



Seeley Union Elementary School District Seeley Elementary School

2001-2002 Annual School Report Card

Kindergarten through Eighth Grade
Jon LeDoux
Principal

www.seeley.k12.ca.us

1812 W. Rio Vista St.
Seeley, CA 92273-0868
(760) 352-3571

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Principal's Message

The purpose of this report card is to provide parents and community members ongoing information about our school. The Report Card provides information regarding the school's demographics, achievement, discipline, facilities, and budget. We hope you find it a useful and informative document. If you have any questions regarding this document, please call us at 352-3571. You will notice that much of the information given in the report card is for the 2000-01 school year. This the most recent information for those areas.

This school year has proven to be quite an exciting one. The school is growing at a rapid pace. Almost 600 students now attend Seeley School. It seems that every day we are enrolling new students.

Of course, our school success is based on the achievement of our students. With the new state standards and testing, we are given the challenge of changing the way your children learn. Seeley School is fortunate to have some of the best teachers anywhere. Throughout the year, the teachers have been meeting and planning ways to better meet the needs of their students. You will note throughout this report card the many quality programs they provide.

If, after reviewing this report card you have any questions, please feel free to call.

Jon K. LeDoux, Principal

Mission Statement

Our mission at Seeley School is to educate all students in a safe environment, empowering them to be proud, creative, and responsible members of society.

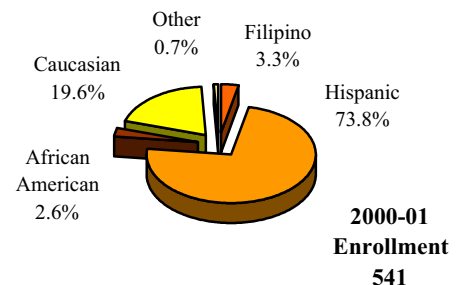
Community & School Profile

Seeley Union Elementary School District is located in the southwestern section of Imperial County. Situated almost equally adjacent to San Diego County and the Mexican border, Imperial County is easily accessible via the major east-west and north-south highways that run through it. Its proximity allows for continual commercial growth, making it a dynamic county to live, work, and play in. The growth factor is recognizable in the fact that it has been designated the "enterprise zone" by the State of California, hence endowing its residents opportunities for lower taxes and accelerated project approval.

Imperial County sustains a desert climate, with winter lows averaging 45° and summer highs 100°.

The comfortably sundry climate provides residents with the optimal setting for recreational activities including team sports, golfing, hiking, fishing, hunting, boating, and water skiing. In addition, Seeley School is located 2 miles from the Naval Air Facility, granting students the rare privilege to view the U.S. Naval Precision Team as they practice over the fields surrounding the school, on almost a daily basis.

Seeley Union Elementary School District is a one-school district, serving a student population of about 600. Educating kindergarten through eighth grades, it operates on a traditional calendar system. Its ethnically diverse population contributes to the cultural 'flavor' and essence of the district.



Discipline & Climate for Learning

Students at Seeley Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Seeley Elementary's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual student handbooks.

Attendance

Regular attendance at Seeley Elementary is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Independent study is available for students that require extended leaves from school. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities. Punctuality and promptness are desirable traits to develop. The students of Seeley Elementary are expected to be in their seats and ready for instruction at the designated time.

The district annually provides a Student Conduct Code for use at the site-level which is supplemented by a set of behavioral standards developed by individual teachers to provide guidelines within their classrooms. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth.

Seeley Elementary has expelled one student during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted. The Suspensions and Expulsions table illustrates total cases as well as percentages per 100 students.

	Seeley Union		
	99	00	01
Suspensions (#)	*	9	7
Suspensions (%)	*	1.65	1.29
Expulsions (#)	*	0	1
Expulsions (%)	*	0.00	0.18

* Data unavailable

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- 21st Century Community Learning Center
- Athletics
- Drama
- Arts & Crafts
- Band

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through county and/or district-sponsored teams.

- Softball
- Basketball
- Soccer
- Track
- Volleyball

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

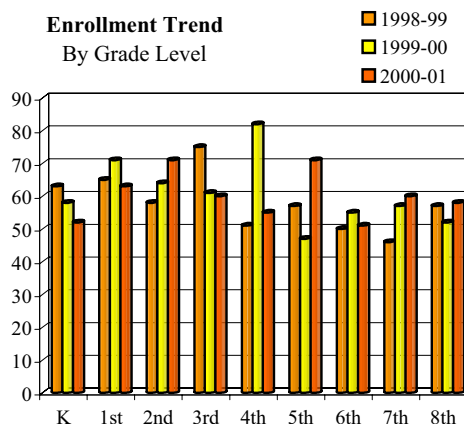
- Attendance Rewards
- 5th-8th Grade Honor Roll Trips
- Sweepstakes

Homework

Seeley Elementary feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and are responsible for reviewing homework assignments with their child.

School Attendance

Student enrollment over the past three years at Seeley Elementary has increased by 3.6%. Schoolwide enrollment at the beginning of the 2000-01 school year was 541 students.



School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Seeley Elementary. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 2000-01 school year, the actual attendance rate for all grade levels for Seeley Elementary was 95.45%.

Class Size

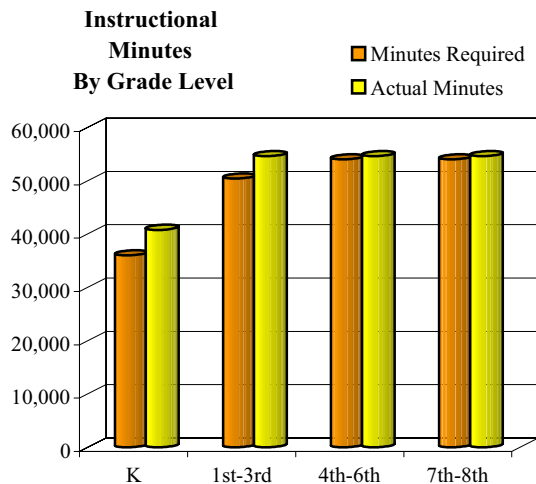
Seeley Elementary maintained a schoolwide average class size of 20 students and a pupil/teacher ratio of 18:1 for the 2000-01 school year. The pupil-to-teacher ratio varies by grade level taught. In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. At the beginning of the 2000-01 school year 100% of all K-3 classrooms participated in this program.

	Avg.			1-20			21-32		
	99	00	01	99	00	01	99	00	01
Kind.	32	20	13	0	3	4	2	0	0
1st	19	20	19	3	3	3	0	0	0
2nd	18	19	16	3	3	4	0	0	0
3rd	18	20	15	4	1	4	0	2	0
4th	26	28	28	0	0	0	2	3	2
5th	28	24	24	0	0	0	2	2	3
6th	25	26	26	0	0	0	2	2	2
7th	0	28	30	0	0	0	0	2	2
8th	0	26	29	0	0	0	0	2	2
K-3rd	12	19	14	1	1	1	0	0	0

No classrooms contained more than 32 students during the past three years.

Instructional Minutes

During the 2000-01 school year, all instructional minutes offered at Seeley Elementary either met or exceeded state requirements.



These students are provided instruction in a self-contained classroom environment, where students receive all instruction by a homeroom teacher. Students in grades seven through eight receive specialized instruction in core subject areas by appropriately credentialed teachers.

Minimum Days

For the 2000-01 school year, Seeley Elementary offered 180 days of instruction comprised of 168 regular days and 12 minimum days. All instructional days either met or exceeded the daily instructional minute requirements specified in the California Education Code. Minimum days are integrated into the Seeley School schedule to allow for enhanced staff development activities and parent conferences.

Textbooks & Instructional Materials

Seeley Elementary sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as the district's curriculum standards. Seeley Elementary follows the State Instructional Materials Adoption Cycle which reviews instructional materials in each curricular area within a 5-year cycle.

A committee consisting of administrators and teachers establishes selection criteria based on state standards and identified student needs, reviews instructional materials on the state list, and makes recommendations to the Board of Trustees for final adoption.

Subject	Publisher	Grade Levels
Language Arts		
	Scholastic	K-6
	McDougal Littell	7-8
Mathematics		
	Scott Foresman and Co.	K-6
	Prentice Hall	7-8
Science		
	Science Journal with VIPS	K-2
	Scott Foresman and Co.	3-6
	Harcourt Brace Javonovich	7-8
	Prentice Hall	8
Social Studies		
	Houghton Mifflin Co.	2-8

The school's library is stocked with approximately 14,000 books that are available for students to check out. The library contains a large collection of video and audio tapes for classroom use that tie into curricular areas of study. Computer resources within the library are connected to the Internet so students are able to access resources and information on-line to improve their research skills.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills, mathematical proficiency, as well as many supplemental programs that assist staff in gauging student progress in association with standard assessments and textbook adoptions.

	99	00	01
Computers	109	123	140
Students per computer	4.8	4.4	3.9
Classrooms connected to Internet	26	26	28

Seeley Elementary's website provides a variety of resources and information for parents, staff, students and community members.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Seeley Elementary. These measures are effective in terms of actual student progress as well as an evaluation of the instructional program. Classroom assessments are developed by the teachers to assess student progress on classroom instruction.

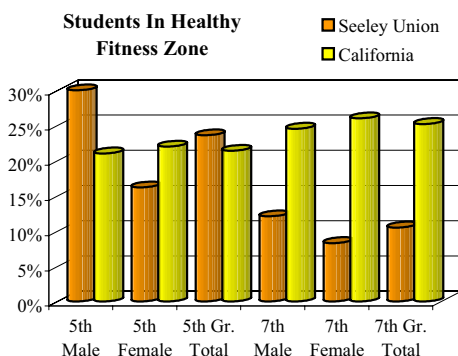
Standardized State Testing

Seeley Elementary participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Assessments, and the Spanish Assessment of Basic Education (SABE). The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

Physical Fitness

In the spring of each year, Seeley Elementary is required by the state to administer a physical fitness test to all students in fifth and seventh grades. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ). A district comparison is not shown in the following chart, as Seeley is a single-site district and all 5th and 7th graders within the district attend the same school.



SAT-9 Results 1999, 2000, 2001 % At or Above National Average

All Students Grade Year Ending	Reading																				
	2			3			4			5			6			7			8		
	99	00	01	99	00	01	99	00	01	99	00	01	99	00	01	99	00	01	99	00	01
Seeley Elementary	51	41	45	24	36	43	31	30	37	33	27	39	32	37	38	39	34	47	42	26	30
Imperial Co.	38	45	44	28	35	33	27	31	35	27	28	30	31	31	33	28	31	32	31	33	35
California	44	49	51	41	44	46	41	45	47	42	44	45	44	46	47	44	46	48	47	49	50
Math																					
Seeley Elementary	52	42	73	39	65	62	51	41	53	54	55	52	46	57	71	56	36	69	37	44	41
Imperial Co.	46	55	57	39	54	54	32	40	46	32	39	43	42	45	49	28	36	39	28	33	35
California	49	57	58	48	56	59	44	51	54	45	50	54	50	55	57	45	48	50	45	48	49

SAT-9 Subgroup Results

2001

% At or Above 50th Percentile

Gender	Reading								Math							
	2	3	4	5	6	7	8	2	3	4	5	6	7	8		
Male	41	39	28	32	40	37	27	68	68	56	49	63	63	44		
Female	52	48	48	47	36	59	33	79	55	48	56	76	77	37		
Ethnicity																
Hispanic	40	36	30	31	28	25	23	68	60	48	44	61	57	39		
Caucasian	*	*	*	56	62	85	42	*	*	*	69	92	92	42		
Language Fluency																
English Learner (EL)	5	13	0	10	0	11	0	41	60	17	29	44	40	17		
Non EL	64	53	48	53	56	68	44	89	62	61	63	87	88	53		
Socioeconomic Status																
Economically Disadvantaged	39	32	33	35	32	35	22	69	56	46	49	72	62	38		
Non SED	54	68	54	46	43	73	47	79	74	77	57	70	87	47		
Migrant Education	<i>no data to report</i>															

*Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

California Standards Results

% of Students Scoring at Advanced (A) and Proficient (P) Levels

2001

All Students	English/Language Arts															
	2		3		4		5		6		7		8			
	A	P	A	P	A	P	A	P	A	P	A	P	A	P		
Seeley Elementary	12	24	3	25	3	27	1	18	2	16	4	28	2	21		
California	10	22	9	21	11	22	7	21	8	23	9	23	9	23		
Subgroups																
Gender																
Male	8	24	3	19	3	24	0	22	5	14	3	27	0	23		
Female	17	24	3	31	4	30	3	14	0	17	4	29	0	23		
Ethnicity	<i>data unavailable</i>															
Language Fluency																
English Learners	0	0	0	7	0	0	0	0	5	0	9	0	0	0		
Non EL	18	36	4	31	4	35	2	26	3	22	6	41	3	32		
Migrant Education	<i>data unavailable</i>															
Socioeconomic Status																
Economically Disadvantaged	8	21	2	17	0	23	2	16	4	7	0	21	0	15		
Non SED	17	28	5	42	15	38	0	20	0	26	11	44	6	35		

Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on SAT-9 results. If a school meets its growth targets, including subgroup targets, it may be eligible to receive monetary and non-monetary awards.

API School Results					
All Students Base	Base			Growth	
	1999	2000	Growth	1999	2000
Percent Tested	100	100	Percent Tested	100	100
API Score	603	630	API Growth Score	630	665
Growth Target	10	9	Actual Growth	27	35
Statewide Rank	5	4	Eligible for Awards	No	Yes
Similar Schools Rank	8	7	Eligible for II/USP	Yes	No
Subgroups					
Hispanic or Latino					
Base API Score	563	598	API Growth Score	598	630
Growth Target	8	7	Actual Growth	35	32
Caucasian					
Base API Score	713	699	API Growth Score	699	762
Growth Target	8	7	Actual Growth	-14	63
Socioeconomically Disadvantaged					
Base API Score	565	596	API Growth Score	596	632
Growth Target	8	7	Actual Growth	31	36

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

The percent tested is calculated by dividing the number of students tested by enrollment in grades tested as indicated in the October CBEDS School Information Form. The API scale is 200-1000; calculations for which only include scores for students in the district the prior school year. Rankings are presented in deciles (high of 10, low of 1), each of which contains 10% of all schools. The growth target is equal to 5% of the difference between the 2000 API and the interim Statewide Performance Target of 800.

The Immediate Intervention/Underperforming School's Program and the Governor's Performance Award Program are the remaining two components of the PSAA. Due to specific criteria, including API and SAT-9 results, Seeley Elementary qualified to participate in the Governor's Performance Award program which allocates up to \$150 per pupil for schoolwide use.

School Facilities & Safety

Seeley Elementary provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1952, and include classrooms (including 15 portable classrooms), administration offices, library, a Title I room, and the cafeteria. Space for students and staff has always been adequate; however, at the rate which the student body is growing, Seeley is finding it difficult to keep the facilities growing to accommodate such dramatic growth. Funds are being allocated to allow for such growth in the future.

In the evenings and during the day, a team of four full-time and two part-time custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. Three of the four custodial staff are bus drivers as well, further confirming that at Seeley School, student safety is valued and entrusted only to individuals demonstrat-

ing a commitment to this policy. A scheduled maintenance program is administered by Seeley Union Elementary to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

A renovation and upgrade of current facilities is scheduled to begin during the summer months of 2001. Projects in which funding is sought include:

- Upgrade underground plumbing
- Remodel two restrooms
- Upgrade HVAC (air conditioning)
- Lower classroom ceilings
- Install fluorescent lighting in classrooms
- Add new modular classroom

Safety of students and staff is a primary concern of Seeley Elementary. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a monthly basis throughout the school year.

The School Site Safety plan is reviewed annually and updated as needed. All staff members are provided with a copy of the plan, and are in compliance with its guidelines.

Counseling & Other Support Services

It is the goal of Seeley Elementary to assist students in their social and personal development as well as academics. The county provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure. The Superintendent coordinates the counseling and support services at each school site.

	Number of Staff		Availability
	FTE	FTE	Days Per Week
Resource Teacher	1	1	5
Library Clerks	2	1.4	5
GATE Teacher	1	0.2	5
Title I Teacher	1	0.8	5

**FTE = Full-Time Equivalent*

Community Resources

The district uses all available resources in the community to assist students in their emotional and academic development. Seeley School's community resources include:

- Imperial County Office of Education
- Imperial County Behavioral Health Services
- Vista Sands

Teacher Assignment

Seeley Union Elementary recruits and employs the most qualified credentialed teachers. For the 2000-01 school year, Seeley Elementary had 19 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

All teachers assigned outside their teaching credential area have completed appropriate coursework or training in the subject(s) that they are assigned to teach. Many teachers hold multiple credentials; in various instances, teachers supplement their regular credential with a special education credential or language certificate, such as CLAD (Cross-Cultural, Language and Academic Development).

Teacher Credential Status			
	99	00	01
Fully Credentialed	21	22	19
Emergency Credentials	8	4	2
Without Credentials	3	2	1
Pre-Interns	0	0	2
University Interns	0	1	2
District Interns	0	0	7
Working Outside Subject	3	2	2
Average Years Teaching	8.9	9.8	9.5
Average Years in District	7.7	7.9	7.5

Seeley Elementary supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school. During the 2000-01 school year, certificated staff consisted of 34 employees: 44.12 percent with 30+ additional units beyond their bachelor's degree and 23.53 percent holding advanced graduate degrees such as a masters or doctorate degree.

Teacher Evaluation & Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated twice annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal or superintendent; these administrators have been trained and certified for competency to perform teacher evaluations.

Evaluation Criteria are:

- Pupil Progress
- Instructional Techniques and Strategies
- Adherence to District Curriculum and Programs
- Learning Environment
- Pupil Control and Behavior Management
- Interpersonal Relationships
- Attendance and Punctuality
- Professional Growth
- Other Duties

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers four staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in

curriculum, teaching strategies, and methodologies. 2001-02 topics for staff development were:

- First Aid
- Newly adopted math program
- Math standards
- VIPS (Valle Imperial Project in Science)

Substitute Teachers

While striving to conserve a consistently balanced level of quality instruction in its classrooms, the district has encountered increasing difficulty scheduling readily available, qualified substitutes. In spite of this, however, Seeley has been successful in its endeavors to ensure the maintenance of that level of instruction. On rare occasions when a substitute teacher is not available for an absent teacher, credentialed staff or administrators are reassigned to fill the vacancy.

In an effort to maintain an adequate pool of readily available substitutes and recruit qualified teachers, Seeley Union Elementary School District works closely with the county office of education, and advertises employment opportunities in local newspapers, on the Internet, local universities, and through invaluable word-of-mouth.

Training & Curriculum Improvement

All training and curriculum development at Seeley revolves around the California State Content Standards and Frameworks. Teachers align curriculum to ensure that all students either meet or exceed state proficiency levels. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Successful implementation of rigorous content and performance standards for all students requires focusing on improving what takes place in the classroom as well as in the home, particularly teaching and learning. Through parental, staff, and community participation in School Site Council activities, the district continues to learn how to better serve the needs of an evolving school population.

Curricular improvements at Seeley School during the 2001-02 school year were evident as part of the continual effort of a collective group and are expected to produce fruitful results. Administration at Seeley realizes the importance of improving student performance and has concentrated its focus on increasing teacher awareness of state standards. Strategies have been discussed and put in place to implement a new, standards-based report card in the 2002-03 school year. In addition, the new math adoption brought with it much-anticipated changes to the entire math curriculum. To prevent cross-over strategies and integrating old curriculum with new, Seeley eliminated all previous math materials and curriculum guides. The text adoption was the beginning of an enhanced, superior math curriculum that was established for use in conjunction with the new adoption.

These improvements come as a result of efforts that took place throughout the 1999-00 school year. Seeley participated in a Program Quality Review, through which it looked into how well the state standards and frameworks were being implemented. Teachers from other districts served as reviewers and were highly complimentary on the educational program Seeley offers. There were areas for improvement identified, and an improvement plan was drafted. Efforts for improvement produced the creation of a comprehensive school needs assessment to be completed by parents, teachers, classified staff, and students. Following are a few areas covered by the recently implemented assessment:

- Subject area instruction
- Availability and usefulness of technology
- Level and effectiveness of parental involvement
- Overall impressions of the effectiveness of the school

The school strategy for continuous improvement is to offer the highest quality program possible for all students. Equal opportunity for all students, including those from historically underserved populations, is guaranteed by board policy. All programs and activities are designed with every population in mind to ensure equal access to academic success.

For the 2002-03 school year, staff at Seeley will continue to make a strong commitment to providing guidance for all in an effort to develop an instructional program that fosters creativity and academic excellence.

Special Education

The district's special education program addresses the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, and program implementation. RSP classes deliver services through a pull-out model. One classroom serves students from K-5th grades, while the other serves 6th-8th grades. Students can only be placed in RSP setting for 49% of the instructional day. Seeley utilizes specifically allocated funds in providing the following Special Education Support:

- Resource Specialist Program (RSP) Teachers (2)
- Instructional Assistants – full-time (2)
- Instructional Assistants – part-time (2)

Students are referred for evaluation by the Student Study Team (SST) or by parent request. The education program for special education services is provided through the Individualized Education Plan (IEP). The SST includes parents, teachers, and administrators. The SST discusses the strengths and weaknesses of the student. Areas of concern are addressed and possible instructional strategies or accommodations are determined.

Quality of Instruction & Leadership

Leadership at Seeley School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards.

The district requires various levels of participation from school site staff to regularly assemble and address specific issues for each site as well as districtwide issues. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Following are a list of district and site committees that benefit greatly from Seeley administration, staff, and parental participation:

- English Learner Advisory Committee (ELAC)
- Parent Teacher Organization (PTO)
- School Site Council
- Student Study Teams

The School Site Council, consisting of school staff and parents, is a major governing body that meets regularly to address programs and components that make up the school, to discuss the effectiveness and appropriateness of the various programs and components relative to the goals of the school, and to act as a communication liaison between the community and the school. During the 2000-01 school year the School Site Council played an active role in the following activities:

- Re-writing the School Plan
- Reviewing Budgets and Categorical Programs

Expenditures & Services Funded

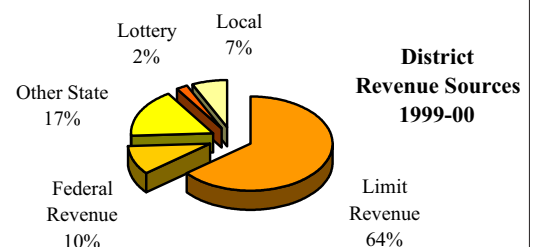
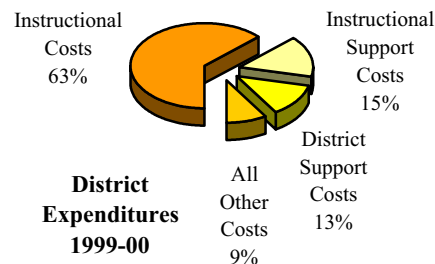
For the 1999-00 school year, Seeley Union Elementary spent an average of \$5,082 to educate each student (based on 1999-00 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Current Expense of Education Per Student*		
1999-00		
Statewide Average		
	Elementary	All Districts
Seeley Union Elementary	Districts	All Districts
\$5,082	\$5,460	\$5,705

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund state funding, Seeley Union Elementary receives state and federal categorical funding for special programs. For the 1999-00 school year, the district received approximately \$1,598 per student in federal and state aid for the following categorical, special education, and support programs:

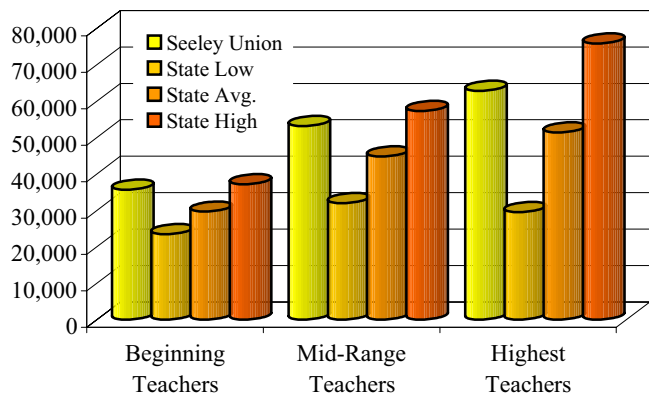
- Maintenance and Operations
- ECIA/ESEA/IASA
- Special Education
- EESA Math & Science
- Drug/Alcohol/Tobacco Prevention & Education
- Gifted and Talented Education (GATE)
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Instructional Materials
- Class Size Reduction
- Safe and Drugs Free Schools Program
- Tobacco Use Prevention Education
- English Language Acquisition Program
- Community Based English Tutoring



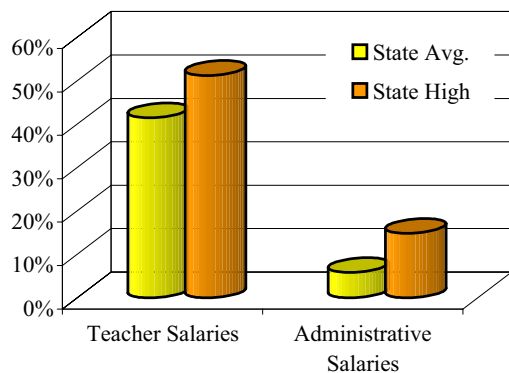
Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having less than 1,000 average daily attendance throughout the state.

**Average Teacher Salary Information
1999-00**



**Average Salary Information
Teachers & Administrative Salary Percentages
1999-00**



Contact Information

Parents who wish to participate in Seeley Elementary's leadership teams, school committees, school activities, or become a volunteer may contact Principal Jon LeDoux at (760) 352-3571.