



SAN LORENZO VALLEY ELEMENTARY SCHOOL

School Accountability Report Card

2001/2002

Charlotte Basinger, Principal
Telephone: 831/335-4475

www.sle.slv.k12.ca.us
FAX: 831/335-4768

A Message from the Principal

San Lorenzo Valley Elementary School is located on a tri-campus site shared with the high school and junior high school. This unique location contributes positively to the education of our students through shared facilities such as the Performing Arts Center, the high school track, cafeteria, and gymnasium. Student learning is enhanced by high school and junior high school students serving as teaching assistants and mentors for our students.

Parent involvement contributes significantly to our success. Students, teachers and parents work closely together in an atmosphere of mutual respect, cooperation and teamwork. Our students have supportive, caring parents who value education, and dedicated, committed teachers who provide continuous high quality instruction for all students. An actively involved parent/staff group, PIE (Partners in Education) serves as our combined school site council and our home and school organization. The strong partnership between parents and school staff, coupled with our shared commitment to excellence, create an exceptional learning environment that can be seen and felt at San Lorenzo Valley Elementary and is reflected in the school's motto "SLE . . . a great place to be."

As you read this School Report Card from San Lorenzo Valley Elementary School, I believe you will find what emerges is a picture of a school with a solid record of improvement, a faculty that is professionally skilled and personally committed to meeting the learning needs of students, and a student body that is motivated to perform well.

The following information has been prepared so that the community can better understand the performance of its local schools. Questions regarding information contained in this report should be addressed to the principal. It is the policy of the San Lorenzo Valley Unified School District that the community have as full an understanding of its schools as possible.

District Mission

The mission of the San Lorenzo Valley Unified School District is to educate and graduate successful, compassionate individuals with the ability and desire to contribute proactively to the improvement of self and society through active involvement in an innovative educational system that respects, challenges, and engages their minds.

Quality of Instruction and Leadership

The district has always endeavored to employ and retain a professional staff of the highest quality. All administrators are evaluated annually and are expected to prepare annual goals and objectives for themselves and their schools. The superintendent holds administrative staff accountable for the fulfillment of these goals.

The staff presents a balanced, broad-based curriculum for all students, including those with special needs. Instruction in the basic subjects is based on classroom goals and objectives, which are aligned with the district's standards and state frameworks. There is a focus on student learning and achievement with maximum use of instructional time. The responsibility for leadership is shared among staff members and parents. A key planning team composed of representatives from primary and upper grade staff is responsible for the writing of the school plan. All staff members serve on either a school, district or county committee. There is a high level of commitment from the total staff, parents, and the community. SLE is a participant in the Baldrige in Education Initiative, a program that promotes continuous improvement through the use of data to make decisions.

Expenditures and Services Offered

According to the 2000/01 unaudited financial statements, the total cost of operating the San Lorenzo Valley Unified School District was \$29,044,665 or \$7,268 per pupil in average daily attendance (ADA). This included funds spent for general education and state and federal programs including Special Education, School Improvement, Gifted and Talented, and library books and materials.

Number of Minimum Days

San Lorenzo Elementary has six minimum days per year for parent conferences and the last day of school. There are 180 teaching days for the 2001/2002 school year.

Number of Instructional Minutes

State Law requires that students are offered a minimum number of instructional minutes per year by grade level.

State Required Instructional Minutes

Kindergarten = 36,000 minutes per year
 1st - 3rd Grades = 50,400 minutes per year
 4th - 6th Grades = 57,726 minutes per year

SLVUSD Instructional Minutes

Kindergarten = 200 minutes/day or 36,000/year
 1st - 3rd Grades = 299 minutes/day or 53,790/year
 4th - 6th Grades = 336 minutes/day or 60,450/year

Student Attendance

There were 407 students enrolled at San Lorenzo Valley Elementary School as of October 2001.

Teacher Assignments

San Lorenzo Elementary has 24 credentialed teachers with no teachers assigned outside their credential authorizations.

Substitute Teachers

The district draws from a pool of qualified substitute teachers in the county.

Accomplishments

- Two teachers trained in Reading Recovery
- Staff trained through County Reading Academy
- Leveled books purchased for independent reading
- Reading Adventures (independent reading pilot)
- California Distinguished School Honorable Mention (1999-2000)
- Alpha Smarts purchased and used for writing
- Beautification Projects – New grassy playing field
- 4-6 Grade teachers trained in technology
- 4-6 Grade students produced technology-based research projects
- Three year participant in Baldrige in Education Initiative

Student Assessment

In 1998, the California State Department of Education selected the Stanford Achievement Test (SAT 9) to be administered to all students in grades 2 - 11. Scores on the SAT 9 were reported as a percentile ranking, which means that on a scale of 1 through 100, a 50 is exactly average. The SAT 9 results are only one narrow measure of a student's ability and the district's programs, but they give our teachers and administrators valuable information for developing strategies to modify curriculum, instruction and assessment to improve student learning in the coming year. Based on SAT 9 scores, the California Department of Education annually calculates an Academic Performance Index (API) for each California Public school.

S L E API Growth	1999 API – 769	2000 API - 795	2001 API - 819
------------------	----------------	----------------	----------------

Grade	Language						Mathematics						Reading					
	School			District			School			District			School			District		
	99	00	01	99	00	01	99	00	01	99	00	01	99	00	01	99	00	01
2	57	64	57	56	66	70	54	67	75	64	72	76	59	65	69	56	61	69
3	59	65	69	61	59	67	71	67	69	70	66	75	64	64	74	65	59	71
4	59	65	71	58	68	63	61	73	81	58	72	71	61	73	79	63	71	71
5	69	65	66	66	64	67	75	67	77	69	68	74	73	63	68	67	64	69
6	78	81	77	69	70	70	88	89	89	76	81	82	72	80	74	65	71	69

Training and Curriculum Improvement

Teachers receive training through attendance in conferences, workshops, and participation on three in-service days during the year. Training activities are related to the school's site plan and are designed to improve instruction through implementation of new curriculum, refinement of instructional strategies, technology training, school improvement planning, training in working effectively with children, and emergency preparedness. Recently, K-6 teachers have received intensive staff development in the implementation of the reading/language arts and literacy development through participation in the County Office Reading Academy.

Curriculum improvement occurs through a review of district curriculum guides and standards in each subject area and establishment of committees to review them every three years. The committee review process results in an updating of the curriculum guides to meet state standards and current practices.

Class Size by Grade Level

K	1	2	3	4	5	6
20	20	8	10	23	27	30
20	8	11	19	27	26	31
7	13	19	20		11	17
	20	20				
Shaded = Combination Classes						

Evaluation and Professional Improvement

School principals evaluate all probationary and temporary teachers every year. Once a teacher receives tenure, after two years of satisfactory service, he/she is evaluated every other year. All administrators who evaluate teachers receive training in observation and evaluation procedures.

The District supports first and second year teachers by enrolling them in the Santa Cruz County New Teacher Project. The program gives new teachers assistance in teaching methods and professional development.

Teachers are encouraged to continue their professional development by taking college courses and other workshops related to their area of teaching. Teachers who take extra classes receive an increase in pay, after approval by the superintendent.


Classroom Discipline and Climate for Learning

In addition to a school-wide discipline program, teachers and support personnel are actively involved in communicating and maintaining high academic and behavioral standards in a consistent manner in the classroom and on the playground. Students know what is expected of them and the consequences regarding the choices they make. Trained student Conflict Resolution Managers assist students in resolving their problems through peaceful communication. Our Safe School Plan also provides preventive measures through systematic instruction in effective communication strategies. A system of rewards is in place for students who follow the designated expectations. A consistent plan exists for staff communication with a parent when a problem occurs. Learning time is protected from outside interruptions throughout the school day.

Technology

SLE's computer lab and telecommunication projects support the curriculum. We have extended technology with the implementation of a local area network and every classroom has Internet access. In addition to a networked computer lab, students have access to at least two networked computers in each classroom, Title I classroom and RSP classroom. In grades 4-6, classrooms have mini-labs of a minimum of 4 networked computers and Aver keys for instructional presentation. Through the support of our PIE organization, 35 Alpha Smarts (student laptop word-processors) were purchased to increase student writing performance. The library-media center has a research mini-lab with Internet access for students. The school office, library-media center and all support personnel locations throughout the school, now have Internet and E-mail access. Each classroom, as well as the library, a computer lab and multipurpose room, is equipped with a television set and a VCR. A separate video lab allows students to produce and edit video productions. Productions can be aired throughout the school on the in-house broadcast system.

District Salary Information

	1999-2000 Averages*			
	Annual Salary		Daily Rate	
	SLV	State	SLV	State
Beginning Teacher Salary	\$26,913	\$31,014	\$147	\$169
Mid-range Teacher Salary	\$44,956	\$45,570	\$246	\$249
Highest Teacher Salary	\$52,442	\$57,704	\$287	\$315
Average Principals Salary	\$74,464	\$75,654	\$346	\$352
Superintendent's Salary	\$103,951	\$106,363	\$400	\$409
% of Budget for Teacher Salaries	District = 41.9%		State = 42.0%	
% of Budget for Adm. Salaries	District = 5.6%		State = 5.7%	

*State salaries are only available for the 1999-2000 school year, thus comparison is made with 1999-2000 SLVUSD salaries

Quality and Currency of Textbooks

Textbooks and instructional materials adopted for use in the San Lorenzo Valley Unified School District are first approved by the California State Department of Education, reviewed by District content area committees, piloted in the classroom, reviewed by school staff, recommended and approved by the District Curriculum Committee and then adopted by the District Governing Board. Each year a public hearing is held to assure that all students have current and high quality textbooks which have been adopted for use in the District.

School Facilities and Safety

All buildings meet Field Act standards. The facilities are annually inspected by the fire department and the District Safety Committee. SLE has an extensive plan for emergency procedures and the School Safety Plan is annually updated and kept in the school office. Communication throughout the school is provided through an intercom system. We hold regular drills and regularly update our emergency procedures. Many of our staff are trained in CPR/1st Aid.

Student Support Services

Special Education: Teachers and aides provide services for students with learning disabilities in reading, language, speech, math and physical education.

Conflict Resolution: Students trained in conflict resolution techniques help fellow students solve conflicts cooperatively in a supportive setting.

School Psychologist: A school psychologist is on campus 2.5 days a week to provide support for students experiencing difficulties, to assess and monitor students in Special Education, to train students in techniques of conflict resolution, and to provide classroom support for teachers.

Student Support: The school has ten hours per week of counseling for at-risk students.

Special Programs

Gate: Students are identified in Grade 4 and receive services beginning in Grade 5. Students participate in enrichment activities both within the classroom and after school.

Title 1: Regular education students performing below the 36th percentile on the SAT 9 standardized test in reading, language, and/or math receive extra help from classroom aides with the direction of certificated teachers.

Reading Recovery: A research-based instructional reading program for first graders experiencing difficulty in learning to read. Students are taught one-on-one by a teacher trained in this effective method with the goal of bringing the student to grade level reading after 12-16 weeks of daily instruction. SLE has three teachers trained in this method.

Healthy Start: a family advocate is on site to address physical, social and emotional needs of families.

7155 Highway 9
Felton, CA 95018

