

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

Glacier High School Charter School

Address: 41267 Highway 41 , Oakhurst CA 93644
Principal: Michael Cox

Phone: 559-642-1422
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 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 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, the school's 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 its seventh year, the school continues to develop an educational program that can be tailored to each student. 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 the 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	Percent
African American	5.75 %
American Indian or Alaska Native	5.75 %
Asian	%
Filipino	%
Hispanic or Latino	16.09 %
Pacific Islander	%
White (not Hispanic)	66.67 %
Multiple or No Response	5.75 %
Socioeconomically Disadvantaged	%
English Learners	%
Students with Disabilities	%
Total Number of Students	87

Teachers

Indicator	Teachers
Teachers with full credential	6
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	64 %
Mathematics	27 %
Science	52 %
History-Social Science	34 %

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	814 *
Statewide Rank (from 2008 Base API Report)	8 *
2009-10 Program Improvement Status (PI Year)	Not in PI

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

NA

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%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6481
District	\$5965
State	\$5512

School Completion

Indicator	Result
Graduation Rate	100.0%

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	50%

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

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 on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2009-10)

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	Steve Raupp
Principal	Michael Cox	E-mail Address	sraupp@yosemiteusd.com
E-mail Address	mcox@sierratel.com	CDS Code	20- 76414- 2030237

School Description and Mission Statement (School Year 2008-09)

School Description and Mission Statement (School Year 2008-09)

Glacier High School Charter (GHSC), part of the Yosemite Unified School District, is a Personalized Learning high school that is for students and families who desire a Personalized Learning, home-based high school education. As a home-based high school program, GHSC provides the resources necessary to accomplish their high school education in a customized fashion. GHSC's first year of operation was the 2008-09 school year. Classes are tailored to each student. Graduation requirements will prepare students for community college, state college or university. Student classes are taught by credentialed high school teachers. Also, students enjoy a variety of creative and powerful ways to complete their education. 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, and to accomplish these four complementary goals by providing all students and parents with: personal, experienced teacher guidance and a growing inventory of high quality, standards aligned instructional resources that offer both breadth and depth in curriculum and auxiliary materials. All 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.

Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

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 (School Year 2008-09)

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

Grade Level	Number of Students
Grade 9	31
Grade 10	20
Grade 11	21
Grade 12	15
Ungraded Secondary	0
Total Enrollment	87

Student Enrollment by Group (School Year 2008-09)

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
African American	5.75 %
American Indian or Alaska Native	5.75 %
Asian	%
Filipino	%

Hispanic or Latino	16.09 %
Pacific Islander	%
White (not Hispanic)	66.67 %
Multiple or No Response	5.75 %
Socioeconomically Disadvantaged	%
English Learners	%
Students with Disabilities	%

III. School Climate

School Safety Plan (School Year 2008-09)

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	0	0	0	17.3	15.6	9.5
Expulsions	0	0	0	0.0	0.0	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

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.

Glacier High School shares with Mountain Home Charter a beautiful 9,000 square foot school facility. Designed with open-beam timber, the outer building resembles a large, majestic barn and fits well with our rural, mountain surroundings. We are served by a part-time maintenance/ custodian and the building and grounds are kept in excellent condition. Mountain Home Charter maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. The facility is comfortable and efficiently usable. Classroom spaces, the science lab, library, open computers, office spaces, study tables and the many browsing and storage areas of instructional materials all speak to the purpose of this facility; student learning. The openness of our building facilitates openness in communication and relationships.

School Facility Good Repair Status (School Year 2009-10)

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	XX				
Interior: Interior Surfaces		XX			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		XX			
Electrical: Electrical		XX			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		XX			
Safety: Fire Safety, Hazardous Materials		XX			
Structural: Structural Damage, Roofs		XX			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		XX			
Overall Rating	Good				N/A

V. 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 on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	4	5	5	122
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	2

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	2007-08	2008-09	2009-10
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 (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

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	93.4	6.6
High-Poverty Schools in District	66.7	33.3
Low-Poverty Schools in District	93.8	6.3

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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	Textbooks sufficient and state adopted	0
Mathematics	Textbooks sufficient and state adopted	0
Science	Textbooks sufficient and state adopted	0
History-Social Science	Textbooks sufficient and state adopted	0
Foreign Language	Textbooks sufficient and state adopted	0
Health	Textbooks sufficient and state adopted	0
Visual and Performing Arts	Textbooks sufficient and state adopted	0
Science Laboratory Equipment (grades 9-12)	Textbooks sufficient and state adopted	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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 can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6529	\$48	\$6481	\$54,396
District	N/A	N/A	\$5965	\$61,354
Percent Difference – School Site and District	N/A	N/A	+8.7%	-11%
State	N/A	N/A	\$5,512	\$60,994
Percent Difference – School Site and State	N/A	N/A	+18%	-11%

Types of Services Funded (Fiscal Year 2008-09)

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

N/A

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,084	\$38,941
Mid-Range Teacher Salary	\$57,817	\$59,686
Highest Teacher Salary	\$78,454	\$77,828
Average Principal Salary (Elementary)	\$95,260	\$94,258
Average Principal Salary (Middle)		\$98,271
Average Principal Salary (High)	\$109,378	\$104,869
Superintendent Salary	\$134,000	\$142,247
Percent of Budget for Teacher Salaries	39.10 %	38.20 %
Percent of Budget for Administrative Salaries	7.80 %	5.90 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through

eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	53	63	64	51	52	56	43	46	50
Mathematics	12	40	27	47	50	51	40	43	46
Science	35	38	52	42	53	58	38	46	50
History-Social Science	7	43	34	34	37	39	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

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)	77	29	58	39
Male	67	17	55	50
Female	61	38	50	20
Economically Disadvantaged	*	*		
English Learners				
Students with Disabilities				

Students Receiving Migrant Education Services									
---	--	--	--	--	--	--	--	--	--

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

English-Language Arts	66.7	73.3	80.0	62.4	61.5	59.0	48.6	52.9	NA
Mathematics	65.0	64.7	85.0	58.0	60.0	58.1	49.9	51.3	NA

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results by Performance Level for Student Groups – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	26.7	53.3	20.0	35.3	52.9	11.8
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*

English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting 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 on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	*	*	*

X. 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 on the CDE [Academic Performance Index \(API\)](#) Web page.

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2006	2007	2008
Statewide	10 *	7 *	8 *
Similar Schools	N/A	N/A	N/A

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education

schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth 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			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-82	33	38	814 *
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

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 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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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	No
API	Yes	Yes
Graduation Rate	Yes	Yes

"Yes"

Met 2009 AYP Criteria

"No"

Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

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 (ELA 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 on the CDE [Adequate Yearly Progress \(AYP\)](#) Web page.

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	

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [General Admissions Information](#) Web page (Outside Source).

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [Undergraduate Admission & Requirements](#) Web page (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are 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 on the CDE [DataQuest](#) Web page.

Indicator	School	District	State
-----------	--------	----------	-------

	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)		1.5		NA	3.2	2.1	3.5	4.4	3.9
Graduation Rate		100.0	100.0	96.0	91.1	88.5	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	100%	89.3	N/A
African American	N/A	100	N/A
American Indian or Alaska Native	N/A	100	N/A
Asian	N/A	100	N/A
Filipino	N/A	100	N/A
Hispanic or Latino	100%	100	N/A
Pacific Islander	N/A	NA	N/A
White (not Hispanic)	100%	88.1	N/A
Socioeconomically Disadvantaged	N/A	93.5	N/A
English Learners	N/A	NA	N/A
Students with Disabilities	N/A	85.7	N/A

Career Technical Education Programs (School Year 2008-09)

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.

Because of the nature of the home school, no career-technical education courses are offered. Parents work with their students to insure that they are prepared to enter the workforce.

Career Technical Education Participation (School Year 2008-09)

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

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	0
Percent of the school's pupils completing a CTE program and earning a high school diploma	0
Percent of school's 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 (School Year 2007-08)

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 on the CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	88
Graduates Who Completed All Courses Required for UC/CSU Admission	0

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

All staff plans and participates in school site based staff development. Professional development is designed with a focused approach to help all students achieve proficiency in subject content.

Our staff is dedicated to their craft as evidenced by their on-going participation in professional growth classes and their desire to improve their knowledge and teaching skills in various subject areas. Based on assessment data and/or the content standards, GHS staff chooses professional growth classes that are standards driven, meet NCLB requirements and operate under the 6 standards of CSTP. Our teachers take courses from the CSU Fresno and other accredited universities throughout the state who often hold classes on-line or in cities near Oakhurst.

Professional development activities are encouraged and supported for all staff, certificated and classified. In order to network with other charter schools, to share best practices and keep abreast of charter legislation, our administrator and oftentimes teachers, attend numerous meetings, workshops, and conferences throughout the year. Traveling to Sacramento we often present issues that affect GHS and interact with legislators where charter school laws are at issue. We are affiliated with the Association of Personalized Learning Schools (APLUS) (A professional membership of high quality charter schools that offer “personalized learning” programs) which offers conferences and workshops with a variety of topics including, administrative practices, charter school legislation, special education issues and curriculum and instruction. Professional development activities extend to our support staff.

Teachers have shared their expertise and knowledge on a variety of subject areas that positively impact student achievement including ELA, math, science, history, physical education, and art. GHS teachers participate in school, district, county, regional, or University workshops and classes because they desire opportunities to expand their knowledge and skills not only in areas they regularly teach but especially in areas they feel least confident.

XIII. National Assessment of Educational Progress LA

National Assessment of Educational Progress