, and brainstorm ideas to meet student needs through evolving practices. So, in this case, the surveys and assessments used as part of the guidance curriculum are then utilized to tailor the curriculum more effectively to individual students (ESLR 5.2).

D2.2:

Teachers at UHS provide detailed and timely feedback to students on a consistent and continual basis. Feedback to students takes the form of formal written feedback on assignments, assessments, and projects as well as informal verbal feedback throughout the facilitation of instruction. Teacher feedback to students differs slightly from department to department, but all departments give formal and informal feedback to students both written and verbally in the form of live interaction and/or video recordings. Instructors meet with students as needed to provide positive feedback, remediation, and recommendations for improvement. In addition, teachers regularly update student grades in Powerschool and there is a schoolwide understanding that assignments will be graded within a two week window. Students and parents can access grades in Powerschool at any time.

Student surveys created by administrators and teachers on classroom practices and school climate are used by University High School to guide instruction. Specific questions address how prepared the student felt for each course, and whether or not the assessments in that course reflected what was actually taught in class. All teachers use these results to modify instruction within or across courses, as necessary.

Pre-Covid, all students would fill out evaluation surveys for each of

D2.2:

- [Video recording of feedback](#)
- [Climate Surveys](#)
- [Student Surveys](#)
- [Parent Surveys](#)
- [Alumni Surveys](#)
- [Remind](#)
- [Gmail](#)
- [Counseling QR code](#)

<p>their classes annually. Some of the questions on these surveys are written by the administration for the purpose of gathering data over time on faculty performance to use in staff development. Additionally, teachers can write some questions of their own for these surveys that are relevant to their particular courses. These surveys include some questions that involve giving numerical ratings, but there are also open-ended questions that give students an opportunity to express their own commendations and concerns. These survey results are discussed when teachers meet individually with the Superintendent/Principal towards the end of each school year, and teachers use the results of these surveys to consider revisions to their instructional and assessment practices. The plan of the new Superintendent/Principal is to create a new survey strategy so that the Teachers feel that it is a valuable information and feedback tool, rather than a negative or derogatory form of evaluation.</p> <p>UHS uses additional surveys to evaluate how parents and alumni feel about the quality of the education that UHS provides. The annual Parent Survey includes a number of questions pertaining to a UHS education in general, but there are also questions asking parents to rate specific academic departments according to the quality of teaching provided. Open-ended questions allow parents to express more specific concerns and provide the school with qualitative data. The annual Alumni Survey asks UHS alumni to rate and comment upon the education that they received, now with the perspective they have gained once entering college and the workforce full-time. These results are invaluable in helping UHS to consider possible changes to its program that would improve the level of college readiness of students.</p> <p>UHS also provides a suggestion box for students, located in the vending machine room. While this box is not specific to classroom instruction, it does give students an opportunity to voice concerns about a wide range of campus issues, and administrators sometimes read suggestions aloud over the announcements. This helps to foster the feeling among students that their input is valued, thus encouraging them to be constructive and forthright in providing even informal feedback about issues that are important to them.</p> <p>Finally, it should be noted that UHS teachers have a very good reputation among students, and are available before school, at lunch, and after school for communication with students. Some are even available for communication via messaging service outside of school hours. Open communication is something that UHS strives to achieve, and students are encouraged to share their opinions without fear of embarrassment or recrimination. Students are encouraged to communicate their needs and feedback with all school staff, including the administrative and counseling teams.</p>	
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ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.*

Areas of Strength

1. University High School has effective procedures and recordkeeping systems to monitor student progress in fulfilling the ESLRs, satisfying the graduation requirements, doing the necessary amount of community service, and achieving adequately in academics and extracurricular activities.
2. University High School administers a variety of surveys and utilizes those results in order to meet the needs of all its community partners.
3. UHS teachers use a diverse assortment of assessment strategies and methods in their classrooms to not only assess students, but also to inform curricular decisions.
4. Teachers also recognize the high standards set by the larger community, and many allow students to retake or revise assessments in order to ensure mastery of learning.

Areas of Growth

1. The school should consider posting some results from the Alumni and Climate Surveys, perhaps in tabular or graph form, on the school's website. (D1.1)
 2. UHS could investigate ways to increase regular communication from Fresno State professors that could be used to help monitor student progress and achievement. (D1.3)
 3. Teachers could take more care to ensure that all students are aware each day of what the goal of the day's lesson is, what the "big picture" is, and how lessons are interconnected. (D2.2)
 4. Advanced Placement teachers across disciplines should share College Board score reports with other department members in order to improve curriculum and instructional decision-making. This collaboration and sharing of information would help other courses to support AP courses at all grade levels.
- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
 - **List any additional identified student learner needs that resulted from the Focus Group analyses.**
 - The school should find a way to increase the communication between UHS and Fresno State Professors. Quick and timely feedback from Fresno State professors will lead to better student intervention by the UHS staff.
 - Teachers could be very clear about lesson outcomes and clearly communicate why the daily lesson is necessary and important, as well as why it is taught in both the order and the way it is.
 - **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
 - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - **Identify important next steps within the schoolwide action plan/SPSA.**

*The summary information will be used for Tasks 4 and 5.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>E1.1:</p> <p>UHS is extremely effective at creating and employing a wide array of strategies at which to encourage its community partners to be involved in the learning process. Parents play vital roles in leadership, organization, and education at UHS. At any given time, there are multiple parents of current students who sit on the Board that governs UHS, providing a valuable parent perspective when decisions are made at the Board level. The UHS parent organization, known as the Phoenix Alliance, provides all parents with an opportunity to exercise leadership and assist in organizing and carrying out various UHS functions. For example, the Phoenix Alliance customarily is in charge of organizing the annual Baccalaureate ceremony for graduating seniors, as well as the annual fundraising auction known as the Phoenix Phling. Phoenix Alliance parents also organize hospitality at events such as Back to School Night, at which all parents have an opportunity to meet teachers and hear presentations on courses and extracurricular offerings. Additionally, UHS encourages parent volunteer involvement at a variety of events through a web-based service known as Volunteer Hub, which invites and enables all parents to sign up easily to work at various UHS events, both on an all-school level and on a club or team level (for example, volunteering to judge at forensics tournaments in which UHS participates). Parent support has been especially critical in organizing and running some of the most important UHS functions. For example, the annual Magic of the Arts show, in which all students perform, is largely organized and managed by parents. Finally, UHS has, at times, brought in parents or other community members to teach elective courses during the twice-a-year elective sessions.</p> <p>Accordingly, UHS considers it vital to communicate with parents effectively and to make sure that they are informed participants in the school's life. The school encourages parent communication with teachers and staff through technological resources such as Google Classroom, Powerschool, and Peachjar. Parents sign a syllabus for each class their student takes. Each Friday, the Principal sends a lengthy and detailed email message to parents with essential information and other news of interest. In response, one anonymous parent wrote as part of the 2020-2021 Parent Survey, "I really</p>	<p>E1.1:</p> <ul style="list-style-type: none"> • Parent Board members • Phoenix Alliance • Volunteer Hub • Magic of the Arts • Phoenix Phling • Google Classroom • PowerSchool • Peachjar • Naviance • Remind • Back to School Night and Open House • Office Staff is bilingual (as are some faculty members) • Bilingual counselor • Counselor grade level meeting forms • Information meetings for incoming students

appreciated the weekly Friday emails!! That was so helpful to us working moms to count on that information coming weekly so we can plan and stay in the loop.” It is the experience of most teachers that many parents now find it more convenient to communicate with teachers electronically, and hence, teachers try to make doing so as easy as possible through email or the Remind app, which teachers and administrators use in order to convey important course information and reminders to parents. Finally, the school website has been completely revamped in order to provide a wider range of useful functions and links to parents and students. Now, parents can find current school news, links to school-related videos, and links to numerous useful apps or platforms (such as Naviance and Powerschool) through the website.

To encourage in-person connection between teachers and parents, UHS hosts a Back to School Night each fall during which parents can come to campus, visit with teachers, communicate concerns directly to faculty, and receive information that will make them stronger supporters of the educational experience. Additionally, counselors are quick to organize meetings involving parents, students, and teachers whenever it appears that a student is struggling academically or personally. This enables parents to work with teachers and counselors as a group to devise strategies for improving a student’s academic and personal well-being. Finally, UHS has office staff and a counselor who can act as translators when needed for parents who do not speak English but who speak one of the languages other than English that is common in the UHS community.

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for All Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>E2.1:</p> <p>University High School exercises great care and diligence in providing all students with a safe environment. Since the last accreditation cycle ended, UHS has devised and adopted a new, comprehensive Safety Plan, which outlines standard procedures for responding to a variety of possible scenarios. This plan, of course, entails taking full advantage of available safety resources and using the opportunities that technology and training provide. The school has access to quick responses by emergency personnel when needed. Because the school is located on the campus of Fresno State, the university's police department is available to respond to any calls or emergency situations at UHS. A UHS administrator regularly attends Fresno State safety meetings in order to stay informed and coordinate with the university's safety procedures. Also, the campus itself is designed and equipped with student safety in mind. Video cameras monitor the campus around the clock, and all classroom doors are equipped with buttons which allow teachers to lock the doors from the inside in the event that a threat is present on campus. Administrators can also, from a central location, lock all of the doors on campus in a matter of seconds. The school has trained its staff and students in how to respond to emergency situations. Fire drills and lockdown drills are scheduled annually so that everyone knows how to respond in the event of either scenario. Faculty receive annual training in how to respond to various emergencies. All faculty are CPR-certified by the American Red Cross, and a credentialed nurse has done inservice training in how to respond to other student emergencies, such as severe allergic reactions. Staff have also received training in how to respond to violent threats on campus. Finally, the school administrators are thorough and careful in communicating with parents regarding emergency situations. University High School uses the Remind app to reach parents quickly through text messaging in the event of an emergency situation.</p>	<p>E2.1:</p> <ul style="list-style-type: none">• UHS Safety Plan• Fire Drill and Lockdown Schedule• Email and text messaging to parents re: safety situations• Access to Fresno State Police Services• Video Monitoring• Immediate lockdown function on all campus doors• Annual emergency training for all staff and faculty• CPR certification provided by school for all faculty and staff• Basic emergency medical training provided by a credentialed nurse• PPE kits maintained in all classrooms• Masks, hand sanitizer, and disinfectant wipes provided free to all students in all classrooms• Campus Cleanup Day• Honor Commission focus on appreciation of diversity• P.E. Self-Defense Unit• Annual Parent Survey• Climate Survey• Social Media Policy• Mental health lesson by counselors• Stress lesson by counselors

Moreover, great efforts are made to ensure that the campus is clean and hygienic - especially under the conditions of the pandemic. Students were required, until this was made optional by the state government, to wear face coverings at all times while indoors, and many chose to wear those even when outdoors. Teachers in all classrooms have an extensive set of Personal Protection Equipment (PPE), provided for and restocked by the front office. Any student who needs a mask can get one easily in any classroom. Each room also has a high efficiency air purifier that is set, through programming, to stay on during school hours. The air vents in each room have also been equipped with higher-performance filters. Restrooms and other campus facilities are cleaned and sanitized on a daily basis, and students have unlimited access to facial tissues, hand sanitizer, and sanitizing wipes.

Additionally, students are given frequent reminders about the importance of throwing away all trash properly and keeping the campus free of litter. The student Honor Commission, discussed below, will sometimes survey areas of the campus for the presence of litter and then bring problem areas to the attention of the students through the daily announcements. It can be accurately said that University High School has had virtually no problem with graffiti since the new campus building opened in 2010. The school does not need to ban items, such as pens that can be used for graffiti, since students here do not have a history of vandalizing the campus in that manner. Students are encouraged consistently to take pride in the physical appearance of the campus and to be careful about the mark that they leave.

Finally, UHS has other policies in place to help students to feel physically and emotionally safe, and there is evidence that students and parents both recognize and value this. The data available from surveys given to both students and parents indicates that both groups see UHS as a campus where students overwhelmingly report feeling safe, respected, and welcomed. Fights among students are virtually unknown at UHS, and hence, students here have little reason to fear for their physical safety. Students are even taught self-defense skills in their physical education classes which, while not necessary during a typical school day at UHS, help to train students in skills that can serve them well in the community. Moreover, UHS enforces its Social Media Policy, which all students must agree to abide by, that is posted in classrooms and is embedded in the school's disciplinary code. The Social Media Policy governs how students treat other students and staff in any and all Internet activity, making it clear that no form of bullying via Internet media will be tolerated by the school, even if done completely outside of school hours (ESLR 3.4). Next, some of the school's courses also include topics that pertain to the physical, mental, and emotional well-being of the students. The curricula of the driver's education, physical education, and life skills elective classes include coverage of topics such as drug and alcohol abuse and intervention, conflict resolution, stress management, emotional and mental hygiene, and personal safety (ESLR's 4.1, 4.3, and 5.5). Lastly, the school has two full-time counselors on campus who are ready to respond to students' social and emotional needs, along with a mental health therapist from the county office of education.

- [Student surveys](#)
- [Fire drills](#)
- [Lockdown drills](#)
- [Student Handbook](#)

E2.2:

- [Climate Survey](#)

E2.2:

University High School works hard to promote an environment of mutual respect among students and staff through collaboration and student leadership. For years, UHS has maintained a Code of Character, which was created by UHS students, that is summarized by the phrase, "I am UHS", in which "U" stands for understanding, "H" stands for honorable, and "S" stands for studious. Each fall, the school holds a character assembly, featuring a presentation on virtue and character by a prominent local leader (such speakers have included, among others, the President of Fresno State, the Mayor of Fresno, and Chief of Police of the city of Fresno). There, all students recite the Code of Character, and ninth-graders ceremonially sign their names to the Code. A copy of the Code of Character is posted in each classroom, and some teachers require students to write "I am UHS" on exams or other assignments. When students do deserve disciplinary action, efforts are made to carry it out in the context of the Code of Character and to remind them that the school's rules exist to support the Code. The school sets high expectations for student conduct and looks to reinforce frequently the need for students to meet these expectations (ESLR 4.4).

In promoting this environment of mutual respect, UHS considers it essential to have student leadership as well as consistent collaboration between students and staff. UHS has a student Honor Commission that provides students with representation and leadership when it comes to issues of character and behavior, helping to fulfill ESLR 4.6. Each year, the students and faculty collectively choose, through a process of nomination and voting, three students from each grade level to be part of this commission. The students chosen are selected for personal qualities that represent what the school hopes that all students can come to possess. In conjunction with faculty representatives, the commission meets regularly to discuss issues of concern, which can include issues such as littering, cheating, or bullying (ESLR 4.3). Each month, the commission chooses a particular theme upon which to focus – a theme that entails some area of campus life where improvement can be made, to the benefit of all students. Additionally, UHS has a well-developed Peer Mentoring program, through which selected juniors and seniors – chosen for their academic and social character – serve as attentive mentors to freshmen throughout the year, providing new students with verbal guidance and examples to follow in how to be an upstanding member of the UHS community (ESLR 4.6).

Finally, of course, University High School works hard to make clear that mere tolerance of other students and who they are is not sufficient (ESLR 4.4). Students need to learn to embrace diversity among each other in terms of race, ethnicity, gender, religion, sexual orientation, and neurology. The student body itself is unusually diverse in terms of these categories, as data indicates. Students are accustomed to a diverse environment, and both they and parents have recognized, based on survey and anecdotal evidence, that UHS is a place where students do not frequently segregate or form cliques along these lines as is often seen at other schools. The Honor Commission and Peer Mentoring programs emphasize this message, and campus organizations such as the Black Student Union, the Gender and Sexuality Alliance, and the Neurodiversity

- [Annual Parent Survey](#)
- [Honor code essay form](#)
- [Code of Character](#)
- [Honor Commission Themes](#)
- Character Assembly
- [Peer Mentor Program](#)
- [Multiple student-driven clubs that address and support diversity](#)
- [School Mission Statement](#)
- [School Vision Statement](#)
- [Senior Awards Night](#)

Club give students opportunities to participate in activities designed to study diversity more thoroughly. Moreover, UHS works hard to accommodate the needs of transgender students and to educate faculty, through meetings and emails, in how best to make such students feel safe and comfortable inside and outside of class.

E2.3:

UHS works to maintain an environment in which administrators, staff, students, parents, and all stakeholders are treated with dignity and professionalism and feel that their contributions to the school are valued.

Evidence of the quality of the working atmosphere can be found in the unusually low turnover rate that UHS has among its faculty. In recent years, the school has averaged at most one change among full-time faculty per year (except for one recent year when there were multiple retirements), and there are several members of the faculty who have worked at the school since it was founded in 2000. Administrators work to maintain this environment among the faculty in several ways. First, administrators routinely bring issues and decisions to the faculty in order to solicit input, and will occasionally put decisions on large issues to a faculty vote. Sometimes, this is done at faculty meetings, where difficult issues can be discussed, while sometimes the Principal will solicit faculty input via e-mail. Even complex and sensitive issues such as the school budget are routinely brought before the faculty. Also, administrators give teachers freedom from excessive oversight, which helps to make the faculty feel trusted and respected. Teachers who demonstrate professionalism in their teaching and deportment are given freedom to choose their own teaching methods, and they are able to requisition supplies and make copies as needed without being monitored.

UHS also considers it vital to build an atmosphere of trust and respect among the parents and students. Both students and parents are solicited for input on critical elements of the operation of the school. Students are asked to fill out a school climate survey each year, and this survey has been used to evaluate how students feel about various challenges that they face, how much they feel supported, and how safe they feel in learning and interacting with other students. The school also sends a survey to all parents each year in which parents have a chance to rate the various academic departments as well as other aspects of the school's operations. Parents also have an opportunity in this survey to provide open-ended feedback. Additionally, the school involves both parents and students in some decision-making. The school's parent organization, the Phoenix Alliance, is consulted on a number of issues and plays a critical role in organizing some key UHS events, such as the school-wide arts festival, known as Magic of the Arts, which is held each fall. Students are brought into the process through those officers elected to the Associated Student Body. On issues related to character education and student behavior, the student Honor Commission meets with faculty and administration to provide their input on policy and other issues. Finally, the school works to keep parents and students informed through daily announcements, the projection of announcements on monitors

E2.3:

- [Annual Parent Survey](#)
- Low faculty turnover rate
- [Faculty meeting agendas](#)
- [School budget](#)
- [Alumni Surveys](#)
- Regular communication via email, announcement monitors, and [school website](#)
- [LCAP Documents](#)
- [UHS Board meetings](#)
- [Student surveys](#)
- [Honor Commission](#)
- [ASB](#)
- [Board of Directors](#)

posted in key student gathering places, and email reminders sent to both students and parents by the front office or particular administrators.

While UHS does not compile a Single Plan for Student Achievement, it does work to ensure that the process of writing its Local Control Accountability Plan (LCAP) is a collegial one that includes a wide variety of stakeholders. Its most recent LCAP was devised and written by a committee including representatives of both the faculty and the administration. Each year, the school sends out surveys to several key stakeholder groups in order to solicit data that can be used to identify and clarify priorities. Students are asked each year to rate various aspects of the learning environment and social climate at the school. Parents are asked to rate the academic instruction by the various departments as well as the overall school environment. Finally, the school surveys alumni each year to obtain input regarding the effectiveness of a UHS education as preparation for college and adult life and how the school might improve. The LCAP is then reviewed and adjusted by administrators before being submitted to the UHS Board for approval. Some of the Board members are current or former UHS parents, some are members of the Fresno State faculty, and some are otherwise-prominent community members. Hence, the Board functions as a diverse sounding board for evaluating documents such as the school's LCAP.

E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p>E3.1:</p> <p>At UHS, promoting the academic and personal well-being of all students is considered essential. The Counseling Department includes two full-time academic and social/relationship fully credentialed counselors who are readily available to students with needs or concerns, and they provide a diverse array of academic and personal services to all students.</p> <p>To provide academic support, the counselors provide college application and vocational counseling. First, they coordinate a "journaling" curriculum for students in all grades, through which students engage in reflection on their future academic and career paths as well as their own personal growth (ESLR 5.4). Also, all teachers enter grades using Powerschool, which enables students and parents to view a student's grades in any course and at any time. Counselors thus have ready access to all student grades at any time and regularly reinforce teacher communication with parents in order to support student improvement. The school uses the Naviance program to facilitate college applications and make it more efficient for counselors and teachers to submit college recommendation letters. Additionally, the counselors take the lead in scheduling 504 meetings for applicable students and their parents. The school is a member of the Fresno County Charter Special Education Local Area Plan (SELPA), and the Vice Principal regularly attends these meetings along with overseeing all special education matters at UHS. Annual Individual Education Program (IEP) meetings are scheduled by the special education case</p>	<p>E3.1:</p> <ul style="list-style-type: none">• Grade level student-parent-counselor conferences• Small student-counselor ratio (250 to 1)• Powerschool• Naviance (virtual student counseling locker)• Counselor-led 504 Meetings• UHS College Profile• Peer Mentoring Program• Get Safety Trained List of Courses• All 4 Youth Mental Health training for staff• Peer tutoring• On-site College Rep visits• College trips• Title IX Training• Mental Health Counseling through Fresno County Office of Education's All4Youth Program

manager in cooperation with the Vice Principal, and UHS hires any additional staff needed to help students to be in compliance. In particular, UHS hires certificated special education staff, including a case manager, school psychologist, speech therapist, and recently, an O.I. (Orthopedic Impairment) Specialist due to student need. Any service specialist is hired for a student's particular needs. Finally, the counselors meet formally at least once per year with each student in their caseload and that student's parent(s) in order to discuss current academic progress and future educational and career goals (ESLR 5.2).

The counselors also devote a great deal of time and attention to supporting students with regards to personal issues and growth. In the spring of 2019, UHS began working with the Fresno County Office of Education's All4Youth Program, which provides a mental health counselor at no cost to the school. That person comes in once or twice per week to meet with students that are referred by the school's counselors, though students can also opt into services without a referral. Additionally, one of the counselors manages the Peer Mentoring program, in which carefully-selected juniors and seniors are matched to freshmen throughout the year to act as personal and academic mentors. Regular activities are organized through the Peer Mentoring program that enable ninth-graders to know each other better and become more comfortable in the UHS environment. This program has developed tremendously since its introduction in 2008 and is now a critical vehicle for integrating new students into student life at UHS and helping them to be successful academically and personally from the start (ESLR 4.6). Also, all teachers complete online training in topics such as mandatory reporting and suicide prevention at the start of each school year so that they are better prepared to respond to critical issues of student health and safety that may come their way. Students now receive training as well, through the Sexual Violence Prevention Training (a.k.a. Title IX Training) that is coordinated with Fresno State. This program gives students a better understanding of sexual and gender discrimination, harassment, and violence so that they may better protect themselves, respond properly when a victim of such treatment, and help to make environments safer for those around them. In other ways as well, the counselors have recently been vital in developing ways to ensure that transgender students are fully integrated into school life and feel safe and comfortable in the UHS classroom and social environments.

Finally, it should be noted that the UHS office is open from 7:30 A.M. to 5:00 P.M, and all administrators and staff are ready and trained to respond quickly to student needs.

E3.2:

The UHS faculty and staff look to balance the demands of a rigorous, college-preparatory curriculum with the need to recognize differences in individual student learning styles and abilities.

Enabling teachers to meet student needs through their instruction is a priority of staff development at UHS. Outside experts are periodically invited to train the faculty in alternative instructional approaches and pedagogical techniques. Also, both administrators regularly visit classrooms for brief observations and meet with the

E3.2:

- [Academic Counseling](#)
- Faculty training led by outside experts
- Frequent classroom visits by administrators
- [Goals meeting form](#)
- [Student surveys](#)
- [Grade level student-parent-counselor conferences](#)

teachers at any time for issues that arise. The Principal meets with each teacher individually at the beginning of the year at a “goals meeting” to discuss each teacher’s goals for the year. The Principal and each teacher will also meet again towards the end of each school year in an evaluative format. Teachers are given feedback regarding their instructional techniques, commendations from the school year, and any recommendations that the Principal feels appropriate for that teacher.

Furthermore, UHS works to ensure that all students and parents are familiar with the school’s curriculum and that appropriate decisions can be made regarding a student’s choice of course work. Each year, all students, with their parents, meet with their respective counselors to discuss the student’s progress in meeting the goals of the four-year academic plan, and counselors provide guidance regarding the college application process as well (ESLR 5.2). While all students take most of the same courses here at UHS, some elements of the curriculum can be individualized. For example, students who show advanced proficiency in mathematics can be given the opportunity to take higher-level math courses at Fresno State. Administrators join this process with respect to incoming ninth-graders. Each year, the Principal, Vice Principal, and Counselors meet with each ninth-grader in groups of 8-10 students as a means of getting to know each student and making them feel more comfortable with starting high school. At UHS, administrators and counselors are not distant figures with whom students have little interaction but, rather, mentors who, in their respective capacities, make it a goal to know and guide the students as individuals.

Additionally, UHS seeks to provide extra assistance to students who are struggling. Careful monitoring of student performance by teachers and counselors makes it possible to identify quickly those students who are struggling in courses (see E3.3 for more information on this). Counseling interns who are fulfilling their credential internship requirements at UHS are assigned struggling students, and they meet with these students regularly to discuss grades and strategies for improvement. Also, counselors will often organize Student Study Team (SST) meetings involving such students, their parents, their teachers, and their counselors, and these meetings provide an opportunity to identify why a student is struggling and what might be done as a remedy. If it turns out that a particular form of instruction is especially difficult for a student to handle effectively, then workable alternatives can be discussed and devised. UHS now has an Academic Support Center, held in a particular classroom each day (except Fridays) from 3:00 to 5:00 P.M. There, paid student tutors are available in both the humanities and math/science fields to provide free tutoring assistance to any students who request it. In the case of students with special needs, on-campus tutoring can be provided by a consultant, employed by UHS, who specializes in special education services. Also, UHS helps to ensure that all students are prepared to score well on the standardized exams needed for college admission. All juniors take the P.S.A.T. in the fall, and the scores can be used to determine which students need additional help. S.A.T. preparation courses are then offered during the elective sessions for students who need extra assistance in preparing for that exam. UHS does recognize that many universities are now changing their application

- [Student opportunities to take advanced coursework through Fresno State](#)
- [Freshmen conferences](#)
- [Academic Support Center forms](#)
- [Student Study Team forms](#)
- Counseling intern monitors at-risk student caseload
- [PSAT schedule/format](#)
- [SAT/ACT prep elective and free online SAT test prep provided through Naviance](#)
- [Academic Support Center](#)
- [Grade-level team meetings](#)

requirements to make standardized tests optional or unnecessary, and hence further adjustments to how UHS prepares students for the college application process will be made in response.

Finally, UHS recognizes that keeping students engaged in the educational process sometimes requires instruction “outside the box”. Staff at UHS have been developing ways to integrate popular social media outlets into their courses as a means of augmenting instruction. For example, many teachers at UHS manage Google Classroom pages for the courses they teach. These groups can be used by teachers for holding discussions on relevant course topics or reminding students of upcoming deadlines and other events. Students can use these groups to post questions about assignments or other relevant topics of interest. These groups help to augment instruction and make it more accessible by giving students a forum for continued discussion outside of class hours and providing another medium for communication between teachers and students when class is not in session (ESLR 3.2). Many teachers also encourage email communication by students who have concerns or questions outside of class. Most teachers also use Google Classroom to post homework assignments, course announcements, and study aids so that students can access all of this information outside of class hours. Students in many courses are now able to upload assignments electronically through apps such as Turnitin or Canvas, which can make grading work and returning it to students a quicker process - as well as eliminating the need for students to find a working printer.

How UHS parents feel about the school’s efforts in this area was reflected in the 2020-2021 Parent Survey, in which one parent wrote, “I love that the classes are small and his teachers know him. We really appreciate the teachers holding office hours, as well as the Academic Support Center. My son utilizes both.”

E3.3:

UHS has actively worked at developing and enhancing a multi-tiered support system for students. First, UHS continues to work on improving its tutoring program, the Academic Support Center, in order to provide the maximum benefit for students. Through this after school program, students are able to work one on one or in small groups with older students who have already completed and passed the same courses. Because all UHS students go through the same course progression, freshmen and sophomore students are able to get support from successful upperclassmen when needed. While attending the ASC has not been mandatory, it is becoming a first step in the MTSS system to provide students with support unique to the UHS curriculum.

After the 2020-2021 school year, when instruction was done off campus, it was widely recognized that numerous students had skill deficiencies. So, some departments where these were most notable, such as math, implemented additional measures in response, including a teacher-led “Math Lab” that supplemented the existing Academic Support Center. Students that were on the Academic Probation or Academic Ineligibility list were required to attend the math lab to get support on lessons and to prepare for upcoming assessments.

E3.3:

- [UHS Clubs and Activities](#)
- [Grade level field trips](#)
- [Required community service](#)
- [Drama offered as an elective course](#)
- [Student activities are tracked by counselors and in Naviance \(Resume\)](#)
- [Club Day](#)
- [Phoenix Bowl/Field Day](#)
- [School Calendar](#)

Another essential practice in supporting students is the regular meeting of staff members in grade level teams to identify students who face widespread academic challenges and discuss ways to meet their needs. Because many of our teachers see an entire cohort of students, they are able to share information about strategies that are helpful in supporting students.. Teachers can easily discuss common concerns early in the year and work together to get students into the ASC or pair them up with tutors as needed. When teachers recognize that the ASC and grade level collaboration is not meeting the needs of students, then they can meet with the counseling team to begin the student study team process and determine appropriate next steps for support or intervention.

Finally, staff also meet periodically to discuss students who face unusual or severe mental, emotional, or life challenges, along with ways to provide them with effective support. Not all concerns are academic when it comes to students. It is critical for teachers to work with the counselors to discuss students of concern. Teachers and counselors are able to connect with students and parents and determine what resources would be beneficial to them. The ultimate goal is to take care of the whole student, and that requires a collaborative effort by all team members.

E3.4:

At UHS, the education of the whole student means involving each student in activities outside of normal class time that reinforce the school's academic mission and its goal of character-building. As such, virtually all students are involved in at least one extracurricular function, with many students involved in three or more (ESLR 4.2).

First, the school offers several activities that provide students with substantial academic enrichment, some of them in a competitive atmosphere. UHS fields an Academic Decathlon team, for example, that frequently wins the county competition and has placed among the top teams in the nation for years. This team has immense prestige among the student body, and the students involved spend a great deal of time developing expertise in fields well beyond what the UHS curriculum offers. The UHS Speech and Debate Team has dozens of competitors, some of whom advance to the state and national level championships, and it serves to teach and reinforce advanced verbal communication skills, thus augmenting the school's efforts to fulfill ESLR 1.1. Also, the school features a large and competitive Science Olympiad team, which gives students an opportunity to develop their content knowledge, critical thinking, and practical lab skills beyond the national and state standards that students are expected to satisfy in their science courses. Finally, each class participates in a field trip that is intended to augment the educational experience. The junior class, for example, goes on a day-long tour of Fresno State, where they visit facilities and hear presentations on various majors and career fields.

Additionally, UHS offers a number of activities that promote student personal growth and character education, which are both integral to the school's ESLRs and past WASC accreditation goals. Since 2011, the school has required a minimum of twenty hours' worth of volunteer community service each year for all students, and the

E3.4:

- [UHS Interact Club Summary Report 2020-2021](#)
- [List of UHS Clubs](#)
- [List of Interscholastic Academic Activities](#)
- [List of UHS Sports Opportunities](#)
- [Powerschool](#)
- [Honor Commission Themes](#)
- [Required Performing Arts](#)

school's Interact Club, sponsored by the Fresno chapter of Rotary Club International, helps students to achieve this goal and much more (ESLR 4.7). The Interact Club is one of the largest student organizations on campus and provides students with opportunities to earn volunteer service credit through activities that are enjoyable for students and help to build a sense of community responsibility. Also, juniors and seniors can become part of the Peer Mentoring program, through which they act as examples and guides, both academically and socially, for new students. Furthermore, the school's student government programs - the Associated Student Body (ASB) and class leadership offices - give students an opportunity to learn responsible decision-making, how to work as part of a team towards a common goal, and how to interact with other people effectively (ESLR 4.6). Finally, UHS has several other organizations that are more issue-centered which help to reinforce the importance of mutual respect and good civic behavior. The Honor Commission, the Gender and Sexuality Alliance, and the LIFE Club are just a few examples of organizations that encourage students to exercise responsible citizenship and leadership (ESLR 4.2). All teachers, it should be mentioned, are advisors to one of the four classes, and most are advisors to at least one extracurricular team or club as well.

The school's focus on the performing arts is bolstered through its extracurricular offerings. All students are required by the school curriculum to participate in at least one musical performing group with many students choosing to be involved in multiple groups. These groups all perform at concerts held periodically throughout the school year and meet regularly as a class. The school also offers beginning and advanced Drama classes after normal school hours, through which students can become involved in the school's active and accomplished Drama program. This program produces two major play performances each year during the elective sessions and involves a substantial portion of the student body working either as actors or in a technical capacity.

UHS has also been looking to build its athletic opportunities for students. The school has recently fielded teams in basketball, rock-climbing, cross-country, volleyball, and soccer, and its teams compete against certain other small schools in the area. Though not traditionally a sports-oriented school, UHS has been hoping to broaden its offerings here in hopes of making the educational experience more well-rounded for a wider range of students.

The counselors take the lead in monitoring student participation in activities and in encouraging students to be more active. Each year, the counselors determine which activities their students are active in, and they enter that information into the school's Powerschool database. Counselors can thus look up any student's extracurricular activities at any time. The basic guideline that the counselors follow is that each student should be involved in a minimum of three activities outside of class, and they provide guidance and advice in matching students with activities that will fit their interests and abilities. Each August, a "Club Day" is held, during which each campus club or activity has a table on campus during lunch where prospective new members - especially students new to UHS - can obtain information and learn how to become

E3.5:

- [Winter and Spring](#)

involved. Great efforts are thus made to integrate new students quickly into extracurricular life at UHS (ESLR 4.2).

E3.5:

UHS provides numerous extracurricular offerings that enable students to further learn about their communities and interact with other students in exploring themes such as diversity. The Black Student Union, Filipino Culture Club, Neurodiversity Club, and Active Minds chapter (which focuses on mental health awareness) all bring students together in ways that enable them to know and understand themselves and others better. Moreover, the Interact Club (a community service club affiliated with Rotary Club International), Travel Club, Social Advocacy Club, Life Club, and Red Cross/Pre-Med club all engage students in interaction with the larger community, giving them opportunities to connect with people outside UHS in ways that are educational. Through such activities, students can gain a greater sense of personal validation and empowerment, which in turn helps to make them more confident in who they are and in becoming advocates for their own needs. Additionally, there are numerous elective offerings during the winter and spring intersessions that enable students to build connections with the larger community and become more familiar with the struggles faced by others. Recently, such offerings included courses on the Holocaust and Asian culture, as well as a course for students interested in becoming teachers that entailed volunteer work at a local charter elementary school. Finally, many seniors take advantage of the option to take an ethnic studies course through Fresno State.

The UHS Counselors provide a 9th through 12th grade curriculum designed to create a career and college readiness pathway. Every year, counselors work collectively and individually with students to build the following themes: "Who Am I?", "Who Am I in My Community?", "Where Am I Going?" and "How Do I Get There?" As part of this curriculum, students are given opportunities to assess their personality and life themes as well as develop a sense of self through exploration and written expression through monthly journal prompts. UHS Counselors also promote student self-advocacy by empowering students to communicate directly with their teachers and college professors when experiencing academic difficulties or absences or needing letters of recommendation for scholarships and college.

[Intersession course offerings](#)

- Ethnic Studies offerings for seniors
- [UHS Clubs and Activities List](#)
- [Counseling Curriculum](#)
- [Counseling Journal Prompts](#)
- [UHS Interact Club Summary Report 2020-2021](#)
- [College Course Etiquette](#)
- [Letter of Recommendation Etiquette](#)

ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.*

Areas of Strength

1. A well-developed and recognized Code of Character which serves as a summary for all students of what it means to be part of a community of mutual respect and diligence. Special

assemblies and routine activities such as daily announcements help to reinforce this code, and student groups such as the Honor Commission and Peer Mentoring program provide leadership and examples to the student body.

2. A clean, safe campus and a learning environment where students feel safe from both external threats and from inappropriate action by other students. Students feel safe to be themselves, without worry of ridicule or teasing.
3. A rigorous academic curriculum that all students experience, along with the counseling, tutoring, and extracurricular reinforcement that help all UHS students to satisfy the school's curricular requirements.
4. Frequent communication with parents, students, and community members through various means, and a plethora of opportunities, through the Phoenix Alliance or other channels, for parents and community members to be actively involved in planning school functions and become more effective supporters of student academic and personal growth.
5. A school-wide community service requirement that has changed the culture of the school, such that service in the larger community is now something that students consider to be a normal and personally-enriching component of their high school experience.
6. Extensive academic and personal support for students of varied backgrounds and ability levels, including academic and career counseling, assistance with personal growth, and the provision of opportunities for students to provide guidance and support to each other.
7. A plethora of opportunities for students to participate in activities that augment student academic and personal development, along with a school culture that sees these activities in the context of the UHS Code of Character and encourages all students to take part.

Areas of Growth

1. Additional opportunities should be investigated and pursued for actively reaching out to parents who do not speak English. While such parents are invited to participate and efforts are made to facilitate communication with such parents, the school can perhaps be more proactive in finding resources and methods for integrating them more fully into school life.
2. The school should continue to investigate new ways to train students in the proper use of Web media and online resources, as well as ways to deter academic dishonesty using the Internet. The Social Media Policy provides a framework for this, but continual research and experimentation in the practical side of enforcing such a policy would be beneficial to the school, especially given how rapidly technology is evolving.
3. It would be helpful to construct a long-range plan for the improvement of technology as it relates to campus safety, such as the replacement of door locks or the maintenance or upgrading of security cameras when necessary. The school could also engage in more lockdown drills, since there still appears to be a lack of familiarity among students with such procedures.
4. With the various student health issues at UHS, it would be helpful for a school nurse to be on the staff regularly each week, though the relatively small size of the school might make feasibility an issue.
5. Continue to pay attention to the growing demands of mental health needs of students and staff.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**

1. The school should work further on educating students about mental health and on providing more multifaceted and well-tailored support to students with particular mental health needs.
2. UHS should continue to review recent changes in the demographics of incoming UHS classes and make any necessary modifications to the resources and supports provided to students.
3. Improving communication with parents who do not speak English should be addressed so that they can be more fully integrated into UHS life and be able to provide more informed support for their own students.

- **List any additional identified student learner needs that resulted from the Focus Group**

analyses.

1. Further work should be done in improving character education within the classroom and outside of it, with particular emphasis on educating students more effectively in what “I am U.H.S.” concretely means and on inspiring students to act accordingly.
 2. Marketing the U.H.S. “brand” should be further refined and carried out as a means of further educating current and incoming students, parents, and the larger community in what UHS is about and in what students should expect here in terms of academics and personal conduct.
 3. The school should work on better educating students in the proper use of social media in light of continual change in the technology that students use, so that the larger learning environment can benefit from more judicious use of social media outside of class.
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
 - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
 - **Identify important next steps within the schoolwide action plan/SPSA.**

*The summary information will be used for Tasks 4 and 5.

Chapter IV: SUMMARY FROM ANALYSIS OF IDENTIFIED MAJOR STUDENT LEARNING NEEDS

University High School is truly a unique school and promotes a positive, high capacity learning environment that is uncommon in today's education system. While test scores around the nation dropped in the year 2022, UHS scores rose from the previous year. UHS students thrive in our supportive atmosphere; there is a synergy that is created amongst the students that allows them to reach their full potential.

As a staff, however, we understand the tremendous pressure that students feel to succeed and do well in school and in life. Students at UHS are hard working, driven, and strive for excellence at all times. The Covid-19 pandemic only added to their feelings of anguish and increased their need for mental health assistance.

To help put into perspective about the importance of building a positive school environment, the following is where the current students from the 2022-23 school year come from:

- 19 different cities and towns from the Central Valley
- 43 different zip codes
- 41 different middle schools (grade 9)
- 92 different schools (grades 9-12)

UHS had traditionally had a very positive and academic school culture that the upperclassmen helped to perpetuate each year. The staff merely had to step back and let the older students lead. After COVID, when students had not been on campus for over a year, we had to assimilate students back into the UHS culture and reteach our basic concepts of being **Understanding, Honorable, and Studious** (our Code of Character) to all grade levels continually. We also had to plan and encourage participation in activities in order for students to meet one another and communicate again.

Thus, after our full self-study, our prioritized student learning needs are, as aligned with our LCAP:

- Academic assistance for struggling learners
- Renewed focus and attention to promoting positive school spirit and improving mental health of students
- Advertising for incoming freshmen and the UHS "Brand"

Chapter V: SCHOOLWIDE ACTION PLAN

Goal #1: Academic Assistance for Struggling Learners

<u>Description of Specific Actions to Improve Educational Practice</u>	<u>Person (s) Responsible</u>	<u>Timeline</u>	<u>Evaluation Date</u>	<u>Mid-Year Progress, 2026</u>
Continue with Tutor Center assistance	Staff, student tutors	ongoing	annually	
Continue with Math Tutorial	Math Dept.	As needed	annually	
One-on-one Tutoring for struggling freshmen	Counselors, student tutors	As needed	Every 5 weeks	
SST's, parent meetings to create a plan for low performing students	Counselors, teachers	As needed, ongoing	Every 6 week grading period	
Continue/increase communication with parents via phone calls, emails, Remind, progress reports	Teachers	Ongoing	annually	
Set up a system between classroom teachers and students they have assigned to attend tutorial	Teachers, students, tutors	Spring, 2023	January and June	

Goal #2: Renewed focus and attention to promoting positive school spirit and improving mental health of students.

<u>Description of Specific Actions to Improve Educational Practice</u>	<u>Person (s) Responsible</u>	<u>Timeline</u>	<u>Evaluation Date</u>	<u>Mid-Year Progress, 2026</u>
Increase school activities to promote connectedness to school (e.g., lunchtime activities)	Activities Directors, ASB Officers	ongoing	annually	
Annual Student/Parent/Counselor meetings: aim for 100% attendance	Counselors, Students, Parents	annually	annually	
Grade level field trips	Teachers	annually	After each event	
Creation of a Calming Room for students to access when needed	Counselors	Spring, 2023	End of school year, 2022-23	

Give Climate Survey annually to gain data	Admin	annually	Spring	
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Goal #3: Advertising for Incoming Freshmen and Promoting the UHS Brand.

<u>Description of Specific Actions to Improve Educational Practice</u>	<u>Person (s) Responsible</u>	<u>Timeline</u>	<u>Evaluation Date</u>	<u>Mid-Year Progress, 2026</u>
Social Media advertising	Admin, Dev. Director	End of calendar year, during Appl. period	ongoing	
Radio advertising	Admin, Dev. Director	End of calendar year, during Appl. period	ongoing	
Movie Theatre advertising	Admin, Dev. Director	End of calendar year, during Appl. period	After application period and lottery	
Partnerships with other charter schools (GCA, etc.)	Admin, Counselors, Teachers	ongoing	annually	
Charter School/Vendor Fair	Admin	Late Fall semester	After event	
Address/research roadblocks to attending UHS	Admin	Ongoing	annually	
Translate documents	Bilingual staff	Ongoing	annually	
Pass out information to potential feeder schools	Admin, Counselors		annually	
Work with common feeder schools to help prepare students for the rigors of UHS	Admin, Counselors	Ongoing	annually	

Advertise regarding Information Days	Admin	Sept-Jan. annually	annually	
Alumni Outreach	Admin, Counselors, Teachers, Students	Ongoing	annually	
Student created PSA's	Students	Ongoing	Every 2-3 years to update	

APPENDICES

- A. [LCAP](#)
- B. [Results of Student Questionnaires/Interviews](#)
- C. [Results of Parent Questionnaires/Interviews](#)
- D. [CA Healthy Kids Survey](#)
- E. [Master Schedule](#)
- F. [Approved AP Course List](#)
- G. [UC a-g Approved Course List](#)
- H. [Additional details of school programs](#)
- I. [CA Dashboard performance indicators](#)
- J. [SARC](#)
- K. [CBEDS School Information form](#)
- L. [Graduation requirements](#)
- M. [Any pertinent local data](#)
- N. [Budgetary information](#), including school budget
- O. [Glossary of terms unique to the school](#)