

Executive Summary School Accountability Report Card, 2005-06

For University High School

Address: 2355 East Keats - M/S /UH134, Fresno CA 93740-8010

Phone Number: 559-278-8263

Principal: Dr. James Bushman

Grade Span: 9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

University High School (UHS) is Charter School # 198. It was chartered through the Sierra Unified School District in 1999 for five (5) years. The Charter was renewed in 2002, and will be good through 2008. University High School offers an accelerated, college preparatory program, requiring music classes and participation in a musical performing group for all four (4) years. Located on the campus of California State University, Fresno, University High School students are able to enroll in college courses and take AP (Advanced Placement) classes at the school, resulting in earning a year or more of college credit. Funding for University High School is at the Statewide average for high schools. UHS can pride itself as a school that has had success in the state testing program. The initial results in 2002 were an API of 835 and the API has improved to an 885 for the 2005 school year. These scores place UHS in the top 2% of all California public high schools. Recent released results for the 2006 school year show that UHS had an API of 906, which is amongst the top 20 public high schools in California.

The faculty includes 24 teachers, 2 administrator, 1.5 counselor, 1 registrar, 1 full-time and 2 part-time classified staff members.

University High School received a six-year term of accreditation from the Western Association of Schools and Colleges (WASC) in its fifth year of operation, in the spring of 2005.

During the spring of 2007 UHS is again revising its charter to meet the state requirement of being chartered by the school district in which the charter school resides. This revised charter will be reviewed by Fresno Unified School District and then must be approved by their board.

At the start of the 2006-2007 UHS hired Dr. James Bushman as the head of school. Dr. Bushman brings extensive administrative experience from both the Clovis Unified and Visalia Unified School Districts.

Student Enrollment

Group	Enrollment
Number of Students	387
African American	3.6 %
American Indian or Alaska Native	0.5 %
Asian	10.6 %
Filipino	2.8 %
Hispanic or Latino	11.9 %
Pacific Islander	0.0 %
White (Not Hispanic)	60.7 %
Multiple or No Response	9.8 %
Socioeconomically Disadvantaged	3.7 %
English Learners	0.0 %
Students with Disabilities	0.0 %

Teachers

Indicators	Teachers
Teachers With Full Credential	16
Teachers Without Full Credential	8
Teachers Teaching Outside Subject Area of Competence	
Misassignments of Teachers of English Learners	
Total Teacher Misassignments	

School Facilities

Summary of Most Recent Site Inspection

University High School has 18 classrooms, a Main Office, and an Office for a Head Counselor, Academic Counselor, Dean, and Registrar. California State University, Fresno makes available its Library, Student Union, Bookstore, Biology and Chemistry Labs, two (2) concert halls, and a black box theater. Routine cleanup of the classrooms is done 5 days a week by the CSU, Fresno janitorial service. Landscape maintenance is done by the grounds crew of CSU, Fresno. Repairs to the portable classrooms are done by Mobile Modular. Plant operations from Fresno State will assist in minor building repairs.

Repairs Needed

Corrective Actions Taken or Planned

During the 2006 – 2007 school year rain gutters will be added to the portables.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0 %
Mathematics	0 %
Science	0 %
History-Social Science	0 %
Foreign Language	0 %
Health	0 %
Science Laboratory Equipment (grades 9-12)	0%

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	90
Mathematics	43
Science	70
History-Social Science	74

School Completion

Indicator	Result
Graduation Rate	96.6%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ 6019
District	\$ 7162.55
State	\$4,743

Academic Progress

Indicator	Result
2006 API Growth Score (from 2006 API Growth Report)	906
Statewide Rank (from 2005 API Base Report)	10
2006-07 Program Improvement Status	

Postsecondary Preparation

Measures	Percent of Graduates
Completed a Career Technical Education Program	---
Completed All Courses Required for University of California California State University Admission	64.9

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	University High	District Name	Sierra Unified
Street	2355 East Keats – M/S /UH134	Phone Number	(559) 855-3662
City, State, Zip	Fresno, CA 93740-8010	Web Site	www.sierra.k12.ca.us
Phone Number	(559) 278-8263	Superintendent	Dr. Don A. Witzansky
Principal	Dr. James Bushman	E-mail Address	dwitzansky@sierra.k12.ca.us
E-mail Address	jbushman@csufresno.edu	---	---

School Description and Mission Statement

This section provides information about the school's goals and programs.

The Mission of University High School is to provide an accelerated college preparatory education with a special focus on music. Students will receive a strong foundation in music and in the liberal arts and sciences in a small high school environment, while benefiting from the opportunities available to a large public University campus.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

- Phoenix Alliance – a parent support and fund-raising group - <http://www.phoenixalliance.org/index.html>
- Board Meetings – open session is welcome to the public. An opportunity for public comment is provided by a signup sheet available prior to each meeting.
- Student grades and attendance are available 24/7 by the Powerschool internet portal. Links are provided for faculty email.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	106
Grade 3	0	Grade 10	106

Grade 4	0	Grade 11	102
Grade 5	0	Grade 12	73
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	387

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	3.6	White (not Hispanic)	60.7
American Indian or Alaska Native	0.5	Multiple or No Response	9.8
Asian	10.6	Socioeconomically Disadvantaged	3.7
Filipino	2.8	English Learners	0.0
Hispanic or Latino	11.9	Students with Disabilities	0.0
Pacific Islander	0.0	---	---

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

No data are available for this section

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	23.4	5	9		24.9	4	9		21.6	10	4	
Mathematics	22.4	7	3	3	21.6	6	6	1	23.3	2	11	
Science	23.9	6	4	2	22.4	8	6		22.1	6	8	
Social Science	17.5	2	2		24.0	1	2		20.5	2	2	

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

No data are available for this section

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

University High School is an integral part of the campus at Fresno State. In the event of an emergency the school will follow the guidelines as established by the university, which can be found using the online link:

<http://www.csufresno.edu/police/emergency.htm>. A separate crisis response plan has also been written to give more specific instructions for UHS administrators, teachers, and students.

Crimes statistics for the campus and other useful information about the safety of the campus can be found at:

<http://www.csufresno.edu/police/report.htm>.

The Fresno State Office of Environmental Health & Safety department works closely with UHS to also assure that students and faculty enjoy a safe and hazard free environment. Their website for contact and information is:

<http://www.csufresno.edu/ehs/>.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Discipline policies and procedures for UHS are explained on pages 15-20 of the Student/Parent handbook that is issued to each student at the beginning of every school year. The discipline measures listed attempt to apply a fair and consistent treatment of all students. During the most recent school year only one student was issued an off-campus suspension and there were no expulsions.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	2	0	1	298	326	
Expulsions	0	0	0	1	5	

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The portable and modular construction classrooms are 3 to 6 years old. Maintenance and repairs are provided by either Mobile Modular or Fresno State plant operations. When repairs are needed, teachers are asked to submit a repair order. The new school on the northwest corner of the Fresno State campus is projected to begin construction by the winter of 2007 – 2008.

School Facility Conditions Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		

Sewer	X		
Playground/School Grounds	X		
Other	X		

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	15	16	16	137
Without Full Credential	6	4	8	10
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	NA	NA	NA
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	91.3	8.7
All Schools in District	95.0	5.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	91.0	9.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

UHS maintains a list of available subs that through the year varies in number for 10 to 25. On a few occasions it has been necessary for an administrator to provide class coverage

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

Teachers are observed and evaluated annually by the head of school. The California Standards for the Teaching profession are used for the criteria in evaluation.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.4	276.4
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---
Other		---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	All students are given multiple books and resource material including 12 books given to every student each year.	0
Mathematics	All texts are less than 5 years old.	0
Science	All texts are less than 5 years old.	0
History-Social Science	All texts are less than 5 years old.	0
Foreign Language	All texts are less than 5 years old.	0
Health	New texts.	NA
Science Laboratory Equipment (grades 9-12)	Students use CSU, Fresno lab facilities for Chemistry, Biology, Zoology, and Geology. Students use instruments to measure force, and velocity in physics.	NA

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures	Expenditures Per Pupil	Expenditures Per Pupil	Average Teacher
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	Per Pupil	(Supplemental)	(Basic)	Salary
School Site			\$6019	\$48,700
District	---	---	\$7162.55	\$56,812
Percent Difference - School Site and District	---	---	-19.0%	-16.7%
State	---	---	\$4,743	\$54,823
Percent Difference - School Site and State	---	---	21.2%	-12.6%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

As a charter school, UHS does not receive categorical funding. UHS received a single block grant of \$287 per student during the 2005 – 2006 school year.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,612	\$36,796
Mid-Range Teacher Salary	\$53,706	\$54,062
Highest Teacher Salary	\$66,659	\$68,679
Average Principal Salary (Elementary)	\$79,787	\$83,916
Average Principal Salary (Middle)	\$86,423	\$86,752
Average Principal Salary (High)	\$90,701	\$92,915
Superintendent Salary	\$122,350	\$121,387
Percent of Budget for Teacher Salaries	37.1	40.2
Percent of Budget for Administrative Salaries	4.3	5.8

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	86	87	90	55	58	61	36	40	42
Mathematics	24	39	43	42	44	46	34	38	40
Science	33	51	70	28	35	50	25	27	35

History-Social Science	76	75	74	39	44	46	29	32	33
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CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	*	*		*
Asian	91	71	69	68
Filipino	*	*	*	*
Hispanic or Latino	84	17	62	50
Pacific Islander				
White (Not Hispanic)	94	48	76	81
Male	85	49	69	76
Female	95	39	70	72
Economically Disadvantaged	73	18	*	*
English Learners	*	*		
Students with Disabilities	*	*		
Students Receiving Migrant Education Services				

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	93	-	-	69	64	70	43	41	42
Mathematics	93	-	-	69	70	71	51	52	53

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at <http://www.cde.ca.gov/ta/tq/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	Percent of Students Meeting Fitness Standards
5	
7	
9	65.4

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	10	10	10
Similar Schools	10	10	9

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	2	20	21	906
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	8	-1	25	916
Socioeconomically Disadvantaged				
English Learners	--	--		
Students with Disabilities	--	--		

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

UHS does not participate in any of these programs.

Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement Implementation		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	0.0	1.1	0.5	0.6	2.3	1.4	3.2	3.3	3.1
Graduation Rate	N/A	94.0	96.6	93.4	93.2	91.6	86.7	85.3	84.9

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
All Students	100	99.5	---
African American	NA	---	---

American Indian or Alaska Native	NA	---	---
Asian	100	---	---
Filipino	NA	---	---
Hispanic or Latino	100	---	---
Pacific Islander	NA	---	---
White (not Hispanic)	100	100	---
Socioeconomically Disadvantaged	NA	---	---
English Learners	NA	---	---
Students with Disabilities	NA	---	---

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

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at

<http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	55.9
Graduates Who Completed All Courses Required for UC/CSU Admission	64.9

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		--0-
English	2	25.1
Fine and Performing Arts	1	5.7
Foreign Language		0
Mathematics	2	14.8
Science		0
Social Science	2	21.0
All courses	7	36.9

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Students take the PSAT in grades 9-11. They are able to review the topics that they need to make improvements on based on the results of the PSAT in preparation for the SAT. During elective sessions review courses are also offered for writing and critical reading.

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test	83.6	96.8	80.8

Average Verbal Score	581	577	587
Average Math Score	591	573	579
Average Writing Score	---	---	567

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Teachers at University High School differentiate, accelerate, and compact instruction, using a variety of methods, to help better serve all UHS students. This is of primary concern to UHS because of its demanding curriculum. Despite the fact that students at UHS have performed at an extraordinarily high level since its founding in 2000, they continue to make significant progress in the areas of mathematics, science, and English Language Arts. This progress is due, in large part, to the use of data to drive UHS's instructional practices, and in particular, data related to students who have difficulty meeting the high expectations at UHS. During weekly department meetings, UHS faculty members analyze both formative and summative assessments to ensure UHS is using appropriate instructional strategies to meet the needs of all students. Some examples of formative assessments used by UHS faculty include performance-based assessments, anecdotal records, individual student learning plans, and standards-aligned benchmark exams. Based on these formative assessments, teachers work together to present information to students in different modalities and/or formats than what was done initially. Teachers also take advantage of peer tutoring, small group instruction, and alternative materials to re-teach information to students who are in need of additional assistance.

University High School also uses summative assessments, such as STAR, CELDT, and CAHSEE, to help shape how teachers organize their courses. Based on the results of last year's STAR testing, for example, our algebra 2 and physics teachers worked over the summer to align their curricula to increase student mastery of math and science. Teachers also use scientifically-based educational research, acquired from professional journals, conferences, and our liaison from the Education Department at California State University, Fresno, to modify their instructional approach when necessary. Finally, the Head of School is responsible for using the above assessments, in conjunction with feedback from staff, student, and parents, to select and assign professional development activities to ensure that an instruction plan is in place that consistently encourages all students to meet our rigorous standards. This year, for example, our professional development is centered on designing homework assignments that clearly articulate a purpose and outcome.

Unlike most schools, University High School does not have an English Language subgroup, seniors who have not passed the CAHSEE, or students with disabilities or individualized instructional plans. However, a few of our students do have health issues which require that they receive additional academic support. Since the average class size at UHS is 22.7 students – the smallest class size is 12 and the largest class size is 30 – our faculty can provide personalized attention to all students. For example, it is common for students who miss class due to illness and doctors' appointments to communicate with their teachers from home via email. Teachers also post lesson plans and homework assignments online for students to access at: www.schoolnotes.com. Finally, a number of formal interventions are also in place (as described in Theme 3, Paragraph 5).

The UHS faculty also work to provide opportunities for students who seek additional challenges. Outside of the regular curriculum, students may participate in Science Olympiad, Academic Decathlon, Destination Imagination, Mock Trial, Math Team, or become a peer tutor. High ability students are offered a full range of rich and challenging opportunities, including advanced placement courses and dual enrollment university courses.

University High School has had a tremendous amount of success encouraging students to enroll in courses that are considered to be non-traditional for their gender. For example, just over half of the students in AP Calculus BC are females. Moreover, female students comprise the majority of students UHS has sent to COSMOS – a science research-based program for high school students. During the intersession period UHS

offers one- to three-week long courses to expose UHS students to non-traditional courses while CSU Fresno is not in session. These courses traditionally include Home Economics and Cross-Stitchery, both of which usually have 50% or more male students.

Educational research demonstrates that service learning and career-technical education coursework can produce a significant improvement in students' academic, personal, and professional development. As such, one of the recommendations made to students during sophomore counseling is for students to enroll in any of over 150 service learning and/or career-technical education courses at California State University, Fresno. Overall, we find that students who have completed these courses have more clarity regarding their career choices and generally classify their learning experiences as "meaningful."

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

University High School relies on an in-house approach to professional development, in which faculty and staff assume a great deal of responsibility for designing and delivering professional development opportunities to their colleagues. Our science department chair, for example, regularly uses information that she acquires in summer workshops on modeling techniques to lead the staff in redesigning the math and science curricula, so that the same problem-solving strategies are used across the curriculum.

The Latin, English, and history departments also coordinate extensively to discuss curriculum and instruction issues important to the group. Additionally, they meet to develop cross-curricular research assignments, like the term paper on the Roman Empire. While working together collaboratively, these instructors are able to engage in powerful discussions about curriculum and instruction. For example, during a recent meeting, the group discussed whether or not it is beneficial to require students to complete multi-draft papers.

Departments also meet individually to establish yearly department goals for themselves. Prior to the beginning of each school year, the math department meets to interpret STAR testing data to guide their instructional practices for the upcoming year. During the summer of 2005, the math department introduced benchmark tests to their algebra 2 curriculum. The math department uses benchmark data to evaluate student performance toward the next CST administration. Teachers also use this data to place students in intervention groups. Thereafter, student performance is monitored on the benchmark exams, based on the types of interventions the students receive, so that teachers can determine the effectiveness of the interventions.

This year, the math department is focusing on constructing and revising mastery tests so that students are required to demonstrate an adequate measure of proficiency before advancing to the next level. If students are unable to demonstrate an adequate level of mastery, they are required to attend after-school tutoring until they have reached "mastery."

UHS is fortunate in that the current Head of School is especially well qualified to lead the staff in professional development. Dr. Bushman holds a doctorate degree in Education from California State University, Fresno, and is on the faculty of the Department of Education at California State University, Fresno. The UHS administration also reviews the school's goals and vision. For example, one of the action items in the past self-study for WASC was to improve communication. As such, the staff is now meeting weekly to discuss issues as they arise. After a student collapsed at a school event, for example, the staff received immediate training at our next faculty meeting on how to respond to students with seizures.

These weekly meetings also provide another vehicle for staff communication regarding curricular issues. During the summer in-service training, the staff discussed the best practices of instruction, as outlined in Marzano's Classroom Instruction that Works. The staff was asked to read key chapters and then the following day worked together in breakout sessions to learn to apply the information from Marzano's text into their curriculum. Focus-walks by the Head of School also produce collegial conversations among faculty that reinforce research-based instructional practices advocated by Marzano.

Each teacher is expected to be a member of a professional organization, read current journal articles in his or her field, and attend conferences. Teachers belong to a variety of organizations, such as NCTM, ASCD,

CLTA, NCTE, NSTA, AAPT, ACDA, CMEA, CODA, CBDA, MENC, ACL, CCL, CAMFT, ACA, and SJVWP.

UHS has several AP instructors (nearly one-third of the faculty), all of who attend workshops in the summer and fall to stay current on the changes made to each of their exams. During the current school year, the AP instructors will meet with the Academic Counselor to complete the AP audit. This is necessary to ensure that the AP designation on the transcript accurately reflects rigorous, college-level instruction.

The department chairs at University High School provide mentoring and advising for new faculty members. This includes use of the staff workroom, communication procedures, grading and homework policies, and procedures for requisitions and repairs. Teachers new to the profession are required to participate in BTSA and four faculty members serve as BTSA mentors.

UHS also places significant emphasis on student-teacher relations. Indeed, UHS has scheduled an in-service in January to discuss rapport building with students. At this in-service, teachers will be asked to list students with whom they have established a rapport. The lists will be analyzed collectively to determine which students do not have a teacher with whom they have connected. The students will also be asked to complete a survey that will provide teachers with feedback about their teaching. Sample questions include: “Does the teacher try to make the class interesting and engaging for you?” and “Do you feel the teacher cares about how you do in this class?” The results of this survey will help teachers ensure that no student’s needs will be overlooked.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	-	36,000
1	-	50,400
2	-	50,400
3	-	50,400
4	-	54,000
5	-	54,000
6	-	54,000
7	-	54,000
8	-	54,000
9	67575	64,800
10	67960	64,800
11	67960	64,800
12	67960	64,800

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	182	180 days
10	182	180 days
11	182	180 days
12	182	180 days

Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

9 school days were on a shortened schedule, either for teacher in-service or finals testing.

Sierra Unified Budget Information

Projected Revenue for Sierra Unified School District 2006 - 2007 (As of December 31, 2006)

1. Revenue Per Average Daily Attendance

State of California - State Taxes		\$11,234,602	52%
County of Fresno - Property Taxes		4,117,306	19%

2. Federal Revenues

A. Forest Reserves	426,705		
B. ECIA/ESEA	473,852		
C. Other Federal Revenues	765,272	1,665,829	8%

3. State Revenues

A. Transportation	1,209,527		
B. Gifted and Talented Education	17,974		
C. Class Size Reduction	424,960		
D. School/Library Improvement	124,271		
E. Instructional Materials	121,496		
F. Peer Assistance and Review	12,894		
G. Lottery	291,425		
I. Other State Revenue	1,148,882	3,351,429	15%

4. Local Revenue

A. Special Education	866,622		
B. Interest	93,000		
C. ROP	189,746		
D. Other Local Revenue	82,588	1,231,956	6%

Total Projected Revenue

\$21,601,122

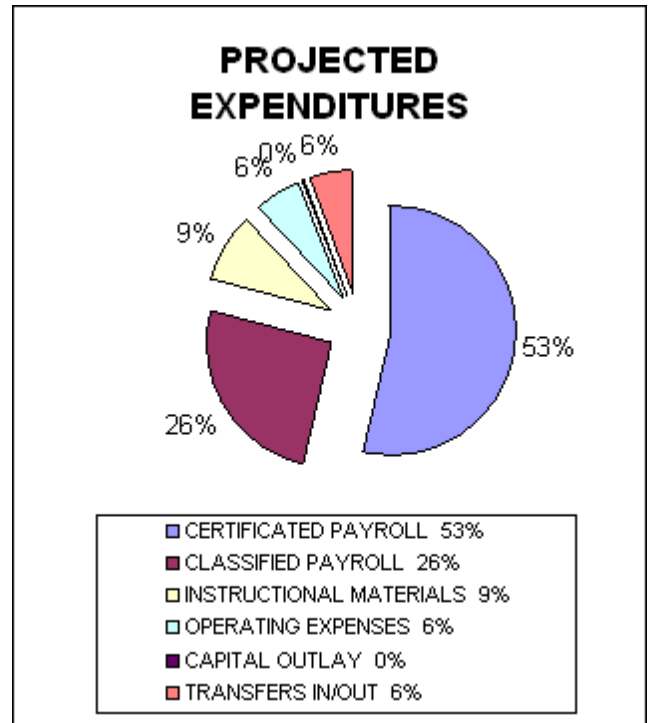
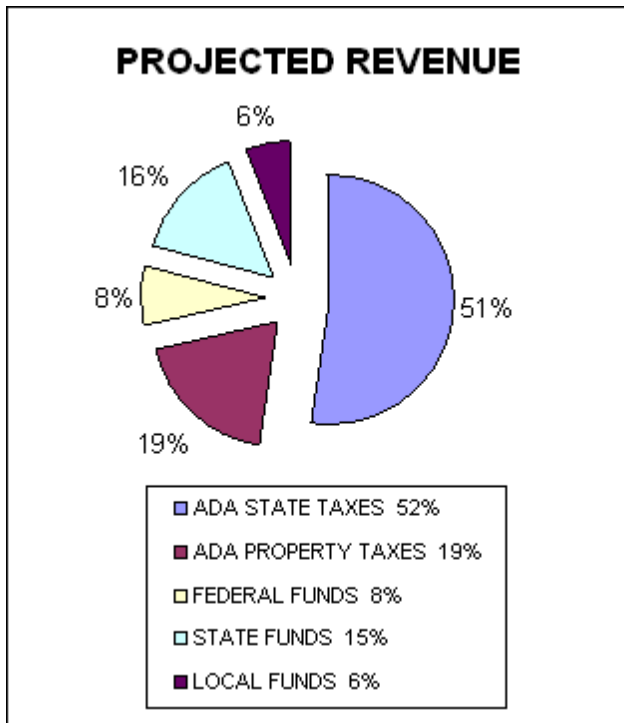
Projected Expenditures for Sierra Unified School District 2006 - 2007 (As of December 31, 2006)

1. Certificated Payroll	(Salaries)	9,406,057		
	(Certificated Benefits)	2,456,717	11,862,774	53%

2. Classified Payroll	(Salaries)	3,997,373		
	(Classified Benefits)	1,686,866	5,684,239	26%
3. Instructional Materials			2,021,576	9%
4. Operating Expenses			1,388,820	6%
5. Capital Outlay			17,342	0%
6. Transfers In/Out (Lease Payments and Other)			1,259,942	6%

Total Projected Expenditures **\$22,234,693**

**Sierra Unified School District
Projected Revenue and Expenditures
2005 – 2006**



**Sierra Unified School District
Certificated Salary Information for 2004 - 2005**

**Comparative Salaries for
California Unified Districts
Similar to Sierra Unified in
Average Daily Attendance
(Enrollments from 1500 to 4999)
2004 - 2005 State Data**

Beginning annual teacher's salary	\$34,612	Average beginning teacher's salary	\$36,796
Midrange annual teacher's salary	\$53,706	Average mid-range teacher's salary	\$54,062
Highest annual teacher's salary	\$66,659	Average highest teacher's salary	\$68,679
Average Principal Salary (Elementary)	\$79,787	Average Principal Salary (Elementary)	\$83,916
Average Principal Salary (Middle)	\$86,423	Average Principal Salary (Middle)	\$86,752
Average Principal Salary (High)	\$90,701	Average Principal Salary (High)	\$92,915
Annual district superintendent's salary	\$122,350	Average district superintendent's salary	\$121,387
Teacher's salaries, percentage of budget	37.10%	Actual percentage for teacher's salaries	40.20%
Administrative salaries, percentage of budget	4.30%	Actual percentage for administrative salaries	5.80%

CBEDS

2006

California Basic Educational Data System

California Department of Education

SIF / CDIF – 005 (New 5/00)

75275)

Number Of Computers and Internet Connections, October,

(Source: School Information Form (SIF) – Section H)

District: Sierra Unified (10-

School	Enrollment	Computers used for instruction	Students per computer	Computers with CD	Students per Computers with CD	Classrooms with Internet connection
Auberry Elementary (6005755)	354	100	3.5	100	3.5	22
Balch Camp Elementary (6007355)	0	1	0	1	0	1
Foothill Middle School (6111553)	444	132	3.3	132	3.3	29
Lodge Pole Elementary (Alt.) (6112544)	4	2	2.0	2	2.0	1
Oak Meadow Community Day (1030709)	5	3	1.6	3	1.6	1
Pole Corral Elementary (6096853)	5	2	2.5	2	2.5	1
Ponderosa Community Day (6116552)	2	3	.67	3	.67	1
Sandy Bluffs Ed. Ctr. (Cont.) (1030139)	43	24	1.7	24	1.7	4
Sierra Elementary (6007363)	335	78	4.3	78	4.3	22
Sierra High School (1036938)	762	227	3.4	227	3.4	52
Total for District	1954	572	3.4	570	3.4	134

SIERRA UNIFIED SCHOOL DISTRICT



UNIFIED FOR EDUCATIONAL EXCELLENCE

DISTRICT VISION / MISSION STATEMENT

The Sierra Unified School District Board of Trustees recognizes and values the fact that each student has individual worth and talents. We believe that students must be able to think and can best reach their full potential through a balanced curriculum delivered by a well-qualified and caring staff. To accomplish these goals, the District will provide an environment, which encourages success through growth and change. We are unified for excellence to ensure that all students learn how to learn.

PHILOSOPHY

The educational philosophy of the Board of Trustees is to provide effective leadership, involving parents, community, students, and employees toward the following: enhancing academic excellence, promoting fiscal responsibility, developing student and staff self-esteem and responsibility, promoting a positive school climate, valuing the uniqueness of individuals, promoting ethical and moral behavior, being responsible to parents and community, and developing life-long learning skills and desires.

This educational philosophy shall serve as a basis for decision-making and provide the community with the concepts and convictions held by the Board of Trustees to provide students with the educational foundation needed to become contributing members of society.