# Lydia Romero-Cruz Elementary School

**1512 West Santa Ana Blvd. • Santa Ana, CA 92703-3603 • (714) 564-8000 • Grades 4-5**
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## 2013-14 School Accountability Report Card
## Published During the 2014-15 School Year

**Santa Ana Unified School District**
1601 East Chestnut Avenue
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## School Description
Lydia Romero-Cruz Elementary School (Romero-Cruz Elementary) is located at the corner of W. Santa Ana Boulevard and N. Pacific Avenue.

The school's instructional program is district adopted, standards-based and research based. Teachers use the Open Court Reading Program, the Language! Program for English Language Arts, the Houghton-Mifflin Program for Mathematics and the 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:
Romero-Cruz Elementary 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.

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

## 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) 564-8000.

| 2013-14 Student Enrollment by Grade Level | |
|---|---|
| **Grade Level** | **Number of Students** |
| **Gr. 4** | 130 |
| **Gr. 5** | 127 |
| **Total** | 257 |

| 2013-14 Student Enrollment by Group | |
|---|---|
| **Group** | **Percent of Total Enrollment** |
| **Black or African American** | 0.0 |
| **American Indian or Alaska Native** | 0.0 |
| **Asian** | 0.4 |
| **Filipino** | 0.0 |
| **Hispanic or Latino** | 99.2 |
| **Native Hawaiian/Pacific Islander** | 0.0 |
| **White** | 0.0 |
| **Two or More Races** | 0.4 |
| **Socioeconomically Disadvantaged** | 98.1 |
| **English Learners** | 56.4 |
| **Students with Disabilities** | 10.1 |

## 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 | | | |
|---|---|---|---|
| **Lydia Romero-Cruz Elementary School** | **12-13** | **13-14** | **14-15** |
| **Fully Credentialed** | 10 | 10 | 10 |
| **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 | | | |
|---|---|---|---|
| **Lydia Romero-Cruz 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 Lydia Romero-Cruz 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.

| 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** | |
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | [X] | [ ] | [ ] | |
| **Interior:** Interior Surfaces | [ ] | [ ] | [X] | 10: An outlet cover is missing. s/c: 255165 11: The tile is cracked. s/c: 255163 12: The tile is cracked s/c: 255163 13: The tile is cracked. s/c: 255163 2: The wall needs patching. s/c: 255166 8: The tile is cracked. s/c: 255163 9: The tile is cracked. s/c: 255163 Boy's Restroom: Cracked ceiling tile. s/c: 255164 Computer Lab: Some broken tile s/c: 255163 Multipurpose Room: Broken tile. s/c: 255163 |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | [X] | [ ] | [ ] | |
| **Electrical:** Electrical | [X] | [ ] | [ ] | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | [X] | [ ] | [ ] | |
| **Safety:** Fire Safety, Hazardous Materials | [X] | [ ] | [ ] | |
| **Structural:** Structural Damage, Roofs | [X] | [ ] | [ ] | Rsp/Green Psych: The door frame need plastering; The outside trim and wall covering contains termite damage. s/c: 255164 |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | [X] | [ ] | [ ] | Rsp/Green Psych: The door frame need plastering; The outside trim and wall covering contains termite damage. s/c: 255164 |

| **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 | 44 | 42 | 22 | 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 | 50 | 48 | 50 | 43 | 45 | 44 | 54 | 56 | 55 |
| Math | 77 | 67 | 57 | 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 | 6 | 5 | 5 |
| Similar Schools | 10 | 10 | 9 |

\* 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 | 15.4 | 22.8 | 21.1 |

\* 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 | 22 |
| Male | 30 |
| Female | 13 |
| Black or African American | |
| American Indian or Alaska Native | |
| Asian | |
| Filipino | |
| Hispanic or Latino | 22 |
| Native Hawaiian/Pacific Islander | |
| White | |
| Two or More Races | |
| Socioeconomically Disadvantaged | 21 |
| English Learners | 9 |
| 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 | 28 | -16 | -19 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | 30 | -16 | -20 |
| Native Hawaiian/Pacific Islander | | | |
| White | | | |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 28 | -16 | -20 |
| English Learners | 30 | -16 | -22 |
| Students with Disabilities | | | |

\* "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 involvement is encouraged at Romero-Cruz Elementary School's learning community by volunteering, 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/GATE presentations
- Sports events/annual soccer tournament
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops
- Grade level parent meetings
- Monthly General Parent meetings
- Movie Night
- Parent ESL, Computer and Nutrition Classes

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:

- Edulink
- School web site
- Public Service Channel 31
- School and/or Class newsletters
- Flyers
- Letters
- School Marquee/Banners
- New Student Orientations

**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** | 3.8 | 4.6 | 1.4 |
| **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. | | | | | | | | | | | | |
| Gr. 4 | 31 | 27 | 26 | 0 | 1 | 1 | 2 | 3 | 2 | 2 | 1 | 2 |
| Gr. 5 | 29 | 24 | 25 | 1 | 1 | 1 | 1 | 4 | 4 | 3 | | |

* 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) | .10 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 1 |
| Psychologist | .20 |
| Social Worker | 0 |
| Nurse | .20 |
| Speech/Language/Hearing Specialist | .20 |
| Resource Specialist | 0 |
| Other | 0 |

### 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 | $6,063 | $1,521 | $4,543 | $81,221 |
| District | ♦ | ♦ | $4,130 | $78,285 |
| State | ♦ | ♦ | $4,690 | $70,720 |
| Percent Difference: School Site/District | | | 10.0 | 3.8 |
| Percent Difference: School Site/ State | | | -3.1 | 14.8 |

**Types of Services Funded at Lydia Romero-Cruz 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 Lydia Romero-Cruz 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, "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 2013-14 school year, our school sponsored two and one half days of staff development. Staff training topics held by the individual school sites included: Collaborative Conversations, Positive Behavior Intervention Systems, New State Standards, and Curriculum and Development.

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. These activities 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:
- Frontloading/Differentiated instruction
- Positive Behavior Intervention Systems
- Gifted and Talented Education
- Working with Parents
- Individual Education Plan training for Special Education
- Data Analysis and Using Data to Drive Instruction
- Common Core
- Thinking Maps
- Collaborative Conversations
- Benchmark Assessments in Language Arts and Math

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 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 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 vendors, department supervisors, and district representatives.