

# South Valley Middle School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### Internet Access

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

## About This School

### School Contact Information (School Year 2019-20)

Entity	Contact Information
<b>School Name</b>	South Valley Middle School
<b>Street</b>	385 I.O.O.F. Avenue
<b>City, State, Zip</b>	Gilroy, CA 95020
<b>Phone Number</b>	(669) 205-5200
<b>Principal</b>	Guillermo Ramos
<b>Email Address</b>	guillermo.ramos@gilroyunified.org
<b>Website</b>	<a href="https://svms.gilroyunified.org">https://svms.gilroyunified.org</a>
<b>County-District-School (CDS) Code</b>	43-69484-6098214

Entity	Contact Information
District Name	Gilroy Unified School District
Phone Number	(408) 847-2700
Superintendent	Deborah Flores
Email Address	debbie.flores@gilroyunified.org
Website	www.gusd.k12.ca.us

### School Description and Mission Statement (School Year 2019-20)

South Valley Middle School is committed to providing a high-quality educational experience for all our students and preparing them to be responsible citizens, successful adults and lifelong learners.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	293
Grade 7	315
Grade 8	290
Total Enrollment	898

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.3
Asian	2.2
Filipino	1.3
Hispanic or Latino	84
Native Hawaiian or Pacific Islander	0.1
White	7.9
Two or More Races	1.8
Socioeconomically Disadvantaged	69.8
English Learners	21.8
Students with Disabilities	13.1
Foster Youth	0.3
Homeless	1.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	32	34	32	467
Without Full Credential	7	7	8	36
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 10/4/2018

We choose our textbooks from lists that state education officials have already approved. For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the California Department of Education (CDE) website. Textbooks for kindergarten through eighth grade are selected from the California State Board of Education's list of approved adopted instructional materials. Instructional materials for students in grades 9-12 are locally approved. Teachers use additional instructional resources aligned with the Common Core State Standards and the state curriculum frameworks. Textbook selection involves a committee of teachers who engage in reviewing potential resources to determine alignment with the state-approved instructional framework for each content area. Resources that best meet alignment criteria are selected to be piloted in classrooms. Data is collected and evaluated, and the committee makes recommendations to the Board of Education for approval. The most recent public hearing to adopt a resolution on sufficiency of instructional materials was held on October 4, 2018.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Literature & Language Arts; Holt, Rinehart and Winston 2003  Read 180, Scholastic 2007  Inside California; Hampton-Brown, National Geographic 2009	Yes	0%
<b>Mathematics</b>	California Middle School Mathematics: Concepts and Skills, McDougal Littell 2008j	Yes	0%
<b>Science</b>	California Science Series, McDougal Littell 2007	Yes	0%
<b>History-Social Science</b>	Discovering Our Past, Glencoe (BMS/SVMS) 2006  History Alive!, TCI Glencoe (ASMS) 2006	Yes	0%

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

South Valley Middle School was built in 1956. The facilities are in good condition. Our custodians clean nightly, with deep cleaning occurring over the summer and during breaks. One custodian works the daytime shift, and two custodians work the night time shift. South Valley’s facilities include two computer labs, 37 classrooms, a regulation high-school-sized gymnasium, a weight/fitness room, multipurpose room, wrestling room, dance room, large locker rooms and a library. In addition, we have a track and football field, two baseball fields, tennis courts, and a wide-open field area for athletic events and physical education classes. Our school library contains an extensive selection of books and is operated by a part-time library clerk. We are working actively to purchase additional books that are culturally relevant, of high-interest to middle school students and Spanish books. Teachers take their students to the library to conduct research and check out books during scheduled times. The library is open during lunchtime to provide a quiet place for students to catch up on their academics or read a book. South Valley has 155 computers available for student use, and the campus has Wi-Fi. Two computer labs are equipped with 36 internet-connected PCs. We also have a Chromebook cart for each teacher for use in classrooms. Students use computers or Chromebooks for classroom instruction, group projects, online assignments, tracking their grades through Aeries, communicating with teachers and classmates regarding projects, formal assessments and science fair research projects. Five years ago, South Valley received \$1.5 million of Measure P funds to use toward facilities upgrades. Some projects included the following:

- Installed fencing around the entire campus
- Repaved the parking lot to allow smooth flow of traffic
- Painted all the classrooms
- Installed new concrete and grass around the gym area
- Installed an electronic marquee
- Installed blinds in the cafeteria

We also received Measure E, which is a general obligation bond that was on the June 7, 2016 ballot, authorizing \$170 million in improvements for Gilroy Unified schools. The passage of Measure E allows the district to be eligible to receive statematching funds to repair, modernize and upgrade classrooms through the district. South Valley Middle School will be rebuilt thanks to this bond.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 11/20/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Fair	HVAC old & aging sewer old aging/ new school under design/ 2021 start
<b>Interior:</b> Interior Surfaces	Good	Classroom interiors are aged and deteriorating. Repair as needed.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	fields need replacement/ new school under design/ 2021 start
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	no hot water to locker/showers/ new school under design/ 2021 start
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	New school under design/ 2021 start
<b>Structural:</b> Structural Damage, Roofs	Poor	termites/ roof issues/ new school under design/ 2021 start
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	fields need reno/ old windows/ new school under design/ 2021 start
<b>Overall Rating</b>	Fair	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	36	38	49	50	50	50
Mathematics (grades 3-8 and 11)	34	30	42	43	38	39

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	896	873	97.43	2.57	37.84
Male	454	443	97.58	2.42	33.48
Female	442	430	97.29	2.71	42.33
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	65.00
Filipino	--	--	--	--	--
Hispanic or Latino	750	732	97.60	2.40	33.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	70	68	97.14	2.86	64.71

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	18	17	94.44	5.56	70.59
Socioeconomically Disadvantaged	636	615	96.70	3.30	28.01
English Learners	346	334	96.53	3.47	17.07
Students with Disabilities	117	113	96.58	3.42	8.04
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	18	15	83.33	16.67	20.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	895	881	98.44	1.56	30.19
Male	453	444	98.01	1.99	30.63
Female	442	437	98.87	1.13	29.75
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	75.00
Filipino	--	--	--	--	--
Hispanic or Latino	749	738	98.53	1.47	25.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	70	68	97.14	2.86	66.18
Two or More Races	18	17	94.44	5.56	52.94
Socioeconomically Disadvantaged	636	625	98.27	1.73	20.96
English Learners	345	341	98.84	1.16	11.44
Students with Disabilities	117	114	97.44	2.56	6.14
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	18	17	94.44	5.56	5.88

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	22.1	25.3	17.5

Note: Percentages are not calculated and double dashes (--) appear in the table 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 State priority: Parental Involvement (Priority 3):

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

### Opportunities for Parental Involvement (School Year 2019-20)

Our site governance team, the School Site Council (SSC)—which includes parents, staff members and students—helps create our school’s Single Plan for Student Achievement and approves all spending of categorical funds for the current fiscal year. It meets every month to determine the needs of the school and identify ways to meet those needs. The English Learner Advisory Committee addresses programs needs and strategies that best support the needs of our English learner (EL) students. An ELAC representative also takes part in the SSC process. The South Valley Parent Club supports school programs, student recognition, eighthgrade promotion, academic awards, social events for families, and many other necessary and important aspects of campus life. Meetings for ELAC, Parent Club, SSC and SPAC are held once a month, and all our parents are invited to attend. To provide support and resources for our parents, we invite guest speakers to our ELAC and Parent Club meetings based on parents’ interest. These sessions focus on student success and providing support at home. At South Valley, parents have the opportunity to support the school by participating in various district committees such as SPAC, GATE Parent Advisory Committee and DELAC. We also have a School Linked Services coordinator who surveys our parents, determines their needs, and plans workshops for them. This support has helped in bridging the communication between the school and parents. It has helped increase parent involvement and student achievement. For more information on how to become involved at the school, please contact us at (669) 205-5200.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	7.2	10.4	12.4	3.9	5.4	5.1	3.6	3.5	3.5
<b>Expulsions</b>	0.4	0.5	0.5	0.1	0.2	0.1	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

The school safety plan is reviewed at the beginning of the school year by teachers and school administration and was last updated in October 2018. The plan covers emergency procedures and drills to follow in case of fire, earthquake or an intruder on campus. These drills are practiced throughout the school year. Each classroom has a copy of the school emergency plan. The school practices a code-red and code-blue drill in the event of a school lockdown at least twice during the year. South Valley is a PBIS school and has a progressive discipline model, which has steps to provide students with the needed resources to support them with their specific needs, academic, behavioral, emotional, etc. We have a three-tiered level approach to making sure that all relevant parties come together and find the best support systems for the student. Five campus supervisors monitor the school grounds throughout the school day. They have radios that enable them to maintain contact with each other and with the school office. The school is also equipped with a surveillance camera system that monitors the entire campus. South Valley is a closed campus, which means students may not leave during school, and all visitors must register in the office. South Valley Middle School utilizes a school resource officer through a partnership with Gilroy Police Department to ensure that the campus is safe. Administration meets with police on a monthly basis to discuss trends and patterns of student behavior that could have an adverse effect on school safety.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	28	7	18	16	27	5	26	10	28	4	12	6
Mathematics	7	3			27	4	12	5	30	2	6	12
Science	28	2	13	5	28	5	5	10	29	2	12	7
Social Science	30	2	9	8	28	2	13	5	29	3	12	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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	449.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.0

Title	Number of FTE* Assigned to School
<b>Other</b>	2.0

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$6,482	\$962	\$5,519	\$74,465
<b>District</b>	N/A	N/A	\$7,833	\$86,053
<b>Percent Difference - School Site and District</b>	N/A	N/A		
<b>State</b>	N/A	N/A	\$7,125	\$79,665
<b>Percent Difference - School Site and State</b>	N/A	N/A		

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

South Valley Middle School uses state and federal funding to pay for a part-time library clerk, an assessment paraprofessional and support for professional development opportunities for our teaching staff. State and federal funds allotted for specific purposes are used to purchase materials that enhance and support the ongoing curriculum in the classroom. Categorical funds are also utilized to provide academic interventions for students through tutoring both during and after school. These tutorials provide targeted instruction opportunities for specific students exhibiting gaps in their learning. South Valley athletic programs and the physical education department raise funds to provide uniforms and participate in league games and tournaments throughout the year.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$50,743	\$51,374
<b>Mid-Range Teacher Salary</b>	\$74,751	\$80,151
<b>Highest Teacher Salary</b>	\$94,963	\$100,143
<b>Average Principal Salary (Elementary)</b>	\$132,658	\$126,896
<b>Average Principal Salary (Middle)</b>	\$142,317	\$133,668
<b>Average Principal Salary (High)</b>	\$150,900	\$143,746
<b>Superintendent Salary</b>	\$221,519	\$245,810
<b>Percent of Budget for Teacher Salaries</b>	33%	35%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	7

One of our goals at South Valley is to strengthen the program offerings and continually improve our instructional practices. Our staff is committed to implementing research-based instructional strategies and participates in a variety of professional-development opportunities to hone in on their skills. The Instructional Leadership Team provides training and support to the leadership team to be able to train and facilitate data-driven conversations with staff. Teachers have also participated in various trainings, including Positive Behavioral Interventions and Supports (PBIS), College Preparatory Materials (CPM), English language development (ELD) awareness and integration, StudySync, in addition to attending conferences offered by California Association for Bilingual Education (CABE), and the National Science Teachers Association (NSTA). Teachers receive ongoing training in the areas of implementing Common Core State Standards, language development, differentiated instruction, technology and Next Generation Science Standards. To provide teachers collaboration time for planning and developing lessons aligned with California Common Core State Standards, four early release days were planned this year. Teachers are part of Professional Learning Communities (PLCs) that meet regularly with a focus on student learning. For the past four school years, three days have been dedicated to providing staff with professional development. We have a part-time English language arts/technology instructional specialist who supports teachers by providing training in effective instructional practices and classroom management, collecting resources, and helping analyze students' test data to address areas of need. A science teacher on special assignment (TOSA) also supports teachers by providing training on instructional strategies. Two instructional specialists have been added this year to support with English language development training and ongoing support to the staff.