



### School Profile

San Lorenzo Valley Middle School is located in the beautiful Santa Cruz mountains. The citizens of the San Lorenzo Valley allocated funds for construction by passing a bond measure in 2001. Fourteen new classrooms and two new restrooms were completed at the middle school in December 2005. Planning is underway for a new state-of-the-art library, also funded by a community bond. The library and new computer labs are scheduled to be completed by 2011. We value the continued support of our community and parents. Together with our staff, we are focused on providing a quality education for every student at SLVMS.

San Lorenzo Valley Middle School is a comprehensive middle school that offers English, math, science, social studies and physical education at each level; grades six, seven and eight. Because of its close proximity to San Lorenzo Valley High School, our students are able to take French, Spanish, geometry, advanced music and other classes at the high school. A full range of electives includes art, leadership, chorus, instrumental music, drama, Spanish, technology, creative writing, math explorations, life skills, and digital media. Many students also participate in school sports, clubs and GATE activities.

We are 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.

In April 2007, The California Department of Education honored San Lorenzo Valley Middle School as a California Distinguished School. The school submitted an application to the California Department of Education and underwent a rigorous selection process. The process concluded with a site visit to meet with staff, students and parents to validate that applications were accurate and that the school is indeed an exemplary school. "The accomplishments of these distinguished schools should be celebrated as significant models of excellence," said Michael Watkins, Santa Cruz County Superintendent of Schools.

San Lorenzo Valley Middle is the one middle school that serves students in the San Lorenzo Valley Unified. Curriculum is focused on essential standards. The school supports cultural awareness on a daily basis through its diverse literature selections and advisory period lessons.

During the 2007-08 school year, 517 6th through 8th grade students were enrolled at the school, with classes arranged on a traditional schedule/year-round calendar.

### Contact Information

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.

### Parent Involvement

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 English Learner Advisory Team (DELAC), District Advisory Council, the District Arts Team and the District Edu Tech 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 Instructional Services Office at 336-8852.

### Discipline & Climate for Learning

Students at San Lorenzo Valley Unified (District Office) are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of San Lorenzo Valley Unified (District Office) discipline program is to create safe and effective learning environments for all students. The district's Strategic Plan states: There will be an annual 10% reduction of recorded discipline incidents, a reduction in suspendable behaviors and a reduction of expelled students. Parents and students are informed of school rules and discipline policies through the Student and Parent handbooks, which are sent home at the beginning of the school year. Families also receive updated information about the safe learning environments as well as information on ways to support their child's behavior and learning in regular newsletters from the sites. The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted. Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs are provided at each site. Please visit your child's school website to see the opportunities for student involvement. The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs at the middle and high school are extensive and provide opportunities for all students to participate. Please visit the school's website to find the athletic schedule and contact information for the Athletic Directors. School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements in the classroom and at schoolwide recognition assemblies. Positive citizenship and leadership are also recognized during the school year.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	1.2%
American Indian	0.4%
Asian	0.8%
Caucasian	84.3%
Filipino	0.6%
Hispanic or Latino	8.1%
Pacific Islander	0.2%
Multiple or No Response	4.4%

### Suspensions & Expulsions

	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	93	111	202	282	312	330
Suspension Rate	23.9%	20.7%	39.1%	7.7%	8.9%	9.3%
Expulsions	0	1	0	2	4	2
Expulsion Rate	0.0%	0.2%	0.0%	0.1%	0.1%	0.1%

### Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from paraprofessionals (K - 5). The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

#### Class Size Distribution

Average Class Size	Classrooms Containing:									
	1-20 Students			21-32 Students			33+ Students			
	06	07	08	06	07	08	06	07	08	
By Grade Level										
6	-	29	31	-	-	-	-	6	5	-
By Subject Area										
28	27	23	1	3	6	9	8	8	2	1
29	29	28	1	2	2	6	6	6	5	3
31	32	31	-	-	1	8	6	7	4	5
Social	31	32	31	-	-	-	8	10	10	6

### Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past three school years.

#### Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
6th		177	164
7th	184	164	186
8th	205	194	167

### Curriculum Development

All curriculum development in the San Lorenzo Valley Unified is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Director of Instructional Services, to align with the state standards, district goals, and the statewide assessment program. During the 2007-08 school year, changes to the curriculum included: the adoption of the California Visual and Performing Arts Standards.

The instructional program uses the standards and curriculum frameworks established by the State of California. The district's core curriculum includes language arts, mathematics, science, social sciences, physical education and the fine and performing arts. Materials and methods used in each setting are appropriate to the students' needs, abilities and language proficiencies. A broad-based staff and parent commitment supports and enriches the instructional process and the school's programs.

Students continue to use a variety of technology to enhance their learning. Technology efforts include the purchase of additional software, classroom computers and presentation tools. All classrooms, labs, and office in the school have access to the local and wide area network. The district has a Technology Plan that was approved in December, 2007 by the California Department of Education.

### Instructional Materials

San Lorenzo Valley Unified held a public hearing on October 3, 2007, 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.

#### District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
7th-8th	English/ Language Arts	McDougal Littell	2002	Yes	0.0%
6th	English/ Language Arts	McDougal Littell	2003	Yes	0.0%
6th-8th	History/Social Studies	McDougal Littell	2006	Yes	0.0%
6th-8th	Mathematics	Pearson/ Prentice Hall	2008	Yes	0.0%
6th-8th	Science	Holt, Rinehart & Winston	2007	Yes	0.0%

### Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Felton and Boulder Creek, which contain numerous computer workstations.

### School Facilities

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.

Recent remodeling included 14 new classroom, completed in 2005. Plans for a new library, complete with modern computer labs, are currently underway, with completion scheduled for 2011.

Cleaning Process: School administration works daily with the custodial staff of two full-time custodians 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. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

Deferred Maintenance Budget The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2007-08 school year the district allocated \$115,000 for deferred maintenance program. This represents .5% of the district's general fund budget. During the 2007-08 school year, the district's governing board did approve deferred maintenance projects for the school, which included roof project and general repairs at sites throughout the district..

the Facility Inspection Tool (FIT) was completed in June, 2008. All required repairs were completed by Fall, 2008.

### School Facility Conditions

Date of Last Inspection: 6/10/2008

Overall Summary of School Facility Conditions: Good

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks		X		Classrooms 8-11 & storage, plus Rooms 28 & 29 - Repaired.
Mechanical Systems		X		Classrooms 8-11 & storage, plus Rooms 28 & 29 - Repaired.
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)		X		Classrooms 8-11 & storage, plus Rooms 28 & 29 - Repaired.
Playground/School Grounds	X			
Overall Cleanliness	X			

### Safe School Plan

Safety of students and staff is a primary concern of San Lorenzo Valley Unified. 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. 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. Lockdown drills are held annually. In the Spring of 2008, the Felton campus participated in a county sponsored Code Red Drill; this experience provided some important practice and dialogue between the district and county that supports our commitment to physical safety for all students.

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.

### Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers three staff development "buy-back" days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.

SLVUSD is committed to "leading the learning" and provides multiple opportunities for professional development throughout the year. Administrators, teachers and paraprofessionals participate in districtwide trainings that support the use of best practices for instructional strategies, technology, content knowledge and professional learning communities.

Each school site uses late start/early release days during the month to provide time for teacher collaboration. This time is used for a focused analysis of student achievement and collaborative planning on how best to support students who need remediation, enrichment and more practice in specific areas of learning.

### Counseling & Support Staff

It is the goal of San Lorenzo Valley Unified to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

The middle school provides counseling services through the California High School Exit Exam (CAHSEE) Intervention program; the focus for this program is to support academically at risk students, starting in seventh grade. SLVMS has a counselor on site three days a week.

#### Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Counselor (7-8)	1	0.6
Library Media Specialist	1	1.0
Nurse	1	1.0

### Teacher Assignment

San Lorenzo Valley Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, San Lorenzo Valley Middle had 25 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

#### Teacher Credential Status

	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	15	24	25	186
Without Full Credentials	2	2	1	5
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

#### Misassignments/Vacancies

	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>2</b>	<b>2</b>	<b>0</b>
Vacant Teacher Positions	0	0	0



## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2007-08 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	97.3%	2.7%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	96.5%	3.5%

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.  
Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).  
Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	7	7	8	
Similar Schools Rank	1	3	6	
<b>All Students</b>				
Actual Growth	14	26	-20	777
<b>Socioeconomically Disadvantaged</b>				
Actual Growth	-	76	-41	690
<b>Caucasian</b>				
Actual Growth	12	22	-17	785
<b>Students with Disabilities</b>				
Actual Growth	80	18	-26	582

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:  
• Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.  
• Percent proficient on the state's standards-based assessments in ELA and Mathematics.  
• API as an additional indicator.  
• Graduation rate (for secondary schools).  
There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

## CAT-6

The Norm-Referenced Test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. Prior to 2005, all students in grades two through eleven were tested each spring. Currently, only students in grades three and seven are tested. The chart reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics.

## Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## CAT/6 Norm Referenced Test

### % At or Above 50th Percentile

	Reading			Math		
	7	7	7	7	7	7
<b>All Students</b>						
School	65	68	69	67	66	61
District	69	72	72	69	71	64
State	46	47	49	50	51	52
<b>Males</b>						
School	60	67	66	73	67	63
<b>Females</b>						
School	70	70	73	62	66	60
<b>Socioeconomically Disadvantaged</b>						
School	41	62	47	47	59	34
<b>Hispanic or Latino</b>						
School	*	45	59	*	64	35
<b>Caucasian</b>						
School	66	72	71	68	67	64
<b>Students with Disabilities</b>						
School	31	34	25	31	24	21

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

## California Standards Test (CST)

### Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts			Math			Science			Social Science											
	6			7			8			8											
	06	07	08	06	07	08	06	07	08	06	07	08									
<b>All Students</b>																					
School	56	48	58	65	72	49	58	58	50	34	53	53	48	41	54	61	40	44	52		
District	59	58	49	63	69	73	54	60	63	56	50	36	53	57	49	42	52	60	39	46	49
State	41	42	47	43	46	49	41	41	45	41	42	44	41	39	41	38	42	52	34	35	36
<b>Males</b>																					
School	51	37	54	61	67	39	53	54	49	30	60	57	55	43	53	64	39	47	53		
District	57	52	39	57	65	67	45	53	59	52	49	32	58	58	56	44	53	63	37	47	51
State	38	40	44	38	42	44	37	37	41	42	42	44	41	39	42	41	45	54	36	36	39
<b>Females</b>																					
School	62	56	61	68	79	59	63	64	49	37	47	49	42	39	54	57	41	41	51		
District	62	64	59	68	73	80	62	66	69	62	52	40	49	57	44	39	52	55	41	44	47
State	44	45	50	48	51	54	45	46	50	41	41	43	41	38	41	34	41	50	31	33	35
<b>Socioeconomically Disadvantaged</b>																					
School	30	15	34	49	45	20	40	48	24	15	34	35	22	16	40	50	13	17	41		
District	36	34	14	39	53	45	22	42	52	36	29	19	33	40	22	18	38	52	12	19	42
State	26	27	32	28	31	34	25	26	30	28	28	30	27	27	30	23	29	39	19	20	22
<b>Hispanic or Latino</b>																					
School	28	33	*	55	59	33	36	40	44	25	*	55	29	25	36	60	25	43	40		
District	35	30	34	54	54	58	34	40	40	36	50	25	54	54	32	28	40	60	24	46	40
State	26	28	33	28	32	34	25	26	31	29	29	31	28	27	30	23	28	38	20	21	23
<b>Caucasian</b>																					
School	61	50	59	67	75	52	58	61	51	34	54	53	52	45	53	62	43	44	54		
District	62	61	51	65	71	76	57	60	66	61	51	36	55	58	53	45	52	60	42	45	50
State	61	61	66	63	66	68	62	62	63	58	58	60	58	54	57	55	60	70	51	52	53
<b>Students with Disabilities</b>																					
School	25	19	24	21	29	9	26	26	14	10	24	17	8	11	26	21	11	23	25		
District	29	27	21	22	30	31	14	26	34	27	17	9	23	27	14	13	25	30	14	22	23
State	12	12	13	11	12	12	9	10	11	12	12	13	10	9	12	11	13	17	10	10	11

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.



## Physical Fitness

In the spring of each year, San Lorenzo Valley Unified is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2007-08 school year, 70% of the school's fifth/seventh/ninth grade students either met or exceeded state fitness standards (average), by scoring in the HFZ in 5 or more areas.

## Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, [www.cde.ca.gov](http://www.cde.ca.gov).

Average Salary Information Teachers - Principal - Superintendent 2006-07		
	District	State
Beginning Teachers	\$30,934	\$37,916
Mid-Range Teachers	\$53,111	\$58,151
Highest Teachers	\$73,108	\$75,396
Elementary School Principals	\$88,845	\$91,086
Middle School Principals	\$90,146	\$95,220
High School Principals	\$99,125	\$101,661
Superintendent	\$140,126	\$136,091
Salaries as a Percentage of Total Budget		
Teacher Salaries	32.0%	38.5%
Administrative Salaries	4.7%	5.8%

## Percentage of Students in Healthy Fitness Zone

### 2007-08 Test Results

7th Grade	
School	
School Overall	46.4%
School (Boys)	46.2%
School (Girls)	46.7%
District	
District Overall	45.6%
District (Boys)	45.7%
District (Girls)	45.5%
State	
State Overall	32.9%
State (Boys)	30.2%
State (Girls)	35.7%

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$58,214
District	\$56,276
Percentage of Variation	3.44%
School & State	
All Unified School Districts	\$59,271
Percentage of Variation	1.79%

## District Expenditures

San Lorenzo Valley Unified spent an average of \$5508. to educate each student (based on 2006-07 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,087
From Restricted Sources	\$1,307
From Unrestricted Sources	\$3,781
District	
From Unrestricted Sources	
Percentage of Variation between School & District	-99.98%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	-28.67%

## District Revenue Sources

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), Title V, EIA, School/Library Improvement Program, EETT (Technology), GATE, Art and Music Grant, Arts and PE Grant, Instructional Materials, ELAC (English Acquisition), School Violence/School Safety, TUPE.

## Data Sources

Data within the SARC was provided by San Lorenzo Valley Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.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.

## Computer Resources

In addition to computers in the classroom, San Lorenzo Valley Middle also has two computer labs with at least 30 computers in each. The computer labs are staffed by media specialists when not being used by teachers for classes. We have three sections of computer technology available to students and the labs are also open for students before and after school.

Computer Resources			
	05-06	06-07	07-08
Computers	65	65	65
Students per computer	6.0	8.2	8.0
Classrooms connected to Internet	18	18	18

## School Programs and Practices That Promote a Positive Learning Environment

An intervention program for academically at-risk students is available in language arts and a math intervention is planned for the 2009-2010 school year. There are Directed Studies courses available for both regular education and special education students. After-school tutorials in language arts, math, science, and social studies are available to all students. We communicate with parents weekly via a principal's e-newsletter. A student-run newspaper is distributed monthly, and the daily bulletin is posted on our Web site. We have a marquee on the main highway to communicate events to the community. Power School is used by 100% of our teachers. The WEB (Where Everyone Belongs) Program has been instituted to help integrate the 6th grade students into our school.



