

Green Valley High School

35948 Susan Street • Yucaipa, CA 92399 • (909) 790-8580 • Grades 9-12

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Yucaipa-Calimesa Joint Unified School District

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District Governing Board

Jane Smith
Patricia Ingram
Chuck Christie, Ph.D.
Jim Taylor
Sharon Bannister

District Administration

Cali Binks
Superintendent
Eric Vreeman, Ed.D.
**Assistant Superintendent
Educational Services**

George Velarde
**Assistant Superintendent
Business Services**

Sherri Black
**Assistant Superintendent
Human Resources**

PRINCIPAL'S MESSAGE

I am very proud to be a part of the Green Valley High School family. Green Valley High School has a rich tradition of providing quality education in a caring, small, and personal learning environment. We create an individual "educational plan" for every student. These plans are monitored closely and adjusted each quarter to meet students' academic needs. In addition to academic support, we believe in supporting students emotionally and socially. Green Valley High School has a full time counselor and has opportunities for students to join support groups to help them handle personal issues and learn strategies to help ensure success. Elective courses have been expanding and now include: art, music, leadership, speech/debate and yearbook. Our newest edition to our school is the Garden Club, creating a beautiful school atmosphere.

MISSION STATEMENT

Green Valley High School and Independent Study with the support of educators, family, students, and community, is dedicated to maintaining a caring and flexible environment. We will promote growth in academic, social, and interpersonal skills that foster responsible citizens.

DISTRICT AND SCHOOL PROFILE

Located in San Bernardino county, nestled at the base of the San Bernardino mountains, the Yucaipa-Calimesa Joint Unified School District educates approximately 9,000 kindergarten through twelfth grade students from the diverse suburban communities of Yucaipa and Calimesa. The district is proud of its long tradition of academic excellence. The district is comprised of six elementary schools (Grades TK-5); one dependent charter school (Grades K-8); two middle schools (Grades 6-8); one comprehensive high school campus (Grades 9-12); a community day school (Grades 7-12); an independent study school, GVIS (grades K-12); a continuation high school (grades 9-12); and Yucaipa Adult School. Yucaipa-Calimesa Joint Unified School District is dedicated to educational excellence and the continuous academic growth of all students.

Green Valley High School operates as an alternative high school program for the Yucaipa-Calimesa Joint Unified School District. Green Valley High School enrolls students 16 years of age and older in grades 10 to 12, whose needs are not fully met by a comprehensive high school setting. Smaller classes and a small campus setting provide individual attention and instruction. Students enrolled at Green Valley High School must complete the same coursework required of all students in the district in order to graduate. The staff at Green Valley High School is dedicated to providing an excellent academic program and personalized support so that students are successfully prepared for post-secondary education and the world of work. The school has been recognized for its outstanding programs through awards from the California Department of Education and the California School Boards Association.

A Message from the Superintendent

Dear Yucaipa-Calimesa Community, Parents and Students,

YCJUSD is honored to serve students in two wonderful communities. We as a team continue to prepare our students to be successful in the 21st century. We work collaboratively with community partners, businesses and colleges to provide the best possible education for each and every student. The district employs high quality employees, who care for student well-being as well as academics. We strive to provide high quality services and programs in a safe environment.

As you become a partner of the YCJUSD, please take the opportunity to be involved. It is our desire to work hand in hand with parents to support our children. The best way to get involved is to start at the school site. Our principals can help guide you to the many opportunities that exist. No amount of involvement is too small! We also offer classes for parents that will help you and your child in their educational journey. The role of educating children in our two communities is taken very seriously and we appreciate your trust. My goal, as your Superintendent, is to ensure that high quality instruction is delivered daily, our campuses are secure and well maintained, money is spent wisely, and students graduate from Yucaipa High School prepared to be successful!

The 2015-2016 school year is the opportunity to work with you in supporting education of our children. Please do not hesitate to contact your principal or the district office if you have questions about the district or how to become involved.

About the SARC

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 at (909) 790-8580 or the district office.

| 2014-15 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 10 | 3 |
| Grade 11 | 44 |
| Grade 12 | 59 |
| Total Enrollment | 106 |

| 2014-15 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 0.9 |
| American Indian or Alaska Native | 1.9 |
| Hispanic or Latino | 37.7 |
| White | 57.5 |
| Two or More Races | 1.9 |
| Socioeconomically Disadvantaged | 70.8 |
| English Learners | 4.7 |
| Students with Disabilities | 1.9 |
| Foster Youth | 1.9 |

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 | | | |
|--|-------|-------|-------|
| Green Valley High School | 13-14 | 14-15 | 15-16 |
| With Full Credential | 8 | 7 | 9 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Yucaipa-Calimesa Joint Unified School District | 13-14 | 14-15 | 15-16 |
| With Full Credential | ◆ | ◆ | 401 |
| Without Full Credential | ◆ | ◆ | 3 |
| Teaching Outside Subject Area of Competence | ◆ | ◆ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Green Valley High School | 13-14 | 14-15 | 15-16 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* "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

| 2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers | | |
|---|-------------------------------------|---|
| Location of Classes | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100.0 | 0.0 |
| Districtwide | | |
| All Schools | 100.0 | 0.0 |
| High-Poverty Schools | 100.0 | 0.0 |
| Low-Poverty Schools | 100.0 | 0.0 |

* 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)

The Yucaipa-Calimesa Joint Unified School District sets a high priority to ensure that sufficient and current textbooks and materials are available to support each school's instructional program. The district went through an evaluation on September 23, 2014, and has sufficient and good quality textbooks, instructional materials, and/or science lab equipment pursuant to the settlement of Williams vs. the State of California.

All students, including Special Education and English Learners, get their own individual textbooks in core subjects. These textbooks are for use in the classroom and/or to take home to complete required homework assignments. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks.

For grades K-8, instructional materials in all subjects were selected from the state's most recent list of standards-based materials. Instructional materials in grades 9-12 were approved by the Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

For more information regarding supplemental materials used, please contact the school office at (909)790-8580. Students are also encouraged to utilize the local library branches in Yucaipa and Calimesa for research and Internet use.

The following chart shows the most recent textbook adoptions at Green Valley High School.

| Textbooks and Instructional Materials Year and month in which data were collected: October 23, 2015 | |
|--|--|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | 9th-12th: Literature and Language Arts, Holt (Adopted in 2009) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | 9-12: Integrated Mathematics 1,2,3, Houghton, Mifflin, Harcourt (Adopted in 2015) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | 9th-12th: Chemistry, Holt, Reinhart and Winston (Adopted in 2008) 9th-12th: Biology of Marine Life, McGraw-Hill (Adopted in 2008) 9th-12th: Human Anatomy & Physiology, Pearson (Adopted in 2008) 9th: Earth Science, Pearson (Adopted in 2007) 9th-12th: Physics - Conceptual Physics, Prentice-Hall (Adoped in 2011) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | 12th: Economics: Principles and Practices, US Government: Democracy in Action, Glencoe/McGraw Hill (Adopted in 2007) 10th-12th: Modern World History: Patterns of Interaction, US History - Americans: Reconstruction to the 21st Century, McDougal Littell (Adopted in 2007) 9th: World Geography, Prentice Hall (Adopted in 2006) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |

| Textbooks and Instructional Materials | |
|---|---|
| Year and month in which data were collected: October 23, 2015 | |
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Health | 10th-12th: Health, Glencoe (Adopted in 2008) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

FACILITIES MAINTENANCE

Green Valley High School provides a safe, clean environment for students, staff, and volunteers. School facilities are well maintained and provide adequate space for students and staff. The school started state modernization in the summer of 2004, and currently includes a library, staff lounge, seven permanent classrooms, a portable classroom, and a playground. The school facilities encompass 10,100 square feet on 4.5 acres.

The following table shows the results of the most recent school facilities inspection. 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.

MAINTENANCE AND REPAIR

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. 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 maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

CLEANING PROCESS AND SCHEDULE

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 or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|------------------|-------------|-------------|---|
| Year and month in which data were collected: 10/20/2015 | | | | |
| 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 | | Office: doors need to be painted Room 1: wall wood rot on plywood Room 11: wall covering ripped in one area Room 17: carpet stains |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | Kithcen/MPR: electrical plug loose Room 14: light out |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | Room 15: faucet loose |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | Room 1: wall wood rot on plywood Room 21: eave has wood rot |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Playgrounds: sink hole in asphalt |
| 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

| 2014-15 CAASPP Results for All Students | | | |
|---|--|----------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | |
| | School | District | State |
| ELA | 25 | 45 | 44 |
| Math | 2 | 31 | 33 |

* 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 Results for All Students - Three-Year Comparison | | | | | | | | | |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
| | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| Science | -- | -- | -- | 65 | 69 | 64 | 59 | 60 | 56 |

* Results are for grades 5, 8, and 10. 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.

| Grade Level | 2014-15 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |

* 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.

| 2014-15 CAASPP Results by Student Group | |
|---|---|
| Group | Percent of Students Scoring at Proficient or Advanced |
| | Science (grades 5, 8, and 10) |
| All Students in the LEA | 64 |
| All Student at the School | -- |
| Male | -- |
| Female | -- |
| Hispanic or Latino | -- |
| White | -- |
| Socioeconomically Disadvantaged | -- |
| Students with Disabilities | -- |
| Foster Youth | -- |

* 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.

| School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | | | | | |
|---|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| 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 | 71 | 65 | 91.5 | 40 | 29 | 22 | 3 |
| Male | 11 | 71 | 41 | 57.7 | 44 | 29 | 22 | 5 |
| Female | 11 | 71 | 24 | 33.8 | 33 | 29 | 21 | 0 |
| Black or African American | 11 | 71 | 1 | 1.4 | -- | -- | -- | -- |
| American Indian or Alaska Native | 11 | 71 | 3 | 4.2 | -- | -- | -- | -- |
| Hispanic or Latino | 11 | 71 | 30 | 42.3 | 37 | 47 | 13 | 3 |
| White | 11 | 71 | 30 | 42.3 | 37 | 17 | 33 | 3 |
| Two or More Races | 11 | 71 | 1 | 1.4 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 11 | 71 | 45 | 63.4 | 38 | 33 | 22 | 4 |
| English Learners | 11 | 71 | 4 | 5.6 | -- | -- | -- | -- |
| Students with Disabilities | 11 | 71 | 1 | 1.4 | -- | -- | -- | -- |

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| 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. 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.

**School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| 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 | 71 | 62 | 87.3 | 84 | 13 | 2 | 0 |
| Male | 11 | 71 | 41 | 57.7 | 85 | 15 | 0 | 0 |
| Female | 11 | 71 | 21 | 29.6 | 81 | 10 | 5 | 0 |
| Black or African American | 11 | 71 | 1 | 1.4 | -- | -- | -- | -- |
| American Indian or Alaska Native | 11 | 71 | 3 | 4.2 | -- | -- | -- | -- |
| Hispanic or Latino | 11 | 71 | 30 | 42.3 | 87 | 13 | 0 | 0 |
| White | 11 | 71 | 27 | 38.0 | 78 | 15 | 4 | 0 |
| Two or More Races | 11 | 71 | 1 | 1.4 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 11 | 71 | 44 | 62.0 | 84 | 14 | 0 | 0 |
| English Learners | 11 | 71 | 4 | 5.6 | -- | -- | -- | -- |
| Students with Disabilities | 11 | 71 | 1 | 1.4 | -- | -- | -- | -- |
| 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. 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.

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

Parents and the community are very supportive of the educational program at Green Valley High School. Parents annually receive a welcome back letter with current school year information. New families attend a student orientation before their start date. Each year, a set of parents are nominated and elected to serve on the School Site Council. Staff frequently communicates with parents through our website, email, ABI, weekly phone calls and parent/student academic meetings. The front office staff, administration and counselor frequently contact parents to update them on student attendance and progress.

The communities of Yucaipa and Calimesa are very supportive of our school programs. Many community partners have made generous contributions of time and money to support Green Valley programs, scholarships and activities. Green Valley would like to thank the following partners: Women's Club, Masons, Kiwanis, Rotary, Cherry Valley Nursery, Loma Linda University Hospital, and the Yucaipa Management Team.

Parents who wish to volunteer or participate in Green Valley High School's programs, School Site Council and/or activities are encouraged to call the school's office at (909)790-8580.

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.

School Safety Plan

Green Valley High School is a closed campus. During school hours, the entrance is secured to ensure visitors check in with the front office. All visitors are required to sign in and wear a visitor badge during their stay. While we welcome visits by parents and community members, anyone wishing to be on campus during school hours should notify staff ahead of time. Students are supervised during lunch, breaks, and before and after school by administration and a part-time campus monitor. Green Valley High School is a peaceful campus with very few disturbances.

The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine, and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a schoolwide dress code; safe ingress and egress of pupils, parents, and school employees to and from school; safe and orderly school environment; and school rules and procedures. The school evaluates the plan annually and updates it as needed.

Safety procedures, including elements of the Safe School Plan, are reviewed annually with school staff at the beginning of the school year.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 3.55 | 8.72 | 4.85 |
| Expulsions Rate | 0.00 | 0.00 | 0.00 |
| District | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 4.40 | 4.04 | 2.86 |
| Expulsions Rate | 0.03 | 0.11 | 0.16 |
| State | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 5.07 | 4.36 | 3.80 |
| Expulsions Rate | 0.13 | 0.10 | 0.09 |

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.

| 2014-15 Adequate Yearly Progress Overall and by Criteria | | | |
|--|--------|----------|-------|
| AYP Criteria | School | District | State |
| English Language Arts | | | |
| Met Participation Rate | No | Yes | Yes |
| Met Percent Proficient | N/A | N/A | N/A |
| Mathematics | | | |
| Met Participation Rate | No | Yes | Yes |
| Met Percent Proficient | N/A | N/A | N/A |
| Made AYP Overall | No | No | Yes |
| Met Attendance Rate | N/A | Yes | Yes |
| Met Graduation Rate | Yes | No | Yes |

| 2015-16 Federal Intervention Program | | |
|---|--------|-----------|
| Indicator | School | District |
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2008-2009 |
| Year in Program Improvement | | Year 3 |
| Number of Schools Currently in Program Improvement | | 3 |
| Percent of Schools Currently in Program Improvement | | 75.0 |

Average Class Size and Class Size Distribution (Secondary)

| Average Class Size | | | Number of Classrooms* | | | | | | | | | |
|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | | | 1-22 | | | 23-32 | | | 33+ | | | |
| Subject | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| English | 15 | 9 | 11 | 9 | 13 | 15 | | | | | | |
| Math | 13 | 11 | 6 | 7 | 9 | 17 | | | | | | |
| Science | 9 | 9 | 8 | 6 | 6 | 5 | | | | | | |
| SS | 17 | 10 | 11 | 5 | 10 | 11 | 1 | | | | | |

* 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.

Professional Development provided for Teachers

The district offers staff development annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies and methodologies. Staff development topics are developed through needs identified by staff surveys and current research. In 2013-14, the district offered 127 opportunities for staff development.

| Academic Counselors and Other Support Staff at this School | |
|--|-----|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | .5 |
| Counselor (Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | .5 |
| Social Worker | 0 |
| Nurse | .25 |
| Speech/Language/Hearing Specialist | .25 |
| Resource Specialist | 0 |
| Other | 0 |
| Average Number of Students per Staff Member | |
| Academic Counselor | 135 |

* 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.

| FY 2013-14 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$42,359 | \$42,315 |
| Mid-Range Teacher Salary | \$71,187 | \$66,451 |
| Highest Teacher Salary | \$90,880 | \$85,603 |
| Average Principal Salary (ES) | \$114,366 | \$105,079 |
| Average Principal Salary (MS) | \$120,547 | \$111,005 |
| Average Principal Salary (HS) | \$127,653 | \$121,310 |
| Superintendent Salary | \$193,800 | \$189,899 |
| Percent of District Budget | | |
| Teacher Salaries | 40% | 39% |
| Administrative Salaries | 5% | 6% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

| FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | 8223 | 421 | 7801 | 69297 |
| District | ♦ | ♦ | 6050 | \$74,535 |
| State | ♦ | ♦ | \$5,348 | \$69,257 |
| Percent Difference: School Site/District | | | 28.9 | -5.2 |
| Percent Difference: School Site/ State | | | 66.3 | 2.3 |

* Cells with ♦ do not require data.

Types of Services Funded

In addition to the State General Fund, Yucaipa-Calimesa Joint Unified School District receives Federal and State categorical funding for special programs. For the 2013-2014 school year, the district received Federal and State aid for categorical, special education, and other support programs including:

- Title I-A and I-D
- Title II-A
- Title III LEP
- Title III A Immigrant
- Perkins Grant

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

| Group | English-Language Arts | | | Mathematics | | |
|----------------------------|-----------------------|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA | 45 | 24 | 31 | 46 | 37 | 16 |
| All Students at the School | 0 | | 0 | 0 | 0 | |

* 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.

**CAHSEE Results for All Students - Three-Year Comparison
Percent of Students Scoring at Proficient or Advanced**

| Green Valley High School | 2012-13 | 2013-14 | 2014-15 |
|---------------------------------------|---------|---------|---------|
| English-Language Arts | | | |
| Mathematics | | | |
| Yucaipa-Calimesa Joint Unified School | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | 55 | 33 | 35 |
| Mathematics | 54 | 31 | 34 |
| California | 2012-13 | 2013-14 | 2014-15 |
| English-Language Arts | 57 | 56 | 58 |
| Mathematics | 60 | 62 | 59 |

* 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.

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

| Green Valley High School | 2011-12 | 2012-13 | 2013-14 |
|---------------------------------------|---------|---------|---------|
| Dropout Rate | 8.20 | 5.80 | 6.60 |
| Graduation Rate | 88.92 | 90.59 | 89.73 |
| Yucaipa-Calimesa Joint Unified School | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | 8.20 | 5.80 | 6.60 |
| Graduation Rate | 88.92 | 90.59 | 89.73 |
| California | 2011-12 | 2012-13 | 2013-14 |
| Dropout Rate | 13.10 | 11.40 | 11.50 |
| Graduation Rate | 78.87 | 80.44 | 80.95 |

Career Technical Education Participation

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 2 |
| % of pupils completing a CTE program and earning a high school diploma | 0 |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 0 |

Completion of High School Graduation Requirements

| Group | Graduating Class of 2014 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 123.94 | 92.54 | 84.6 |
| Black or African American | 150 | 91.67 | 76 |
| American Indian or Alaska Native | 200 | 83.33 | 78.07 |
| Asian | | 100 | 92.62 |
| Filipino | | 100 | 96.49 |
| Hispanic or Latino | 114.81 | 89.77 | 81.28 |
| Native Hawaiian/Pacific Islander | | 100 | 83.58 |
| White | 125 | 94.1 | 89.93 |
| Two or More Races | 100 | 87.5 | 82.8 |
| Socioeconomically Disadvantaged | 133.33 | 68.63 | 61.28 |
| English Learners | | 60.53 | 50.76 |
| Students with Disabilities | 124.49 | 96.97 | 81.36 |
| Foster Youth | -- | -- | -- |

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2014-15 Students Enrolled in Courses Required for UC/CSU Admission | 100 |
| 2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

2014-15 Advanced Placement Courses

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | | ◆ |
| English | | ◆ |
| Fine and Performing Arts | | ◆ |
| Foreign Language | | ◆ |
| Mathematics | | ◆ |
| Science | | ◆ |
| Social Science | | ◆ |
| All courses | | |

* Where there are student course enrollments.

Career Technical Education Programs

Students have the opportunity to research and prepare for post-secondary options such as the work force, military or college. Students can register for Regional Occupational Program (ROP) courses at Yucaipa High School or at the CRY ROP center. ROP offers vocational/technical training courses to students who are 16 years and older. Students interested in the military, participate in ASVAB throughout the year and have opportunities to speak to military recruiters. In the spring, seniors participate in the Crafton SOAR program where they receive assistance with career ideas and community college registration. Students receive hands-on experience through class activities and placement in internships at local businesses. Work Experience is also available where students may earn credit while working at jobs in the community.

Additionally, the Yucaipa-Calimesa Joint Unified School District is a recipient of the Carl D. Perkins Grant. Funding is provided in each participating district for the primary purpose of improving career and technical education programs and increasing participation in such programs at the secondary and post-secondary levels. School site objectives to accomplish this purpose include guidance and counseling, serving special populations of students, all career and technical education programs, and transition into post-secondary programs.

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.