

San Lorenzo Valley Middle 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 Middle School
Street	7179 Hacienda Way
City, State, Zip	Felton, CA 95018
Phone Number	(831) 335-4452
Principal	Jeff Calden
E-mail Address	jcalden@slvusd.org
Web Site	http://ms.slvusd.org/
Grades Served	6-8
CDS Code	44-69807-6060644

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 Middle School: Working Together to Ensure All Students Learn

San Lorenzo Valley Middle School is located in the beautiful redwood forests of the Santa Cruz Mountains. A school construction bond passed by the citizens of the San Lorenzo Valley enabled SLVMS to remodel the entire school in 2005, including twelve new classrooms, two new science labs, and two new restrooms. A second community bond led to the a new state-of-the-art library and computer lab, which opened in December of 2011. San Lorenzo Valley Middle School values the continued support of its community and parents.

San Lorenzo Valley Middle School is a comprehensive middle school that offers language arts, math, science, social studies and physical education at each level, grades six, seven and eight. Our students are able to take advanced courses in mathematics, language arts, French, Spanish, music and choir. In physical education, students have access to a state-of-the-art turf field, an all-weather track and an Olympic swimming pool. SLVMS offers a full range of exploratory electives, including art, band, choir, drama, Spanish, technology, speech, life skills, building and engineering, leadership, newspaper/journalism, and digital arts. In 2013-14, SLVMS incorporated an AVID program, beginning at the 8th grade level. SLVMS offers a varied Pyramid of Intervention for at-risk students. RTI is a school-wide focus. SLVMS offers intervention courses in Reading Support, ELD, Academic Support, and Directed Studies for both regular education and special education students. Team-taught Language Arts and Math courses are offered, which creates fully-mainstreamed schedules for all resources students. We offer after-school homework centers, drama productions, after-school clubs, GATE activities, and a comprehensive, cost-free school sports programs. The school supports cultural awareness through its diverse literature selections and curriculum.

SLVMS is dedicated to creating a positive, safe, and caring atmosphere in which students and staff are encouraged to reach their highest personal and educational potential. We recognize each person as unique with special needs and talents. Above all else, we foster high academic achievement, self-discipline, self-esteem, and self-knowledge.

San Lorenzo Valley Middle is the one middle school that serves students in the San Lorenzo Valley Unified School District. Curriculum is focused on the Common Core standards.

During the 2015-16 school year, 530 sixth through eighth grade students were enrolled at the school, with classes arranged on a traditional schedule/year-round calendar.

In 2015, SLVMS was recognized as a California and National Model Middle School to Watch, as well as a California Gold Ribbon School.

San Lorenzo Valley Middle School is working together with the San Lorenzo Valley community to ensure that all students learn.

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

Grade Level	Number of Students
Grade 6	153
Grade 7	188
Grade 8	149
Total Enrollment	490

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	1
Filipino	0.2
Hispanic or Latino	14.9
White	75.9
Two or More Races	6.3
Socioeconomically Disadvantaged	24.5
English Learners	1.6
Students with Disabilities	10.2
Foster Youth	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	21	18.4	21.7	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	McDougal Littell Adoption 2002/2003	Yes	0.0%
Mathematics	Pearson/Digits Adoption 2014	Yes	0.0%
Science	Holt, Rinehart & Winston Adoption 2007	Yes	0.0%
History-Social Science	McDougal Littell Adoption 2006	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

San Lorenzo Valley Middle School is comprised of 25 classrooms, 1 gym, 1 cafeteria, 1 library, 1 staff lounge, 2 computer labs, a performing arts classroom, and state of the art athletic facilities including an all-weather track and turf athletic field and an Olympic swimming pool. Recent remodeling included 12 new classrooms, two new science lab classrooms, and two new restrooms, completed in 2005. A new library, complete with a modern computer lab, was opened in December of 2011.

Cleaning Process: School administration works daily with the custodial staff of two full-time custodians and a part-time library custodian to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

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 State School Deferred Maintenance Program contribution created unintended consequences for local 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 April, 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: April 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	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Since inspection all windows have been cleaned and campus has been pressure washed.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: April 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	43	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	6	156	151	96.8	15	33	36	15
	7	182	176	96.7	17	23	42	18
	8	149	141	94.6	14	27	40	18
Male	6		78	50.0	23	35	28	12
	7		92	50.5	18	25	38	18
	8		62	41.6	16	32	40	10
Female	6		73	46.8	7	32	44	18
	7		84	46.2	15	21	46	17
	8		79	53.0	13	23	41	24
Black or African American	7		1	0.5	--	--	--	--
American Indian or Alaska Native	7		1	0.5	--	--	--	--
Asian	6		1	0.6	--	--	--	--
	7		2	1.1	--	--	--	--
	8		2	1.3	--	--	--	--
Filipino	6		1	0.6	--	--	--	--
	7		1	0.5	--	--	--	--
	8		2	1.3	--	--	--	--
Hispanic or Latino	6		27	17.3	22	41	26	11
	7		21	11.5	24	33	33	10
	8		23	15.4	13	39	43	4
White	6		113	72.4	12	32	39	16
	7		138	75.8	15	21	44	20
	8		100	67.1	15	23	43	18
Two or More Races	6		8	5.1	--	--	--	--
	7		9	4.9	--	--	--	--
	8		12	8.1	8	25	17	50
Socioeconomically Disadvantaged	6		39	25.0	28	36	28	5
	7		34	18.7	32	24	41	3
	8		36	24.2	22	33	39	6
English Learners	6		2	1.3	--	--	--	--
	7		2	1.1	--	--	--	--
	8		1	0.7	--	--	--	--
Students with Disabilities	6		19	12.2	63	26	5	0
	7		15	8.2	40	47	13	0
	8		12	8.1	58	25	8	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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	6	156	149	95.5	24	39	21	15
	7	182	178	97.8	29	21	28	21
	8	149	141	94.6	33	23	30	12
Male	6		76	48.7	25	43	17	14
	7		93	51.1	24	18	32	26
	8		62	41.6	29	26	29	13
Female	6		73	46.8	23	34	26	16
	7		85	46.7	35	25	24	16
	8		79	53.0	35	20	32	11
Black or African American	7		1	0.5	--	--	--	--
American Indian or Alaska Native	7		1	0.5	--	--	--	--
Asian	6		1	0.6	--	--	--	--
	7		2	1.1	--	--	--	--
	8		2	1.3	--	--	--	--
Filipino	6		1	0.6	--	--	--	--
	7		1	0.5	--	--	--	--
	8		2	1.3	--	--	--	--
Hispanic or Latino	6		27	17.3	37	33	19	11
	7		21	11.5	38	24	33	5
	8		23	15.4	48	22	30	0
White	6		112	71.8	20	41	21	18
	7		139	76.4	27	22	26	25
	8		100	67.1	29	25	30	14
Two or More Races	6		7	4.5	--	--	--	--
	7		10	5.5	--	--	--	--
	8		12	8.1	25	8	33	25

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		38	24.4	37	39	21	3
	7		34	18.7	44	26	29	0
	8		36	24.2	47	17	22	11
English Learners	6		2	1.3	--	--	--	--
	7		2	1.1	--	--	--	--
	8		1	0.7	--	--	--	--
Students with Disabilities	6		18	11.5	67	22	11	0
	7		17	9.3	35	35	29	0
	8		12	8.1	83	8	0	0
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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)	77	79	83	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	83
Male	80
Female	84
Asian	--
Filipino	--
Hispanic or Latino	76
White	83
Two or More Races	83
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	51
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
7	10.40	27.50	51.60

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)

San Lorenzo Valley Unified greatly benefits from its supportive parents who participate in various ways. SLVUSD parents participate in the GATE Advisory Team, District Advisory Council, and the District Arts Team, among others. Parents can serve on School Site Council, or volunteer to be a part of the SLVMS Panther Club, the school's parent booster club. Parents of EL students, GATE students and AVID students are invited to parent meetings during the year. SLVMS also has a Career and College Information night for parents. Back to School Night, Open House, Incoming 6th grade parent night, Honor Roll assemblies, Drama productions, Music performances, and after-school athletic teams offer parents the opportunity to become involved with the school community and to volunteer their help. For more information on how to participate as a parent and/or community member, please contact the Middle School office at (831) 335-4452.

Parents or community members who wish to participate in district level leadership teams may contact the San Lorenzo Valley Unified School District 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 San Lorenzo Valley Middle School at (831) 335-4452.

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	8.48	10.67	10.57	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, 97.5% of SLVMS parents responded that they are confident our school is physically safe for their children. 94.7% responded that our school is emotionally safe for their children. 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 twice each year. Students are supervised before and after school by certificated, classified and/or administrative staff. There are two security support staff employees at the middle school. Visitors are required to check in at the front office and wear a visitor's badge while on campus.

D. Other SARC Information

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

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

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

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
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 (Secondary)

Subject	2012-13			Avg. Class Size	2013-14			Avg. Class Size	2014-15					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
English	24	3	12		22	3	8		23	5	12	2		
Mathematics	21	9	7		20	8	8		26	2	10	1		
Science	27	3	10		26	1	11		28	1	11	1		
Social Science	26	1	12		28		11		30		11			

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	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		N/A
Nurse	.6	N/A
Speech/Language/Hearing Specialist	.8	N/A
Resource Specialist	1.5	N/A
Other	0	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	\$6,104	\$1,215	\$4,889	\$64,532
District	N/A	N/A	\$5,449	\$63,744
Percent Difference: School Site and District	N/A	N/A	-10.3	-2.5
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.

SLVMS Focus: With the introduction of an AVID class at the middle school in 2013-2014, teachers have received professional development in AVID strategies school wide for the last two years. The focus has been on Cornell Notes and WICOR (Writing, Inquiry, Collaboration, Organization and Reading). AVID tutors were hired and trained to support student success in the AVID elective.

In addition, SLVMS continued to focus on Response to Intervention, in order to support students who are not learning or succeeding in the classroom. Systems are in place to monitor student progress and to intervene when needed. All staff members are committed to helping support the success of all students.

ELA and math teachers worked on Common Core curriculum documents, unpacking the standards in order to guide their instruction. The middle school math department continues to work together to implement their new math adoption. The ELA department is exploring a new textbook adoption for next year. Science teachers are attending workshops on the new Next Generation Science Standards. Last, social studies teachers are participating in AVID workshops that are specific to their subject area.