

Glen View High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

School Contact Information	
School Name	Glen View High School
Street	939 E. 10th St.
City, State, Zip	Beaumont
Phone Number	(951)769-8424
Principal	Bobbi Burnett
E-mail Address	bburnett@beaumontusd.k12.ca.us
Web Site	https://glenview-beaumont-ca.schoolloop.com/cms/page_view?d=x&piid=&vpid=1233497256768
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	www.beaumont-ca.schoolloop.com

School Description and Mission Statement (School Year 2016-17)

Students and staff will create and maintain a safe environment that encourages positive relationships among 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 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 the Get Focused Stay Focused college and career readiness course for all students.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 10	1
Grade 11	40
Grade 12	87
Total Enrollment	128

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	10.9
American Indian or Alaska Native	0.8
Asian	0.8
Filipino	0
Hispanic or Latino	62.5
Native Hawaiian or Pacific Islander	0
White	22.7
Two or More Races	2.3
Socioeconomically Disadvantaged	68
English Learners	13.3
Students with Disabilities	9.4
Foster Youth	4.7

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	7	7	7	388
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	94.2	5.8
High-Poverty Schools in District	98.6	1.4
Low-Poverty Schools in District	46.8	53.2

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 2016-17)

Year and month in which data were collected: 09/27/2016

Beaumont Unified held a public hearing on September 27, 2016, 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 of Study Adoption Year 2016	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 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.

(LCAP #1)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 09/21/16				
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 of the most recent FIT report: 09/21/16				
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	8	13	42	49	44	48
Mathematics	0		29	33	34	36

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 Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	69	64	92.8	12.5
Male	11	46	44	95.7	13.6
Female	11	23	20	87.0	10.0
Hispanic or Latino	11	43	42	97.7	9.5
White	11	18	15	83.3	20.0
Socioeconomically Disadvantaged	11	52	48	92.3	14.6

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	69	64	92.8	
Male	11	46	44	95.7	
Female	11	23	20	87.0	
Hispanic or Latino	11	43	42	97.7	
White	11	18	15	83.3	
Socioeconomically Disadvantaged	11	52	48	92.3	

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	--	59	49	47	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students				

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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 2015-16)

An integral part of our school's goals are to ensure 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 program choices, including: Work Experience, Career Technical Education, leadership opportunities (Associated Student Body), 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 pathway in digital arts media and entertainment including digital video production, digital audio production, and yearbook with an emphasis on digital photography. The digital media class offered at Glen View High School is articulated with Mt. San Jacinto and students can receive college credits for completing the course. The measurable outcome of this course is for students to become proficient enough in the content areas to pass a college digital media exam and receive college credits for the 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 from our school is Cesar Lopez. (LCAP #2)

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	3
% of pupils completing a CTE program and earning a high school diploma	3
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	1

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2014-15 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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

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 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 (School Year 2016-17)

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. 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 local junior college that parents are encouraged to attend. Parents are also invited to attend our bi-monthly coffee with the principal events for LCAP stakeholder engagement, as well as our annual Back to School night barbecue and our Open House school event. In addition, all stakeholders are given the opportunity to provide feedback on a site survey available on our school website. (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 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	7.20	10.10	6.90	7.20	10.10	6.90	11.40	11.50	10.70
Graduation Rate	88.93	85.13	87.40	88.93	85.13	87.40	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	77	90	86
Black or African American	100	86	78
American Indian or Alaska Native	0	100	78
Asian	0	93	93
Filipino	100	100	93
Hispanic or Latino	72	86	83
Native Hawaiian/Pacific Islander	0	100	85
White	79	93	91
Two or More Races	0	100	89
Socioeconomically Disadvantaged	67	52	66
English Learners	100	68	54
Students with Disabilities	80	86	78

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.6	12.7	13.0	5.2	4.3	3.9	4.4	3.8	3.7
Expulsions	10.5	1.2	0.0	0.2	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Student and staff safety is a primary concern of Glen View High. Glen View High 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 November, 2016 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.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement*		Year 1
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	77.8

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	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	8	20			10	16			20	18	1	
Mathematics	8	11			12	9			23	8	2	
Science	15	4			7	11			28	2	2	
Social Science	8	13			14	8			20	12	1	

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	120
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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,255	\$408	\$8,847	\$73,210
District	N/A	N/A	\$5,377	\$69,861
Percent Difference: School Site and District	N/A	N/A	64.5	4.8
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A	55.8	2.4

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

Types of Services Funded (Fiscal Year 2015-16)

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, LCAP, and supplemental 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 (Accuplacer) 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.

Embedded in the instructional day is a "Get Focused Stay Focused" class where students reflect on where they are currently and where they see themselves in 10 years. Students create a 10 year plan that focuses on obtaining long term goals and prioritizing the steps necessary to obtain their goals. The course also includes 30 minutes of targeted intervention during open lab periods for students to get additional support in any of their designated classes. Two additional classes 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 at the end of the year to identify where students are academically and to identify any deficits that might be present in their learning (My Foundations Lab - Accuplacer curriculum). The teachers utilize an adaptive computer based supplemental curriculum (My Foundations Lab - Accuplacer curriculum) 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 LCAP dollars.

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, AVID conferences, Equity conferences, Illuminate and Que training, Career Technical Education training (ADOBE MAX), staff weekly collaboration meetings with staff presentations on best practices and peer observations.

(LCAP #2)

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,518	\$43,821
Mid-Range Teacher Salary	\$68,991	\$69,131
Highest Teacher Salary	\$94,136	\$89,259
Average Principal Salary (Elementary)	\$111,454	\$108,566
Average Principal Salary (Middle)	\$119,067	\$115,375
Average Principal Salary (High)	\$135,492	\$125,650
Superintendent Salary	\$180,000	\$198,772
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	7%	6%

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 2015-16)

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

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. Our math teacher has also attended a conference this year focused on the 8 practical mathematical standards, as our CASSP results demonstrate a need for student improvement in all math subcategories. Teachers are encouraged to attend conferences for professional learning and such activities are funded by the site. All of our staff has attended AVID and Equity training. On average, our teachers have 14 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 Accuplacer 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 once a month at staff collaboration.

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 and our site counselor who offers personalized counseling support based on student need. The counselor to pupil ratio is 1:120.

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 in more severe cases, student services and the special education department. 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)