

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

2006-07 Executive Summary School Accountability Report Card

Glacier High School Charter School

Address: 41267 Highway 41 , Oakhurst CA 93644

Phone: (559) 642-1422

Principal: Michael Cox

Grade Span: 9 - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Glacier High School Charter (GHSC), part of the Yosemite Unified 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 sixth year, we continue to develop an educational program that can be tailored to 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 Unified 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 UNIFIED 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

Group	Enrollment
Number of students	67
African American	2.99 %
American Indian or Alaska Native	%
Asian	4.48 %
Filipino	%
Hispanic or Latino	10.45 %
Pacific Islander	%
White (not Hispanic)	71.64 %
Multiple or No Response	10.45 %
Socioeconomically Disadvantaged	%
English Learners	%
Students with Disabilities	%

Teachers

Indicator	Teachers
Teachers with full credential	4
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	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 needed

Corrective Actions Taken or Planned

N/A

Curriculum and Instructional

School Finances

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	0%

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$3,781
District	\$6,632
State	\$4,943

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	53 %
Mathematics	12%
Science	35%
History-Social Science	7%

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	743
Statewide Rank (from 2007 API Base Report)	10
2007-08 Program Improvement Status (PI Year)	Not PI

School Completion

Indicator	Result
Graduation Rate 2007	

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0
Graduates Who Completed All Courses Required for University of California or California State University Admission	

2006-07 School Accountability Report Card Reported (SARC)

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 schools contact information.

School		District	
School Name	Glacier High School Charter	District Name	Yosemite Unified
Street	41267 Highway 41	Phone Number	(559) 683-8801
City, State, Zip	Oakhurst , CA 93644	Web Site	www.yosemiteusd.com
Phone Number	(559) 642-1422	Superintendent	Willard McCabe
Principal	Michael Cox	E-mail Address	bmccabe@yosemiteuhdsd.com
E-mail Address	mcox@sierratel.com	CDS Code	20-76414-2030237

School Description and Mission Statement

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

Glacier High School Charter (GHSC), part of the Yosemite Unified 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 sixth year, we continue to develop an educational program that can be tailored to 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.

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1. Understand and value one's self, others, and our common heritage.
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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

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 9	24
Grade 10	22
Grade 11	13
Grade 12	8
Ungraded Secondary	0
Total Enrollment	67

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	2.99 %	White (not Hispanic)	71.64 %
American Indian or Alaska Native	%	Multiple or No Response	10.45 %
Asian	4.48 %	Socioeconomically Disadvantaged	%
Filipino	%	English Learners	%
Hispanic or Latino	10.45 %	Students with Disabilities	%
Pacific Islander	%		

II. School Climate

School Safety Plan

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

Glacier High School works with the Yosemite Unified School District office to develop the district comprehensive school safety plan. The district has a safe school plan and a crisis response plan completed, of which GHS is a part.

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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0	0	0	13.5	14.4	17.3
Expulsions	0	0	0	0.0	0.1	0.0

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 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	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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		
Roofs	XX		
Overall Cleanliness	XX		

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Everything is in good repair	Exemplary			

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
	2004-05	2005-06	2006-07	2006-07
With Full Credential	1	1	4	123
Without Full Credential	1	1	0	1
Teaching Outside Subject Area of Competence	0	0	0	3

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	2005-06	2006-07	2007-08
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 No Child Left Behind 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 the CDE Web site 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	98.7	1.3
High-Poverty Schools in District		
Low-Poverty Schools in District	99.6	0.4

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	N/A	N/A
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (paraprofessional)	N/A	N/A
Psychologist	N/A	N/A
Social Worker	N/A	N/A
Nurse	N/A	N/A
Speech/Language/Hearing Specialist	N/A	N/A
Resource Specialist (non-teaching)	N/A	N/A
Other	N/A	N/A

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:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Least You Should Know About English – Harcourt, 27 copies <input type="checkbox"/> 92 copies of associated novels including: The Wizard of Earthsea, Animal Farm, Our Town and To Kill a Mocking Bird <input type="checkbox"/> Basic English Grammar – AGS, 7 copies <p>10th Grade:</p> <ul style="list-style-type: none"> <input type="checkbox"/> English 10 Syllabus – Oak Meadow, 	0

	<p>22 copies</p> <ul style="list-style-type: none"> <input type="checkbox"/> A Separate Peace, 17 copies <input type="checkbox"/> Huckleberry Finn, 20 copies <input type="checkbox"/> Anthem, 25 copies <input type="checkbox"/> Basic English Composition – AGS, 18 copies <p>11th Grade:</p> <ul style="list-style-type: none"> <input type="checkbox"/> American Literature Syllabus – Oak Meadow, 24 copies <input type="checkbox"/> Red Badge of Courage, 28 copies <input type="checkbox"/> To Be a Slave, 31 copies <input type="checkbox"/> The Great Gatsby, 29 copies <input type="checkbox"/> American Literature – AGS, 10 copies <p>12th Grade:</p> <ul style="list-style-type: none"> <input type="checkbox"/> World Literature Syllabus – Oak Meadow, 16 copies <input type="checkbox"/> Metamorphosis, 16 copies <input type="checkbox"/> Ramayana, 16 copies <input type="checkbox"/> A Doll’s House, 16 copies <input type="checkbox"/> Don Quixote, 16 copies <input type="checkbox"/> World Literature – AGS, 11 copies 	
<p style="text-align: center;">Mathematics</p>	<p>Math – All books in new or good condition</p> <p>Consumer Math:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mathematics Connections – Glencoe, 10 copies <input type="checkbox"/> Applied Business Mathematics – South Western, 17 copies <p>Basic Math:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Basic Math – AGS, 10 copies <p>Pre-Algebra:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-Algebra – AGS, 11 copies <p>Algebra 1:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Algebra 1 – Saxon, 8 copies <input type="checkbox"/> Algebra 1 – Prentice Hall, 20 copies <input type="checkbox"/> Algebra – AGS, 9 copies <p>Algebra 2:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Algebra 2 – Saxon, 15 copies <input type="checkbox"/> Algebra 2 – Prentice Hall, 11 copies <p>Pre- Algebra – Algebra 2:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A Complete Course – Video Text, 5 copies <p>Geometry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Geometry – McDougal/ Houghton Mifflin, 6 copies <input type="checkbox"/> Geometry – Prentice Hall, 11 copies <input type="checkbox"/> Geometry Concepts and Applications – Glencoe, 5 copies 	<p style="text-align: center;">0</p>

	<p>Calculus: <input type="checkbox"/> Calculus with Trigonometry – Saxon, 5 copies</p> <p>Advanced Math: <input type="checkbox"/> Advanced Mathematics – Saxon, 8 copies</p>	
Science	<p>Science – All books in new or good condition</p> <p>Biology: <input type="checkbox"/> Biology (1998) – Holt, Reinhart & Winston, 8 copies <input type="checkbox"/> Biology (2004) – Holt, Reinhart & Winston, 15 copies <input type="checkbox"/> Biology – AGS, 10 copies</p> <p>General Science: <input type="checkbox"/> 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: <input type="checkbox"/> A History of the United States – Prentice Hall, 5 copies <input type="checkbox"/> U.S. History – AGS, 10 copies <input type="checkbox"/> The American Journey – Glencoe, 4 copies <input type="checkbox"/> Americans: A History Text – Houghton Mifflin, 23 copies</p> <p>World Geography: <input type="checkbox"/> World Geography – Glencoe, 12 copies <input type="checkbox"/> World Geography – AGS, 10 copies</p> <p>World History: <input type="checkbox"/> World History – AGS, 11 copies <input type="checkbox"/> History of the World – Houghton Mifflin, 12 copies <input type="checkbox"/> World History - McDougal, 16 copies</p> <p>U.S. Government: <input type="checkbox"/> United States Government – AGS, 10 copies <input type="checkbox"/> Government in America – McDougal, 17 copies <input type="checkbox"/> 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 2005-06)

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 school expenditures and teacher 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	\$3847	\$66.22	\$3780.77	\$54,113
District	N/A	N/A	\$6632.42	\$56,227
Percent Difference – School Site and District	N/A	N/A	-44%	-4%
State	N/A	N/A	\$4943	NA
Percent Difference – School Site and State	N/A	N/A	-24%	NA

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.

Minimal services provided because this is a home school. The school provides a two-year guidance course that is geared to college readiness. It also provides services for students to earn a certificate of completion instead of a diploma.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

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 may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$ 38,021	\$38,525
Mid-Range Teacher Salary	\$58,954	\$61,143
Highest Teacher Salary	68,151	\$78,754
Average Principal Salary (Elementary)	NA	NA
Average Principal Salary (Middle)	NA	NA
Average Principal Salary (High)	\$94,170	\$102,007
Superintendent Salary	\$127,052 Total 55% High School \$69,879 45% Elementary School \$57,173	\$134,261
Percent of Budget for Teacher Salaries	32.4%	36.7%
Percent of Budget for Administrative Salaries	5.6%	6.1%

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) 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, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	62	61	53	54	55	51	40	42	43
Mathematics	28	23	12	34	36	47	38	40	40
Science	33	55	35	24	49	42	27	35	38
History-Social Science	40	26	7	34	39	34	32	33	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	55			
Pacific Islander				
White (not Hispanic)	51	12	39	3
Male	41	21		0
Female	64	4	36	11
Economically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	100	61.1	49	80	64.7	51.1		62.4	48.6
Mathematics	33.3	58.6	45.2	70	55.5	46.8		58.0	49.9

CAHSEE Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	33.3	42.9	23.8	35	60	5
Male	44.4	22.2	33.3	22.2	66.7	11.1
Female	25	58.3	16.7	45.5	54.5	0
African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	33.3	66.7	0	50	50	0
Pacific Islander						
White (not Hispanic)	31.2	43.7	25	37.5	56.2	6.2
English Learners						
Socioeconomically Disadvantaged	100	0	0	100	0	0
Students Receiving Migrant Education Services						
Students with Disabilities						

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 this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
9	Fewer than 10 students tested

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. These ranks are published when the Base API is released each March. 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	2004	2005	2006
Statewide	6	7	10
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
	2004-05	2005-06	2006-07	2007
All Students at the School	58	75	-82	743
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners	N/A			
Students with Disabilities	N/A			

Adequate Yearly Progress

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

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

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

AYP Overall and by Criteria

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

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes

Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program

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

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

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 which data is available. 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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	0	5.7	0	0.6	0.4	0.0	3.2	3.1	3.5
Graduation Rate	100.0	77.8	96.0	99.6	97.9	96.0	85.3	85.0	83.0

Completion of High School Graduation Requirements

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 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent 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. 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 2007		
	School	District	State
All Students	LEA Provided	95.4%	N/A
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A

White (not Hispanic)	N/A	96.2%	N/A
Socioeconomically Disadvantaged	N/A	100%	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

Career Technical Education Participation

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

Measure	CTE Program Participation
Number of pupils	0
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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 in 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
Graduates Who Completed All Courses Required for UC/CSU Admission	0
