

Executive Summary School Accountability Report Card, 2005-06

For Glacier High School Charter School

Address: 41267 Highway 41, Oakhurst CA 93644-

Phone Number: 559.642.1422

Principal: Michael Cox

Grade Span: 9-12

About This School

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 fifth 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 onsite 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:

The vision of Glacier is to create a rigorous, dynamic and accountable learning community that is built upon voluntary association, personalized student learning, high academic standards for all students, and parent leadership. Glacier will accomplish these four complementary goals by providing all students and parents with: personal, experienced teacher guidance and support; powerful and proven instruction; ongoing, multiple modality assessments; and a large and growing inventory of high quality, standards aligned instructional resources that offer both breadth and depth in curriculum and auxiliary materials. As a result, students will develop the skills necessary to become responsible lifelong learners who understand that dedication and desire are the keys for success.

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.

Student Enrollment

Teachers

Group	Enrollment	Indicators	Teachers
Number of Students	40	Teachers With Full Credential	1
African American	0.0 %	Teachers Without Full Credential	1
American Indian or Alaska Native	0.0 %	Teachers Teaching Outside Subject Area of Competence	
Asian	0.0 %	Misassignments of Teachers of English Learners	
Filipino	0.0 %	Total Teacher Misassignments	
Hispanic or Latino	0.0 %		
Pacific Islander	0.0 %		
White (Not Hispanic)	97.5 %		
Multiple or No Response	2.5 %		
Socioeconomically Disadvantaged	2.8 %		
English Learners	0.0 %		
Students with Disabilities	0.0 %		

School Facilities

Summary of Most Recent Site Inspection

According to the most recent site inspection, the school's grounds, buildings, and restrooms are in good repair.

Repairs Needed

None

Corrective Actions Taken or Planned

N/A

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 %

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$7,237
District	\$
State	\$4,743

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	61
Mathematics	23
Science	55
History-Social Science	26

Academic Progress

Indicator	Result
2006 API Growth Score (from 2006 API Growth Report)	806
Statewide Rank (from 2005 API Base Report)	7
2006-07 Program Improvement Status	

School Completion

Indicator	Result
Graduation Rate	100%

Postsecondary Preparation

Measures	Percent of Graduates
Completed a Career Technical Education Program	
Completed All Courses Required for University of California California State University Admission	0.0

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	Glacier High School Charter	District Name	Yosemite Joint Union High
Street	41267 Highway 41	Phone Number	559.683.4667
City, State, Zip	Oakhurst, CA 93644-	Web Site	
Phone Number	559.642.1422	Superintendent	Bill McCabe
Principal	Michael Cox	E-mail Address	
E-mail Address	mcox@sti.net	---	---

School Description and Mission Statement

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

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powerful and proven instruction; ongoing, multiple modality assessments; and a large and growing inventory of high quality, standards aligned instructional resources that offer both breadth and depth in curriculum and auxiliary materials. As a result, students will develop the skills necessary to become responsible lifelong learners who understand that dedication and desire are the keys for success.

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5. Define and value aesthetics.
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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

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

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.

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	9
Grade 3	0	Grade 10	11
Grade 4	0	Grade 11	6
Grade 5	0	Grade 12	14
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	40

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	0.0	White (not Hispanic)	97.5
American Indian or Alaska Native	0.0	Multiple or No Response	2.5
Asian	0.0	Socioeconomically Disadvantaged	2.8
Filipino	0.0	English Learners	0.0
Hispanic or Latino	0.0	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)

20:1

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.

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.

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.

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 negative peer influence.

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	0	0	0	13.8%	13.4%	
Expulsions	0	0	0	1%	0%	

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.

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 17 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 five years.

Maintenance and Repair:

Mountain Home Charter School 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.

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

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	1	1	1	66
Without Full Credential	1	1	1	1
Teaching Outside Subject Area of Competence				---

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	0	0	0
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	100.0	0.0
All Schools in District	83.0	17.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	28.0	72.0

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.

The nature of Glacier High School's program never requires substitute teachers.

Teacher Evaluation Process

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

With two teachers total, the principal is able to work closely with each one on a daily basis thus allowing for a high degree of continuity and continual performance improvement. Teachers are

formally evaluated semi-annually.

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	0	
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	0	---
Psychologist	0	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist (non-teaching)	0	---
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	<p>English – All books in new or good condition</p> <p>9th Grade: The Least You Should Know About English – Harcourt, 27 copies 92 copies of associated novels including: The Wizard of Earthsea, Animal Farm, Our Town and To Kill a Mocking Bird Basic English Grammar – AGS, 7 copies</p> <p>10th Grade: English 10 Syllabus – Oak</p>	0

	<p>Meadow, 22 copies A Separate Peace, 17 copies Huckleberry Finn, 20 copies Anthem, 25 copies Basic English Composition – AGS, 18 copies 11th Grade: American Literature Syllabus – Oak Meadow, 24 copies Red Badge of Courage, 28 copies To Be a Slave, 31 copies The Great Gatsby, 29 copies American Literature – AGS, 10 copies 12th Grade: World Literature Syllabus – Oak Meadow, 16 copies Metamorphosis, 16 copies Ramayana, 16 copies A Doll’s House, 16 copies Don Quixote, 16 copies World Literature – AGS, 11 copies</p>	
<p>Mathematics</p>	<p>Math – All books in new or good condition Consumer Math: Mathematics Connections – Glencoe, 10 copies Applied Business Mathematics – South Western, 17 copies Basic Math: Basic Math – AGS, 10 copies Pre-Algebra: Pre-Algebra – AGS, 11 copies Algebra 1: Algebra 1 – Saxon, 8 copies Algebra 1 – Prentice Hall, 20 copies Algebra – AGS, 9 copies Algebra 2: Algebra 2 – Saxon, 15 copies Algebra 2 – Prentice Hall, 11 copies Pre- Algebra – Algebra 2: A Complete Course – Video Text, 5 copies Geometry: Geometry – McDougal/ Houghton Mifflin, 6 copies Geometry – Prentice Hall, 11 copies</p>	<p>0</p>

	<p>Geometry Concepts and Applications – Glencoe, 5 copies</p> <p>Calculus: Calculus with Trigonometry – Saxon, 5 copies</p> <p>Advanced Math: Advanced Mathematics – Saxon, 8 copies</p>	
Science	<p>Science – All books in new or good condition</p> <p>Biology: Biology (1998) – Holt, Reinhart & Winston, 8 copies Biology (2004) – Holt, Reinhart & Winston, 15 copies Biology – AGS, 10 copies</p> <p>General Science: General Science – AGS, 10 copies</p>	0
History-Social Science	<p>Social Studies – All books in new or good condition</p> <p>U.S. History: A History of the United States – Prentice Hall, 5 copies U.S. History – AGS, 10 copies The American Journey – Glencoe, 4 copies Americans: A History Text – Houghton Mifflin, 23 copies</p> <p>World Geography: World Geography – Glencoe, 12 copies World Geography – AGS, 10 copies</p> <p>World History: World History – AGS, 11 copies History of the World – Houghton Mifflin, 12 copies World History - McDougal, 16 copies</p> <p>U.S. Government: United States Government – AGS, 10 copies Government in America – McDougal, 17 copies The Federalist Papers , 17 copies</p>	0
Foreign Language	Amply sufficient for all students	0

Health	Amply sufficient for all students	0
Science Laboratory Equipment (grades 9-12)	Amply sufficient for all students	0

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 Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,237	\$500	\$6,737	
District	---	---		\$54,896
Percent Difference - School Site and District	---	---		
State	---	---	\$4,743	\$59,734
Percent Difference - School Site and State	---	---		

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.

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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	\$37,645	\$37,616
Mid-Range Teacher Salary	\$52,208	\$57,650
Highest Teacher Salary	\$67,476	\$75,486
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		

Average Principal Salary (High)	\$104,905	\$98,570
Superintendent Salary	\$128,204	\$127,039
Percent of Budget for Teacher Salaries	34.7	37.0
Percent of Budget for Administrative Salaries	5.7	6.0

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	55	62	61	50	54	55	36	40	42
Mathematics	10	28	23	31	34	36	34	38	40
Science	33	33	55	37	24	49	25	27	35
History-Social Science	38	40	26	35	34	39	29	32	33

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				
Filipino				
Hispanic or Latino	*	*		*
Pacific Islander	*	*		*
White (Not Hispanic)	61	28	*	21
Male	54	36	*	*
Female	65	15	*	18
Economically Disadvantaged	*			*
English Learners				
Students with Disabilities				
Students Receiving Migrant				

2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

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 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

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	6	7
Similar Schools	N/A	N/A	N/A

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	-100	58	75	806
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
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.

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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	No	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	No	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		2005-2006
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	0.0	5.7	0.4	0.1	0.6	3.2	3.3	3.1
Graduation Rate	N/A	100.0	77.8	97.3	99.6	97.9	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	78%		---
African American			---
American Indian or Alaska Native			---
Asian			---

Filipino			---
Hispanic or Latino			---
Pacific Islander			---
White (not Hispanic)			---
Socioeconomically Disadvantaged			---
English Learners			---
Students with Disabilities			---

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

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Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of Pupils	
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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	0.0
Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

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/>.

No data are available for this section

College Admission Test Preparation Course Program

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

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		37.5	28.6
Average Verbal Score			520
Average Math Score			465
Average Writing Score	---	---	553

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.

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

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

In the last five 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. We are currently involved with ongoing WASC Self-Study training and College Board training. Our staff participate in subject specific conferences and training including NCTM training as well as conferences in the areas of distance learning, biology and English.

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		64,800
10		64,800
11		64,800
12		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		180 days
10		180 days
11		180 days
12		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.

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