

San Lorenzo Valley Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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

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

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	San Lorenzo Valley Elementary School
Street	7155 Highway 9
City, State, Zip	Felton, CA 95018
Phone Number	(831) 335-4475
Principal	Shannon Calden
E-mail Address	scalden@slvusd.org
Web Site	http://sle.slvusd.org/
Grades Served	K-5
CDS Code	44-69807-6049852

District Contact Information	
District Name	San Lorenzo Valley Unified School District
Phone Number	(831) 336-5194
Superintendent	Dr. Laurie Bruton
E-mail Address	lbruton@slvusd.org
Web Site	www.slvusd.org

School Description and Mission Statement (Most Recent Year)

San Lorenzo Valley Elementary School is a two-time California Distinguished school. Our mission statement is: We are a community of dedicated educators supporting one another to develop critical thinkers and inspire confident learners. We are committed to making a difference in the lives of children through teaching innovative programs, engaging curriculum, active communication and essential interventions. Our vision is to build and sustain innovative programs, engaging curriculum and essential interventions that support continuous improvement in student achievement.

San Lorenzo Valley Elementary is one of 2 elementary schools in the San Lorenzo Valley Unified School District. We are located in the heart of the Santa Cruz Mountains and have been an integral part of the Valley for the past 60 years. We are now in our third generation of students. At the beginning of the 06-07 school year, San Lorenzo Valley Elementary School became a K-5 school. Our school now includes 622 students. Our K-3 students participate in class size reduction, with those classrooms being staffed at a ratio of 24 to 1. 4th and 5th grade classes average about 31 students. There may be combo classes, depending on the number of students in a grade level. All classrooms are equipped with projectors, document cameras, and computers, and we have a computer lab that is used by all classes. We have a 50% technology coach who works with staff to support the implementation of technology with everyday curriculum.

Curriculum is focused on highest academic achievement in all subject areas, and follows the National Common Core Curriculum for each grade level. Our teachers engage in regular collaboration around student achievement on Wednesday afternoons. K-3 students have music enrichment, science enrichment and art added into the curriculum because we value educating all facets of our children's minds. 4th and 5th grade students have separate teachers for PE, Music and Science, in addition to art instruction. All students have PE twice a week.

SLVE students benefit greatly from our location. The school shares a large campus with the district's middle and senior high schools. This proximity allows for many cross-age tutoring opportunities, with MS and HS students acting as tutors and classroom aides for our classes. Students also gain hands on learning in our environment through hands-on lessons using the redwood forest and our local watershed for nature walks, experiments and lessons in conservation.

Please visit our school or website to hear about all of the excitement that is happening at SLVE.

SLVE is the place to be!

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

Grade Level	Number of Students
Kindergarten	112
Grade 1	79
Grade 2	109
Grade 3	111
Grade 4	109
Grade 5	119
Total Enrollment	639

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.5
Asian	0.6
Filipino	0.3
Hispanic or Latino	9.7
White	80
Two or More Races	5.5
Socioeconomically Disadvantaged	17.1
English Learners	2.8
Students with Disabilities	9.7
Foster Youth	1.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	27	26.3	26.8	117.3
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

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

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

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

Year and month in which data were collected: June, 2015

San Lorenzo Valley Unified held a public hearing on October 7, 2015, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment Pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home, Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Adoption 2003	Yes	0.0%
Mathematics	Pearson: enVisions Math Adopted 2014	Yes	0.0%
Science	MacMillan/McGraw Hill Adoption 2007	Yes	0.0%
History-Social Science	Scott Foresman Adoption 2006	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

San Lorenzo Valley Elementary was originally constructed in 1949 and is comprised of 30 classrooms, 1 multipurpose room, 1 library, 1 staff lounge, 2 Computer labs, and 2 playgrounds. Recent remodeling included a 2 story building with 7 classrooms and a separate unit of 2 classrooms and a full science room.

Cleaning Process: The principal works daily with the custodial staff of 2 (2 full-time and 0 part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. An online work order process is used to ensure efficient service and the highest priority is given to emergency repairs.

Deferred Maintenance Budget: The repeal of Education Code (EC) 17584 in May, 2014, relating to the former Sate School Deferred Maintenance Program contribution created unintended consequences for location educational agencies (LEAs) who chose to continue contribution the required 3% to the fund. Our 2014-15 Restricted Expenditures in Resource 8150 reflected \$677,566.00 and Unrestricted Expenditures in Resource 0825 reflected \$155,778.21. Total Expenditures were \$833,355.21. This total amount includes expenditures for our maintenance department, as well as maintaining all sites/buildings.

The Facility Inspection Tool (FIT) was completed in March, 2015.

(Please note that all actions have been completed by the district maintenance office. The district has developed a plan to address the areas of need. All facilities are in compliance with Williams requirements and are safe for student, staff and community use.)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: March 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		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		
Electrical: Electrical				
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: March 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	56	55	44
Mathematics	53	44	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	118	114	96.6	27	21	25	26
	4	109	105	96.3	28	17	30	25
	5	123	119	96.7	20	19	29	32
Male	3		61	51.7	38	25	18	20
	4		55	50.5	33	15	27	24
	5		63	51.2	21	22	25	32
Female	3		53	44.9	15	17	34	34
	4		50	45.9	22	20	32	26
	5		56	45.5	20	16	32	32
Black or African American	4		1	0.9	--	--	--	--
American Indian or Alaska Native	3		1	0.8	--	--	--	--
	4		0	0.0	--	--	--	--
	5		1	0.8	--	--	--	--
Asian	5		3	2.4	--	--	--	--
Filipino	3		3	2.5	--	--	--	--
Hispanic or Latino	3		12	10.2	33	33	8	25
	4		12	11.0	58	17	17	8
	5		20	16.3	50	20	20	10
White	3		93	78.8	25	22	26	28
	4		85	78.0	26	15	31	27
	5		93	75.6	13	19	31	37
Two or More Races	3		4	3.4	--	--	--	--
	4		7	6.4	--	--	--	--
	5		2	1.6	--	--	--	--
Socioeconomically Disadvantaged	3		13	11.0	62	8	23	8
	4		24	22.0	46	21	17	13
	5		26	21.1	35	23	23	19
English Learners	3		2	1.7	--	--	--	--
	4		2	1.8	--	--	--	--
	5		8	6.5	--	--	--	--
Students with Disabilities	3		9	7.6	--	--	--	--
	4		12	11.0	67	8	8	8
	5		18	14.6	67	28	6	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	118	114	96.6	21	22	35	22
	4	109	104	95.4	10	45	29	16
	5	123	119	96.7	19	24	26	31
Male	3		61	51.7	20	21	38	21
	4		54	49.5	9	39	31	20
	5		63	51.2	19	21	27	33
Female	3		53	44.9	23	23	32	23
	4		50	45.9	10	52	26	12
	5		56	45.5	20	27	25	29
Black or African American	4		1	0.9	--	--	--	--
American Indian or Alaska Native	3		1	0.8	--	--	--	--
	4		0	0.0	--	--	--	--
	5		1	0.8	--	--	--	--
Asian	5		3	2.4	--	--	--	--
Filipino	3		3	2.5	--	--	--	--
Hispanic or Latino	3		12	10.2	25	17	50	8
	4		12	11.0	25	67	8	0
	5		20	16.3	40	30	15	15
White	3		93	78.8	23	22	30	26
	4		84	77.1	8	45	26	20
	5		93	75.6	13	24	29	34
Two or More Races	3		4	3.4	--	--	--	--
	4		7	6.4	--	--	--	--
	5		2	1.6	--	--	--	--
Socioeconomically Disadvantaged	3		13	11.0	46	23	31	0
	4		23	21.1	13	52	30	4
	5		26	21.1	35	23	19	23
English Learners	3		2	1.7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		2	1.8	--	--	--	--
	5		8	6.5	--	--	--	--
Students with Disabilities	3		9	7.6	--	--	--	--
	4		11	10.1	36	45	18	0
	5		18	14.6	72	17	6	6
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	71	72	61	73	75	71	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	71
All Students at the School	61
Male	61
Female	61
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	31
White	68
Two or More Races	--
Socioeconomically Disadvantaged	13
English Learners	--
Students with Disabilities	43
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.00	21.00	37.00

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

SLVE parents are encouraged to participate in the school on a regular basis, and are one of the keys to the success of our students. There are multiple ways for parents to be a part of the school including School Site Council, which monitors categorical budgets and approves SPSA, or the Bobcat Club, our parent group, which provides funds to supplement our programs. In addition, parents volunteer in classrooms, drive on field trips, provide our Art Masterpiece program, and assist in a number of other ways.

San Lorenzo Valley Unified greatly benefits from its supportive parents who participate in district wide committees and advisory teams. SLVUSD parents participate in the District Curriculum Council, GATE Advisory Team, District Advisory Council, the District Arts Team and the District EduTech Team. Parents are welcome to join district-wide committees as well as site based groups to support student achievement throughout the district for our K- 12 students. For more information on how to participate as a parent and/or community member, please contact the Principal, 831-335-4475.

Parents or community members who wish to participate in district level leadership teams may contact the San Lorenzo Valley Unified District Office at (831) 336-8852. Parents who are interested in supporting their child's site directly as a volunteer, participant in site level committees and/ or classroom activity support should contact their school directly.

San Lorenzo Valley Elementary School 7155 Highway 9, Felton, CA 95018

Shannon Calden, Principal scalden@slvusd.org

Website: www.sle.slvusd.org

Adrienne McConnell, Administrative Assistant: 831-335-4475

Sue Finau, Registrar: 831-335-4475

Office Fax: 831-335-4768

Attendance Line: 831-335-7770

Mitzi Poetzinger, Psychologist: 831 -335-4475 x 241

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.16	0.16	0.45	1.92	2.27	2.17	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.08	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern of San Lorenzo Valley Unified . In our annual Parent Survey, approximately 90% of SLVUSD parents responded that they are confident our schools are physically and emotionally safe for their children. 97% of our parents responded that they are confident each site is prepared to meet emergencies effectively. Schools in the district are in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Each site works with the district and county to ensure that there is a Safety Plan at each site. During the fall semester of the new school year all annual revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lock down drills are held annually.

Students are supervised before and after school by certificated, classified and/or administrative staff. K - 5 students are supervised by classified staff at lunch; secondary students are supervised by certificated, classified and administrative staff during their lunch. There are two security support staff at the high school. At each school, there is a designated area for student drop off and pick up. Visitors are required to check in at the front office at each site.

D. Other SARC Information

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

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

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

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2012-2013	
Year in Program Improvement*	Year 2	
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		4		23	1	4		22	1	4	
1	20	4	1		25		3		23		3	
2	22		4		23		5		24		5	
3	22		5		24		4		22		5	
4	28		6		29		12		25	3	8	
5	30	1	9	3	25	1	9		28	1	10	2

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other		N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$5,902	\$1,125	\$4,776	\$65,621
District	N/A	N/A	\$5,449	\$63,744
Percent Difference: School Site and District	N/A	N/A	-12.4	-0.9
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2014-15)

In addition to general state funding, San Lorenzo Valley Unified receives state and federal funding for the following categorical funds and other support Programs: Title I (K - 5 sites), Title II (Professional Development).

Data within the SARC was provided by San Lorenzo Valley Unified School District, retrieved from the 2009-2010 SARC template, and/or located on Dataquest (<http://data.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,636	\$40,379
Mid-Range Teacher Salary	\$59,339	\$62,323
Highest Teacher Salary	\$81,681	\$81,127
Average Principal Salary (Elementary)	\$96,017	\$99,192
Average Principal Salary (Middle)	\$97,399	\$91,287
Average Principal Salary (High)	\$107,102	\$112,088
Superintendent Salary	\$158,287	\$159,821
Percent of Budget for Teacher Salaries	35%	36%
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/>.

Professional Development (Most Recent Three Years)

SLVUSD is committed to "leading the learning" and provides multiple opportunities for professional development throughout the year. We believe that the best professional development occurs when educators spend significant time collaborating around four essential questions:

1. What do we want all students to learn?
2. How do we know if students learned?
3. How do we systematically respond when students don't learn?
4. How do we systematically respond when students already know the learning goals?

Because we have aligned our vision on professional learning, SLVUSD teachers and staff meet for an hour each week for grade level and/or department collaboration. Educators analyze the results from student work and then determine instruction that will best meet the needs and strengths of students. Sites use collaboration time to focus on their own professional learning as well. Each site has a focus area for instructional improvement that is developed with the administrator and presented in the site plan and in teacher/administrator goals.

Throughout the year, the district also provides professional development in a variety of avenues. Administrators meet regularly as an Administrative Council to learn with their colleagues about collaboration, instructional strategies and research and leadership. Teacher leaders participate in district teams that focus on technology, instructional strategies, assessment, English learners, gifted education and other key issues that improve classroom and schoolwide learning for all students. SLVUSD staff participates in professional development days at the beginning of the school year and throughout the school year. During 3 days in the fall (2 at the beginning of the school year and 1 in October), teachers and administrators learn together, using research-based information to improve their instructional program and align their curriculum. There is a final professional development day in January for educators to reflect on their current instructional program and develop a plan for the second semester.

SLE Focus: Teachers continued to work on the implementation of new math adoption, along with work in Cognitively Guided Instruction. In addition, teacher teams worked together to unpack the Common Core standards in ELA and Math. Teachers created curriculum documents, along with a scope and sequence at each grade level to help guide their instructional practices. Writer's Workshop was also a strong focus this year. Last, SLE teachers worked on building Professional Learning Communities to collaborate and strengthen the instructional programs at the site.