

Glen View High School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Glen View High School
Street	939 10th Street
City, State, Zip	Beaumont, CA 92223
Phone Number	(951) 769-8424
Principal	Matt Russo
E-mail Address	mrusso@beaumontusd.k12.ca.us
Web Site	
Grades Served	9-12
CDS Code	33-66993-3330842

District Contact Information	
District Name	Beaumont Unified School District
Phone Number	(951) 845-1631
Superintendent	Dr. Maureen Latham
E-mail Address	mlatham@beaumontusd.k12.ca.us
Web Site	www.beaumont-ca.schoolloop.com

School Description and Mission Statement (Most Recent Year)

School Mission

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.

School Profile

Glen View High is the only continuation high school in Beaumont Unified. Curriculum is focused on meeting the California state standards/curriculum frameworks as well as following all district pacing guides and benchmark assessments. The school supports cultural awareness on a daily basis through its diverse literature selections and curriculum. The school also establishes strong Personal Student Learning Plans through a comprehensive advisory program to meet the needs of every student as they come through the school. Each student is treated as an individual with specific needs that are important to the staff and administration.

The school provides a hybrid type program including a modified block schedule in the A.M. hours with a focus on core academic courses with direct instruction delivery. In the P.M. periods students are offered a variety of lab options including tutoring, assessment interventions, community service, ASB, and Thematic Project Based Learning. The dual focus of the school is: graduation and student achievement.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 11	38
Grade 12	44
Total Enrollment	82

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	6.1
American Indian or Alaska Native	1.2
Filipino	1.2
Hispanic or Latino	63.4
White	26.8
Two or More Races	1.2
Socioeconomically Disadvantaged	82.9
English Learners	6.1
Students with Disabilities	3.7
Foster Youth	2.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	10	7	7	382
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	92.9	7.1
All Schools in District	97.4	2.6
High-Poverty Schools in District	99.7	0.3
Low-Poverty Schools in District	78.4	21.6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 09/22/2015

Beaumont Unified held a public hearing on September 22, 2015, 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 supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Adoption Year 2009	Yes	0.0%
Mathematics	Mathematics Units of Study Adoption Year 2015	Yes	0.0%
Science	Glencoe Holt Adoption Year 2007	Yes	0.0%
History-Social Science	Glencoe Holt Houghton Mifflin Prentice Hall Thompson Learning W.W. Norton Adoption Year 2006	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 building which house six classrooms, one computer lab, one small library, a food service area, six restrooms, a teacher workroom and three offices. In addition, the site has an shaded eating area, play filed, small track, and basketball 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. Overall the site is in good condition. The district takes great efforts to ensure that all schools are clean, safe, and functional. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. 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 to ensure a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. Maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. 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)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/09/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 10/09/2014				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	8	42	44
Mathematics	0	29	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	64	62	96.9	60	32	8	0
Male	11		46	71.9	54	35	11	0
Female	11		16	25.0	75	25	0	0
Black or African American	11		5	7.8	--	--	--	--
American Indian or Alaska Native	11		1	1.6	--	--	--	--
Asian	11		1	1.6	--	--	--	--
Hispanic or Latino	11		40	62.5	63	33	5	0
White	11		13	20.3	46	38	15	0
Two or More Races	11		2	3.1	--	--	--	--
Socioeconomically Disadvantaged	11		52	81.3	63	31	6	0
English Learners	11		7	10.9	--	--	--	--
Students with Disabilities	11		5	7.8	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	64	60	93.8	92	8	0	0
Male	11		45	70.3	93	7	0	0
Female	11		15	23.4	87	13	0	0
Black or African American	11		5	7.8	--	--	--	--
American Indian or Alaska Native	11		1	1.6	--	--	--	--
Asian	11		1	1.6	--	--	--	--
Hispanic or Latino	11		40	62.5	90	10	0	0
White	11		12	18.8	92	8	0	0
Two or More Races	11		1	1.6	--	--	--	--
Socioeconomically Disadvantaged	11		50	78.1	90	10	0	0
English Learners	11		7	10.9	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	11		5	7.8	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	--	--	57	59	49	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Students at the School	--
Male	--
Female	--
Hispanic or Latino	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

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.

Career Technical Education Programs (School Year 2014-15)

in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. 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. Advisers/Guidance Counselors offer additional support through various programs, including: Work Experience, Career Technical Education (ROP), and Community Service/Volunteer opportunities. Students at GVHS can co-enroll in CTE courses at Beaumont High School. Those courses include fire science, culinary arts, construction technology, and early childhood development. Glen View also offers a pathway in digital media including digital video production, digital audio production, and yearbook with an emphasis on digital photography.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	10
% of pupils completing a CTE program and earning a high school diploma	30.0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	10.0

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	0
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts				65	34	38	57	56	58
Mathematics				60	34	36	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	37	31	32	40	36	24
All Students at the School	0	0		0	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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Glen View High greatly benefits from its supportive parents who participate in school activities and committees. The school works to maintain a strong base of parent volunteers who serve on School Site Council and work with all other stakeholders in developing the Single Plan for Student Achievement.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Glen View High at (951) 845-1133.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	9.40	7.20	10.10	9.40	7.20	10.10	13.10	11.40	11.50
Graduation Rate	86.93	88.93	85.13	86.93	88.93	85.13	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	69.23	86.84	84.6
Black or African American	66.67	86.36	76
American Indian or Alaska Native		100	78.07
Asian		90.91	92.62
Filipino		100	96.49
Hispanic or Latino	88.57	86.16	81.28
Native Hawaiian/Pacific Islander		100	83.58
White	45.45	86.09	89.93
Two or More Races		80	82.8
Socioeconomically Disadvantaged	33.33	55.36	61.28
English Learners	100	64.58	50.76
Students with Disabilities	64.1	83.86	81.36
Foster Youth	--	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	7.95	10.47	12.72	5.45	5.19	4.29	5.07	4.36	3.80
Expulsions	1.14	1.57	1.16	0.21	0.20	0.13	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern of Glen View High. The school is always 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 November, 2014 by the School Safety Committee. All revisions were communicated to the both the 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. There is a designated area for student drop off and pick up. Visitors must sign in and out of the administration office and must wear a visitor's ID badge while on campus.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement*		Year 1
Number of Schools Currently in Program Improvement	N/A	8
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	11	14			8	20			10	16		
Mathematics	10	12	1		8	11			12	9		
Science	7	10			15	4			7	11		
Social Science	8	11			8	13			14	8		

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	240
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	.1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	3	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7,809	\$375	\$7,434	\$70,447
District	N/A	N/A	\$5,220	\$69,629
Percent Difference: School Site and District	N/A	N/A	42.4	1.2
State	N/A	N/A	\$5,348	\$69,257
Percent Difference: School Site and State	N/A	N/A	39.0	1.7

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

Types of Services Funded (Fiscal Year 2014-15)

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, Perkins grant. Services provided include instructional support software and hardware, bilingual support, materials and professional development.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,032	\$42,315
Mid-Range Teacher Salary	\$68,254	\$66,451
Highest Teacher Salary	\$93,130	\$85,603
Average Principal Salary (Elementary)	\$108,228	\$105,079
Average Principal Salary (Middle)	\$107,675	\$111,005
Average Principal Salary (High)	\$126,957	\$121,310
Superintendent Salary	\$160,000	\$189,899
Percent of Budget for Teacher Salaries	37%	39%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers multiple minimum days for students where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. Teachers are encouraged to attend conferences for professional development and such activities are funded by the site. On average teachers have 7 days of staff development including but not limited to district training, staff training, and conferences.

Counseling & Support Staff

It is the goal of Glen View High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:240.

In addition to the counselor providing guidance services, each GVHS student is assigned a Teacher Advisor. Teacher Advisors meet with their advisers individually at least twice a month to review academic performance. In addition, teacher advisers make parent phone calls and schedule parent conferences to keep parents apprised of their child's progress at GVHS. Each adviser works with individual students on Personal Student Learning Plans (PSLP) to help students make and reach goals.

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2008-09 school year. 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 2009-10 school year, Glen View High had 6 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

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.