

Glen View High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school 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 may 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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Glen View High School
Street	939 E. 10th St.
City, State, Zip	Beaumont, CA 92223
Phone Number	(951)769-8424
Principal	Bobbi Burnett
E-mail Address	bburnett@beaumontusd.k12.ca.us
Web Site	https://gvhs.beaumontusd.us/
CDS Code	33-66993-3330842

District Contact Information	
District Name	Beaumont Unified School District
Phone Number	(951) 845-1631
Superintendent	Mr. Terrence Davis
E-mail Address	tdavis@beaumontusd.k12.ca.us
Web Site	https://www.beaumontusd.us/

School Description and Mission Statement (School Year 2018-19)

Vision

Glen View High School is a safe learning environment which aims at instilling academic confidence and providing multiple pathways toward a productive and hopeful future.

Mission Statement

Students and staff will create and maintain a safe environment that encourages positive relationships amongst all stakeholders, which will foster student success.

Students and staff will create and maintain an equitable learning environment that meets the individual needs of the diverse student population.

Students and staff will be driven by reflective practices that will promote critical thinking and positive decision-making to enhance individual student success at GVHS and beyond.

Students and staff will utilize research-based and data-driven practices that promotes critical thinking, student achievement, and success at GVHS and beyond.

School Profile

Glen View High is proud to be the only continuation high school in Beaumont Unified. Our curriculum is focused on meeting the established Expected Student Learner Outcomes (SLO) and California Content Standards. Glen View has a continued focus on helping students reach their short term and long term academic goals, graduation, enrollment in post-secondary educational pathways and career options. The program provides a variety of options for students including direct instruction classes and computer based courses for original credit and credit recovery. We also offer a Career Technical Education (CTE) program, Advancement Via Individual Determination (AVID), and a sports program. In addition, we offer an advisory period targeted at college and career preparedness with a course reserved specifically for content targeted intervention.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 11	24
Grade 12	61
Total Enrollment	85

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	5.9
American Indian or Alaska Native	2.4
Asian	2.4
Filipino	0.0
Hispanic or Latino	58.8
Native Hawaiian or Pacific Islander	0.0
White	27.1
Socioeconomically Disadvantaged	70.6
English Learners	16.5
Students with Disabilities	11.8
Foster Youth	2.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	7	7	6	437
Without Full Credential	0	0	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 09/25/2018

Beaumont Unified held a public hearing on September 25, 2018, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom. Textbooks and other standards-aligned instructional materials are adopted according to a cycle developed by the California Department of Education, making the textbooks and standards-aligned instructional materials used in the school the most current available.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English Language Arts Units Pearson MyPerspectives Adoption Year 2018	Yes	0.0%
Mathematics	CPM Mathematics Adoption Year 2018	Yes	0.0%
Science	Glencoe Holt Adoption Year 2007	Yes	0.0%
History-Social Science	Pearson History Adoption Year 2018	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	Laboratory science equipment is available for science laboratory classes offered in grades 9-12, inclusive.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The current Glen View High School facility was first occupied in January of 1999. The campus consists of five buildings which house six classrooms, a storage facility, a food service area, eight restrooms, and an administration office. In addition, the site has a shaded eating area, a playing field, a small track, a basketball court and a volleyball court. On site parking is available for both staff and students. The site has undergone several renovations and housed various alternative programs in addition to Glen View High School. The site is currently shared with the 21st Century Learning Institute online school. The district takes efforts to ensure that all schools are clean, safe, and functional. District maintenance staff ensure that repairs are frequently performed to keep the school in working order. A work order process is used to ensure efficient and timely service with emergency repairs given the highest priority. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, and at the district office. The principal works daily with the custodial staff to develop cleaning schedules in order to maintain a clean and safe school. Facility inspections for William's compliance have been conducted at the site. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 10/19/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 10/19/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/19/2018	
Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	0.0	6.0	47.0	48.0	48.0	50.0
Mathematics (grades 3-8 and 11)	0.0	2.0	33.0	34.0	37.0	38.0

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	63	62	98.41	6.45
Male	40	40	100.00	7.50
Female	23	22	95.65	4.55
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	38	38	100.00	5.26
White	20	19	95.00	10.53
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	46	100.00	2.17
English Learners	12	12	100.00	0.00
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	62	60	96.77	1.67
Male	39	38	97.44	2.63
Female	23	22	95.65	0
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	37	36	97.3	0
White	20	19	95	5.26
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	45	44	97.78	2.27
English Learners	12	12	100	0
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

An integral part of our school's goals are to insure that students are able to exit our high school program as conceptual/critical thinkers, effective communicators, collaborators and creative individuals who have the ability to apply knowledge and skills learned in the classroom to become lifelong learners. Instructors at Glen View High have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Teachers at Glen View also promote student mastery of skill through the demonstration of student learning at the end of their two week performance sessions where students transfer their understanding of information and apply their learning.

The counselor also discusses with students their post-secondary college/career pathways and from this pathway exploration, the student has various programs choices, including: Work Experience, Career Technical Education, leadership opportunities (Student Advisory Committee), and other elective choices that students may be interested in. Students at GVHS can co-enroll in CTE courses at Beaumont High School in the areas of Culinary Arts, Engineering, Theater Tech., Robotics, Law Enforcement, JROTC and Medical Sciences. Glen View also offers a CTE pathway through the Edgenuity curriculum in Digital Photography, Nursing Assistant, Pharmacy Technician, and Restaurant Management. The measurable outcome of these courses is for students to become proficient enough in the content areas to pass a career certificated exam in their concentration/capstone course. The district has a Career Technical Education Advisory Committee (CTEAC) where stakeholders consisting of district personnel, students, teachers, parents, principals and community members come together quarterly to discuss and to make decisions about Beaumont Unified's CTE programs. The primary representative for the CTE advisory committee is Dr. Ebon Brown.

(LCAP #2)

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	22
% of pupils completing a CTE program and earning a high school diploma	9%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	3.9

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Glen View High is committed to building and sustaining home to school connections and offers several opportunities through out the year for parent involvement. In the 2018-19 school year, our school will be completing our initial WASC self-study and our parents play a valuable role in this schoolwide analysis of our program. Parents will be invited to complete online surveys while also encouraged to attend WASC Focus Group meetings to provide insight into our current program. Our parents are also invited to be a member of our School Site Council as this council meets quarterly and is the governing body of our school site. The school works to maintain a strong base of parent volunteers who help in creating our Single Plan for Student Achievement. GVHS promotes parent involvement in the stages of planning for their students post-secondary college and career options by holding a Free Application For Student Aid (FAFSA) parent night along with a college FAFSA event lead by our counselor that parents are encouraged to attend. In addition, our parents are invited to our Back to School Event and new students are invited to attend our New Student Intake Orientations quarterly. Parents are also invited on site to Senior meetings where the counselor goes over a detailed individualized academic plan for all students focusing on their graduation date goal and their after graduation plans. Parents are also invited to Educational Monitoring Team (EMT) meetings when warranted if students are in need of academic, attendance, or behavior supports. Parents are encouraged to provide their feedback with regards to our school program on our yearly stakeholder feedback survey posted on our website starting in January, all opportunities which are targeted for LCAP stakeholder engagement.
(LCAP goal #3)

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Glen View High at (951) 769-8424.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	31.9	24.2	16.9	6.9	5.9	3.6	10.7	9.7	9.1
Graduation Rate	43.5	66.1	62.3	87.4	90.5	90.8	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	65.4	93.3	88.7
Black or African American	80.0	100.0	82.2
American Indian or Alaska Native	0.0	87.5	82.8
Asian	0.0	96.3	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	60.0	89.5	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	82.4	97.0	92.1
Two or More Races	0.0	94.1	91.2
Socioeconomically Disadvantaged	66.1	94.9	88.6
English Learners	58.3	53.5	56.7
Students with Disabilities	44.4	56.1	67.1
Foster Youth	50.0	75.0	74.1

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	13.0	14.3	4.8	4.0	4.1	2.6	3.7	3.7	3.5
Expulsions	0.0	0.6	1.2	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Student and staff safety is a primary concern at Glen View High School. Glen View is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in October 2018 by the School Safety Committee. All revisions were communicated to both classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a (monthly/regular) basis throughout the school year. Lock-down drills are held once a year as needed in addition to fire/disaster drills held monthly throughout the school year. Students are supervised before and after school, at lunch, and during passing periods by certificated staff, classified staff, and administration. Our campus is closed and there is a designated area for student drop off and pick up. Visitors must sign in and out of the administration office through our Raptor system and must wear a visitor's ID badge while on campus.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			Avg. Class Size	2016-17			Avg. Class Size	2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
English	13.0	13	1		22.0	1	1		16.0	5	1			
Mathematics	13.0	7	2		16.0	4			13.0	4				
Science	14.0	2	2		13.0	2			11.0	2				
Social Science	16.0	10	1		19.0	2	1		12.0	7				

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.5	120
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	0.1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.4	N/A
Social Worker	0	N/A
Nurse	.4	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	.5	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$13,087	\$911	\$12,176	\$73,632
District	N/A	N/A	\$7,443	\$77,260
Percent Difference: School Site and District	N/A	N/A	48.2	-4.8
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	N/A	N/A	52.3	-3.8

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

In addition to general state funding, Glen View High receives state and federal funding for the following categorical funds and other support programs: Title I and LCAP funds. Services provided include:

All students are provided State Board of Education (SBE) adopted instructional materials in English Language Arts, Math, Science, and Social Studies. Supports have been put into place for struggling students with the implementation of a targeted intervention curriculum (My Path) that identifies student deficits and provides instructional support to increase student mastery of learning deficits. Students also utilize Edgenuity curriculum which is aligned to the California Content Standards and helps students with a means to recover credits without having to be placed in seat based classes. Students also have full access to A-G approved Edgenuity courses in addition to 4 Edgenuity CTE courses in Digital Photography, Pharmacy Technician, Restaurant Management, and Nursing Assistant. Embedded in our Wednesday schedule is our student advisory class where students participate and reflect on college and career tasks/presentations that perpetuate students taking actionable steps to reach their college and career goals. The school also includes 35 minutes of targeted intervention during open lab periods for students to get additional support in any of their designated classes. Additional classes (Our CTE courses, Sports, Work Experience, Online Elective Courses, and Drama) are offered in the afternoon where students can engage in elective courses on an "as-needed" basis. Students are also diagnostically assessed at the beginning of the year and quarterly to identify where students are academically and to identify any deficits that might be present in their learning. My Path is the supplemental tool used on site both during core academic instruction - 10 minutes a day in Math and ELA courses, in conjunction with intervention courses in Math and ELA for Tier 3 students where they can earn elective credits for the supplemental Math and ELA remediation course. Additional district adopted supplemental supports include No Red Ink and Newsela to target these deficits by providing online adaptive curriculum support for students to bring their skills to grade level. It is our goal to have students performing at grade level proficiency and ultimately testing into Freshman level college ELA and math classes. This curriculum has been funded by district categorical funds to meet the needs of under-performing students.

In addition to our rigorous academic program, we also have an athletic program that includes both co-ed softball and basketball. The cost of our sport's program is funded through the District's Local Control and Accountability Plan.

Certificated staff and classified staff are receiving professional development provided by the district in various instructional strategies and data analysis as needed. Ongoing staff development opportunities are supported by the district and the principal including Alternative Education Network meetings and site visitations, counselor networking, BELIEF, Pearson and CPM curriculum training, AVID conferences, Equity conferences, Illuminate and Que training, Conferences specific to Alternative Education and Chronic Absenteeism, staff weekly collaboration meetings, staff meetings, instructional rounds, and district curriculum and instructional training.

(LCAP #2)

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,995	\$47,547
Mid-Range Teacher Salary	\$75,776	\$74,775
Highest Teacher Salary	\$103,395	\$93,651
Average Principal Salary (Elementary)	\$124,239	\$116,377
Average Principal Salary (Middle)	\$136,169	\$122,978
Average Principal Salary (High)	\$151,564	\$135,565
Superintendent Salary	\$225,836	\$222,853
Percent of Budget for Teacher Salaries	35.0	35.0
Percent of Budget for Administrative Salaries	7.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)**Professional Growth**

As part of the growth process, opportunities for training and staff development are provided at the district and individual school sites for the counselor, administrators, teachers, and classified staff. The district offers weekly early release days for students where staff members operate as a professional learning community to collaborate as a school-wide team and also in targeted teams with regards to content area and grade level to discuss data, AVID research based instructional strategies and methodologies, student work samples and best practices. Teachers participate in school-wide learning walks for reading comprehension and writing strategies, which is a targeted student learning outcome as outlined in our WASC critical areas for follow-up. These learning walks also encompass district initiatives targeted at school culture and climate, instruction, AVID, English Learner instructional practices (BELIEF), and curriculum (Pearson, CPM, My Path, Edgenuity). Teachers are encouraged to attend conferences for professional learning and such activities are funded by the site. Most of our staff has attended AVID and Equity training. Our site is a school-wide AVID site and working towards coming as close to AVID certification as an alternative site can. On average, our teachers have 5 days of staff development including but not limited to district training, staff training, and conferences. Teachers are supported by formal and informal classroom observations, teacher collaboration is provided weekly for student data discussions to occur where data is monitored and discussed with regards to student mastery of California Content Standards in reading standards, writing standards and mathematical principles. Our instructional coach is also utilized for support with regards to curriculum and instruction in close reading, writing and reading comprehension strategies with support provided as needed.

Counseling & Support Staff

It is the goal of Glen View High to assist students in their social and emotional development as well as academics. We provide special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. This support is provided through a variety of different personnel including social workers, probation officers, school psychologists, Tier 2 Intervention counseling is provided by our site counselor who offers personalized counseling support based on student need. Tier 2 and 3 Intervention counseling is offered on a referral basis. The counselor to pupil ratio is 1:200.

In addition to the counselor providing guidance services, GVHS students who are struggling with their academics, behavior, and/or attendance (or a combination of all) are referred by their teachers to our Educational Monitoring Team (EMT) process. The EMT process provides students a safe place to meet every six weeks with the school's Educational Monitoring Team that includes counselor(s), principal, teacher(s), parent/guardian(s), student, and when additional support is needed, student services and the special education department are present. Academic and social-emotional supports may be put in place to increase student achievement, engagement and/or to address attendance and/or behavior issues. The student is monitored every 6 weeks for follow-up.

Highly Qualified Teachers

The Every Student Succeeds Act (ESSA) requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Assignment

Beaumont Unified recruits and employs the most qualified credentialed teachers. For the 2016-17 school year, Glen View High had 7 fully credentialed teachers who met all credential requirements in accordance with California guidelines. The seventh teacher on our site is a special education teacher who meets with students on a consultation basis, but is not a full time GVHS employee.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

(LCAP #1)