Lydia Romero-Cruz Elementary School

1512 W. Santa Ana Blvd. ♦ Santa Ana, CA 92703 ♦ (714) 564-8000 ♦ Grades 3-5
Edna Velado, Principal

2009-10 School Accountability Report Card
Published During 2010-11

Santa Ana Unified School District
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District Mission
The Santa Ana Unified School District is dedicated to high academic achievement, in a scholarly and supportive environment, ensuring that all students are prepared to accomplish their goals in life.

Enrollment by Student Group 2009-10 Enrollment: 293	
Black or African American	
American Indian or Alaska Native	0
Asian	0.6
Filipino	
Hispanic or Latino	98
Native Hawaiian/Pacific Islander	0.7
White	0.7
Two or More Races	
Socioeconomically Disadvantaged	98
English Learners	62.8
Students with Disabilities	9.2

* This demographic data was compiled prior to SAUSD reporting demographics based on the new race/ethnicity federal guidelines.

School Description & Mission Statement

Lydia Romero-Cruz Elementary School ("Romero-Cruz Elementary") is located at the corner of W. Santa Ana Boulevard and N. Pacific Avenue. During the 2009-10 school year, approximately 293 students in fourth and fifth grades were enrolled. Demographic composition of student enrollment includes 9.2% of the students receiving special education services, 62.8% qualifying for English language learner support, and 98% enrolled in the Free or Reduced Price Meal program.

The school's instructional program is district-adopted, standards-based and research-based. Teachers use the Open Court Reading Program and the Language! Program for English Language Arts and the Houghton-Mifflin Program for Mathematics and ST Math MIND Program. All English learners participate in a 60-minute period of instruction in English Language Development - 30 minutes of which are directly interwoven within the language arts teaching block. Students who are not proficient in English Language Arts receive state approved interventions during the school day.

School Vision
Lydia Romero-Cruz Elementary School will serve as a neighborhood "Lighthouse" preparing our children for success as students, workers, and citizens by providing them with a well balanced educational program. To accomplish this goal, we dare to dream that our school will:
•   Build a learning community that is welcoming, attractive, respectful, positive, and safe, shaped by students, families, staff, and community members.
•   Provide opportunities to promote character development, positive attitudes, and mutual respect.
•   Create a sense of pride in our school by establishing enthusiasm for learning and supporting each person to achieve success academically, artistically, and athletically.
•   Instill high expectations and a solid foundation of knowledge to help students become successful, responsible, productive, competent, and confident members of society.
•   Provide support to parents by offering parent sharing time, i.e. workshops, English as a Second Language, and parent advice classes.
•   Utilize strengths and resources outside the school environment to develop a community of learning.
•   Actively involve our staff, faculty, families, and partners in all aspects of learning.

School Mission
The mission of Romero-Cruz Elementary School is to achieve our vision and master the state standards. Together we will create a safe environment, which fosters the development of responsible, caring students, critical thinkers, and lifelong learners in pursuit of personal excellence, adapting to the challenges of the future. Our instructional focus is reading comprehension with a focus on English Language Development which our staff and students will achieve through fluency reads, student engagement strategies, DRA/WRAP assessment, Dibels, Accelerated Reader, the new Language! intervention Program, and home support activities.

Failure is unacceptable! Success is the standard...It's up to us all!

Opportunities for Parent Involvement

Parents are encouraged to get involved in Romero-Cruz Elementary School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance in the classroom, and library and/or media center on special days. Parents are always invited to help chaperone field trips. Romero-Cruz 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 our After School Program and:

- Back to School Night
- Open House
- Student performances
- Fundraisers
- Career Day
- Music/choir and/or theater performances
- Science fairs
- Sports events
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops
- Grade level parent meetings
- Monthly parent meetings
- Movie Night
- Project Inspire

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 (SSC)
- English Language Advisory Council (ELAC)
- Parent Teacher Organization (PTO)

Parents seeking more information about becoming an active member in the school community may contact the principal or assistant principal at (714) 564-8000. School-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates including the following formats:

- XTEND or Tell-A-Parent Computerized Phone System
- School web site
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Letters
- School Marquee/Banners
- New Student Orientations

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Lydia Romero-Cruz Elementary School 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 prior to 4/27/10. The Santa Ana Unified School District's Board of Trustees reviews the safety plans annually by March 1. The most recent staff meeting addressing safety plan components and individual responsibilities associated with the school safety plan was held in 4/27/10.

School Inspections

The most recent facilities inspection at Lydia Romero-Cruz Elementary School took place on 8/27/10. 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.

Class Size and Distribution

This table displays by the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Average Class Size & Class Size Distribution (Primary)				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
2007-08				
K	0.0	0	0	0
1	0.0	0	0	0
2	0.0	0	0	0
3	20.0	5	0	0
4	37.0	0	0	4
5	33.6	0	0	5
6	0.0	0	0	0
2008-09				
K	0.0	0	0	0
1	0.0	0	0	0
2	0.0	0	0	0
3	19.5	4	0	0
4	33.3	0	0	4
5	33.8	0	0	4
6	0.0	0	0	0
2009-10				
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	34.89	0	0	4
5	34.29	0	0	4
6	0	0	0	0

Suspensions & Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Suspension Rates						
	School			District		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	3.5	0.0	1.4	7.8	0.0	15.2
Expulsions	0.2	0.0	0.0	0.2	0.2	0.3

* Suspension rate is based on the total number of incidents divided by the total enrollment. An individual student can have more than one suspension.

Deferred Maintenance

Deferred Maintenance funding was swept by the State last year, and the State no longer provides matching funds for deferred maintenance projects at this time. To ensure Santa Ana Unified School District provides a safe, effective, and well- maintained learning environment at all school sites. SAUSD has budgeted approximately $1.7 Million in the deferred maintenance program with zero match from the State of California. This represents 0.64% of the general fund budget. This funding is used for major repairs or replacements of existing building components so the educational process may continue. Typically this includes plumbing, HVAC, electrical systems, wall systems, floor systems, and interior/exterior painting.

Also SAUSD has completed major projects using funding from other sources such as Measure G, ERP, and E-Rate to assure a positive learning environment for all students. Projects completed were roofing replacement, electrical upgrades, fire safety, fencing for safety and security, and data / phone system upgrades.

Facilities Maintenance

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 Lydia Romero-Cruz Elementary School 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 day custodian inspects 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 and administrators check restrooms throughout the 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.

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Facility Conditions					
Item Inspected	**Repair Status**				**Repair Needed and Action Taken or Planned**
	Exemplary	**Good**	**Fair**	**Poor**	
Systems: Gas Leaks/Mechanical/HVAC/Sewer	[ ]	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	Area Girls Restroom - Deficiency: Bottom of wall molding loose (Addressed: Wall molding has been repaired) Area Psychologist - Door hanger missing and wall ripped (Addressed: Repairs have been completed) Area Cafeteria - Deficiency: Floor tile missing needs to be replaced (Addressed: Floor tile has been replaced) Area Multi-Purpose - Deficiency: Missing tile in stage area (Addressed: Repair has been completed)
Cleanliness: Overall/Pest/Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	Area Cafeteria - Deficiency: Missing outlet plate (Addressed: Outlet plate has been repaired) Area Multi-Purpose - Deficiency: Switch plate needs to be replaced (Repair has been completed)
Restrooms/Fountains: Restrooms/Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
Safety: Fire Safety/Hazardous Materials	[ ]	[X]	[ ]	[ ]	
Structural: Structural Damage/Roofs	[ ]	[X]	[ ]	[ ]	
External: Grounds/Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	Area Playground - Deficiency: Rubber mat broken (Addressed: Work order for contractor to repair will be submitted)
Overall Rating	[X]	[ ]	[ ]	[ ]	

Professional Development

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, "No Child Left Behind" (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 2009-10 school year, our school sponsored three days of staff development. Staff training topics at the school included: Technology training, Frontloading, M.I.N.D. Institute Mathematics implementation, Thinking Maps, Dennis Parker Engagement Strategies, effective teaching strategies from Marzano, et al., and training in the use of DataDirector.

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 2009-10 school year, district training opportunities focused on the following:

At the elementary level -
• Program Improvement Strategies
• GLAD Training (Guided Language Acquisition Design)
• Differentiated Instruction
• Frontloading
• Gifted and Talented Education
• Working with Parents
• Special Education
• DataDirector Training
• Data Analysis and Using Data to Drive Instruction
• Curriculum Mapping with the Standards
• Thinking Maps
• Write from the Beginning
• Benchmark Assessments in Language Arts and Math
• M.I.N.D. Institute Mathematics Training
• Open Court On-Site Coaching and Demo Lessons

New teachers and teachers not yet fully credentialed 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 at http://www.sausd.us/14431028114350867/site/default.asp

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 those 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 and 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 consultants, department supervisors, and district representatives.

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Teachers With	School			District
	07-08	08-09	09-10	09-10
With Full Credential	19	15	9	2,184
Without Full Credential	0	0	0	0
Outside Subject Area of Competence	0	0	0	N/A

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at http://www.cde.ca.gov/nclb/sr/tq/

% of Classes In Core Academic Subjects Taught by Teachers Who Are		
Location of Classes	**NCLB Compliant**	**Non-NCLB Compliant**
This School	100	0
All Schools in District	100	0
High-Poverty Schools	100	0
Low-Poverty Schools	100	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Misassignments/Vacancies			
	08-09	**09-10**	**10-11**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	# of FTE Assigned to School	Average # of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---
Other		---

Instructional Materials

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 most recent 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. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption. On October 12, 2010, 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 09/10-2807 which certifies as required by Education Code §60119 that for the 2010-11 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	Publisher	Grades
Elementary School Textbooks		
Math		
2008	Saxon Publishers *Saxon Math*	K-5
2008	Houghton-Mifflin	K-5
Language Arts		
2002	SRA/McGraw Hill *Open Court Reading*	K-5
2009	Sopris West Language!	4-5
Science		
2008	MacMillan/ McGraw Hill California Science	K-5
Social Science		
2007	Scotts Foresman	K-5
Intermediate School Textbooks		
Math		
2008	CGP Education, *California Mathematics*	6
2008	CGP Education, *California Mathematics*	7
2008	Holt, Rinehart, Winston, *Holt California Algebra Readiness*	8
2008	College Preparatory Mathematics, *California Algebra Connections*	8
Language Arts		
2009	Hampton Brown, *Inside Language (A-G))*	6-8
2002	Holt, Rinehart, Winston	6-8
Science		
2007	Holt, Rinehart, Winston, *Earth Science*	6
2007	Holt, Rinehart, Winston, *Life Science*	7
2007	Holt, Rinehart, Winston, *Physical*	8
Social Science		
2006	Pearson/Prentice-Hall, *Ancient Civilization*	6
2006	Pearson/Prentice-Hall, *Medieval & Early Modern Times*	7
2006	Glencoe/McGraw Hill, *Discovering our past: The American Journey to WWI*	8
High School Textbooks		
Math		
2008	Pearson/Prentice Hall, *Algebra Readiness*	9-12
2008	Pearson/Prentice Hall, *Algebra 1*	9-12
2008	Holt, Rinehart, Winston, *Geometry*	9-12
2008	Pearson/Prentice Hall, *Algebra 2*	9-12
2008	McDougal Littell, *Precalculus with Limits: A Graphing Approach*	9-12
2008	McDougal Littell, *Calculus of a Single Variable*	9-12
2008	Addison Wesley, College Algebra-Elementary and Intermediate Algebra Concepts and Applications	9-12
2008	Prentice Hall, Probability & Statistics	9-12
Language Arts		
2009	Pearson Longman, *Keystone (KL, BB, D, E F)*	9
2002	Holt, Rinehart, Winston *Literature & Language Arts*	9-12
Science		
2007	Holt *Earth Science*	9-12
2007	Glencoe *Biology*	9-12
2007	Prentice Hall *Chemistry*	9-12
2007	Prentice Hall *Essentials of Human Anatomy & Physiology*	9-12
2007	Prentice Hall *Conceptual Physics*	9-12
2007	Holt-Mcdougal, Physics Honor – Algebra/Trig	12
Social Science		
2006	McDougal-Littell *Modern World History*	9-12
2006	Prentice Hall *American Government - Magruders*	9-12
2006	Prentice Hall *Economics: Principles in Action*	9-12
2006	McDougal-Littell *The Americans - Reconstruction to the 21st Century*	9-12
2006	Glencoe/McGraw-Hill, Psychology – Understanding Psychology	9-12
2006	Holt. Sociology – The Study of Human Relationships	9-12
2006	Oxford University, Mexican American Studies – The course of Mexican History	9-12

Expenditures Per Pupil/School Site Teacher Salaries (FY 08-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/cs/.

	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Basic	
School	$5,693	$1,792	$3,901	$71,806
District	--	--	$4,235	$76,488
State	--	--	$5,681	$68,179
Percent Difference: School/District:			-7.9	-6.1
Percent Difference: School/State:			-31.3	5.3

Teacher and Administrative Salaries (FY 08-09)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average
Beginning Teacher Salary	48,815.00	42,377.00
Mid-Range Teacher Salary	73,033.00	67,667.00
Highest Teacher Salary	94,585.00	87,102.00
Average Principal Salary (Elementary)	120,765.00	108,894.00
Average Principal Salary (Middle)	112,398.00	113,713.00
Average Principal Salary (High)	124,229.00	124,531.00
Superintendent Salary	241,718.00	223,323.00

Types of Services Funded

In addition to general fund state funding, Santa Ana Unified School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the District received approximately $3,725 per student in federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- Bilingual Education
- Beginning Teacher & Support (BTSA)
- California Child Nutrition Education
- Carl Perkins
- Class Size Reduction
- Comprehensive School Reform
- Drug Free Schools
- Even Start Family Literacy
- Gifted & Talented Education
- Head Start
- Instructional Materials
- Migrant Education
- Peer Assistance & Review
- Reading First
- Regional Occupational Program
- Safe Schools and Healthy Students
- Special Education
- Title I, II, III, IV, & VII
- Vocational Education

California Standards Tests (CST)

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

	School			District			State		
Subject	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	24	37	43	32	37	40	46	50	52
Mathematics	34	57	64	33	39	43	43	46	48
Science	14	40	45	34	36	40	46	50	54
History-Social Science	0	0	0	26	31	34	36	41	44

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Student Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male	39	65	46	
Female	49	63	44	
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	43	64	44	
Native Hawaiian/Pacific Islander	*	*	*	
White			*	
Two or More Races				
Socioeconomically Disadvantaged	43	64	45	
English Learners	33	60	31	
Students with Disabilities	14	36	*	
Students Receiving Migrant Education Services				

DataQuest and Access to Data
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners). Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

California Physical Fitness Test Results
Every year, the California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students scoring in the healthy fitness zone on four out of five, five out of five and all six fitness standards for the most recent testing period.

Grade Level	4 of 6	5 of 6	6 of 6
5	22.5	38	21.8

Adequate Yearly Progress (AYP)
The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria: 1) Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics, 2) Percent proficient on the state's standards-based assessments in ELA and mathematics, 3) API as an additional indicator and 4) Graduation rate (for secondary schools).

AYP Overall and by Criteria
This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
AYP Overall	Yes	No
Participation Rate:		
English-Language Arts	Yes	Yes
Mathematics	Yes	Yes
Percent Proficient:		
English-Language Arts	Yes	No
Mathematics	Yes	No
API	Yes	Yes
Graduation Rate (High Schools)	N/A	Pend

Federal Intervention Program
Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Program Improvement Status	School	District
PI Status	Not in PI	In PI
First Year of PI		2004-2005
Year in PI		Year 3
Number of Schools Currently in PI	N/A	37
Percent of Schools Currently in PI	N/A	62

Academic Performance Index (API)
The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks - Three-Year Comparison

API Ranks			
	2007	2008	2009
Statewide	2	1	4
Similar Schools	6	2	9

API Changes by Student Group - Three-Year Comparison
This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

API Changes			
	Actual Change		
Student Group	07-08	08-09	09-10
All Students at the School	5	86	39
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	3	86	39
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	4	87	39
English Learners	13	85	38
Students with Disabilities			

API Growth by Student Group – 2010 Growth API Comparison
This table displays, by student group, the Growth API at the school, LEA, and state level.

API Changes			
	2010 Growth API		
Student Group	School	LEA	State
All Students at the School	798	723	767
Black or African American		780	685
American Indian or Alaska Native			728
Asian		883	889
Filipino			851
Hispanic or Latino	796	716	715
Native Hawaiian/Pacific Islander			753
White		837	838
Two or More Races			807
Socioeconomically Disadvantaged	798	714	712
English Learners	795	685	691
Students with Disabilities		518	580