

# School Accountability Report Card Reported for School Year 2002-2003

*Published During 2003-2004*

**Notes regarding the source and currency of data:**

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

School Information		District Information	
<b>School Name</b>	Glacier High Charter	<b>District Name</b>	Yosemite Joint Union High
<b>Principal</b>	Michael Cox	<b>Superintendent</b>	Bill McCabe
<b>Street</b>	41267 Highway 41	<b>Street</b>	50200 Road 427
<b>City, State, Zip</b>	Oakhurst, CA 93644-	<b>City, State, Zip</b>	Oakhurst, CA 93644-9506
<b>Phone Number</b>	559-642-1422	<b>Phone Number</b>	559-683-8801 ext. 348
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<b>E-mail Address</b>	<a href="mailto:mcox@sti.net">mcox@sti.net</a>	<b>E-mail Address</b>	<a href="mailto:bmccabe@yosemiteuhsd.com">bmccabe@yosemiteuhsd.com</a>
<b>CDS Code</b>	20-73734-2030237	<b>SARC Contact</b>	Earlene Ward

**School Description and Mission Statement**

Glacier High School Charter is an APLUS+ member school which is committed to academic excellence and financial accountability. It was the natural start-up of families who had been through Mountain Home School Charter and desired to continue in a similar program. MHSC is part of the Bass Lake School District; GHSC is part of the Yosemite Joint Union High School District.

GHSC is a home-based high school program that provides students and their parents with all the necessary instructional tools. Though GHSC is a separate school from MHSC, we share facilities and similar educational vision. GHSC's first year of operation was the 2002-03 school year. In our second year, we were continually seeking to develop a program that is accessible for the willing student and parent.

GHSC is a California State Public High School which offers a diploma to its graduating students. Our graduation requirements will prepare students for community college, state college or university. Our program is a rigorous personalized learning model that seeks to deal with each parent and student individually.

Students at GHSC have ongoing access to one-on-one counseling by an advising teacher; they have a variety of creative and powerful ways to complete high school requirements; personalized electives are guided by student interest; there is an emphasis on the parent's role in their child's education and there is small group tutoring in math, foreign language and science.

The vision statement for Glacier High School Charter is:

"To create an atmosphere of advancement and exposure to excellent resources for both parent and student, so that the role of the parent in their family's education is upheld and their children are encouraged to take ownership and become responsible learners."

#### **District Vision Statement**

*Connecting all students with their past, present, and future, the Yosemite Joint Union High School District will be a community of responsible young adults cooperatively learning creative problem solving skills to help them achieve their full potential as life-long learners, citizens, and workers.*

THROUGH INVOLVEMENT IN THE ACADEMIC CURRICULUM AND SOCIAL PREPARATION IN THE YOSEMITE JOINT UNION HIGH SCHOOL DISTRICT, STUDENTS WILL DEMONSTRATE THE ABILITY TO:

1. *Understand and value one's self, others, and our common heritage.*
2. *Communicate appropriately and effectively.*
3. *Be able to solve problems independently and as a group.*
4. *Be responsible decision-makers.*
5. *Define and value aesthetics.*
6. *Appreciate and value culture and environmental diversity and relationships.*
7. *Acquire, process, and utilize information using appropriate technology and other resources.*
8. *Be productive, active, ethical contributors to themselves, their families, communities, nations, and the world.*
9. *Develop a professional work ethic and sense of purpose.*
10. *Be life-long learners.*

#### **Opportunities for Parental Involvement**

<b>Contact Person Name</b>	<b>Michael Cox</b>	<b>Contact Person Phone Number</b>	<b>559-642-</b>
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		1422
<p>Because of the nature of a home-based charter school, there are numerous opportunities for parental involvement and it is highly encouraged. Parents are partners with the school staff in their children's education, they chaperone field trips, assist in the classroom and constantly monitor their child's educational progress.</p>		

## I. Demographic Information

### Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	10
Grade 1	0	Grade 10	9
Grade 2	0	Grade 11	1
Grade 3	0	Grade 12	1
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	21

### Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	0	0.0	Hispanic or Latino	0	0.0
American Indian or Alaska Native	0	0.0	Pacific Islander	0	0.0
Asian	0	0.0	White (Not Hispanic)	21	100.0
Filipino	0	0.0	Multiple or No Response	0	0.0

## II. School Safety and Climate for Learning

### School Safety Plan

Date of Last Review/Update	Will develop plan in 2004	Date Last Discussed with Staff	No plan at this time
<p>Because this is our first year of operation, we do not have School Safety Plan at this time. We will work to develop a plan during 2004.</p>			

### School Programs and Practices that Promote a Positive Learning Environment

There is a high level of parent involvement and parents are an integral part of the school. There are individual academic programs for each student therefore the school is very responsive to the students' needs and interests. We are a very small school where everyone knows everyone else and every person is known by the rest of the staff and students. Students are not at school for a full day, therefore there is not as much opportunity for peer influence.

### Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2001	2002	2003	2001	2002	2003
<b>Number of Suspensions</b>	NA	0	0	48	50	10
<b>Rate of Suspensions</b>	NA	0	0	3.8	3.6	<1%
<b>Number of Expulsions</b>	NA	0	0	1	0	0
<b>Rate of Expulsions</b>	NA	0	0	<1%	0	0

### School Facilities

GHSC shares a facility with Mountain Home School Charter. The building is approximately 8,000 square feet. There are two classrooms, a small library and a computer laboratory. Teachers have offices where they may meet with students in private. Students are at school approximately one day a week. The school is located north of the downtown area of Oakhurst just off Highway 41.

## III. Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and

history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
<b>English Language Arts</b>									
Proficient or Advanced			59	35	43	49	30	32	35
Not Tested			0	3	2	0	6	8	1
<b>Mathematics</b>									
Proficient or Advanced			10		26	32		31	35
Not Tested	---	---	---	---	---	---	---	---	---
<b>Science</b>									
Proficient or Advanced					27	46		30	27
Not Tested	---	---	---	---	---	---	---	---	---
<b>History/Social Science</b>									
Proficient or Advanced			38		34	37		28	28
Not Tested	---	---	---	---	---	---	---	---	---

### CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
<b>English Language Arts</b>							
Proficient or Advanced							65
Not Tested							0
<b>Mathematics</b>							
Proficient or Advanced							13
Not Tested	---	---	---	---	---	---	---
<b>Science</b>							
Proficient or Advanced							
Not Tested	---	---	---	---	---	---	---
<b>History/Social Science</b>							
Proficient or Advanced							
Not Tested	---	---	---	---	---	---	---

### CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged	Students With Disabilities	Migrant Education Services

				Yes	No	Yes	No	
<b>English Language Arts</b>								
Proficient or Advanced		67			59		59	
Not Tested		0			0		0	
<b>Mathematics</b>								
Proficient or Advanced					10		10	
Not Tested	---	---	---	---	---	---	---	---
<b>Science</b>								
Proficient or Advanced								
Not Tested	---	---	---	---	---	---	---	---
<b>History/Social Science</b>								
Proficient or Advanced					38		38	
Not Tested	---	---	---	---	---	---	---	---

### Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading			73	49	48	65	44	45	43
Mathematics			55	61	56	58	53	55	50

### NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading							76
Mathematics							65

### NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged	Students With Disabilities	Migrant Education

				Yes	No	Yes	No	Services
Reading		75			73		73	
Mathematics		42			55		55	

### Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
9									
10									
11									
12									

### California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

**No data are available for this section**

### Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

**Statewide Rank:** Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

### Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested				Percent Tested			95
API Base Score				API Growth Score			809
Growth Target				Actual Growth			
Statewide Rank							
Similar Schools Rank							

### API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
<b>African-American</b>				<b>African-American</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Asian</b>				<b>Asian</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Filipino</b>				<b>Filipino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
API Base Score				API Growth Score			

<b>Growth Target</b>				<b>Actual Growth</b>			
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### API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
<b>API Base Score</b>				<b>API Growth Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			

### Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District			
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003
<b>Recognition for Achievement (Title 1)</b>	No	No	No	<b>Number of Schools Identified for Program Improvement</b>	0	0	0
<b>Identified for Program Improvement (Title 1)</b>	No	No	No	<b>Percent of Schools Identified for Program Improvement</b>	0.0	0.0	0.0
<b>Exited Title 1 Program Improvement</b>	No	No	No				
<b>Years Identified for Program Improvement</b>							
California Programs	2001	2002	2003				
<b>Eligible for Governor's Performance Award</b>	N/A	N/A	N/A				
<b>Eligible for II/USP</b>	n/a	---	---				
<b>Applied for II/USP Funding</b>	n/a	---	---				
<b>Received II/USP Funding</b>	n/a	---	---				

### Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Groups	School			District		
	2001	2002	2003	2001	2002	2003
<b>All Students</b>	---	---	No	---	---	No

<b>African American</b>	---	---	N/A	---	---	N/A
<b>American Indian or Alaska Native</b>	---	---	N/A	---	---	N/A
<b>Asian</b>	---	---	N/A	---	---	N/A
<b>Filipino</b>	---	---	N/A	---	---	N/A
<b>Hispanic or Latino</b>	---	---	N/A	---	---	N/A
<b>Pacific Islander</b>	---	---	N/A	---	---	N/A
<b>White (not Hispanic)</b>	---	---	N/A	---	---	No
<b>Socioeconomically Disadvantaged</b>	---	---	N/A	---	---	N/A
<b>English Learners</b>	---	---	N/A	---	---	N/A
<b>Students with Disabilities</b>	---	---	N/A	---	---	N/A

## IV. School Completion (Secondary Schools)

### California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

*These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.*

### Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (Grades 9-12 Dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
<b>Enrollment (9-12)</b>	NA	NA		1291	1261	1370	1703492	1735576	1772417
<b>Number of Dropouts</b>	NA	NA		7	6	10	47282	47899	48454
<b>Dropout Rate (1-year)</b>	NA	NA		0.5	0.5	0.7	2.8	2.8	2.7
<b>Graduation Rate</b>	NA	NA		96.3	98.9	95.2	85.9	86.7	86.9

## V. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

One teacher for 21 students.

### **Average Teaching Load and Teaching Load Distribution**

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area as reported by CBEDS.

One teacher for 21 students.

## **VI. Teacher and Staff Information**

### **Teacher Credentials**

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Total Teachers</b>			1
<b>Teachers with Full Credential</b> (full credential and teaching in subject area)			
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)			
<b>Teachers with Emergency Credential</b> (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)			1
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)			

### **Highly Qualified Teachers**

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

*The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.*

### **Professional Qualifications of Teachers**

Data to be reported in 2004-05

### **Teacher Evaluations**

There is one teacher at the school who works closely with the principal on a daily basis. Because this is the school's first year, there is not yet a formal evaluation procedure, this will be developed during the 2003-04 school year.

### **Substitute Teachers**

The principal fills in when the teacher is absent.

### **Counselors and Other Support Staff**

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE.

The principal fills this role; students would also have access to the counseling staff at Yosemite High School upon request.

## **VII. Curriculum and Instruction**

### **School Instruction and Leadership**

The school is in the process of developing curriculum, become WASC (Western Association of Schools and Colleges) accredited, and developing University of California accepted classes. The school's leadership comes from the principal who is guided by the Yosemite Joint Union High School District superintendent and board of trustees and the Charter Council.

### **Professional Development**

During this first year of operation, we had four days of training on Aeries software (student information system); we had site based student assessment training; the principal and teacher traveled to many schools throughout the state to observe similar programs.

### **Quality and Currency of Textbooks and Other Instructional Materials**

All textbooks are current editions. We look for curriculum that is both academically rigorous and conducive to home study. The school has acquired an excellent variety of materials that work well for students and parents alike. Our main question when purchasing textbooks and materials is "will this support the parent and student?" Students and parents receive direct instructional support from the teacher.

### **Instructional Minutes**

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Glacier High School Charter students are assigned 300 minutes of work per day for 180 days per year. This totals 54,000 minutes per year. The state requirement is 32,940 minutes per year. The students do not spend the 300 minutes per day in class, but are assigned work that requires that amount of time. Attendance is based on completion of work

Grade Level	Instructional Minutes	
	Offered	State Requirement
9	54,000	32,940
10	54,000	32,940
11	54,000	32,940
12	54,000	32,940

### **Total Number of Minimum Days**

Not applicable

## VIII. Postsecondary Preparation (Secondary Schools)

### Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

These programs are not available at GHSC but students can enroll in AP or IB classes at Yosemite High School on a space-available basis.

### Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission by the total number of students enrolled in all courses.

The school is working on this at this time.

### Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Not applicable at this time.

### SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ope/research/sat/>.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
<b>Grade 12 Enrollment</b>			1			295	357789	365907	385181
<b>Percent of Grade 12 Enrollment Taking Test</b>						22.03	36.66	37.26	36.63
<b>Average Verbal Score</b>						512	492	490	494
<b>Average Math Score</b>						526	516	516	518

### College Admission Test Preparation Course Program

The school does not offer college admission test preparation courses.

## Degree to Which Students are Prepared to Enter Workforce

We are working with the community to develop an apprentice program for our students. Because they are not in the classroom all day, they have time to work part time during the day to acquire skills needed in the workforce.

## Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2001-2002 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE classes are not offered at GHSC.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students			
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate

## IX. Fiscal and Expenditure Data

### Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	34805	34902
Mid-Range Teacher Salary	48269	56622
Highest Teacher Salary	62386	70431
Average Principal Salary (Elementary)		85352
Average Principal Salary (Middle)		
Average Principal Salary (High)	98048	
Superintendent Salary	\$117,676 (\$64,722-YHS; \$52,954 Coarsegold)	114786
Percent of Budget for Teacher Salaries	41.34	38.12
Percent of Budget for Administrative Salaries	4.48	6.10

### Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at

<http://www.cde.ca.gov/fiscal/financial/>.

District	District	State Average	State Average
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		<b>For Districts In Same Category</b>	<b>All Districts</b>
<b>Total Dollars</b>	<b>Dollars per Student (ADA)</b>	<b>Dollars per Student (ADA)</b>	<b>Dollars per Student (ADA)</b>
\$8276065	\$6761	\$6969	\$6719

**Types of Services Funded**

Staff, administrator, business services, special education services, nurse, psychologist.
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