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

Lydia Romero-Cruz 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

Lydia Romero-Cruz Elementary School
Vision Statement

Romero-Cruz Elementary school is committed to providing a student-centered learning experience where each student is actively engaged in developing the skills and thinking abilities needed to succeed in highly competitive, globalized, 21st Century college/career and workplace environments. Staff, parents, students, and the school community work collaboratively to create and maintain a nurturing, welcoming, and safe learning environment.

Lydia Romero-Cruz Elementary School
Mission Statement

Romero-Cruz Elementary is committed to providing a well-rounded educational program dedicated to equip students with interpersonal soft skills, rigorous study and organizational habits, 21st Century competencies, and the self-confidence to experience success bridging into secondary school.

School Profile

Enrollment/Demographic Data

School Enrollment Trends

Grades	2012-13	2013-14	2014-15
K			
4	134	130	120
5	122	127	136

Percent Actual Attendance

2012-13	2013-14	2014-15
97.85	97.93	97.73

Student Demographic
by Ethnicity

	2013-14	2014-15
American Indian or Alaska Native	0 (0%)	0 (0.0%)
Asian	1 (0.39%)	1 (0.4%)
Pacific Islander	0 (0%)	0 (0.0%)
Filipino	0 (0%)	1 (0.4%)
Hispanic or Latino	255 (99.22%)	254 (99.2%)
African American	0 (0%)	0 (0.0%)
White (not Hispanic)	0 (0%)	0 (0.0%)
Multiple or No Response	0 (0%)	0 (0.0%)
Total Enrollment	257	256

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: All students at Romero-Cruz Elementary school will demonstrate the skills and knowledge necessary to be successful in college and careers. Students will have equitable access to high quality, rigorous instruction and standards-aligned materials/resources both, at school and at home. Romero-Cruz will engage students in real-world learning experiences and will continue to provide supports and interventions to high risk students. The Romero-Cruz school community will continue to support learning by creating a safe, healthy, and welcoming environment for students, parents, staff, and our community partners.

Teachers will continue to prepare students for College and Careers by focusing instruction on the new California content and ELD state standards and implementing computer-based curriculum and assessment.
- Teachers will use SAUSD-created curriculum maps for ELA and Mathematics to provide a rigorous instructional program that is aligned to the new state standards and instructional shifts.
- Teachers will continue to use the Board-adopted Open Court Reading program supplemented by district-created units of study.
- The standards-based report card will be used to communicate student progress toward meeting end-of-year learning goals.
- Teachers will use Gooru (digitized curriculum resources) to access, share, and customize/modify units of study.
- Project-based learning will be incorporated in the curriculum to promote/develop 21st Century skills.
- All students will be provided with an agenda and will receive explicit instruction on how to record daily homework assignments, weekly projects, assessments and school Teachers and parents will monitor students' use of the agenda on a daily basis.
- Substitute teachers will be provided two times per year to conduct principal/individual teacher meetings to analyze MAP data and set growth goals for all students.

Extended learning opportunities will be available to students both, in campus and off campus through digital learning.
- SAUSD Engage 360 After School Education is designed to provide daily access to 85-90 students in the following areas: homework/academic support, nutrition and physical activity, and enrichment/clubs.
- Students will have access to Accelerated Reader (AR) selections by checking-out books from the school library or logging into MyON, digital library, ST Math, at school and off campus.
- Reading tutoring will be available beyond the instructional day for students identified "at-risk".
- Students will have access to MyON, a digital library with over 10,000 grade appropriate titles, both at school and at home.

Students will have access to technology both, at school and at home to support learning.
- Purchase of Chromebook sleeves for school-to-home student device transportation.
- At school, each class will have access to a Chromebook cart with 32 devices.
- All classrooms are equipped with a document camera, projector, and SMARTBoard to support instruction using various types of media and technology tools.
- Purchase color printers for the recently renovated Library/Media center to support project-based learning across the curriculum.
- Purchase sound bars to support the use of media in the classroom (all classrooms).
- Extra duty hours for the Instructional Assistant -Computers to support the implementation of 1:1 program and support students in using digital curriculum in the Library/Media Center beyond the school day.

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:
Goal 1: Romero-Cruz will establish a new baseline using 2015-16 Fall MAP Reading assessment scores for students in grades 4 and 5. By the

end of the school year, there will be a 10% gain in the number of students performing at or above grade-level as indicated by the Overall Reading RIT score (NWEA 2015 Norms).

Goal 2: All students will make one-year's growth as indicated by the MAP Reading Growth Report (2015 Fall to 2016 Spring).

Full implementation of the new ELA state standards using Common Core-aligned curriculum, materials/resources, and assessments to address the new standards' instructional shifts.

- Principal will meet with teachers both, individually and grade-level teams to analyze student MAP Reading data, set class/student goals, and select research-based instructional strategies for classroom implementation.
- Grade-level teams will engage in backwards planning to monitor, assess, and report student growth and progress towards end-of-year standards-based goals.
- Teachers will model and explicitly teach research-based reading comprehension strategies to students to access complex texts.

Extended learning opportunities will be made available to all students, either for advancement or intervention in reading and Language Arts.

- Teachers will receive training (one-day session) on MyOn, digital library, to support and monitor students participating in small-group reading instruction.
- Engage 360 staff will assist students with homework, incomplete classwork, and reading assignments.

Increase teacher and student access to technology to develop new learning environments and personalize instruction.

- Teachers and students will consistently use the Accelerated Reader Program to monitor reading comprehension levels.
- The Instructional Assistant Computers will provide in-class support to students in completing EverFi, SAUSD required digital citizenship curriculum.
- Teachers will use various digital tools (digital libraries, resources, presentations, short clips, etc.,) to support reading instruction and increase student engagement.
- Students will use MyOn, digital library, both,at school and at home.
- Roll-out 1:1 technology program (one device per student) schoolwide.
- Implementation of Cyber Savvy Week curriculum.
- Purchase of laptop computers for all teachers and select staff. Computers will be used to monitor student progress, create lessons and communicate with staff and parents.
- Continue MyON (digital library) site license through 2016/17 and 2017/18.

Teachers and staff will participate in self-selected professional development and ongoing collaboration.

- Teachers will participate in District blended professional development.
- Teachers will engage in grade-level collaboration twice a month, on modified Wednesdays, to analyze student data, share resources, and plan instruction
- Teachers will receive training in using MAP Reading data to plan and differentiate instruction.

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: Romero Cruz students will be proficient writers across the curriculum by fifth grade and they demonstrate the grade level proficiency necessary to succeed in college and career through technology-driven curriculum and instruction. All students will have access to high quality, standards-aligned instructional materials.

Teachers will implement a comprehensive writing program by integrating sections of the District adopted Open Court Reading Program and District-created materials, which are aligned to the new state standards.

- Teachers will integrate strategies and materials from GLAD, Thinking Maps, District writing binders, Focus Approach and Write from the Beginning into the Open Court writing program to provide students with strong skills and content base to become successful writers
- Teachers will administer the District Writing Assessment and input results in Illuminate 3 times per year
- Teachers and administrator will analyze assessment results on Illuminate and implement instructional strategies and interventions

designed to increase students' writing skills and abilities
- Teachers will integrate writing assignments and activities in all content areas

Extended Learning opportunities will be made available to students through additional workshop time.
- Targeted students will participate in reading/writing interventions
- Teachers will provide ample opportunities, throughout the year, for students to develop skills specific to various writing genres (narrative, informational).
- Teachers will use MyOn reading and writing components to support "at-risk" students beyond the instructional day

Students will have increased access to technology to develop and practice writing skills across the content areas.
- Students will use Chromebooks to engage in various writing tasks/activities: participate in online class discussions, collaborate with others using shared files, and create individual or group presentations
- Students will be provided with opportunities to publish their finished writing assignments electronically
- Teachers will use technology tools (document camera, projector, computer) to model writing lessons
- Purchase classroom printers to facilitate students' revision and publishing of writing assignments

Staff Development and Professional Collaboration will be provided as needed in order to develop an environment of teamwork and dedication to student learning and to keep staff abreast of current strategies designed to increase student achievement.
- Teachers will complete "Making Meaning through Writing" four training modules

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: Romero Cruz English will demonstrate progress towards reclassification as measured by the state assessment. All students will have access to high quality, standards-aligned instructional materials.

District adopted assessments, materials and intervention strategies will be used to align instruction with content standards.
- Continue to use reasearch-based instructional methodologies and strategies to supplement Carousel of Ideas, District-adopted ELD program.
- Continue the partnership with OCDE Instructional Services Division for support in implementing research-based practices and strategies, in the ELA/ELD Framework, attending to students' particular ELD needs.
- At every collaboration meeting, grade-level teachers analyze student writing to address English literacy and language gaps and begin to plan integrated and designated ELD lessons/instruction.

Extended learning opportunities for ELD will be offered during the school day and beyond the bell.
- Teachers will include both, Content and language goals.
- In Spring, provide after school tutoring for Long term ELs and newcomers.
- Teachers identify LTELs in their classes and provide supports and scaffolds, as needed.

Students will have access to technology to supplement and accelerate ELD while receiving grade-level content instruction.
- Students will have access to the following digital programs to support and supplement ELD instruction: Rosetta Stone, Accelerated Reader, and MyON.
- Teachers will use classroom technology (document cameras and projectors) to model instruction, provide visuals and media to scaffold instruction for ELs.
- All ELs will have access to a school device at school (1:1 program).

Plan professional development and collaboration opportunities for teachers to gain understanding and apply research-based strategies and instructional practices recommended in the State Board-approved ELA/ELD framework.

- At grade level meetings, teachers will analyze ELD student performance data to adjust instruction based on ELD level.
- Continue the partnership with OCDE Instructional Services Division for support/guidance on the implementation of research-based practices and strategies (as recommended in the ELA/ELD Framework) attending to students' particular ELD needs
- Professional development plans will be developed using the information collected from teacher surveys.

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

School Goal: Romero Cruz students will demonstrate grade appropriate mathematical knowledge and skills as well as the foundational skills needed to be successful in Algebra through technology-driven curriculum and instruction. All students will have access to high quality, standards-aligned instructional materials. Students will have the grade level skills to be prepared for college/careers of the 21st century.

Ensure the alignment of curriculum, strategies, and resources with the new Mathematics state standards and three major instructional shifts.
- Teachers will implement the District adopted Houghton-Mifflin math program and District-created Mini- Units of Study to teach grade-level mathematics CCSS.
- At collaboration meetings, grade-level teachers will engage in backwards planning using the Mathematics Curriculum Map, District-adopted core program, and additional District-recommended resources.
- Students will have access to manipulatives and visual aids for hands-on learning.
- Following both, Fall and Winter MAP administrations, teachers will meet with individual students to set growth goals.
- Special and general education teachers will work closely to support the needs of students as specified in their IEPs.

Extended learning opportunities in mathematics will be offered in a small group setting, after school and at home.
- All students will have access to ST Math at school and most at home to support personalized growth.
- Teachers will analyze assessment data to identify at-risk students for in-class and/or beyond the bell interventions.
- At-risk students will have access to tutoring support beyond the bell.
- Each teacher receives 90 minutes of IA Computers in-class support, weekly, to allow for targeted small group instruction.

Increased access to technology will be made available to students at school and at home.
- All classes will be equipped with a charging cart and 32 Chromebooks.
- Students will login to ST Math for a minimum of 100 minutes each week, during the instructional day, as recommended by the MIND Institute.
- Starting December 18, 2015, Grade 5 students who meet all District requirement for checking-out a device will have access to ST Math at home 24/7.
- Students with access to a personal device and Internet connection at home will be able to access ST Math through District and school websites 24/7.
- Students have access to ST Math during recess, lunch, and after school, in the library/media center.

Teachers will continue to participate and professional development to plan instruction aligned to the three major instructional shifts and the eight classroom practices recommended in the new mathematics state standards.
- Teachers will analyze student performance and develop lessons and instructional strategies that will increase student achievement.
- Teachers will receive support in implementing the MIND Institute ST Math program.

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:
Increase parent involvement and participation in school activities/events, parent classes, and workshops designed to support student achievement and preparedness for College and Careers.

Building on parenting strengths

- Student supervisors will provide child care services at all scheduled parent meetings and classes/workshops offered throughout the year.
- Offer Parent to Parent workshops in the evenings.
- Parents will be invited to attend school events and student award recognition assemblies.
- Romero-Cruz will offer fitness and wellness classes for parents
- Partner with Centennial Adult Education to offer ESL adult classes.
- Partner with Centennial to offer parent technology classes (mornings).
- Partner with One Million NIU (New Internet Users) to offer parent technology classes (evenings).

Communicating effectively
Maintain frequent, clear communication with parents regarding grade-level standards, school/teacher expectations, academic progress, and available supports/interventions during the school day and beyond the bell.

- Parents will be invited and encouraged to attend teacher/parent conferences, monthly parent meetings, PTO meetings.

- Parents will receive information on student progress in mathematics and language arts through progress reports, report cards, teacher/parent conference, teacher contact (written or by phone) various assessment reports.
- Translation will be provided at all parent meetings, teacher/parent conferences, and any time needed to communicate school/student information.

Organizing opportunities for volunteering
By the end of the school year, parents of students enrolled in Grade 5 will have a general understanding of both, SAUSD High school graduation requirements and UC/CSU admission a-g requirements.

- Parent representatives and administrators will have the opportunity to attend conferences, such as CABE, to learn how to best support EL learners.
- A Parent Appreciation Tea will be held to honor all parents who supported Romero-Cruz students.
- Parents will be able to run for a position on the School Site Council. All parents will be welcome to participate in every SSC meeting as a guest.
- Parents will be encouraged to volunteer in classrooms, school events, and field trips.
- A bilingual monthly parent newsletter will be sent home to inform parents of school activities and school news.

Learning at home
Parents will have the opportunity to participate in various ways to strengthen school, family and community.

- Parents will be able to run for a position on the School Site Council. All parents, teachers, and staff (who have not been elected) are welcome to attend SSC meetings as a guest.
- At monthly District ELAC/DELAC meetings, parents in attendance will receive a wealth of resources and strategies to support students at home.
- Students will be encouraged to access ST Math from home (if possible) to practice specific mathematics skills.

Involving in decision making

Collaborating with the community

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**
Grade-level data conversations	1000-1999: Certificated Personnel Salaries	Title I, Part A	1,200.00
Child care services Student access to the Library beyond the school day	2000-2999: Classified Personnel Salaries	Title I, Part A	9,000.00
Employee benefits for the services provided	3000-3999: Employee Benefits	Title I, Part A	1,819.00
Technology and MyON school license (digital library)	4000-4999: Books And Supplies	Title I, Part A	33,377.15
Parent technology and fitness classes	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A	10,170.00
		Total	**55,566.15**