

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Jennifer Lahey
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name San Lorenzo Valley Elementary School
(As it should appear in the official records)

School Mailing Address 7155 Highway 9
(If address is P.O. Box, also include street address.)

City Felton State CA Zip Code+4 (9 digits total) 95018-9718

County Santa Cruz

Telephone (831) 335-4475 Fax (831) 335-4768

Web site/URL https://sle.slvusd.org/ E-mail jlahey@slvusd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Laurie Bruton E-mail lbruton@slvusd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Lorenzo Valley Unified School District Tel. (831) 336-5194

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Jacqui Rice
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 4 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	12	12	24
K	53	32	85
1	37	44	81
2	55	59	114
3	47	28	75
4	63	34	97
5	42	45	87
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	309	254	563

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1.2 % American Indian or Alaska Native
 - 0.9 % Asian
 - 0.7 % Black or African American
 - 5.9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 66.4 % White
 - 24.9 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 4%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	20
(4) Total number of students in the school as of October 1, 2018	563
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, German, French, Cantonese, and Lithuanian

English Language Learners (ELL) in the school: 2 %
12 Total number ELL

7. Students eligible for free/reduced-priced meals: 22 %

Total number students who qualify: 123

8. Students receiving special education services: 10 %

56 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>5</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>21</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>21</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	22
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 26:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	95%	95%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

San Lorenzo Valley Elementary School is a community of dedicated educators who are committed to developing confident, critical thinkers through innovative programs, engaging curriculum, active communication, and essential interventions.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

San Lorenzo Valley Elementary School is a comprehensive transitional kindergarten through fifth-grade school located in the heart of the Santa Cruz Mountains. The wildly scenic San Lorenzo Valley is named for the river that winds its way from the crest of the Santa Cruz Mountains to the Monterey Bay. The magnificent redwood forests provide an impressive backdrop for our campus. Our school has been an integral part of this community for over 60 years. Those who live in the San Lorenzo Valley recognize the importance of education and community and pride themselves on being a part of our amazing school. We are now in our third generation of students. Our 563 students come from a wide variety of socio-economic backgrounds. We are 66% White, 6% Hispanic, 1% Native American, less than 1% each of Asian, African American, and 25% multiracial. 22% of our population is socio-economically disadvantaged. In addition, we currently have twelve multilingual students. Though the diversity is not as broad as many other schools, these numbers represent a changing landscape of our school community and a movement toward greater diversity.

Our students in transitional kindergarten through fifth grade are supported with class size reduction, with those classrooms averaging 24 students. Fourth and fifth grade classes average 30 students. Our strong curricular program is focused on preparing students for college and career, and it follows the Common Core Standards for each grade level. Our teachers engage in weekly collaboration that focuses on student achievement. At SLVE, we pride ourselves on educating the whole child. Our primary students enjoy music, science, and art enrichment as essential and valued components of our program. Students have specialist teachers for music and science, and all students have PE instruction.

SLVE students benefit greatly from our location. The school shares a large campus with the district's middle and senior high schools. This tri-campus proximity allows for many cross-age tutoring opportunities, with middle and high school students serving as tutors and classroom aides. Students also gain hands-on learning in our environment through lessons utilizing the adjacent redwood forest and our local watershed for nature walks, experiments, and lessons to promote environmental literacy.

SLVE has taken on the technological education of our students, recognizing that future adults in this world will use technology as a life tool to facilitate commerce and communication, creativity and collaboration. We currently have carts of Chromebooks in classrooms and a Mac lab available for all classes. All classrooms are equipped with Wi-Fi, projectors, document cameras, laptops, and an Apple TV so teachers are able to leverage engaging technology in their instructional plans. For example, during Writer's Workshop, students use Chromebooks to create, collaborate, and publish their authentic work. Teachers also provide enriching opportunities through technology- using videos, games, and applications to hook students into lessons and offer positive, timely feedback. Because of our strong focus on flexible technology use, our staff and students were able to quickly shift to distance learning this spring.

SLVE works to improve the social and emotional well-being of our students by fully implementing Positive Behavior Interventions and Supports (PBIS) and the Second Step curriculum in all classrooms to help teach children a wide variety of practical life skills that support them with citizenship and academic focus. Student behavior, leadership, and engagement has improved since implementing school-wide PBIS. Monthly assemblies with targeted themes create a platform for students to teach others how to be respectful, responsible, and safe, and take on leadership roles. Student leadership has improved our sense of community and connectedness, and it has helped elevate the climate and culture for all of our students. Students are recognized through a schoolwide reward program, which gives them recognition and tokens to be spent in the 'Bobcat Store', which is run by students with adult help.

SLVE is extremely proud of our school's accomplishments. We have implemented successful student data review cycles, created action plans, intervention, and enrichment systems which resulted in notable student achievement growth. We have increased our communication of the school's vision by creating informative presentations that visually communicate what we are doing at SLVE. We receive continuous positive feedback from families regarding their appreciation of our communications, especially the weekly comprehensive school newsletter. We have built and extended PBIS and have been proactive in

implementing positive messaging throughout our campus. Several murals by a local artist who attended school at SLVE have become a beautiful hallmark of our campus and community. We have increased community partnerships that will better support our kids to be college and career ready. We are very proud to have piloted the first primary career expo with the organization, Your Future is Our Business. We participate in professional development opportunities that promote tolerance and equity. Our staff attended a weekend of in-depth training at the Museum of Tolerance. This was a transformative experience that further solidified our unwavering commitment to social emotional learning and life skills. Our hard work has paid off as we celebrate a rise in test scores coupled with surveys that report our families feel connected, appreciated, and a part of our nurturing, loving, and supportive community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Learning standards are addressed with core curriculum and instructional strategies, which are selected for their capacity to engage students in differentiated and relevant real-world experiences. Our research-based strategies include Cognitively Guided Instruction, guided reading, workshop models, problem-solving challenges, and STEAM projects. History, geography, the arts, and social responsibility are integrated into various content areas. Teachers see themselves as lifelong learners: curious and passionate about the world, and willing to share their growth mindset with students. They participate in frequent professional development opportunities offered by SLVUSD and throughout the larger educational community.

Grade-level teams work with the adopted curriculum to determine the scope and sequence of study for the year. Instructional choices are guided by the capacity for differentiation, adaptability, and equitable access. Technology is integrated to enhance learning and connect to the students' experiences. All students have access to Chromebooks in class and at home. Community guests frequently share their expertise with groups of students. Examples include local fire and sheriff's departments, watershed experts, and authors and business owners. Additionally, field trips offer students the opportunity to learn through authentic experiences outside of school.

Formative and summative assessments track student progress. Teachers and specialists meet weekly to discuss student learning. Teachers are released from classroom duty three to four times a year for in-depth analysis of student data. Data informs instruction, and targets intervention and enrichment needs. State and district-aligned assessments and performance tasks are analyzed each trimester with a collaborative process in which teachers analyze student work, aligned with agreed upon rubrics. They score writing examples, assess reading skills and problem-based assessments in math, and plan re-engagement lessons. Formative assessment takes place on a daily basis as a part of the learning process as students self-assess, set personal goals and confer with their peers and teachers. Teachers continually modify instructional decisions based on student data.

1b. Reading/English language arts

It is the goal of SLVE that all students read at grade level by third grade. Because of our comprehensive reading and support programs, the majority of our students meet this goal.

All teachers are trained and participate in ongoing professional development with Lucy Calkins' Reader's and Writer's Workshop. Through grants, some district teachers have traveled to New York for their summer institutes and all have participated in local training. The workshop practice supports students within a balanced literacy model as they grow into confident readers and writers, engaged in authentic, student-driven reading and writing experiences. Because students have voice and choice in their work, students grow confidence and build agency. Our literacy program is supported by well-stocked, diverse classroom libraries, each containing a wide range of high-interest, leveled books across all genres. Between vibrant classroom libraries and our school library, there are enough books to furnish all students with books at school and home for research projects, book clubs, partnerships, and independent reading.

The year launches with narrative reading and writing. Using mentor texts, students identify and analyze story elements and then move into practicing the craft of narrative writing supported by direct instruction. Mini- lessons are then followed by engagement in the full writing process: plan, draft, revise, edit and publish. During the second trimester, the focus shifts to informational reading and writing units at all grade levels. During trimester three, the writing focus is on persuasive essays, with the addition of units specific to grade levels, including: poetry, music writing, science writing, biographies, and news writing. Our students-kindergarten through fifth grade- see themselves as capable readers and authors, and their published work is honored through wonderful student-centered "author celebrations" throughout the year.

Students are assessed in multiple ways. For reading, students meet with teachers in small guided reading groups as well as one-to-one conferences. Students learn how to self-assess and set personal goals, work in partnerships, and teachers take notes during guided groups and conferences to track growth over time. In addition, teachers are released three times per year to meet one-to-one with students to assess their skills using the Fountas & Pinnell Benchmark Assessment System.

With writing, all students keep a portfolio of authentic work. Upper-grade students have the choice of utilizing online folders in Google Classroom, which the majority of students prefer. Finished projects are shared through celebrations including peer group readings, editing, and evaluation. Students self-assess and set goals using student-friendly rubrics. Three times a year, all students, district wide, are assessed when they submit a writing sample aligned with the three genres: narrative, informational, and opinion. Teachers score the samples using an established rubric and samples are saved in individual folders and passed to the next teacher. Scores are entered in a district database and this data is then used for planning intervention strategies and also to provide evidence of growth over time.

1c. Mathematics

Math coaching and ongoing teacher professional development are an integral part of the strength of the math program at SLVE. All teachers have been trained in Cognitively Guided Instruction, problem-based math tasks, re-engagement strategies, math workshop models and math running records. Some of this training has been through the Monterey Bay Area Math Project and Silicon Valley Math Project, all supported by our district. Individualized support for teachers is offered by the on-site math coach. Teachers use release time to observe and learn from peers. Several teachers, the principal, and math coach participate in the district math leadership team.

SLVUSD is committed to current, best instructional practices. The adopted curriculum, published by Pearson, is used as a pacing guide for instruction with supplemental resources that enhance student learning, such as Number Talks, SVMI tasks, and STEAM activities.

Classrooms are equipped with manipulatives and other instructional materials, and there is a supply room with games, books, and more hands-on materials for teacher use. Instructional practices such as strategically designed small-group centers provide differentiation for all students from those who need support to those who need enriched challenges.

Dreambox, an online, conceptually-based program that adapts to student needs, is a supplemental component of the math program at SLVE. Teachers assign areas of focus, or opt to let students progress at their own pace within a mathematical domain. This program is available at home as well as at school. Data feedback is instant and contributes to instructional decisions. Online technology also offers a huge library of resources, such as games, virtual manipulatives, and assessments that teachers utilize.

Problem-based learning and performance tasks have become an integral part of the instructional practices at SLVE. Teachers have been trained to support student communication of their mathematical ideas in the visual, conceptual, representational, and abstract. Teachers confer with small groups or whole class to discuss challenges, successes, and solutions. Student work is represented in posters, journals, and group presentations. Art, science, reading, writing, and social skills are integrated into problem-based instruction.

Differentiation is embedded within the teachers' instructional practices. For targeted intervention, SLVE employs a specialist who pulls small groups of students for support or intervention activities (Math Lab). Student assessment data is frequently reviewed to ensure students are receiving support in their areas of greatest need. The math coach participates in grade level team meetings to stay abreast of current units of instruction. The math coach also supports targeted instructional practices in classrooms and supports the needs of advanced students with enrichment opportunities.

Teachers track learning and data through online assessments and recording, classroom observation, assignments, and personal conversations with students. The use of Google Classroom and Seesaw gives

parents and students feedback and serves as a learning portfolio for students. Regular use of technological resources prepared teachers and students for quick adaptation to distance learning as a response to the pandemic. Teachers and specialists interacted with students through ZOOM sessions, using virtual interactive tools and enrichment challenges. Seesaw and Google Classroom allowed students to complete and turn in assignments, communicate, and request support.

1d. Science

SLVE has two science specialists. The fourth and fifth grade teacher instructs students in a newer state of the art science laboratory. The primary instructor teaches in a classroom set up for group collaboration and hands on exploration. SLVE also enjoys a long-standing Life Lab program, supported by the Parent Club, with a specialist that pulls small groups of students from classrooms. Students focus on the biology, science, environmental needs, and symbiotic relationships of local plant and animal species. Students are encouraged to participate in the annual science fair.

Science instruction is guided by Next Generation Science Standards and Full Option Science System (FOSS) kits. The curriculum, researched by teachers, was chosen because of its well-written scope and sequence; exploratory and reflective approach; integration with other subject areas; differentiation of instruction; ease of assessments; and support activities. Students explore connections across the four domains of science, including physical science, life science, earth and space science, and engineering design. Technology available in the science labs includes a projection system, Chromebooks, and specialty equipment needed for instruction, such as microscopes. In addition, our library and classrooms have STEM/STEAM activities for student use including a Maker's Cart filled with engineering activities such as circuit board construction, available for check-out. Short science videos, produced by Mystery Science, answer questions like, "Why is the Sky Blue?", and are frequently enjoyed in classrooms. Students are encouraged to pose and research questions of their own.

Assessment includes written journal responses that include student observations of posed questions, exploratory plans, and results and factors leading to conclusions. Primary students are assessed on participation. Upper grades receive scores based on understanding of key ideas within the standards.

During distance learning, science specialists created engaging instructional videos with explorations and challenges that incorporated materials that could be easily found at home or in the outdoor environment of a yard around the home. Students were able to share their findings through email, Google Classroom, or Seesaw.

1e. Social studies/history/civic learning and engagement

At SLVE, social studies/history/and civic learning is integrated into other content areas: instruction follows the California State History-Social Sciences Framework. As described in the Framework, teachers emphasize disciplinary and literacy practices: investigation, close reading, analysis of evidence, and argumentative writing. Teachers meet in grade level teams to plan a yearly sequence of projects, activities and research presentations that follow the guiding questions for their grade levels.

Students examine the roles and responsibilities of people in their community and learn to understand the roles of government. For example, the sheriff's department visits second-grade classrooms three times a year to explain the purpose of rules and laws, their jobs and social responsibility. Through our positive behavior curriculum, students explore their place in social encounters and learn to recognize and accept differences and diversity in people.

Students learn how the present is connected to the past, differentiating between primary and secondary sources and important events in the history of our nation. Students research the impact of people and places in our nation. For example, the 3rd grade social studies program is focused on the study of local Santa Cruz County history. Third graders study the local Native American civilizations that lived in Santa Cruz County, early European exploration to Santa Cruz County, and how that early exploration led to the development of the Santa Cruz Mission. They also learn about the effect Spanish exploration had on the local Native

American populations in Santa Cruz. Third graders participate in many hands-on activities, project-based activities and performance-based assessments. One example of a 3rd grade performance-based assessment is the creation of an Ohlone powerpoint presentation. Following a specific rubric, which focuses on specific facets of Ohlone life, students work in small groups to research, create and present a slide show which focuses on one aspect of Ohlone life. Performance assessments, which test the student's ability to apply the knowledge they learned from a specific social studies unit through the creation of a product, are the most common forms of assessment used within our social studies program. Teachers develop rubrics which are shared with the students before the assessments are completed. Students work to follow the specific expectations on the various rubrics to complete the project based and performance-based assessments. Teachers then utilize these rubrics to assess the student's knowledge of the specific unit of study.

Students begin to understand how people make economic choices and obtain goods through math activities, student store, field trips, guest instructors, and other sources. Fourth grade 'Town' is a highly anticipated event for the fourth graders where handmade goods are bought and sold using the classroom economy three times a year is an event all students look forward to. Fifth graders research the Colonial era and participate in actual activities of the colonists during Colonial Day. Field trips to local farms in the fall are a highlight of primary units of study.

Google Earth is introduced in the primary grades and specific geography units of study occur at all grade levels. For example, students engage in a project-based learning task that requires young scholars plan a camping trip to a California state park.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

Our transitional kindergarten program bases its core curriculum on the convergence of California Preschool Learning Foundations and the California Kindergarten Common Core Standards in order to create a program that supports the student as a whole individual. Our program teaches emergent literacy, math, science, social studies concepts and student skills with an emphasis on social emotional learning, communication skills and developmental readiness. A key component of our transitional kindergarten program is providing our youngest students with extended opportunities to practice these foundational skills through play and interaction with peers.

In addition, as to meet students' developmental needs, our program utilizes The Alignment of Preschool Foundations with Key Early Education Resources to help ensure a strategic and purposeful approach to academic standards. The strong influence of Kindergarten California Common Core State Standards guides our transitional kindergarten program. Frequent collaboration between grade levels has supported the connection of standards and facilitates a common understanding regarding the trajectory of incoming kindergarteners. We utilize a workshop-style literacy program which begins at the transitional kindergarten level and spans across all grades as well as several other curricular structures consistent across grade levels.

Students who attend the program at SLVE demonstrate increased confidence and academic readiness. They appear to have developed a stronger social/emotional maturity and are able to communicate and express their feelings more successfully than those who do not attend. We receive positive feedback from parents indicating the feeling that their child is academically well positioned for a successful year of kindergarten and grateful for the maturity gained during their child's transitional kindergarten experience. Kindergarten teachers report positive feedback as well, sharing that students who have attended the transitional kindergarten program often serve as role models in their classrooms. They are familiar with school routines and classroom expectations and comfortable in the learning environment.

2. Other Curriculum Areas:

All areas of the arts are honored at SLVE. Teachers integrate the arts into other curricular areas to enrich lessons, increase engagement, and support creativity. The Art Masterpiece Program, run by parents and supplied by the Parents' Club, hires a visual arts coordinator to plan lessons. The coordinator facilitates three

family art nights a year, trains parent volunteers, ensures each class receives consistent, monthly visual arts lessons, and makes certain each class creates an art piece that is submitted to our annual silent auction.

Many teachers facilitate drama performances and students enjoy performances created by the high school at our tri-campus Performing Arts Center. Each year, fourth grade attends an educational symphony in Santa Cruz. Teachers are actively involved in writing grants that bring in local artists such as Tandy Beal's Dance Around the World. The artists provide a series of quality classes for our students in visual and performing arts. Additionally, there is a ceramic kiln on site for pottery creations.

SLVE has a music teacher and a classroom filled with percussion instruments and a variety of other musical instruments. Teaching is based on the California Visual and Performing Arts standards for music. All fourth graders are taught ukulele and many students choose to engage in after school instrument lessons and student band.

SLVE enjoys two PE specialists (coaches) who provide instruction for all students twice a week and support game play at recesses. Classes are 55 minutes long and include a health talk, warm-ups, sportsmanship, and skill activities. Teachers create fitness goals with students and work towards achieving them throughout the year. Fifth graders are tested each year using the United States Physical Fitness Test. This year, the chosen focus for students was aerobic capacity, as that was the lowest score area in previous testing categories. A full curriculum called SPARK was implemented and based on existing programs supported by the national Institute of Health. The program provides lessons that include health, physical fitness, sports skills and academic achievement. Game and skill/drill-oriented activities have been very successful since being adopted a year ago. During distance learning the coaches made videos based on stretching and aerobic activities for students to follow at home. Even the adult staff enjoyed the activities!

Foreign Language is not an official curriculum at SLVE. However, awareness of language and language bases such as Latin and Greek root words are taught within the language arts curriculum and spelling. Second language learners are respected for their ability to speak more than one language and are encouraged to share this gift. High school language students offer lessons in SLVE classrooms as community enrichment opportunities. Diversity of cultures is honored.

Edutech lead teachers provide coaching and professional development to staff during release time with a focus on integration of technology into existing curriculum. Students learn keyboarding, technology etiquette, and cyber safety starting in kindergarten with the goal of proficient typing by the end of second grade and an understanding of digital citizenship.

All classes have library once a week where the trained library specialist teaches library skills and literature appreciation. The librarian chooses books that focus on subjects aligned with classroom units, holidays and world events. Students are allowed to check out books to take home. The library also serves as a gathering place offering games and STEM toys/resources and art/maker space supplies for students to enjoy during recesses.

3. Academic Supports:

3a. Students performing below grade level

Our math coach supports teachers with instructional strategies that support all students. The math intervention specialist serves students who need support with concepts in pull-out or push-in sessions, targeted to specific student needs as identified through assessment data. Building confidence and number sense is a priority for these students, as well as strategies to build computational fluency. The Math Lab is a quiet work place with games, materials, and manipulatives that serve the needs and interests of the students.

The students are served by grade level. Students flow in and out of groups as confidence and skills progress; approximately 75 students are served each week. The math coach also meets individually with referred students to confer and build self-confidence. The math team understands that self-esteem and confidence can greatly affect progress and learning in math and must be addressed alongside support and intervention for math standards and discrete skills.

Nine teachers are trained in Reading Recovery at SLVE, including our resource specialist, reading specialist, entire kindergarten team and additional primary teachers. We support the lowest-performing ten percent of our first-grade students through one-to-one literacy intervention. These teachers serve students five days per week for thirty minutes per day over the course of a twelve to twenty-week program.

Our reading specialist provides literacy intervention to students in reading, writing, and phonics through a combination of pull-out and push-in support and consultation with classroom teachers. Data used to determine qualification for this support, includes local assessments, SBAC Data and teacher recommendation. Students move in or out of groups, based upon formative assessment data. When new students are enrolled at our site, the literacy specialist uses the Fountas & Pinnell Benchmark reading assessment, and accompanying supplementary assessments, to determine their level of skill. Our goal is for effective short-term intervention. When students do not make steady progress toward meeting their goals, a student success team (SST) meeting is planned to strategize next steps.

3b. Students performing above grade level

Academically, SLVE has a diverse student population, many of whom excel in academic areas. The inherently differentiated curriculums in reading, writing, math, and science appeal to their drive, curiosity, and desire to go deeper into the subject matter. We offer enrichment programs including GATE, math, science, and the arts.

Gifted students are identified through assessment in the fourth grade. SLVE recognizes that all students are gifted in different ways and considers recommendations by teachers. Parents who have specific skills in the arts, sciences, language, and technology are invited to share their expertise with small groups of students.

Math enrichment groups of up to 30 students per grade level in third through fifth occur twice a week for 30 to 45-minute sessions. Groups engage with challenges that require critical thinking at a high level and frequently have science or art connections. For example, students explore the visual and number patterns of magic squares with algebraic transformations, and then created tessellating and symmetrical quilt squares based on the patterns in the numbers. Students are selected based on a combination of assessment data and classroom performance. Social interactions are considered just as important as the math challenges. Students work hard to be invited. During distance learning, enrichment challenges and problem solving were offered through instructional videos and slides to all students in second through fifth grade.

Additionally, students performing above grade level or who have advanced social skills, are frequently invited to work as peer support with younger students, help in the library or office, or serve as small-group facilitators of games or PE activities.

3c. Special education

SLVE provides a full continuum of services and support to our students and families. In order to meet the diverse learning needs of individual children, SLVE utilizes a Response to Intervention model. This is a multi-tiered approach founded in high quality, researched-based instructional practices driven by ongoing assessment.

SLVE uses a combination of record review, student success team (SST) meetings, and teacher and parent information in order to determine how to support students and determine which students should be assessed for special education programs. The process begins with an SST meeting to determine, through a multi-tiered team the best course of action for the student. This approach could eventually lead to educational testing and support (IEP), a 504 designation (Americans With Disabilities Act), or other classroom supports determined by the team.

Students with active individual educational plans receive weekly designated instructional supports such as specialized academic instruction, speech and language, occupational therapy and adapted physical education tailored to their unique learning needs. The majority of our special education students are included in the general education setting for most of their school day. With the support of instructional assistants, we are

able to provide in-class accommodations and modifications. Our special education staff are trained and have a high level of expertise with the teaching methods used by general education staff (such as Reader's & Writer's Workshop, and Math Workshop) and use similar methods with their small groups. Our special education staff draw resources from a variety of sources, including our school's robust leveled book room, modified curriculum (such as TouchMath and Phonics for Reading), and online resources. Students who require supportive equipment or adult assistance receive those services with the goal of successful learning, with modifications, within the regular education classroom.

Our special needs students thrive at SLVE and each year we see a growing number of students from other districts and schools apply for a transfer to SLVE to benefit from our specialized programs.

3d. ELLs, if a special program or intervention is offered

3e. Other populations (e.g., migrant), if a special program or intervention is offered

Our literacy specialist is the English language coordinator at our site, and is able to closely monitor multilingual students' development and determine whether they need additional designated support, beyond what they are receiving in their classrooms. For newcomers and students who need the highest level of English Language Development (ELD) support, we offer one-to-one "Literacy Lessons" which are based upon the Reading Recovery model but offered to dual-language learners (and special education students) in any grade-level.

Our literacy intervention teacher also provides designated ELD support to small groups of ELLs with similar needs, using the TCM curriculum "Language Power" as a guide for lesson planning. These groupings are created using English Language Proficiency Assessments for California (ELPAC) data, as well as local assessments and teacher feedback. This support is provided through a combination of pull-out and push-in instruction, as well as consultation with classroom teachers. Some of these students are also provided with additional small-group literacy support, in addition to ELD, if deemed necessary.

Our EL coordinator team, composed of the EL coordinators from each site within the district and our district curriculum coordinator, meets monthly to discuss student progress and determine whether there are additional ways that we can support students and families. Our team participates in a district-wide Multi-Lingual Network composed of EL educators across the county who collaboratively study current practices aligned with the EL Roadmap and share strategies that best support our families and students. Additionally, we meet with families in district English Learner Advisory Committee (DELAC) meetings at least twice per year to assess needs and solicit input to determine how we can best improve our program. In the coming school year, we are planning to increase the number of meetings and will plan for a virtual component, in order to determine how to best support families during the COVID-19 pandemic.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

To support school climate and culture, SLVE has implemented PBIS (Positive Behavioral Interventions and Supports) for the past eight years. PBIS is an evidence-based, data-driven, multi-tiered framework to improve and integrate systems and practices affecting positive student outcomes every day. The foundational practices of PBIS starts with Tier 1, which establishes a foundation of consistent, school-wide, proactive instruction and support, with the goal of explicitly teaching all students skills they need to be successful learners and community members.

Foundational support begins with explicit instruction on being successful students, based on community agreements of what it means and looks like to be respectful, responsible and safe at school. We use a research based Social Emotional curriculum to develop self-awareness, self-regulation and communication skills. We train teachers and all classified staff in bullying prevention through the PBIS Bullying Prevention curriculum. Instruction also includes upper grade leadership opportunities, led by teachers, which train junior coaches, conflict managers, student council reps and office/library assistants.

An important component of our Tier 1 supports include schoolwide assemblies where students and teachers create focused presentations on targeted positive behaviors. Our assemblies create a platform for students to teach their peers how to be respectful, responsible, and safe and take on the role as a leader. Student leadership has improved our connectedness to our school community and it helps to lift the climate and culture for all of our students.

Our Tier 1 supports also include a reinforcement system to acknowledge our students for hard work and good citizenship. Tickets called “paw prints” are given to students who are “caught doing well”. This system also functions as a reminder for our adults on campus to maintain positive relationships and interactions with students and to seek out and celebrate respectful, responsible, and safe behavior. Tickets can be used at our student store utilizing a token economy, helping to shape and develop our positive climate.

One of the most important Tier 1 supports is planning highly engaging, research-based, meaningful lessons in all content areas. Teachers at SLVE are dedicated to teaching reader's and writer's workshops. Teachers have participated in ongoing professional development around math instruction to elevate engagement and rigor. The consistency with ELA and math instruction helps student engagement, motivation, and connection to the school community. Teachers at SLVE are dedicated to do what is best for all students and provide students with a positive environment that supports their academic, social, and emotional growth. SLVE is a great place to be for teachers, students, and families.

2. Engaging Families and Community:

SLVE parents are encouraged and invited to participate in the school on a regular basis and are a key component to the success of our students. SLVE is focused on building relationships with parents, families, and community and is proactive at making all feel welcome and part of our team. Starting with the staff, our professional learning community has become a family that nurtures and supports one another.

Frequent communication and messaging begins before the school year starts with welcome letters and celebratory events that are collaboratively planned by staff and the Parent Club. SLVE’s comprehensive weekly newsletter is filled with detailed information and photographs and is widely read. Monthly Parent Club meetings are well attended. There is a principal’s address at each meeting that includes a slideshow of school events and relevant topics and a presentation from a staff member providing an overview of our school's program.

We look forward to our back-to-school barbeque in the fall. On the first day of school, students and parents are greeted by the principal and our bobcat mascot. The principal, teachers, and staff are highly visible, approachable, and are proactive about inviting families to be part of our learning community. We have

created an inclusive culture in which families and community members take part.

There are multiple ways that parents take part, including site council and the Bobcat Club, both integral parts of school leadership. Parents and community members volunteer in classrooms, drive on field trips, lead Art Masterpiece lessons, and assist in other ways. The Bobcat Club raised \$100,000 last year to support science, music and art in our classrooms through community events. These include several Family Art Nights as well as science, movie, coding and math nights. The Bobcat Club also facilitates an annual Family Dance, family dine out nights, Talent Show, Fun Run, the Art Masterpiece Show and the Book Fair. These events all bring our community together and increase positive family connections to our school.

Parents and community members play an active role in the classrooms supporting teachers and students. As volunteers; they lead math stations, reading and writing groups, art lessons, enrichment activities, or give presentations in their area of expertise. Additionally, they help plan and coordinate social activities and field trips. SLVE teachers could not effectively support the students without the ongoing support of our families and the community.

3. Creating Professional Culture:

SLVE is committed to building a highly effective and inviting professional learning community where teachers feel respected, valued, and heard. The administration is transparent and believes that all staff work together as a supportive, collaborative team. The principal is visible on campus and always makes time with connect to staff, students, families, and community members.

During weekly collaboration time, grade level teams schedule time to talk, share success stories and ask for support with challenges. We honor the ‘human’ factor of our jobs in a supportive and professional manner. Feedback and creative ideas are welcome. Each grade level team has one member designated as ‘Grade Level Lead’, but in order to encourage leadership and share responsibilities, the lead changes hands each year.

Staff meetings always begin with ‘shout outs’ recognizing and thanking staff members for success with an event, activity, or something else that stands out that week. Staff meetings are required for teachers to attend, but they are always open to classified personnel, as all employees of the campus are an integral part of our learning and professional community.

Important decisions that affect the whole school are made through a site-based decision process, which is collaborative and provides a structure for all voices to be heard. Curriculum is carefully chosen with teacher input that includes suggesting programs, ample time for piloting suggested materials, giving feedback, and making recommendations. During professional development days, time is given to absorb new ideas and plan for implementation with team members. Specialists are always available to give support where needed. Problems are worked out in collaboration with all stakeholders.

Working in a school is much more than teaching academics. We are nurturing young people to be the best they can be, so we are sensitive to all of their needs as well as our own. Social emotional needs are not just for the students, but for the adults as well. SLE staff received mindfulness training to support them with routines for self-care or for using with groups of students. There are twice-weekly mindfulness sessions, led by a teacher before school. Staff, students and parents are welcome to attend. The teachers honor parent helpers with a luncheon in the spring and parents honor teachers with a festive appreciation week as well.

4. School Leadership:

A leadership structure and philosophy has been established at SLVE in which all stakeholders work together to promote positive relationships and achieve high levels of student achievement that supports the whole child.

The principal’s goal is to inspire others to accomplish great things and to always operate under a lens that focuses on what is best for kids. The administration is transparent, builds leadership capacity and supports

all staff to work together as a team. Building positive, professional relationships and providing continuous staff development define the principal's role as the instructional leader. The principal has established and maintained a highly collaborative and effective professional learning community where all voices are valued and heard.

Creating and maintaining positive relationships and supporting student engagement in learning has become the focus of the SLVE staff. Through ongoing professional development and weekly collaboration, teachers work together to grow as professionals, share best practices, and ensure student success. Staff members are encouraged to assume leadership roles and be actively involved in the decision-making process at SLVE.

Each year, grade-level teams and programs select a representative to the school leadership team. They have a shared sense of purpose and collaboratively commit to the achievement of the overall mission of SLVE. For example, grade-level lead teachers set agendas for meetings, provide support to colleagues and establish instructional consistency. As well as grade-level teams, SLVE teachers have leadership roles, serving on committees at the district and county level. We have county level representation in all curricular areas who disseminate information to our staff.

Student leadership also plays a vital role in SLVE's success. We support students to participate in classroom and schoolwide leadership roles. Student council, the conflict management team, and the junior coach program are all popular student programs at SLVE.

SLVE's school committees, councils and organizations play a key role in supporting student learning and success. The school site council is actively involved in the creation and revision of the school plans, reports, curriculum decisions and analyzing school and student data. Parent Club board members are instrumental in supporting the success and needs of the students, families and staff at SLVE. They meet monthly with the principal and staff representatives to collaborate, create action plans, and plan facilitation of the school's popular events, including family nights, student reading programs and incentives, and community events.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The overarching priority of education is to support young people as they grow into confident, productive, respectful members of society. In order to do any job well, people of any age must have their social and emotional needs met. We realize that with shifts in society, family living situations, and demands for the future, we must address the full range of needs of our students.

Our district has prioritized social emotional wellness for all, including students and adults. Adults must feel valued and connected. Students must feel safe, positively connected and regulated in order to learn. In addition to our Tier 1 universal interventions, we have created and put into practice our Tier 2 and 3 teams to support students who need additional help. By expanding our capacity to understand and address the more extreme needs of the few, we can minimize interference with the many students who come to school ready to learn. By providing mindfulness resources to all and counseling support as needed, we address the needs of the entire community.

All staff members participate in ongoing professional development, coaching, and collaboration to build capacity to support our students and families in comprehensive ways. Topics include meeting physical health, mental health and sensory needs, behavioral analysis, and implementing trauma informed practices and mindfulness techniques, as well as differentiation of academic instruction.

With a team approach, we have been able to utilize our mental health professionals, behavior specialist, school psychologist, instructional assistants, teachers, and even custodial staff effectively. Interventions include Lunch Bunch to build social skills, Behavior Lab to work with goal setting and skill building, and mentor systems to help support students to replace mal-adaptive behavior with productive behavior, sensory breaks, structured games at recess, academic support and highly individualized interventions as students' needs occur. We have seen a steady and significant decrease in the number of students who “get sent to the office” and an increase in positive student behavior.

Because of this foundation, we were able to quickly transition to distance learning and continue to respond to the needs of our children and families during the COVID-19 crisis. We continued one-to-one and small group interventions remotely and expanded our family outreach to include more parent support including ‘SLV Food for Families’ to make sure our families' basic needs were met. We have been able to keep students positively engaged in learning. San Lorenzo Valley Elementary School shines as a beacon of stability, support, and growth, and we have risen to new heights to serve our community.