

School Accountability Report Card Reported for School Year 2006-07

2006-07 Executive Summary School Accountability Report Card

San Lorenzo Valley Elementary School

Address: 7155 Highway 9 , Felton CA 95018 Phone: (831) 335-4475
Principal: Michelle McKinny Grade Span: K-5

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

Our vision is to build and sustain innovative programs, engaging curriculum and essential interventions that support continuous improvement in student achievement.

Today, elementary children need exposure to advanced technologies, sophisticated learning materials, and innovative teaching methods. SLE has responded by recently equipping all classrooms with state-of-the-art video and computer technologies, adopting new curricula designed to promote critical thinking, and perhaps most important of all, giving teachers the resources to grow in their knowledge of new instructional methods. SLE students also benefit from location: the school shares a large campus with the district's middle senior high schools. This proximity allows for many cross-age tutoring opportunities, such as the ground-breaking foreign language program in which advanced French and Spanish high school students share their language skills with SLE's students. Wanting always to keep our cherished local natural environment in mind, SLE teachers take advantage of our unique location to create hands-on lessons teaching children to care for our natural environment.

SLE is located in the heart of the Santa Cruz Mountains. SLE has been an integral part of the Valley for the past 59 years and is now in its third generation of students. At the beginning of the 06-07 school year, San Lorenzo Valley Elementary School became a K-5 school. Our school now includes 581 students.

Our mission statement is: We are a community of dedicated educators supporting one another to develop critical thinkers and inspire confident learners. We are committed to making a difference in the lives of children through teaching innovative programs, engaging curriculum, active communication and essential interventions.

Student Enrollment

Group	Enrollment
Number of students	585
African American	0.68 %
American Indian or Alaska Native	0.34 %
Asian	0.85 %
Filipino	0.68 %
Hispanic or Latino	11.28 %
Pacific Islander	0.51 %
White (not Hispanic)	80.85 %
Multiple or No Response	4.79 %
Socioeconomically Disadvantaged	19 %
English Learners	3 %
Students with Disabilities	14 %

Teachers

Indicator	Teachers
Teachers with full credential	30
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

The school was found generally in good repair. A new 2 story building housing 7 classrooms and bathrooms has been completed and is occupied. Six portable classrooms were removed from the campus. Our play field has been enlarged and replanted with grass. The paved portion of the playground has new game courts painted on them. Two new shade structures were added to the campus to give cover in the rain and heat.

Repairs Needed

Overhangs are scheduled to be replaced during the summer of 2009. Original classroom buildings are need of complete roof replacement, which is scheduled as Deferred Maintenance Hardship in summer 2009. The sewer system is old and the upgrade is in progress.

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	N/a

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,602
District	\$ 7,009
State	\$4,943

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	58.18 %
Math	57.37%
Science	60 %
History-Social Science	N/A

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	814
Statewide Rank (from 2007 API Base Report)	8
2007-08 Program Improvement Status (PI Year)	Not in PI

School Completion

Indicator	Result
Graduation Rate	N/A

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

2006-07 School Accountability Report Card Reported (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://www.cde.ca.gov/ta/ac/sa/ap1/http://data1.cde.ca.gov/dataquest>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the schools contact information.

School		District	
School Name	San Lorenzo Valley Elementary	District Name	San Lorenzo Valley Unified
Street	7155 Highway 9	Phone Number	(831) 336-5194
City, State, Zip	Felton , CA 95018	Web Site	www.slv.k12.ca.us
Phone Number	(831) 335-4475	Superintendent	Julie Haff
Principal	Michelle McKinny	E-mail Address	
E-mail Address	mmkinny@sle.slv.k12.ca.us	CDS Code	44-69807-6049852

School Description and Mission Statement

This section provides information about the school's goals and programs.

Our vision is to build and sustain innovative programs, engaging curriculum and essential interventions that support continuous improvement in student achievement.

Today, elementary children need exposure to advanced technologies, sophisticated learning materials, and innovative teaching methods. SLE has responded by recently equipping all classrooms with state-of-the-art video and computer technologies, adopting new curricula designed to promote critical thinking, and perhaps most important of all, giving teachers the resources to grow in their knowledge of new instructional methods. SLE students also benefit from location: the school shares a large campus with the district's middle and senior high schools. This proximity allows for many cross-age tutoring opportunities, such as the ground-breaking foreign language program in which advanced French and Spanish high school students share their language skills with SLE's students. Wanting always to keep our cherished local natural environment in mind, SLE teachers take advantage of our unique location to create hands-on lessons teaching children to care for our natural environment.

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Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

The Bobcat Club is our parent organization, which supports our programs with fundraising. Some of the programs supported are: Art Masterpiece, Life Lab, technology, teacher supplies, coordinate the eScrip program through Safeway and other social events that provided needed funds for our school. School Site Council is responsible for approving the Single Site Plan and monitoring categorical budgets. Parents are welcome and encouraged to attend these organizations meetings, which are the fourth Wednesday of each month. Parent Education Nights are provided to assist parents. Parents assist in classrooms, drive on field trips, and present Art Masterpiece to students.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	97
Grade 1	111
Grade 2	89
Grade 3	107
Grade 4	80
Grade 5	101
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	585

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.68 %	White (not Hispanic)	80.85 %
American Indian or Alaska Native	0.34 %	Multiple or No Response	4.79 %
Asian	0.85 %	Socioeconomically Disadvantaged	19 %
Filipino	0.68 %	English Learners	3 %
Hispanic or Latino	11.28 %	Students with Disabilities	14 %
Pacific Islander	0.51 %		

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

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		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.6	5			19.8	5			20.8	1	3	
1	19.2	6			18.5	4			19.6	5		
2	19.8	5			20.0	6			18.8	4		
3	19.2	5			19.5	4			18.8	5		
4	32.7		1	2	28.8	1	2	1	30.5		2	
5	36.0			3	32.3		2	1	28.3		3	
6	34.7			3	34.7			3				
K-3	16.0	1			20.0	1			19.0	2		
3-4												
4-8									28.0		1	
Other												

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

The Safety Plan covers general safety and there is a specific Crisis Response Plan and was last reviewed in September of 2007. Procedures are in place for fire, earthquake and intruder emergencies. Dismissal times in the parking lot are supervised by teachers and classified personnel. We have supervision before school on the playground and in the library. On rainy mornings, the Multi-Use room is open for students to use while waiting for school to start. During all recesses, the playgrounds are supervised by teachers and/or classified personnel. Visitors are required to sign in at the office and wear a visitor badge. Parents must sign children out in the office when they are leaving school during the school day. Emergency cards are on file for each student with information including emergency numbers and other authorized adults allowed to pick up children. Students are trained in Conflict Resolution to reduce playground issues.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	.032	.013	.007	.058	.084	.043
Expulsions	0.0	0.0	.002	.001	.0005	.0008

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

SLE was originally built in 1949. The original facility includes 13 classrooms and a library. In 1990 an office/staff room/LSH office/multi-use room was constructed. The previous office and staff room is now offices, MAC computer lab, and work room. Portables house three regular ed classes, science, PC computer lab, RSP, music, OT and APE. The school was found generally in good repair. A new two-story building housing seven classrooms and bathrooms has been completed and is occupied. Six portable classrooms were removed from the campus. Our play field has been enlarged and replanted with grass. The paved portion of the playground has new game courts painted on them. Two new shade structures were added to the campus to give cover in the rain and heat.

Overhangs will need to be repaired, replaced or removed and may contain insulation and/or asbestos. Sewer system (septic) is old and at capacity. Major Tri-campus septic system upgrade is in progress. Play area is in need of new cement surround, new fill and improved drainage in addition to repair of two play structures. Original classroom buildings are in need of complete roof replacement, which is scheduled as Deferred Maintenance Hardship.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems	x			
Windows/Doors/Gates (interior and Exterior)	x			
Interior surfaces(walls, floors, And ceilings)	x			
Hazardous Materials (interior And exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior & exterior)	x			
Pest/Vermin Infestation	x			
Drinking fountains (inside & Outside)	x			
Restrooms	x			
Sewer	x			
Playground/School Grounds	x			
Roofs	x			
Overall Cleanliness	x			

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		x		

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	35	35	30	170
Without Full Credential	1	0	1	11
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at 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/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	96	4
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	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	N/A	N/A
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	.5	N/A
Social Worker	N/A	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	N/A	N/A
Title 1 Literacy specialist Life Lab Coordinator Math Intervention Teacher	1.3	N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability 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 condition-current	0
Mathematics	Good condition-current	0
Science	Excellent condition-new	0
History-Social Science	Good condition-current	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 and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,320	\$1,718	\$4,602	\$56,283
District	N/A	N/A	\$7,009	\$56,753
Percent Difference – School Site and District	N/A	N/A	-34.33%	-0.83%
State	N/A	N/A	\$4943	\$5,6613
Percent Difference – School Site and State	N/A	N/A	-6.89%	-0.58%

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.

Intervention programs are coordinated through a variety of service providers supported by Categorical funds and supplemented by other funding sources. Categorical funds provide services from the following trained staff: one Reading/Literacy/ELL Specialist, seven Reading Recovery teachers, Computer specialist, Translator, and Instructional Assistants. Our Projects Coordinator works closely with our Intervention Math teacher (K teacher).

The Reading/Literacy Specialist coordinates intervention services. The Math intervention teacher supports the math intervention program, which provides small group support outside the regular classroom for Title 1 students (grades 4 & 5). If space is available, the Math Intervention teacher also supports struggling students not classified as Title 1.

English Language Learners (ELL) are assessed using the CELDT for language proficiency by ELD staff. ELL students are provided tutorial assistance by the Literacy Specialist, teachers, and instructional assistants using special materials to bridge the language gap in the academic areas.

Title 1 students are identified through CST test results (grades 2-50, PBA (K-1). Os (1ST), QRI (3-5), DRA (k-5) AND District tests. Students identified as Title 1 receive specialized instruction and material in the regular classroom and in collaborative and pullout programs in an effort to help students master State Content Standards. Classroom teachers, the Literacy Specialist, Math Intervention teacher, Resource Specialist, LSH Specialist, Reading Recovery teachers, and Instructional Assistants implement the specialized instruction. Early intervention programs such as Reading Recovery, Early Literacy Groups and programs such as Homework Club are offered to support students.

Students with special need receive special education services through varied programs.

Students who demonstrate academic difficulties related to learning disabilities are served through the Resource Specialist Program (RSP). The RSP teacher and Instructional Assistant work collaboratively in classrooms (grades K-5) and in pullout programs. For students with more intensive needs, a special Day Class provides a learning environment for more than 50% of the school day. A Full-Inclusion model is also provided for students diagnosed with autism. The LSH Specialist serves students with language/speech difficulties. The LSH Specialist provides communication and language labs, as well as small group and individual therapy services. A School Psychologist provides service to the school 2.5 days per week.

All classrooms have an instructional assistant for an average of 40 minutes per day. The assistants provide small group instruction in language arts and mathematics. The classroom teacher provides guidance to the assistant in order to ensure the appropriate support for individual students.

The Computer Specialist provides additional support to students in grades K-5. In addition to word processing, the lab supports programs in reading, math, research and presentation skills.

A five week remedial summer school program is available to students identified as at-risk of retention and students whose IEP includes the additional support of summer school.

A Schools Projects Coordinator provides technical assistance in the implementation of all the State and Federal projects at the school site and performs a variety of maintenance activities required for program implementation. The Project Coordinator also participates in flex setting for math, assisting students who are struggling with math concepts.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information 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 a 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 at <http://www.cde.ca.gov/ds/fd/cs/>

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$ 36,786	\$36572
Mid-Range Teacher Salary	\$ 51,340	\$55815
Highest Teacher Salary	\$ 73,108	\$70985
Average Principal Salary (Elementary)	\$89,486	\$86995
Average Principal Salary (Middle)	\$ 86,557	\$90820
Average Principal Salary (High)	\$ 99,125	\$96447
Superintendent Salary	\$ 134,152	\$128495
Percent of Budget for Teacher Salaries	42 %	39.3 %
Percent of Budget for Administrative Salaries	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	61	61	58	58	57	58	40	42	43
Mathematics	68	62	58	46	44	43	38	40	40
Science	53	62	60	45	46	52	27	35	38
History-Social Science	N/A	N/A	N/A	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	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	38	29	47	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	62	62	63	N/A
Male	57	64	63	N/A
Female	60	52	57	N/A
Economically Disadvantaged	38	35	37	N/A
English Learners	8	15	N/A	N/A
Students with Disabilities	24	22	18	N/A
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	62	60	70	60	59	68	36	37	38
Mathematics	67	61	66	64	65	66	54	55	56

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	62	31
Pacific Islander	N/A	N/A
White (not Hispanic)	74	71
Male	74	70
Female	67	62
Economically Disadvantaged	45	45
English Learners	N/A	N/A
Students with Disabilities	N/A	N/A
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	29.80
7	
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	9	8
Similar Schools	3	5	4

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	21	-11	-18	814
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)	29	-3	-14	832
Socioeconomically Disadvantaged	31	-55	-24	709
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A

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 PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

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)	N/A	N/A	N/A	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

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three year period.

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 San Lorenzo Valley Elementary teachers.

- All teachers at SLE attend regularly scheduled staff meetings and trainings. These activities include large group meetings, grade level meetings, workshops, classroom observations and conferences. There are 20 staff meetings, 10 grade level and late start days per year. Additionally, there are 3 Professional Development and 3 teacher workdays per year. Professional development focuses on Site Plan identified academic goals of math, writing, and reading comprehension.
 - The Literacy specialist provides trainings in writing and reading strategies to teachers and paraprofessionals.
 - Teachers attend outside workshops in small groups and then share new information with colleagues at meetings. Some of these outside workshops/training include: Silicon Valley Math Initiative (Noyce), Ste-Up-to-Writing, District Standards and Assessment Summit, Rebecca Sitton Spelling, Data Director, CTAP, Literacy Centers, Reading Recovery Ongoing Training, and Small Group Reading Instruction.
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