

## Executive Summary School Accountability Report Card, 2006-07

# *San Lorenzo Valley Middle School*

**Address:** 7179 Hacienda Drive Felton, CA 95018

**Phone:** 831-335-4452

**Principal:** Chris Mercer

**Grade Span:** 6 - 8

*This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.*

### About This School

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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 were completed at the middle school in December 2005. 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, geometry, advanced music and other classes at the high school. A full range of electives includes art, leadership, chorus, instrumental music, drama, world languages, and digital media. Many also students participate in extra curricular clubs and 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.

### Student Enrollment

Group	Enrollment
Number of students	535
African American	2.06%
American Indian or Alaska Native	0.37%
Asian	0.93%
Filipino	1.12%
Hispanic or Latino	7.1%
Pacific Islander	0.19%
White (not Hispanic)	84.49%
Multiple or No Response	3.74%
Socioeconomically Disadvantaged	26.6%
English Learners	1%
Students with Disabilities	17%

### Teachers

Indicator	Teachers
Teachers with full credential	24
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	3
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	3

## School Facilities

### Summary of Most Recent Site Inspection

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Our school consists of 25 classrooms (including two computer labs and a drama facility), a gym and locker rooms, a library, a book room, an office building that includes the staff room and work room, a softball field, a soccer field, a lawn in the main quad adjacent to a covered pavilion, as well as two other covered lunch areas. We are in close proximity to the high school, so some of our students attend math and elective classes there. We have access to the school cafeteria, the high school swimming center, Performing Arts Center, and Sports Complex. A state-of-the-art sports complex with an all-weather track and turf sports field was completed in the fall of 2007. Our students run cross-country in the state park that borders our school. We have two full time custodians who take pride in keeping the campus clean. Two new restrooms were also built in 2006.

### Repairs Needed

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N/A

### Corrective Actions Taken or Planned

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N/A

## Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	N/A
Health	N/A
Science Laboratory Equipment (grades 9-12)	N/A

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,087.
District	\$ 7,093.
State	\$4,943.

## Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	59%
Mathematics	52%
Science	53%
History-Social Science	44%

## Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	797
Statewide Rank (from 2007 API Base Report)	7
2007-08 Program Improvement Status (PI Year)	N/A

# School Accountability Report Card Reported for School Year 2006-07

*Published During 2007-08*

## SAN LORENZO VALLEY MIDDLE SCHOOL

### I. ABOUT THIS SCHOOL

#### Contact Information

School Information		District Information	
<b>School Name</b>	San Lorenzo Valley Middle School	<b>District Name</b>	San Lorenzo Valley Unified
<b>Principal</b>	Chris Mercer	<b>Superintendent</b>	Julie Haff
<b>Street</b>	7179 Hacienda Drive	<b>Street</b>	325 Marion Avenue
<b>City, State, Zip</b>	Felton, CA 95018	<b>City, State, Zip</b>	Ben Lomond, CA 95005
<b>Phone Number</b>	831 335-4452	<b>Phone Number</b>	831 335-5194
<b>Fax Number</b>	831 335-3812	<b>Fax Number</b>	831 336-9531
<b>Web Site</b>	www.slvjh.slv.k12.ca.us	<b>Web Site</b>	www.slv.k12.ca.us
<b>E-mail Address</b>	cmercerc@slvjh.slv.k12.ca.us	<b>E-mail Address</b>	jhaff@slv.k12.ca.us
<b>CDS Code</b>	44-69807-6060644	<b>SARC Contact</b>	Laurie Marcellin

#### School Description and Mission Statement

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 were completed at the middle school in December 2005. 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.

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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.

## Opportunities for Parental Involvement

<b>Contact Person Name</b>	<i>Chris Mercer</i>	<b>Contact Person Phone Number</b>	<i>831 335-4452</i>
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There are many opportunities for parents to be involved at the middle school (e.g., after-school clubs, such as newspaper, photography, yearbook, and crafts; dances and movie nights; parent organizations; Parents on Campus for lunch time supervision; fundraising; special events; and volunteering in the 7<sup>th</sup> and 8<sup>th</sup> grade Humanities and Science Academy, the Performing Arts Academy and/or the Nature Academy). Administration also offers a multimedia workshop for parents entitled "Strategies for Bullying."

Parents may become involved at the district level by participating in district councils, committees, and special events. We also encourage parents to support their children at home by discussing their education expectations and creating a positive homework and learning environment in the home. The principal hosts parent coffees to discuss school program, current educational issues, and other related topics concerning SLV students and families. If you want to get involved, contact Chris Mercer or Jeff Calden at (831) 335-4452.

## Student Enrollment – By Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten		Grade 9	
Grade 1		Grade 10	
Grade 2		Grade 11	
Grade 3		Grade 12	
Grade 4			
Grade 5			
Grade 6	177		
Grade 7	164		
Grade 8	194		
	<b>Total Enrollment: 535</b>		

## Student Enrollment – By Group

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	2.06 %	White (not Hispanic)	84.49 %
American Indian or Alaska Native	0.37 %	Multiple or No Response	3.74 %
Asian	0.93 %	Socioeconomically Disadvantaged	26.6 %
Filipino	1.12 %	English Learners	1 %
Hispanic or Latino	7.1 %	Students with Disabilities	17 %
Pacific Islander	0.19 %		

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

Grade Level	2004-05			2005-06			2006-07			
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		
		21-32	33+		1-20	21-32		33+	1-20	21-32
1-20										
K										
1										
2										
3										
4										
5										
6							28.7	6	0	

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

Subject	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		23-32	33+	1-20		23-32	33+	1-20		23-32	33+	1-20
English	28.9	13	0	5	28.0	10	1	5	26.8	9	1	4
Mathematics	30.1	10	3	1	29.3	9	2	3	28.9	9	2	4
Science	30.4	12	1	1	31.1	9	2	1	31.5	9	2	1
Social Science	30.1	12	1	1	30.8	9	2	1	31.6	10	1	1

## II. SCHOOL CLIMATE

### School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	12/06	Date Last Discussed with Staff	10/07
<p>Student and staff safety are a top priority of administration. Students are supervised before and after school with adult supervision. A sheriff's deputy, located on the adjoining high school campus, is available five days a week. Campus supervisors, teachers, the counselor, and administrators monitor the campus before and after school, during brunch, lunchtime, and passing periods. Students and parents are encouraged to communicate any issues with school officials. SLVMS has an 80% Counselor on staff. Youth Services also offers supplementary counseling services to our students. Students are frequently reminded of services by way of daily bulletin and signs posted in the office. Staff is given a five-minute safety inservice at every staff meeting. A School Safety Plan is bi-annually updated and kept in the school office. Off campus safety review is held annually for all administrators. Drills for earthquake, fire, and lockdown conditions are conducted throughout the year. Classified staff attends monthly safety meetings at the district office. SLVMS participated in a full-scale lockdown drill involving local law enforcement in October of 2007. SLVMS is a very secure and safe campus.</p>			

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

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

A school handbook is distributed to all parents at the beginning of the school year. It includes school rules, procedures, calendars of events, student activities, student assistance and our discipline policy. Positive behavior is continually stressed and rewarded. The Assistant Principal provides behavior presentations and workshops school-wide during the first weeks of the school year, at which time every student is made aware of expectations and rules, and signs a behavior contract. We have a school-wide Student of the Month program; Honor Roll, Athletic Awards, Academic Awards and Community Service Awards; the county supervisor sends letters to all Students of the Month; and the Panther Club gives an annual award to an outstanding student.

Fourteen of the twenty-four classrooms are brand new. The other eight, as well as the gym have received new roofs and/or other upgrades in the past year. The staff has a staff room and a workroom. An intervention program for students is available in language arts and a math intervention is planned for the spring of 2007. 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 posed 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 6<sup>th</sup> grade students into our school.

All staff members attend regular staff development activities to improve their instructional skills. These activities include group meetings, workshops, classroom observations and conferences. The curriculum is aligned with the California State Standards and frameworks. Based on staff input, teacher leaders develop comprehensive, long-range staff development opportunities, which emphasize professional collaboration and instructional strategies specifically geared to middle school students. All teachers have agreed to focus on reading across the content areas.

## Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
<b>Number of Suspensions</b>	60	33	39	202	127	152
<b>Rate of Suspensions</b>	0.16	0.85	0.72	0.058	0.034	.043
<b>Rate of Expulsions</b>	.004	N/A	.001	.001	.005	.008

## III. SCHOOL FACILITIES

### School Facility Conditions – General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms.

Our school consists of 25 classrooms (including two computer labs and a drama facility), a gym and locker rooms, a library, a book room, an office building that includes the staff room and work room, a softball field, a soccer field, a lawn in the main quad adjacent to a covered pavilion, as well as two other covered lunch areas. We are in close proximity to the high school, so some of our students attend math and elective classes there. We have access to the school cafeteria, the high school swimming center, Performing Arts Center, and Sports Complex. A state-of-the-art sports complex with an all-weather track and turf sports field was completed in the fall of 2007. Our students run cross-country in the state park that borders our school. We have two full time custodians who take pride in keeping the campus clean. Two new restrooms were also built in 2006.

### School Facility Conditions – Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned.

Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
<b>Gas Leaks</b>	x		
<b>Mechanical Systems</b>	x		
<b>Windows/Doors/Gates (interior and exterior)</b>	x		
<b>Interior Surfaces (walls, floors, and ceilings)</b>	x		
<b>Hazardous Materials (interior and exterior)</b>	x		
<b>Structural Damage</b>	x		
<b>Fire Safety</b>	x		
<b>Electrical (interior and exterior)</b>	x		
<b>Pest/Vermin Infestation</b>	x		
<b>Drinking Fountains (inside and outside)</b>	x		
<b>Restrooms</b>	x		
<b>Sewer</b>	x		
<b>Playground/School Grounds</b>	x		
<b>Other</b>			

## *Overall Summary of School Facility Good Repair Status*

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	GOOD			

## IV. TEACHERS

### *Teacher Credentials*

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	22	15	24	170
Without Full Credential	0	2	0	8
Teaching Outside Subject Area of Competence	1	2	3	11

### Vacant Teacher Positions

Data reported are 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 or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004-05	2005-06	2006-07
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
<b>This School</b>	100
<b>All Schools in District</b>	96% excludes Sp Ed and Charters
<b>High-Poverty Schools in District</b>	N/A
<b>Low-Poverty Schools in District</b>	N/A

## V. SUPPORT STAFF

### *Academic Counselors and Other Support Staff*

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.8	512
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A

Nurse	0.25	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other		N/A

## VI. CURRICULUM AND INSTRUCTIONAL MATERIALS

### Quality and Currency of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Good, Current, Accessible	0
Mathematics	Good, Current, Accessible	0
Science	Good, Current, Accessible	0
History-Social Science	Good, Current, Accessible	0
Foreign Language	N/A	N/A
Health	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

## VII. SCHOOL FINANCES

### Expenditures Per Pupil

District	District	State Average
Total Dollars Expended	Dollars Expended Per Student (ADA)	All Districts Dollars Expended Per Student (ADA)
\$21,971,428.00	\$7,093	\$4,943.00

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources

Categorical funds provide student support services such as promotion/retention interventions, after-school tutorials, an intramural sports director position, an assessment/accountability coordinator, and other support services for student council.

### Teacher and Administrative Salaries (Fiscal Year 2005-06)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Category	District Amount	State Average For Districts In Same Category
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<b>Beginning Teacher Salary</b>	36,786	36,572
<b>Mid-Range Teacher Salary</b>	51,340	55,815
<b>Highest Teacher Salary</b>	73,108	70,985
<b>Average Principal Salary (Elementary)</b>	89,486	86,995
<b>Average Principal Salary (Middle)</b>	86,557	90,820
<b>Average Principal Salary (High)</b>	99,125	96,447
<b>Superintendent Salary</b>	134,152	128,495
<b>Percent of Budget for Teacher Salaries</b>	42	39.3
<b>Percent of Budget for Administrative Salaries</b>	4.77	5.8

## VIII. STUDENT PERFORMANCE

### *California Standards Tests*

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

### *CST Results for All Students - Three-Year Comparison*

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	55	53	59	58	57	58	40	42	43
Mathematics	43	49	52	46	44	43	38	40	40
Science	*	41	53	45	46	52	27	35	38
History-Social Science	48	40	44	46	40	40	32	33	33

### *CST Results by Student Group – Most Recent Year*

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	45	45	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	37	51	36	43
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	62	53	53	44
Male	55	53	53	47
Female	64	52	54	41
Economically Disadvantaged	40	35	40	17
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	24	19	26	23
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

### *Norm-Referenced Test*

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 in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

### *NRT Results for All Students – Three-Year Comparison*

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	59	65	68	62	66	71	41	42	42
Mathematics	56	67	66	61	65	66	52	53	53

### *NRT Results by Student Group – Most Recent Year*

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or	
	Reading	Mathematics
African American	N/A	N/A
American Indian or Alaska Native	N/A	N/A
Asian	N/A	N/A
Filipino	N/A	N/A
Hispanic or Latino	45	64
Pacific Islander	N/A	N/A
White (not Hispanic)	72	67
Male	67	67
Female	70	66
Economically Disadvantaged	62	59
English Learners	N/A	N/A
Students with Disabilities	34	24
Students Receiving Migrant Education Services	N/A	N/A

### *California Physical Fitness Test Results*

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	
7	35
9	

## IX. ACCOUNTABILITY

### *Academic Performance Index*

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### *API Ranks – Three-Year Comparison*

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	8	7	7
Similar Schools	2	1	3

### *API Changes by Student Group – Three-Year Comparison*

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	-8	14	26	797
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	-10	12	22	802
Socioeconomically Disadvantaged	N/A	N/A	76	731
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	80	18	601

### *Adequate Yearly Progress*

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

### *AYP Overall and by Criteria*

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

### *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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in P.I.	Not In P.I.
Number of Schools in P.I.	N/A	0

## **X. SCHOOL COMPLETION AND POSTSECONDARY PREPARATION**

### *Dropout Rate and Graduation Rate*

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	0	0	.007	1.3	1.2	1.6	3.2	3.1	3.5
Graduation Rate	N/A	N/A	N/A	93.0	93.7	93.3	85.3	85.0	83.0

## **XI. INSTRUCTIONAL PLANNING AND SCHEDULING**

### **Professional Development**

- The San Lorenzo Valley Unified School District is committed to improving student achievement by supporting teaching and learning in the classroom. Teacher leaders develop comprehensive and long-range staff development, which emphasizes professional collaboration while broadening the repertoire of instructional practices of middle school teachers.
- All staff at SLVMS attend regular staff development opportunities to improve their instructional skills. These activities include group meetings, workshops, classroom observations and conferences. In addition, ample time at all staff meetings is devoted to collaboration. There are 10 staff meetings per year, 10 late-start days per year, 4 Professional Development days per year, and 3 teacher workdays per year. Professional development opportunities occur during all of these times, for an average of 27 school days per year that teachers are working at professional development. This does not include conferences or workshops attended by teachers outside the school facilities.