

Santa Ana Unified School District
Single Plan for Student Achievement
Summary
2015-16



Sepulveda Elementary School

Superintendent
Rick Miller, Ph.D.

Board of Education

John Palacio – Board President • Rob Richardson–Vice President
Valerie Amezcua – Clerk • José Alfredo Hernández, J.D. – Member • Cecilia “Ceci” Iglesias – Member

**Sepulveda Elementary School
Vision Statement**

Sepulveda Elementary School aims to provide high quality learning for students of all cultural and ethnic backgrounds and academic ability levels, in order to empower them to compete in a technologically diverse and complex society. In order to become college and career ready, we prepare them to become independent learners at school as well as at home.

**Sepulveda Elementary School
Mission Statement**

Sepulveda Elementary school will keep an effective Language Arts instructional focus which includes STEM and health. Based on individual needs, we are committed to change and evolve in our program. Our Sepulveda community is committed to providing academic, behavioral, and emotional support in order to give an equitable education to all students.

In order to achieve our mission, we will:

- Ensure a positive, orderly, safe and clean school environment that promotes confident and self-motivated lifelong learners.
- Early identification of behavioral and health needs:
 - Healthy Tomorrows
 - Turning Point
 - Support Staff(TOSA, Psychologist, nurse, Physical & Orthopedic therapist)
 - Vision for Life
 - Healthy Smiles
 - Other district approved community resources
- Early identification of academic needs:
 - SST Process
 - Intervention(during, before, and after school)
 - DIBELS Progress Monitoring
- Students will demonstrate their achievement through a variety of district and state assessments.

School Profile

Enrollment/Demographic Data

School Enrollment Trends

Grades	2012-13	2013-14	2014-15
K	68	97	81
1	74	94	88
2	79	76	84
3	61	78	71
4	66	66	71
5	91	71	67

Percent Actual Attendance

2012-13	2013-14	2014-15
96.87	97.05	97.00

**Student Demographic
by Ethnicity**

	2013-14	2014-15

American Indian or Alaska Native	1 (0.21%)	1 (0.2%)
Asian	4 (0.83%)	5 (1.1%)
Pacific Islander	0 (0%)	1 (0.2%)
Filipino	0 (0%)	3 (0.7%)
Hispanic or Latino	467 (96.89%)	447 (96.8%)
African American	3 (0.62%)	1 (0.2%)
White (not Hispanic)	4 (0.83%)	1 (0.2%)
Multiple or No Response	1 (0.21%)	0 (0.0%)
Total Enrollment	482	462

Student Achievement Goals

Goal I: Vision and Standards: High Expectations, Culture and Leadership

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

LCAP Goal 2: Students will have equitable access to a high quality curricular and instructional program that is accessible from school and home.

LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.

School Goal: At Sepulveda Elementary, all staff, parents, students and community members work together to continue to increase student achievement and meet necessary compliance levels utilizing student assessments and data driven instruction. We will ensure that all EL students show continual and adequate growth towards English Language Proficiency. EL students are re-designated within 5 years of entering program. We look to provide and maintain an educational and safe environment with an emphasis on improving student academic performance and closing achievement gaps among individual students and sub-groups. We provide all students with access to state of the art technology during instruction. Teachers are focused on utilizing an inquiry based hands-on approach to promote optimal learning and improving the schools culture and learning environment. We will utilize an instructional focus of Science, Health, Technology, and the implementation of the Common core State Standards to reach our goals of Reading by 3rd Grade and Reclassification by 4th / 5th Grades.

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

- Certificated staff will follow district created curriculum guides in reading and mathematics using approved curriculum to ensure that common core state standards are covered.
Teachers will collaborate at grade levels to discuss implementation and develop instructional strategies to ensure all students are actively engaged and proficient at grade level standards and enhance and enrich core instruction.
- The Teacher on Special Assignment (TOSA) will support the school's core goals and mission.
- Additional instructional and supplemental materials will be purchased to support Common Core State Standards implementation.
- Sub days to release teachers for DIBELS testing to allow for uninterrupted testing time.
- Instructional materials will be purchased to supplement core curriculum.(Student Agendas, AR aligned library books, classroom materials)
- Student achievement will be recognized and celebrated in a variety of ways. We will acknowledge classes meeting the monthly grade level goals in Accelerated Reader (AR) and ST Math.
- Monthly newsletter will be developed and distributed to all parents to keep parents informed of school-wide efforts in academics and parent involvement.
- Sepulveda Elementary School will communicate the school's vision and mission as well as learning expectations and results to all members of the learning community. Results from district and state assessments will be discussed in staff, grade level and parent meetings.
- Substitute teachers will be allocated to allow for teachers to attend SST meetings to create individual plans for academic improvement using RtI strategies.
- Additional support in academics will be provided by instructional assistant to students who are in need of intervention during the school day.

LCAP Goal 2: Students will have equitable access to a high quality curricular and instructional program that is accessible from school and home.

- Technology will continue to be used in the classrooms to actively engage all students in the learning process. All students at Sepulveda Elementary School participate in technology based MIND Institute ST math program, AR, Lexia and Reading Eggs/Eggspress.
- Teachers use technology (laptops, Smartboard) in the classroom to support instruction and increase student engagement.
- Additional technology (Chromebooks, iPads) will be purchased to decrease the student to technology ratio and allow for device check out.
- Teachers will attend staff development Writing Modules prepared by district during a portion of the staff meetings.
- Teachers will attend additional district provided staff development after school, on Saturdays, during vacations and online to meet instructional needs and teacher interests.
- Teachers will reflect on their teaching and collaborate on action plans for improved instruction during staff and collaboration meetings.
- Substitutes will be provided to meet with administration to create action plans three times a year.
- Teachers will attend STEM conference to reinforce Science focused instruction.

- Teachers will attend staff development during their buy-back hours presented by the University Starts Now presenters to help promote university focused elementary students.

LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.

- A consultant, Parents in Action (Padres en Accion), will be hired to conduct structured physical activities during lunch time three days a week.
- Supplemental instructional materials will be purchased to support RtI and PBIS efforts.
- A safe, clean and orderly environment will be maintained at Sepulveda Elementary School with high academic and behavior expectations utilizing the PBIS framework.
- Sepulveda Elementary School will provide extended hours for students to use technology in school for instructional support.
- Students will be able to participate in clubs (gardening club, service club, GATE club) during their recess, before and after school.

Certificated & Classified Benefits

- STRS, PERS, Medicare, OASDI
- State Unemployment, Worker Comp,

Goal IIa: Reading Across the Curriculum

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal:

By June 2016, all students will demonstrate growth in the area of Reading as measured by DIBELS(K-3) and MAP Reading(3-5).

Kinder to 3rd grade students scoring CORE/Proficient on End of year DIBELS will show an overall increase of 10% as compared to the previous year:

- Kindergarten from 21% to 31%
- 1st Grade from 27% to 37%
- 2nd Grade from 15% to 25%
- 3rd Grade from 24% to 34%

The percentage of 3rd to 5th grade students meeting projected growth on MAP Reading will increase by at least 10%.

- 3rd Grade from 39% to 49%
- 4th Grade from 64% to 74%
- 5th Grade from 46% to 56%

Alignment of Instruction, Strategies and Materials with Content Standards: Students will receive best first reading instruction to ensure students are proficient readers by 3rd grade and beyond.

- Sepulveda Elementary School will continue utilizing the District adopted Open Court Reading Program and Districts' alignment of instruction, strategies and materials through the use of Units of Study in order to implement the Common Core State Standards in English Language Arts. Science and Social Studies will be taught to address the reading of non-fiction emphasis of the CCSS.
- Teachers will follow grade level Curriculum Maps for ELA. All students are expected to read and understand grade level appropriate materials in all content areas.
- Sepulveda will continue focusing on intervention and instruction in small groups of targeted students during workshop/differentiation time of the Language Arts block.
- Teachers will administer district created, publisher created and teacher created assessments to monitor reading fluency and comprehension of reading material in English Language Arts, Science, and Social Studies.
- Sepulveda Elementary will comply with the instructional time block for reading/language arts.
- Additional instructional materials will be purchased to support implementation of the California Common Core State Standards in Language Arts.
- Library books will be purchased to support our Accelerated Reader campaign.
- Teachers will have periodic Data Review Teams at grade level to ensure effective and successful implementation in order to ensure student's growth.

Extended Learning Opportunities:

Sepulveda students will be afforded with opportunities to bridge reading gaps and to extend and enhance their reading abilities.

- Sepulveda will provide extended learning opportunities for students to develop reading fluency and comprehension. Students will be selected to receive additional academic support.
- Students will be selected to receive academic enrichment opportunities focusing on standards in English Language Arts and Science.
- Students will be able to access the computer lab two times a week before school to take AR quizzes, use Lexia, Reading Eggs, and ST Math.

Increased Access to Technology:

Technology tools and software will be utilized to ensure extended and enrichment opportunities.

- Students will be able to use computer-assisted instruction and support through the use of Lexia and Reading Eggs / Eggspress to provide intervention and acceleration of reading skills.
- Instructional Assistant Technology will provide additional support for all grade levels of integrated technology in the classroom as well as providing web-page links to language arts links.
- In preparation for SBAC and in order to monitor student learning, 3rd to 5th grade students will be assessed three times a year on the computerized MAP Reading assessments using the computer labs and Chromebook carts.
- Sepulveda faculty will encourage and monitor independent reading level using Accelerated Reader STAR Test (3 times a year) and AR quizzes weekly/monthly.

Staff Development and Professional Collaboration:

Staff development and professional collaboration will ensure implementation of reading strands in Common Core State Standards in English Language Arts, Science, and Social Studies.

- Teachers will use collaboration meetings to share effective research-based instructional strategies, analyze student work and assessment data, and create action plans to adjust instruction to meet and address identified reading gaps and needs.
- Staff development will be provided by Administration and District Curriculum Specialists on Common Core State Standards by learning about and implementing Text Complexity, Text Dependent Questions, Collaborative Academic Conversations, Academic Language, and Writing Modules.

Goal IIb: Writing Across the Curriculum

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: By June, 2016, all K-5 students will demonstrate one level growth between District Writing Proficiency #1 and #3 or maintain proficient status. Based on grade-level rubrics, Sepulveda teachers and staff will ensure that all students are able to write to grade-level standards with proficiency as measured by District writing assessments.

Alignment of Instruction, Strategies and Materials with Content Standards:

Continue the alignment of instruction in writing using District adopted, District created, and teacher created materials to ensure meeting the writing strands of Common Core State Standards utilizing English Language Arts, Science and Social Studies curriculum.

- Teachers will meet regularly at grade levels to plan writing and collaborate on best teaching practices to teach writing.
- Teachers will utilize Thinking Maps to teach pre-writing skills and writing organization.
- Teachers will utilize Grade Level SAUSD Writing Binders.
- Students will be provided and guided by classroom teacher to self-assess during guided writing activities as well as final writing products.
- Teachers attend ongoing writing training provided by district personnel correlated with Open Cort program and Common Core State Standards.
- All students are expected to write, clear, coherent, and focused essays/sentences that meet grade level standards.
- Students will produce writing samples aligned to Common Core State Standards writing strands and curriculum maps to be displayed in the classrooms and in the hallways every 6 weeks.
- District writing proficiency tests will be administered and analyzed three times a year.
- Supplemental writing materials will be purchased to support writing instruction.

Extended Learning Opportunities:

Extended learning opportunities will be provided for students needing extra academic support to reach proficiency as well as enrichment opportunities for all students.

- Students will receive additional support before and after school to extend their learning using library and computers for research writing.
- Students will participate in summer school enrichment opportunities.

Increased Access to Technology:

Students will utilize computers to enrich and support their writing abilities.

- Computers will be available in all classrooms for word processing by students for regular writing assignments. Teachers may also use computer labs or Chromebook carts for writing instruction during possible open slots.

Staff Development and Professional Collaboration:

Staff development opportunities will be provided to enhance student writing performance. Professional collaboration will be used to analyze students' writing performance to target writing instruction in areas of need.

- Teachers attend ongoing writing trainings provided by District personnel correlated with Open Court program and Common Core State Standards.
- Teachers meet at grade level and staff meetings to analyze student writing samples. Samples are analyzed and areas of need are identified in order to determine instructional implications. Teachers meet to co-grade students Trimester Writing Proficiency.

Goal IIc: English Language Development

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal:

The percent of English Learners meeting the 2015 AMAO 1 target will increase by 5% from 55.7% to 60.7%

The percent of English Learners in less than 5 years of EL instruction meeting the 2015 AMAO 2 target will increase by 5% from 16.5% to 21.5%.

English Learners in more than 5 years of EL instruction meeting the 2015 AMAO 2 target will increase by 5% from 44.4% to 49.4%.

Sepulveda staff will also strive to increase the number of students who are re-designated by insuring that not only students CELDT scores move up a least a level, but also students show proficiency on District Writing Assessment as well as Extended Response. We will also align our ELD instructional practices to benefit students' success with the New Common Core Standards and the Next Generation Science Standards.

Alignment of Instruction, Strategies, and Materials with Content Standards:

English language development instruction will be in-bedded in English Language Arts, Social Studies, and Science instruction as much as possible. Targeted ELD instruction will occur during the allocated 30 minute instructional block.

- Teachers will administer the CELDT and ADEPT assessments to English Learners in order to identify and focus instruction on areas of need based on assessment results. Teachers use the 4th edition of Carousel of IDEAS to provide differentiated instruction to all English Learners for 30 minutes everyday.
- Teachers utilize the ELD Blueprints to gain an understanding of which skills, vocabulary and structures students need to move up a level in CELDT.
- Teachers use Thinking Maps and GLAD strategies to promote language development through brainstorming and cognitive level thinking. Teachers will also use systematic language acquisition skills to support English Learners increase of language proficiency.
- Using Open Court Reading Program, Carousel of Ideas, and Focused Approach Handbook, teachers will frontload and reteach skills for English learners based on ELD levels and apply ELD research-based strategies throughout all subject matters.
- Assessment results are shared with all stakeholder groups (School Site Council, English Language Advisory Council, and EL parents at the Annual Title 1 Meeting. Allocation of resources to support student achievement in identified areas of need are discussed and approved in keeping with bylaws.

- Teachers and administration will also assist in the reclassification of English Learners by looking at criteria and analyzing data.
- Supplemental materials which support ELD instruction will be purchased.

Extended Learning Opportunities:

Extended learning opportunities will be provided for English learners as well as those identified Long Term English Learners.

- Teachers along with Administration and TOSA using CELDT and ADEPT data and identify students not making adequate progress in ELD and recommended extended learning opportunities to develop their English proficiency.
- TOSA will provide ELD Intervention to newcomers.
- Both certificated staff and classified staff will provide ELD programs either before or after school using English to a Beat, Carousel of Ideas, Focus approach front loading and Thinking Maps, GLAD strategies.

Increased Access to Technology:

Technology will be utilized to give opportunities to English learners to increase their exposure to language as well as develop background knowledge via the internet.

- In order to increase English Language Development, students will be expected to read books at their independent reading level to meet the monthly reading goal for each grade level. Students' ability to comprehend text and learn new vocabulary will be assessed by using Accelerated Reader.
- Teachers will utilize the internet to help provide background knowledge to students in order to frontload and enhance instruction. Students will also be able to search topics of interest to further develop their language.
- Language development computer software will be used by students to support classroom applied strategies.

Staff Development and Professional Collaboration:

Provide time for staff development and professional collaboration to discuss results and plan instruction to improve students' English Language proficiency.

- All certificated staff will participate in training of the new ELD Standards using the new ELD levels for instructional purposes.
- Teachers will attend training of the Common Core Units of Study which embed ELD strategies.

Goal III: Mathematics

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal:

By June, 2016 all students will demonstrate growth in the area of Math as measured by MAP-Math.

The percentage of Kinder to 5th grade students meeting projected growth on MAP Math will increase by at least 10%.

- Kinder from 32% to 42%
- 1st Grade from 52% to 62%
- 2nd Grade from 65% to 75%
- 3rd Grade from 35% to 45%
- 4th Grade from 43% to 53%
- 5th Grade from 54% to 64%

We will continue to utilize the ST Math Program (Jiji) to enhance the Mathematics program. We will continue to align our current math instructional strategies with the New Common Core Standards.

Alignment of Instruction, Strategies and Materials with Content Standards:

Math instruction will be aligned to meet Common Core State Standards using District adopted math curriculum, district created units of study, and ST Math software to insure students' math performance and readiness for Algebra I before entering 9th grade.

- Sepulveda Elementary School adheres to the District adopted Houghton Mifflin math program and follow district curriculum guide to ensure that all students are taught the mathematics skills and concepts aligned to the grade level standards.
 - Assessment results are shared with all stakeholder groups (School Site Council, English Learner Advisory Council, etc.). Allocation of resources to support student achievement in identified areas of need are discussed and approved in keeping with bylaws.
 - Students in grades Kinder through 5 participate in the Music Intelligence Neural Development (MIND) Institute Program, aka ST math, that utilizes computerized math games to support students in attainment of the math standards.
 - Supplemental instructional materials will be provided to improve mathematical performance which will be used to support the teaching of mathematical concepts as available.
-
- Teachers will embed mathematics intervention time into daily schedule based on student needs.
 - District prepared units of study will be used to supplement the District approved math curriculum.

Extended Learning Opportunities:

Extended learning opportunities in the area of mathematics will be provided for students to support and enhance mathematical understanding.

- Students are able to progress through ST Math curriculum at their own pace at school and at home.
- Additional computer time two times a week is provided at school in the morning for students who are not able to access it at home.
- Students needing additional practice with math facts fluency will be able to utilize Fluency component of ST Math program in school and at home.

Increased Access to Technology:

Students will have an opportunity to use technology to help them learn mathematical concepts.

- ST Math (MIND Institute) software which as a non-language-based method offering a visual understanding of difficult math concepts through a series of computer activities and lessons will be utilized at school and at home to enhance teacher provided instruction. The language-independent software lessons reduce the language barrier to learning math.
- Additional devices will be purchased to ensure that all students have the opportunity to us ST math to insure adequate progress.

Staff Development and Professional Collaboration:

Staff development opportunities will be provided in order to implement the Common Core State Standards in mathematics. Teachers will collaborate to plan instruction and implement strategies learned.

- Teachers will review and collaborate on updated curriculum guides at the beginning of the year and during staff and collaboration meetings.
- Teachers will have opportunities to attend District provided staff development to support the implementation of units of study.
- Teachers will have access to online learning opportunities at the ST Math websites.

Goal III: Parent and Community: Partnerships for Student Learners

LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.

School Goal: Sepulveda Elementary School will ensure that parents and community partners are active participants in all students reaching grade level proficiency. The school will provide programs that promote an increase in parental involvement through out the 2015-2016 school year. Monthly meetings are held to inform parents of District and School goals and achievements. Parent/Community awareness and involvement is welcomed and solicited in order to support students, school schedules and activities. We encourage parent involvement and empowerment by participating in SSC, PTO, and ELAC committees as well as volunteers in school and classroom.

Building on parenting strengths

Encourage parent involvement and empowerment by participating in SSC, PTO, and ELAC committees.

- Promote and encourage parent participation and involvement in PTO, ELAC and General Parent Meetings which are held monthly.
- Promote and encourage parent leadership opportunities in School Site Council (SSC), English Learner Advisory Council (ELAC), and PTO officers.
- Building on parent strengths with dance and physical activities parents will be recruited to help with Padres en Accion.

Communicating effectively

Sepulveda Elementary School will ensure that communication with parents and community is ongoing, two-way and meaningful via our Sepulveda webpage, parent meetings, monthly parent newsletters, flyers, posters, electronic marquee, and the use of phone messaging (Parent-link) to further ensure that important information regarding school activities is being shared with our parents.

- Parents will receive a monthly newsletter to keep them informed of upcoming events and to give them tools to help with their children.
- The Parent-link (phone messaging system) will be utilized to inform parents of student's absences, invitation to upcoming meetings, and important updates.
- Parent/Teacher/Student/Administration compacts are established annually to clarify the responsibilities of all parties in promoting the educational success of students.
- Provide parents with the Uniform Complaint Process during Title 1 meeting and parent meetings.

Organizing opportunities for volunteering

In order to positively affect the students' educational experience parents will be asked to participate in volunteering opportunities.

- Parents will be recruited to volunteer in the children's classroom, during field trips and special events as they are available.
- Parents will be encouraged to participate in Parents in Action (Padres en Accion), as volunteers to help conduct structured physical activities during lunch time three days a week.

Learning at home

Parents are provided opportunities to attend specific content training which they can use to help their children at home.

- Conduct parent meetings to assist parents in understanding and supporting their children's reading development and mathematical understanding. Provide parents copies of the Common Core State Standards specific to their child's grade level.
- During parent conferences teachers provide strategies and ideas which can be used at home to help improve learning.
- Encourage parents to attend school sponsored parent workshops (Raising Highly Capable Kids) and District sponsored workshops (Annual Parent Conference, Special Education Community Advisory Committee).

- In order to ensure participation in school activities and meetings, school will provide child care.

Involving in decision making

In order to help inform parents of their child's academic performance and be partners in decision making, parents are highly encouraged to attend parent conferences, SST meetings, IEP meetings, Open House, Back to School Night, and Board of Review meetings.

- Teachers will schedule appointments for all parents at the end of the 1st trimester to review grades and work together to continue academic progress or help with intervention plan.
- As a critical partner in their child's education, parent will be expected to attend SST, IEP and Board of Review meetings when their child is at risk academically or will be receiving additional support.
- In order to be informed and to give feedback about classroom and school expectations, parents will be encouraged to attend Back to School Night and Open House.
- Encourage parent participation in decision making bodies such as SSC, ELAC, and PTO.
- Welcome parents and encourage them to become partners in school decision and advocacy through Open-Door Policy, District Advisory Committee, and District English Learners Advisory Committee.

Collaborating with the community

Create partnerships with community resources which will help improve students' educational experience.

- Counseling services will be offered at school by outside agencies (Turning Point, Healthy Tomorrows).
- Connect parents of students who qualify for the McKinney-Vento with resources (uniform vouchers, bus passes, etc.)
- Refer students of low income homes in need of school uniforms to Operation School Bell

Building relationships**Funding**

State and Federal Funding			
Services provided by categorical funds to enable underperforming students to meet standards	Expenditure Type	Funding Source	2015-16 Budget
SST facilitation, staff development, and TOSA extra pay to support with parent training and meetings.	1000-1999: Certificated Personnel Salaries	Title I, Part A	9,950.88
Extra support for students in technology, child care for parent meetings, and aide extra duty.	2000-2999: Classified Personnel Salaries	Title I, Part A	8,300.00
Certificated and Classified Benefits	3000-3999: Employee Benefits	Title I, Part A	2,963.32
Books and materials to support reading, writing, Math, ELD and additional technology to support instruction.	4000-4999: Books And Supplies	Title I, Part A	55,638.25
Conference and travel expenses for teachers staff development in Science.	5000-5999: Services And Other Operating Expenditures	Title I, Part A	1,120.00
Print shop orders to supplement Common Core implementation materials.	5700-5799: Transfers Of Direct Costs	Title I, Part A	4,000.00
Parents in Action, Staff Development, Technology Site License (Edmentum) to provide additional reading support.	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A	10,789.00
Total			92,761.45