

School Accountability Report Card Reported for School Year 2004-05

Published During 2005-06

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template 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/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

I. General Information

Contact Information

Information about school and district contacts.

School Information		District Information	
School Name	Glacier High Charter	District Name	Yosemite Joint Union High
Principal	Michael Cox	Superintendent	Bill McCabe
Street	41267 Highway 41	Street	50200 Road 427
City, State, Zip	Oakhurst, CA 93644	City, State, Zip	Oakhurst, CA 93644-9506
Phone Number	559-642-1422	Phone Number	559-683-8801
FAX Number	559-642-1592	FAX Number	559-683-4160
Web Site	www.glacierhighcharter.org	Web Site	www.yosemiteuhsd.com
E-mail Address	mcox@sti.net	E-mail Address	bmccabe@yosemiteuhsd.com
CDS Code	20-73734-2030237	SARC Contact	Michael Cox

School Description and Mission Statement

Information about the school, its programs, and its goals.

Glacier High School Charter (GHSC), part of the Yosemite Joint Union High School District, is a Personalized Learning high school that is committed to high standards and academic excellence for all of its students. Glacier was created to serve students and families who desire a Personalized Learning, home-based high school education. As a home-based high school program, our mission is to provide students and their parents with all the curricular and instructional resources necessary to accomplish their high school education in a customized fashion. GHSC's first year of operation was the 2002-03 school year. Now in our fourth year, we continue to develop an educational program that can be tailor fit for each student. Our graduation

requirements will prepare students for community college, state college or university. Students at GHSC have ongoing access to one-on-one counseling by an advising teacher and all of our on-site classes are taught by credentialed high school teachers. Also, students enjoy 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. Small group tutoring is available in math, foreign language and science.

The vision statement for Glacier High School Charter is:

"To create an atmosphere of academic advancement and exposure to excellent resources for both student and parent, so that the role of the parent in their family's education is upheld and their students are enabled to take ownership of their education and become responsible, independent, life long 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

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name	Michael Cox	Contact Person Phone Number	559-642-1422
----------------------------	--------------------	------------------------------------	---------------------

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.

II. Demographic Information

Student Enrollment -- 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	11
Grade 1	0	Grade 10	7
Grade 2	0	Grade 11	9
Grade 3	0	Grade 12	8

Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	35

Student Enrollment -- Racial and Ethnic Subgroups

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

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	0	0.0	Hispanic or Latino	0	0.0
American Indian or Alaska Native	2	5.7	Pacific Islander	0	0.0
Asian	2	5.7	White (Not Hispanic)	28	80.0
Filipino	0	0.0	Multiple or No Response	3	8.6

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	None	Date Last Discussed with Staff	None
Glacier High School will be working with the Yosemite Joint Union High School District office to develop a comprehensive school safety plan. The district has a safe school plan and a crisis response plan completed, of which GHS is a part. We will survey our students and develop a school action plan during the 2005-06 school year.			

School Programs and Practices That Promote a Positive Learning Environment

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

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 resulted 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.

	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions	0	0	0	88	191	187
Rate of Suspensions				6.6	13.8	13.4
Number of Expulsions	0	0	0	0	1	0
Rate of Expulsions				0	<1%	0

IV. School Facilities

School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

The district takes great efforts to assure that all schools are clean, safe and functional. To assist in this effort, the district used the facility survey instrument developed by the State of California Office of Public School Construction. This survey was completed by June 2005. The results of this survey are available at the school office, the district office or on the Internet at www.yosemiteuhsd.com

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

Age of School Buildings:

The Glacier High School Charter building is approximately 9,000 square feet. There are four classrooms and a library and a computer laboratory. The building, previously a furniture store, is approximately 15 years old. Glacier High School Charter has shared this building with Mountain Home School, which is part of the Bass Lake School District for the past two years.

Maintenance and Repair:

Bass Lake District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

There are currently no emergency facility needs at the school.

School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	XXX		
Mechanical Systems	XXX		
Windows/Doors/Gates (interior and	XXX		

exterior)			
Interior Surfaces (walls, floors, and ceilings)	XXX		
Hazardous Materials (interior and exterior)	XXX		
Structural Damage	XXX		
Fire Safety	XXX		
Electrical (interior and exterior)	XXX		
Pest/Vermin Infestation	XXX		
Drinking Fountains (inside and outside)	XXX		
Restrooms	XXX		
Sewer	XXX		
Playground/School Grounds	XXX		
Other			

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) for high school students. The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 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. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA 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 standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	59	55	62	49	50	54	35	36	40
Mathematics	10	10	28	32	31	34	35	34	38
Science		33	33	46	37	24	27	25	27
History-Social Science	38	38	40	37	35	34	28	29	32

CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts					*		53
Mathematics					*		25
Science					*		21
History-Social Science					*		33

CST -- Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	71	57		*	*	
Mathematics	18	36				
Science	*	*				
History-Social Science	*	38		*	*	

Local Assessment

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

Grade Level	Reading			Writing			Mathematics		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
9									
10									
11									
12									

California Physical Fitness Test (PFT)

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. 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 API Base 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.

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 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (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 1 (lowest) to 10 (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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested		95	96	Percent Tested	95	96	100
API Base Score		798	673	API Growth Score	809	698	731
Growth Target		1	6	Actual Growth		-100	58
Statewide Rank		10	6				
Similar Schools Rank		N/A	N/A				

API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			

Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score				API Growth Score			
Growth Target				Actual Growth			

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	Yes	Yes	No	No	Yes

AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	Yes	Yes	No	Yes	Yes
African American	N/A	Yes	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	Yes	N/A	N/A	N/A	N/A
Asian	N/A	Yes	N/A	N/A	N/A	N/A
Filipino	N/A	Yes	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	Yes	N/A	N/A	N/A	N/A
Pacific Islander	N/A	Yes	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	Yes	N/A	No	Yes	Yes
Socioeconomically Disadvantaged	N/A	Yes	N/A	N/A	No	Yes
English Learners	N/A	Yes	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	Yes	N/A	N/A	N/A	N/A

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement (Implementation Level)		Year 1
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

VI. School Completion (Secondary Schools)

California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (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. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged 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 through 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 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, 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.

No data are available for this section

VII. 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 size category (i.e., number of students), by grade level, as reported by CBEDS.

No data are available for this section

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.

No data are available for this section

VIII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	0.0
All Schools in District	61.2
High-Poverty Schools in District	11.1
Low-Poverty Schools in District	63.7

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	1	2	2
Teachers with Full Credential	0	1	1
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)	0	0	0
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	1	1	1
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	NA	NA	NA
Total Teacher Misassignments	0	0	0

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	0.0	3.0
Master's Degree plus 30 or more semester hours	0.0	13.6

Master's Degree	50.0	13.6
Bachelor's Degree plus 30 or more semester hours	50.0	59.1
Bachelor's Degree	0.0	10.6
Less than Bachelor's Degree	0.0	0.0

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	0	0	0

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

With only two teachers currently in our program, both are able to work closely with the principal on a daily basis thus allowing for a high degree of continuity and continual performance improvement. Teachers are formally evaluated semi-annually.

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

None needed

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 equal one FTE.

Title	FTE
Counselor	NA
Library Media Teacher (Librarian)	NA
Psychologist	NA
Social Worker	NA
Nurse	NA
Speech/Language/Hearing Specialist	NA
Resource Specialist (non-teaching)	NA
Other	NA

Academic Counselors

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 equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	

IX. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

The school's leadership comes from the Principal who is guided by the school's Charter Council and also by the Yosemite Union High School District superintendent and board of trustees.

Professional Development

Information about the program for training the school's teachers and other professional staff.

In the last four years we have had training on Aeries software (student information system); we had site based student assessment training; we have traveled to other schools throughout the state to observe similar programs; we have also been involved in regular district training in special education and the Understanding by Design program. Two years ago the entire staff was trained in the Junior Great Books program of Shared Inquiry.

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	<p>English – All books in new or good condition</p> <p>9th Grade:</p> <ul style="list-style-type: none"> ▪ <u>The Least You Should Know About English</u> – Harcourt, 27 copies <ul style="list-style-type: none"> ▪ 92 copies of associated novels including: <u>The Wizard of Earthsea</u>, <u>Animal Farm</u>, <u>Our Town</u> and <u>To Kill a Mocking Bird</u> ▪ <u>Basic English Grammar</u> – AGS, 7 copies <p>10th Grade:</p> <ul style="list-style-type: none"> ▪ <u>English 10 Syllabus</u> – Oak Meadow, 22 copies <ul style="list-style-type: none"> ▪ <u>A Separate Peace</u>, 17 copies ▪ <u>Huckleberry Finn</u>, 20 copies ▪ <u>Anthem</u>, 25 copies ▪ <u>Basic English Composition</u> – AGS, 18 copies <p>11th Grade:</p> <ul style="list-style-type: none"> ▪ <u>American Literature Syllabus</u> – Oak Meadow, 24 copies <ul style="list-style-type: none"> ▪ <u>Red Badge of Courage</u>, 28 copies ▪ <u>To Be a Slave</u>, 31 copies

	<ul style="list-style-type: none"> ▪ <u>The Great Gatsby</u>, 29 copies ▪ <u>American Literature</u> – AGS, 10 copies <p>12th Grade:</p> <ul style="list-style-type: none"> ▪ <u>World Literature Syllabus</u> – Oak Meadow, 16 copies <ul style="list-style-type: none"> ▪ <u>Metamorphosis</u>, 16 copies ▪ <u>Ramayana</u>, 16 copies ▪ <u>A Doll's House</u>, 16 copies ▪ <u>Don Quixote</u>, 16 copies ▪ <u>World Literature</u> – AGS, 11 copies
Mathematics	<p>Math – All books in new or good condition</p> <p>Consumer Math:</p> <ul style="list-style-type: none"> ▪ <u>Mathematics Connections</u> – Glencoe, 10 copies ▪ <u>Applied Business Mathematics</u> – South Western, 17 copies <p>Basic Math:</p> <ul style="list-style-type: none"> ▪ <u>Basic Math</u> – AGS, 10 copies <p>Pre-Algebra:</p> <ul style="list-style-type: none"> ▪ <u>Pre-Algebra</u> – AGS, 11 copies <p>Algebra 1:</p> <ul style="list-style-type: none"> ▪ <u>Algebra 1</u> – Saxon, 8 copies ▪ <u>Algebra 1</u> – Prentice Hall, 20 copies ▪ <u>Algebra</u> – AGS, 9 copies <p>Algebra 2:</p> <ul style="list-style-type: none"> ▪ <u>Algebra 2</u> – Saxon, 15 copies ▪ <u>Algebra 2</u> – Prentice Hall, 11 copies <p>Pre- Algebra – Algebra 2:</p> <ul style="list-style-type: none"> ▪ <u>A Complete Course</u> – Video Text, 5 copies <p>Geometry:</p> <ul style="list-style-type: none"> ▪ <u>Geometry</u> – McDougal/ Houghton Mifflin, 6 copies ▪ <u>Geometry</u> – Prentice Hall, 11 copies ▪ <u>Geometry Concepts and Applications</u> – Glencoe, 5 copies <p>Calculus:</p> <ul style="list-style-type: none"> ▪ <u>Calculus with Trigonometry</u> – Saxon, 5 copies <p>Advanced Math:</p> <ul style="list-style-type: none"> ▪ <u>Advanced Mathematics</u> – Saxon, 8 copies
Science	<p>Science – All books in new or good condition</p> <p>Biology:</p> <ul style="list-style-type: none"> ▪ <u>Biology</u> (1998) – Holt, Reinhart & Winston, 8 copies ▪ <u>Biology</u> (2004) – Holt, Reinhart & Winston, 15 copies ▪ <u>Biology</u> – AGS, 10 copies <p>General Science:</p> <ul style="list-style-type: none"> ▪ <u>General Science</u> – AGS, 10 copies
History-Social Science	<p>Social Studies – All books in new or good condition</p> <p>U.S. History:</p> <ul style="list-style-type: none"> ▪ <u>A History of the United States</u> – Prentice Hall, 5 copies ▪ <u>U.S. History</u> – AGS, 10 copies ▪ <u>The American Journey</u> – Glencoe, 4 copies

	<ul style="list-style-type: none"> ▪ <u>Americans: A History Text</u> – Houghton Mifflin, 23 copies <p>World Geography:</p> <ul style="list-style-type: none"> ▪ <u>World Geography</u> – Glencoe, 12 copies ▪ <u>World Geography</u> – AGS, 10 copies <p>World History:</p> <ul style="list-style-type: none"> ▪ <u>World History</u> – AGS, 11 copies ▪ <u>History of the World</u> – Houghton Mifflin, 12 copies ▪ <u>World History</u> - McDougal, 16 copies <p>U.S. Government:</p> <ul style="list-style-type: none"> ▪ <u>United States Government</u> – AGS, 10 copies ▪ <u>Government in America</u> – McDougal, 17 copies <p><u>The Federalist Papers</u> , 17 copies</p>
--	---

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	Yes
Mathematics	Yes
Science	Yes
History-Social Science	Yes
Foreign Language	Yes
Health	Yes
Science Laboratory Equipment (grades 9-12)	Yes

Instructional Minutes

Data reported compare 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

Minimum Days in School Year

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.

NA

X. Postsecondary Preparation (Secondary Schools)

Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

No data are available for this section

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

No data are available for this section

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

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (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.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
5	0	0.0

SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may 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.

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment		2	8	295	319	356	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test		0.0	37.5	22.0	33.5	29.5	36.7	35.3	35.9
Average Verbal Score				512	504	537	494	496	499
Average Math Score				526	509	536	518	519	521

College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

The school does not offer college admission test preparation courses.

Workforce Preparation Programs

Information about the school's career technical education programs and classes.

Glacier students are well prepared to enter the workforce. Our students graduate with a high school diploma having met the same requirements incumbent on all California high school graduates. For students to be successful in our Personalized Learning program they must be mature, goal oriented and able to be self directed. All of these attributes necessary for the workplace.

Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Grade 9-12 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
	0	0	0	0	0	0	0

XI. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries 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. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may 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/salaries0304.asp>. Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,645	\$37,320
Mid-Range Teacher Salary	\$51,829	\$56,211
Highest Teacher Salary	\$67,476	\$73,048
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	\$86,230	\$96,180
Superintendent Salary	\$62,664-YHS; \$61,655 Coarsegold District	\$121,653
Percent of Budget for Teacher Salaries	36.2	37.9
Percent of Budget for Administrative Salaries	5.4	6.0

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$9,621,474	\$7,584	\$7,007	\$6,919

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

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