Sepulveda Elementary School

1801 South Poplar • Santa Ana, CA 92704-4321 • (714) 433-6500 • Grades K-5
Jessica Orosco Banda, Principal
jessica.banda@sausd.us

2013-14 School Accountability Report Card
Published During the 2014-15 School Year

Santa Ana Unified School District

1601 East Chestnut Avenue
Santa Ana, CA 92701-6322
(714) 558-5501
www.sausd.us

District Governing Board

John Palacio, President

Cecilia Iglesias, Vice President

Valerie Amezcua, Clerk

José Alfredo Hernández, J.D., Member

Rob Richardson, Member

District Administration

Richard Miller, Ph.D.
Superintendent

Stefanie Phillips
Deputy Superintendent, Operations, CBO

David Haglund, Ed.D.
Deputy Superintendent, Educational Services

Mark McKinney
Associate Superintendent, Human Resources

Dawn Miller
Assistant Superintendent, Secondary Education

Michelle Rodriguez, Ed.D.
Assistant Superintendent of Elementary Education

Doreen Lohnes
Assistant Superintendent, Support Services

Joe Dixon
Assistant Superintendent, Facilities Planning and Governmental Relations

School Description
Jose A. Sepulveda Elementary School (Sepulveda Elementary) is located on South Poplar Street and West of South Bristol Street.

Vision Statement:
Sepulveda Elementary strives to facilitate optimal learning for students of all cultural and ethnic backgrounds and academic ability levels in order to enable them to function and compete in a rapidly challenging diverse and complex society, and prepare them to become 21st century learners.

School Mission:
At Sepulveda Elementary we will utilize a science and health instructional focus to generate our future scientists, engineers and mathematicians through the integration of Common Core State Standards and inquiry-based, hands-on curriculum.

We will also:
- Ensure a safe, clean, orderly and positive school culture that enables all students to become confident, self motivated life-long learners.
- Recognize that each student is a valued individual with unique intellectual, physical, social, cultural, and emotional needs.
- Emphasize student achievement as a priority at the school with the belief that all students can learn as a result of teachers implementing hands-on, inquiry-based instructional strategies to promote optimal, meaningful learning.
- Help students demonstrate their potential through a variety of ongoing forms of formal and informal assessment.
- Utilize the Common Core State Standards for classroom instruction and planning.

We have identified the Top 10 Reasons parents should enroll their children at Sepulveda Elementary:

1. STEM community partnerships
2. Access to state of the art technology
3. EiE (Engineering is Elementary) units of study and trained teachers
4. Approximately 480 school-wide enrollment
5. Extended learning opportunities
6. Literacy focused preschool
7. Accelerated reader incentive program
8. Next generation science standards focused
9. Music instruction
10. Parent leadership opportunities

District Profile

Santa Ana Unified School District is the seventh largest district in the state, currently serving over 57,000 students in grades K-12 and residing in the city of Santa Ana. The district operates 36 elementary schools, 9 intermediate schools, 7 high schools, 1 alternative high school, 2 continuation schools and 5 charter schools. The student population is comprised of 88.1% enrolled in the Free or Reduced Price Meal program, 47.8% qualifying for English language learner support, and approximately 11.0% receiving special education services. Our district's schools have received California Distinguished Schools, National Blue Ribbon Schools, California Model School, Title I Academic Achieving Schools and Governor's Higher Expectations awards in honor of their outstanding programs. In addition, 19 schools have received the Golden Bell Award since 1990.

Each of Santa Ana Unified School District's staff members, parents, and community partners have developed and maintained high expectations to ensure every student's intellectual, creative, physical, emotional, and social development needs are met. The district's commitment to excellence is achieved through a team of professionals dedicated to delivering a challenging, high quality educational program. Consistent success in meeting student performance goals is directly attributed to the district's energetic teaching staff and strong parent and community support.

District Mission

We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country and a global society.

District Vision

We will work collaboratively and comprehensively with staff, parents, and the community to strengthen a learning environment focused on raising the achievement of all students and preparing them for success in college and career.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school at (714) 433-6500.

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.2
Asian	0.8
Filipino	0.0
Hispanic or Latino	96.9
Native Hawaiian/Pacific Islander	0.0
White	0.8
Two or More Races	0.4
Socioeconomically Disadvantaged	94.0
English Learners	67.8
Students with Disabilities	14.9

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	97
Gr. 1	94
Gr. 2	76
Gr. 3	78
Gr. 4	66
Gr. 5	71
Total	482

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Sepulveda Elementary School	**12-13**	**13-14**	**14-15**
Fully Credentialed	19	19	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Ana Unified School District	**12-13**	**13-14**	**14-15**
Fully Credentialed	♦	♦	2,528
Without Full Credential	♦	♦	14
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Sepulveda Elementary School	**12-13**	**13-14**	**14-15**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.00	0.00
Districtwide		
All Schools	99.40	0.60
High-Poverty Schools	99.36	0.64
Low-Poverty Schools	100.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the district's Board of Trustees. On October 14, 2014, the Santa Ana Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No 14/15-3027 which certifies as required by Education Code §60119 that for the 2014-2015 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Year Adopted	Elementary School Textbook Publisher	Grades
Mathematics		
2008	Saxon Publishers *Saxon Math*	K-5
2008	Houghton-Mifflin	K-5
Language Arts		
2002	SRA/McGraw Hill *Open Court Reading*	K-5
2010	Sopris West Language!	4-5
Science(s)		
2008	MacMillan/ McGraw Hill California Science	K-5
Social Science		
2007	Scotts Foresman	K-5

School Facility Conditions and Planned Improvements (Most Recent Year)

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian, principal, and assistant principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

The most recent facilities inspection at Sepulveda Elementary School took place on 6/27/2014. Schools are required by state law to report the condition of their facilities; the School Site Inspection table illustrated in this report identifies the state required inspection areas and discloses the operational status in each of those areas.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/27/2014				
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[ ]	[X]	1st Floor & 2nd Floor Corridors: Wall needs repair s/c: 254839 Corridor outside Psychologist: Rip wall outside psych. Office in corridor upstairs s/c: 254839 Corridor outside Rm 207: Ripped wall outside rm 207 upstairs s/c: 254839 Downstairs Corridor: Rip on wall b/w rooms 111 and 110 s/c: 254839

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/27/2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
				Downstairs East Corridor: Rip wall in corridor East near double doors s/c: 254839 Chipped door s/c: 254837 Downstairs West Corridor: Rip wall in corridor West near double doors s/c: 254839 Faculty Mens RR: Exhaust fan not working s/c: 254820 Toilet leaking s/c: 254835 Tile missing by door s/c: 254840 Faculty RR Upstairs: Soap dispenser is broken s/c: 254823 Exhaust fan not working s/c: 254820 Faculty Womens RR: Tiles missing by door s/c: 254840 Interior Stairway: Rip on walls s/c: 254839 Library: Rip on wall near spotlights; near folding chairs; near Cali flag s/c: 254839 Tear in carpet s/c: 254840 Lights are out s/c: 254820 Lounge: Carpet needs to be replaced; Floor tile chipped;Missing by door s/c: 254840 Office: Wires exposed above manager desk s/c: 254820 Toilet seat loose s/c: 254835 Etched windows s/c: 254824 Rm 101: Vinyl wall ripped near phone s/c: 254839 Etched window s/c: 254824 Rm 104: Rip on wall near light switch s/c: 254839 Ballast out s/c: 254820 254820 Etched window s/c: 254824 Rm 106: Rip on wall near chalkboard s/c: 254839 Carpet tear at seam;Rippled s/c: 254840 Etched window s/c: 254824 Rm 107: Wall ripped near chalkboard s/c: 254839 Ripple in carpet s/c: 254840 Etched windows s/c: 254824 Rm 110: Carpet ripped s/c: 254840 Pencil holes on wall near phone s/c: 254839 Etched windows s/c: 254824 Rm 111: Ripples in carpet s/c: 254840 Ballast out s/c: 254820 Hook loose fire extinguisher s/c: 254836 Etched windows s/c: 254824 Rm 112: Ripples in carpet s/c: 254840 Door slams s/c: 254837 Rm 115: Rips on wall s/c: 254839 Ripples in carpet s/c: 254840 Exterior siding rotted near bristol s/c: 254837 Rm 202: Tear in carpet;Ripples s/c: 254840 Etched windows s/c: 254824 Rm 203: Ripples in carpet s/c: 254840 Rip in wall by chalkboard; by phone s/c: 254839 Ballast out s/c: 254820 Etched window s/c: 254824 Rm 204: Tears in carpet s/c: 254840 Rip in wall by chalkboard s/c: 254839 Ballast out s/c: 254820 Etched window s/c: 254824 Rm 207: Rip in carpet;Ripples s/c: 254840 Etched windows s/c: 254824 Rm 208: Rip in carpet near phone s/c: 254840 Sink drips s/c: 254835 Etched

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/27/2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
				windows s/c: 254824 Rm 209: Rip in carpet s/c: 254840 Tear on wall near door s/c: 254839 Etched windows s/c: 254824
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	Boys RR Downstairs: Exhaust fan not working s/c: 254820 Etched mirrors s/c: 254824 Boys Upstairs RR: Exhaust fan not working s/c: 254820 Mirrors need to be replaced s/c: 254836 Faculty Mens RR: Exhaust fan not working s/c: 254820 Toilet leaking s/c: 254835 Tile missing by door s/c: 254840 Faculty RR Upstairs: Soap dispenser is broken s/c: 254823 Exhaust fan not working s/c: 254820 Girls RR Downstairs: Exhaust fan not working s/c: 254820 Girls Upstairs RR: Exhaust fan not working s/c: 254820 Mirrors need to be replaced s/c: 254836 Library: Rip on wall near spotlights; near folding chairs; near Cali flag s/c: 254839 Tear in carpet s/c: 254840 Lights are out s/c: 254820 Office: Wires exposed above manager desk s/c: 254820 Toilet seat loose s/c: 254835 Etched windows s/c: 254824 Rm 104: Rip on wall near light switch s/c: 254839 Ballast out s/c: 254820 254820 Etched window s/c: 254824 Rm 108: Ballast out s/c: 254820 Etched windows s/c: 254824 Rm 109: Ballast out s/c: 254820 Etched windows s/c: 254824 Rm 203: Ripples in carpet s/c: 254840 Rip in wall by chalkboard; by phone s/c: 254839 Ballast out s/c: 254820 Etched window s/c: 254824 Rm 204: Tears in carpet s/c: 254840 Rip in wall by chalkboard s/c: 254839 Ballast out s/c: 254820 Etched window s/c: 254824
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	Boys RR Downstairs: Exhaust fan not working s/c: 254820 Etched mirrors s/c: 254824 Faculty Mens RR: Exhaust fan not working s/c: 254820 Toilet leaking s/c: 254835 Tile missing by door s/c: 254840 Rm 208: Rip in carpet near phone s/c: 254840 Sink drips s/c: 254835 Etched windows s/c: 254824
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	Rm 103: Hanging loose bracket for extinguisher s/c: 254836 Etched windows s/c: 254824

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/27/2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
				Rm 111: Ripples in carpet s/c: 254840 Ballast out s/c: 254820 Hook loose fire extinguisher s/c: 254836 Etched windows s/c: 254824 Rm 114: Hook loose fire extinguisher s/c: 254836 Leaks through ceiling when it rains s/c: 254841 Etched windows s/c: 254824
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	Rm 114: Hook loose fire extinguisher s/c: 254836 Leaks through ceiling when it rains s/c: 254841 Etched windows s/c: 254824 Rm 115: Rips on wall s/c: 254839 Ripples in carpet s/c: 254840 Exterior siding rotted near bristol s/c: 254837
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[ ]	[X]	Boys Upstairs RR: Exhaust fan not working s/c: 254820 Mirrors need to be replaced s/c: 254836 Downstairs East Corridor: Rip wall in corridor East near double doors s/c: 254839 Chipped door s/c: 254837 Exterior Grounds: Trim trees behind portables s/c: 254821 Exterior Playground: Cracks in asphalt, need patching and slurry s/c: 254822 Exterior Playground: Rubber matting near swings has holes s/c: 254842 Girls Upstairs RR: Exhaust fan not working s/c: 254820 Mirrors need to be replaced s/c: 254836 Kitchen: Door needs wood fill for patching s/c: 254837 Sliding metal window etched and dented s/c: 254824 Lunch Area: Lunch benches are loose s/c: 254836 Office: Wires exposed above manager desk s/c: 254820 Toilet seat loose s/c: 254835 Etched windows s/c: 254824 Rm 101: Vinyl wall ripped near phone s/c: 254839 Etched window s/c: 254824 Rm 102: Leaks through ceiling tile when raining s/c: 254841 Etched windows s/c: 254824 Rm 103: Hanging loose bracket for extinguisher s/c: 254836 Etched windows s/c: 254824 Rm 104: Rip on wall near light switch s/c: 254839 Ballast out s/c: 254820 254820 Etched window s/c: 254824 Rm 105: Etched windows s/c: 254824 Rm 106: Rip on wall near chalkboard s/c: 254839 Carpet tear at seam;Rippled s/c: 254840 Etched window s/c: 254824 Rm 107: Wall ripped near chalkboard s/c: 254839 Ripple in carpet s/c: 254840 Etched windows s/c: 254824 Rm 108: Ballast out s/c: 254820 Etched windows s/c: 254824 Rm 109: Ballast out s/c: 254820 Etched

School Facility Good Repair Status (Most Recent Year)				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
				windows s/c: 254824 Rm 110: Carpet ripped s/c: 254840 Pencil holes on wall near phone s/c: 254839 Etched windows s/c: 254824 Rm 111: Ripples in carpet s/c: 254840 Ballast out s/c: 254820 Hook loose fire extinguisher s/c: 254836 Etched windows s/c: 254824 Rm 112: Ripples in carpet s/c: 254840 Door slams s/c: 254837 Rm 114: Hook loose fire extinguisher s/c: 254836 Leaks through ceiling when it rains s/c: 254841 Etched windows s/c: 254824 Rm 202: Tear in carpet;Ripples s/c: 254840 Etched windows s/c: 254824 Rm 203: Ripples in carpet s/c: 254840 Rip in wall by chalkboard; by phone s/c: 254839 Ballast out s/c: 254820 Etched window s/c: 254824 Rm 204: Tears in carpet s/c: 254840 Rip in wall by chalkboard s/c: 254839 Ballast out s/c: 254820 Etched window s/c: 254824 Rm 205: Etched window s/c: 254824 Rm 206: Etched windows s/c: 254824 Rm 207: Rip in carpet;Ripples s/c: 254840 Etched windows s/c: 254824 Rm 208: Rip in carpet near phone s/c: 254840 Sink drips s/c: 254835 Etched windows s/c: 254824 Rm 209: Rip in carpet s/c: 254840 Tear on wall near door s/c: 254839 Etched windows s/c: 254824
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
	[ ]	[ ]	[X]	[ ]	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	56	59	69	48	47	47	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	46	42	39	43	45	44	54	56	55
Math	66	54	48	47	48	45	49	50	50
HSS				37	40	41	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	5	3	2
Similar Schools	10	7	5

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.1	14.1	32.8

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	47
All Student at the School	69
Male	81
Female	59
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	68
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	68
English Learners	48
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	47	-29	-27
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	42	-26	-26
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	45	-28	-27
English Learners	44	-24	-27
Students with Disabilities	150		

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
•   Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement
Parents are encouraged to get involved in Sepulveda Elementary School's learning community by volunteering their time, attending school events, or sharing in the decision making process. The school welcomes assistance on the school yard with Parents in Action, in the classroom, library and/or media center and on special days. Parents are always invited to help chaperon field trips. Sepulveda Elementary School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts; these may include:

- Back to School Night
- Open House
- Science Celebration
- Jog A Thon
- Educational Garden Activities
- Student Performances
- Fundraisers

- Music/choir and/or theatre performances
- After School Program
- Promotion Activities
- Student Recognition Assemblies
- Parent education training and/or workshops
- Classroom Volunteers
- Library Support

The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and the design of the School's Plan:

- School Site Council
- English Language Advisory Council
- Parent Teacher Organization (PTO)

Parents seeking more information about becoming an active member in the school community may contact the principal at (714) 433-6500.

School-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed of school news, student activities, schedules, policy changes, and class curriculum updates including the following formats:

- XTEND Phone System
- School web page
- SAUSD web page
- Public Service Channel 31 or 51
- School and/or Class newsletters

- Flyers
- Letters
- School Marquee/Banners
- Teacher/Parent phone calls
- Parent/Teacher Conferences

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

•   Pupil suspension rates;
•   Pupil expulsion rates; and
•   Other local measures on the sense of safety.

School Safety Plan
The Comprehensive School Site Safety Plan was developed in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan was reviewed and updated to address the safety plan components and individual responsibilities during the 2013-2014 school year. The Santa Ana Unified School District's Board of Trustees reviews the safety plans annually by March 1.

Suspensions and Expulsions			
School	**11-12**	**12-13**	**13-14**
Suspensions Rate	0.8	2.1	0.6
Expulsions Rate	0.0	0.0	0.0
District	**11-12**	**12-13**	**13-14**
Suspensions Rate	7.0	4.9	4.3
Expulsions Rate	0.1	0.1	0.1
State	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

*   The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		
Met Graduation Rate (if applicable)		

*   On March 7, 2014, the U.S. Department of Education approved California's testing waiver for certain statutory and regulatory requirements. Specifically, a one-year waiver was granted that allowed flexibility in making Adequate Yearly Progress (AYP) determinations for schools and LEAs participating in the Smarter Balanced assessment field test. The CDE did not produce a 2014 AYP report for elementary and middle schools and elementary and unified school districts.

2014-15 Federal Intervention Program

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement		54
Percent of Schools Currently in Program Improvement		90.0

*   DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	31	17	19	0	2	2	2	2	3	0		
Gr. 1	28	15	19	0	3	2	3	2	3	0		
Gr. 2	24.5	20	15	0	2	3	2	2	2	0		
Gr. 3	20.7	20	20	1	1	2	2	2	2	0		
Gr. 4	23.3	13	17	1	3	2	3	1	2	0	1	
Gr. 5	32.5	18	18	0	3	2	1		2	1	2	

*   Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*   Blanks indicate unreported data

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	1
Average Number of Students per Staff Member	
Academic Counselor	

*   One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,660	$41,761
Mid-Range Teacher Salary	$74,308	$66,895
Highest Teacher Salary	$94,284	$86,565
Average Principal Salary (ES)	$115,715	$108,011
Average Principal Salary (MS)	$118,268	$113,058
Average Principal Salary (HS)	$127,729	$123,217
Superintendent Salary	$265,000	$227,183
Percent of District Budget		
Teacher Salaries	39	38
Administrative Salaries	4	5

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$6,488	$2,103	$4,385	$84,345
District	♦	♦	$4,130	$78,285
State	♦	♦	$4,690	$70,720
Percent Difference: School Site/District			6.2	7.7
Percent Difference: School Site/ State			-6.5	19.3

Types of Services Funded at Sepulveda Elementary School

In addition to general fund state funding, Santa Ana Unified School District received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- After School Education and Safety (ASES) (Proposition 49)
- California Career Pathways Trust
- California Clean Energy Jobs Act (Prop 39)
- Carl Perkins
- Carol M White PEP Grant
- Common Core State Standards (CCSS)
- Gear Up IV (RSCC Fiscal Agent)
- Head Start
- Irvine Mathematics Project - UCI
- Kinder Readiness Program II
- Lighthouse Academy Project Governor's CTE Initiative: CA Parnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Migrant Ed
- Nutrition Education and Obesity Prevention (NEOP) Grant Program
- Partnership Academies Program
- Quality Education Investment Act QEIA
- Special Ed
- Title I, II, III, and IV part B

Professional Development provided for Teachers at Sepulveda Elementary School

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the California State Content Standards and Frameworks. Staff development concentrations are selected and identified based upon student assessment results, NCLB requirements, teacher input, state content standards, and professional development surveys.

All staff development activities at Santa Ana Unified School District are focused on increasing student learning and proficiency. During the 2013-14 school year, our school sponsored three days of staff development. Staff training topics at the school sites included: Smart Boards, RTI, PBIS, ELD Systematic and Frontloading Strategies, Thinking Maps, Next Generation Science Standards, and Common Core Standards.

Santa Ana Unified School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year, after school, and during the summer and generally focus on curriculum, teaching strategies, and methodologies. During the 2012-13 school year, district training opportunities focused on the following:

At the elementary level -

- MTSS (Multi-Tiered Support Systems)
- Dibels Assessments Training
- EiE Training (Engineering is Elementary)
- Researched Based Differentiated Instruction
- Gifted and Talented Education
- Working with Parents
- Special Education
- Data Analysis and Using Data to Drive Instruction
- Thinking Maps Across the Curriculum
- MAP Assessments Training
- Standards Based Report Cards
- PBL (Project Based Learning)

New teachers are supported by peer coaching and extensive staff development. The BTSA Induction Program (Beginning Teacher Support and Assistance) is a state-approved program that offers additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period. More information about the BTSA Induction Program is available on the SAUSD website.

To support veteran teachers as well as new teachers to the district, Santa Ana Unified School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Staff members are encouraged to attend professional workshops, utilize Gooru online training, attend technology workshops and attend conferences. New teachers, experienced teachers, mentor/ teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Orange County Office of Education and courses offered by community colleges and universities. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.