

# Green Valley Independent Study and PEP+

35948 Susan Street • Yucaipa, CA 92399 • (909) 790-8580 • Grades 1-12

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



### **Yucaipa-Calimesa Joint Unified School District**

12797 Third Street  
Yucaipa, CA 92399  
(909) 797-0174  
www.yucaipaschools.com

#### **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**

Green Valley Independent Study and the PEP+ program have a rich tradition of providing quality education in a caring, small, and flexible learning environment. Students attend weekly one hour appointments as part of their educational program. Highly qualified independent study teachers create individual educational plans providing courses that meet A-G requirements at the high school level. Students have the option to utilize traditional and/or online curriculum in the PEP+ program.

### **MISSION STATEMENT**

Green Valley Independent Study and PEP+, through the support of educators, family, students, and community, are dedicated to maintaining a caring and flexible environment. We will promote growth in academic, social, and interpersonal skills that foster the creation of 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 educated 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 program and PEP+ (grades K-12); a continuation school (grades 9-12); and an adult education school. Yucaipa-Calimesa Joint Unified School District is dedicated to educational excellence and the continuous academic growth of all students.

Green Valley Independent Study and PEP+ operate as alternative programs for the Yucaipa-Calimesa Joint Unified School District. Students enrolled in the program must complete the same coursework required by all students in the district in order to graduate. The staff at Green Valley Independent Study are 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. Green Valley Independent Study enrolls 50 -75 students in grades K-12.

## 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 1	1
Grade 2	1
Grade 5	1
Grade 6	1
Grade 7	5
Grade 8	2
Grade 9	5
Grade 10	7
Grade 11	7
Grade 12	4
<b>Total Enrollment</b>	<b>34</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
<b>Black or African American</b>	5.9
<b>Hispanic or Latino</b>	44.1
<b>White</b>	50
<b>Socioeconomically Disadvantaged</b>	50
<b>Foster Youth</b>	5.9

### 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 Independent Study and PEP+	13-14	14-15	15-16
<b>With Full Credential</b>	3	3	2
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Yucaipa-Calimesa Joint Unified School District	13-14	14-15	15-16
<b>With Full Credential</b>	◆	◆	401
<b>Without Full Credential</b>	◆	◆	3
<b>Teaching Outside Subject Area of Competence</b>	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Green Valley Independent Study	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, or science lab equipment pursuant to the settlement of Williams vs. the State of California.

All students are provided 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 Independent Study.

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) <b>The textbooks listed are from most recent adoption:</b> Yes
Mathematics	Integrated 1,2,3, Houghton, Mifflin Harcourt (Adopted in 2015) <b>The textbooks listed are from most recent adoption:</b> Yes
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 (Adopted in 2011) <b>The textbooks listed are from most recent adoption:</b> Yes
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) <b>The textbooks listed are from most recent adoption:</b> Yes
Health	10th-12th: Health, Glencoe (Adopted in 2008) <b>The textbooks listed are from most recent adoption:</b> Yes

## School Facility Conditions and Planned Improvements (Most Recent Year)

### FACILITIES MAINTENANCE

Green Valley Independent Study 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. The district uses a work order process 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: October 4, 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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
<b>ELA</b>	54	45	44
<b>Math</b>	23	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	46	--	--	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	--
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	6	3	3	100.0	--	--	--	--
	7	10	7	70.0	--	--	--	--
	8	3	1	33.3	--	--	--	--
	11	4	2	50.0	--	--	--	--
Male	6	3	2	66.7	--	--	--	--
	7	10	4	40.0	--	--	--	--
	8	3	1	33.3	--	--	--	--
Female	6	3	1	33.3	--	--	--	--
	7	10	3	30.0	--	--	--	--
	8	3	0	0.0	--	--	--	--
	11	4	2	50.0	--	--	--	--
Black or African American	6	3	1	33.3	--	--	--	--
	7	10	0	0.0	--	--	--	--
Hispanic or Latino	7	10	4	40.0	--	--	--	--
	8	3	1	33.3	--	--	--	--
	11	4	1	25.0	--	--	--	--
Native Hawaiian or Pacific Islander	11	4	1	25.0	--	--	--	--
White	6	3	2	66.7	--	--	--	--
	7	10	3	30.0	--	--	--	--
	8	3	0	0.0	--	--	--	--
	11	4	0	0.0	--	--	--	--

**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
Socioeconomically Disadvantaged	6	3	3	100.0	--	--	--	--
	7	10	6	60.0	--	--	--	--
	8	3	0	0.0	--	--	--	--
	11	4	2	50.0	--	--	--	--
Students with Disabilities	7	10	1	10.0	--	--	--	--
Foster Youth	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--
	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	6	3	3	100.0	--	--	--	--
	7	10	7	70.0	--	--	--	--
	8	3	1	33.3	--	--	--	--
	11	4	2	50.0	--	--	--	--
Male	6	3	2	66.7	--	--	--	--
	7	10	4	40.0	--	--	--	--
	8	3	1	33.3	--	--	--	--
Female	6	3	1	33.3	--	--	--	--
	7	10	3	30.0	--	--	--	--
	8	3	0	0.0	--	--	--	--
	11	4	2	50.0	--	--	--	--
Black or African American	6	3	1	33.3	--	--	--	--
	7	10	0	0.0	--	--	--	--
Hispanic or Latino	7	10	4	40.0	--	--	--	--
	8	3	1	33.3	--	--	--	--
	11	4	1	25.0	--	--	--	--
Native Hawaiian or Pacific Islander	11	4	1	25.0	--	--	--	--
White	6	3	2	66.7	--	--	--	--
	7	10	3	30.0	--	--	--	--
	8	3	0	0.0	--	--	--	--
	11	4	0	0.0	--	--	--	--

**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
Socioeconomically Disadvantaged	6	3	3	100.0	--	--	--	--
	7	10	6	60.0	--	--	--	--
	8	3	0	0.0	--	--	--	--
	11	4	2	50.0	--	--	--	--
Students with Disabilities	7	10	1	10.0	--	--	--	--
Foster Youth	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--
	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 education program at Green Valley Independent Study. Many community partners have made generous contributions of time and money to Green Valley's programs, scholarships and activities. Green Valley Independent Study would like to thank the following partners; Masons, Kiwanis, Rotary, Loma Linda University Hospital, and the Yucaipa Management Team.

Parents who wish to volunteer or participate in Green Valley's activities and School Site Council 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 Independent study shares the same campus with Green Valley High School and Yucaipa Adult School. It 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 to wear visitor badges during their stay. While we welcome visits by parents and community members, anyone wishing to be on campus during school hours must notify staff ahead of time. Students are supervised during lunch, breaks, and before and after school by administration and a part-time campus monitor.

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 school wide 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 and School Site Council at the beginning of the school year.

**Suspensions and Expulsions**

School	2012-13	2013-14	2014-15
Suspensions Rate	0.00	0.00	0.00
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
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	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 (Elementary)**

Average Class Size			Number of Classrooms*									
			1-20			21-32			33+			
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	2	2		1	1							
1	1	1		1	1							
2	2	1		1	1							
3	2	1		1	1							
4	1	1		1	1							
5	3			1								
6	2	2		1	2							

**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	6	4	6	4	5	3						
Math	3	3		5	7							
Science	6	4	6	2	4	3						
SS	6	4	4	4	6	6						

\* 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 at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.5
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	50

\* 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/](http://www.cde.ca.gov/ds/fd/cs/).

### 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  
 ASES Grant  
 LCAP

### 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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	13163	96	13067	80197
District	♦	♦	6050	\$74,535
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			116.0	9.7
Percent Difference: School Site/ State			178.6	18.4

\* Cells with ♦ do not require data.

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	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 Independent Study and	2012-13	2013-14	2014-15
English-Language Arts	58		
Mathematics	33		
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 Independent Study and	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	0
% 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

### Career Technical Education Programs

Students have the opportunity to develop advanced skills and receive industry-standard training by participating in the various certificate programs offered through the CRY Regional Occupational Program (ROP). ROP offers vocational/technical courses open to students who are 16 years and older. 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. Green Valley works closely with the high school to offer these opportunities to Green Valley students.

Additionally, 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2014		
	School	District	State
All Students	83.33	92.54	84.6
Black or African American		91.67	76
American Indian or Alaska Native		83.33	78.07
Asian		100	92.62
Filipino		100	96.49
Hispanic or Latino	100	89.77	81.28
Native Hawaiian/Pacific Islander		100	83.58
White	66.67	94.1	89.93
Two or More Races		87.5	82.8
Socioeconomically Disadvantaged		68.63	61.28
English Learners		60.53	50.76
Students with Disabilities		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	14.71
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.

**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.