

# Romero-Cruz Academy

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



**LYDIA ROMERO-CRUZ**  
**— ACADEMY —**

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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 may 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.

## 2023-24 School Contact Information

<b>School Name</b>	Romero-Cruz Academy
<b>Street</b>	2701 West Fifth St.
<b>City, State, Zip</b>	Santa Ana, CA 92703-1821
<b>Phone Number</b>	(714) 480-2200
<b>Principal</b>	Oralia Cordova
<b>Email Address</b>	oralia.cordova@sausd.us
<b>School Website</b>	<a href="https://www.sausd.us/romerocruz">https://www.sausd.us/romerocruz</a>
<b>County-District-School (CDS) Code</b>	30-66670-6094684

## 2023-24 District Contact Information

<b>District Name</b>	Santa Ana Unified School District
<b>Phone Number</b>	714-558-5501
<b>Superintendent</b>	Jerry Almendarez
<b>Email Address</b>	jerry.almendarez@sausd.us
<b>District Website</b>	www.sausd.us

## 2023-24 School Description and Mission Statement

Lydia Romero-Cruz Academy (LRCA) is located at the corner of West Fifth Street and North Fairview Street in the city of Santa Ana. LRCA serves over 800 students in grades TK through 8th. We offer dual language instruction in grades TK-6th and our program will continue to expand through 8th grade. Our students engage daily in learning activities that are richly rounded and that are soundly tied to the Common Core State Standards, and that help our students generalize their learning across multiple disciplines. LRCA utilizes AVID strategies school-wide to provide a deeper constructive approach to learning. Our instructional focus for the 2023-2024 school year is on Student Engagement and Inquiry-Critical Thinking and Literacy Content. Our instructional focus on professional development is connected to AVID and its WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading) strategies. Additionally, our instructional focus is analyzed for capacity building through the lenses of improvement cycles providing a systematic approach to continual improvement across all disciplines.

LRCA is proud to offer Design and Engineering as part of the elective wheel for our 6th graders and as a stand-alone elective for 7th and 8th graders. All of the courses engage students in a rich and rewarding alternative to traditional elective experiences. Furthermore, they also provide a launching point for our students on a path toward a relevant college and/or career area that is of high interest to them. Each of the course offerings at LRCA can be explored further as the students matriculate to high school and college. We proudly offer a two-year Spanish course for our students, leading students closer to earning the seal of biliteracy. Students who complete this course enter high school with the equivalent of one year of foreign language credit. This allows them to level up in high school, preparing them to take Advanced Placement (AP) classes earlier than they otherwise might have. Moreover, this course also provides our students with an opportunity to learn about and honor the heritage and background of a significant majority of students at our school. We are excited to foster a deep understanding of the Spanish language and of the Hispanic culture. LRCA also proudly offers a range of Visual and Performing Arts (VAPA) classes. These include beginning and advanced art; a full range of choral classes; and, music classes, including orchestra, mariachi, and band. Our students in these programs perform both at the school and in the broader community. As with our other electives, our curriculum is designed to prepare students in these courses to enroll in progressive levels in high school and college.

## 2023-24 School Description and Mission Statement

Underlying all of the course offerings and programs at LRCA is a complete complement of services for our students with special needs. At every grade level and in every core subject we offer collaboratively taught classes and/or targeted support. Our students with special needs are supported by a capable team of expert teachers and support staff; by a school culture of inclusiveness; and by systems and structures that maximize their ability to succeed. Crucial to all of the academic courses offered at LRCA, is a school culture that is built upon consistent school-wide behavioral expectations and social-emotional support systems. Positive Behavior Interventions and Supports (PBIS) underpin our efforts to help our students become capable and engaged citizens. Our students live by our motto, ROARS (Respectful, Organized, Achiever, Responsible, Safe) during the school day and beyond; extending to our community. With the collaboration of student support organizations, LRCA has established a solid Multi-Tiered System of Support (MTSS) pathway supporting our students at the various tier levels.

In addition to the academic courses at LRCA, we have a wide range of extra-curricular activities and a robust catalog of student-led clubs and organizations; as well as a full array of competitive sports teams and an Associated Student Body (ASB) that offers a multitude of student leadership opportunities. Our student clubs range from those that explore current popular web-based gaming to those like our Rainbow Warriors, Speech and Debate, and Chess. Beyond the courses offered, it should be noted that we have state-of-the-art technology available in our classrooms. Additionally, we provide one-to-one Chromebook devices schoolwide and internet hot spots for families to check out from our library in order to access instructional material from home. Our school is currently undergoing a modernization of classrooms and the installation of a new playground. Our facility is designed to maximize student engagement and learning in a variety of state-of-the-art, flexible learning spaces. For those parents and students who need before or after-school programs, we have a partnership with the Engage 360 Program. Through this program, students receive help in academic classes and they enjoy a wide range of excellent personal growth opportunities through things like Mariachi, martial arts, science cube, therapeutic art, and dance. Students in our Engage 360 program are supervised by a trained and motivated staff member.

The academic and enrichment programs offered at Romero-Cruz Academy prepare our students to:

- Academically compete in higher educational settings
- Thrive as culturally competent individuals
- Stand firm as critical and creative thinkers
- Serve as productive, conscientious, and reflective members of our global society

### Vision:

Lydia Romero-Cruz Academy's vision is to ensure that our students develop critical thinking, communication, and problem-solving skills to succeed in college and careers and excel in the globalized economy. We will strive to instill a value and understanding of multiple cultures and languages in our students as well as pride in their own cultural heritage. Staff, parents, students, and the school community work collaboratively to create and maintain a nurturing, inclusive, and safe environment for all stakeholders.

### Mission:

Lydia Romero-Cruz Academy is committed to providing personalized learning and socio-emotional services to all students in order to meet their individual needs and reach their academic goals. Teachers, parents, and staff engage in the decision-making process to ensure access to a variety of standards-based, research-based resources and real-world experiences to assist students in developing 21st-century skills. It is our belief that all students can learn and experience success in college or a career of their choice when they are provided with the appropriate tools, strategies, and support.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	52
Grade 2	50
Grade 3	39
Grade 4	27
Grade 5	33
Grade 6	188
Grade 7	248
Grade 8	221
Total Enrollment	932

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4%
Male	53.6%
American Indian or Alaska Native	0.5%
Asian	0.8%
Black or African American	0.5%
Hispanic or Latino	96.9%
Native Hawaiian or Pacific Islander	0.2%
White	0.9%
English Learners	55.4%
Foster Youth	1.4%
Homeless	16.8%
Migrant	1.6%
Socioeconomically Disadvantaged	85.4%
Students with Disabilities	16%

## A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (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

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	39.80	92.58	1683.40	86.66	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	7.30	0.38	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.60	1.42	56.10	2.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	17.70	0.91	12115.80	4.41
Unknown	2.50	5.95	177.80	9.16	18854.30	6.86
<b>Total Teaching Positions</b>	<b>43.00</b>	<b>100.00</b>	<b>1942.60</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	41.40	87.52	1778.10	86.59	234405.20	84.00
Intern Credential Holders Properly Assigned	0.80	1.79	10.70	0.52	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.70	5.76	113.70	5.54	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	1.60	23.50	1.15	11953.10	4.28
Unknown	1.50	3.27	127.30	6.20	15831.90	5.67
<b>Total Teaching Positions</b>	<b>47.30</b>	<b>100.00</b>	<b>2053.50</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	1.00
Misassignments	0.60	1.70
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.60</b>	<b>2.70</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.70
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.70</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.9	3.5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and 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 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 September 26, 2023, 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. 23/24-3534, which certifies as required by Education Code §60119 that for the 2023-2024 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 including those 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.

<b>Year and month in which the data were collected</b>	September 26, 2023
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Year Adopted	Elementary School Textbook Publisher	Grades
<b>Mathematics</b>		
2017	Houghton-Mifflin, <i>Math Expressions</i>	K-5
<b>Language Arts</b>		
2018	Benchmark Education Company, <i>Benchmark Advance</i>	TK-5
<b>Spanish Language Arts</b>		
2018	Benchmark Education Company, <i>Benchmark Adelante</i>	TK-5
<b>Science(s)</b>		
2019	District Created Materials, Various	TK-5
<b>Social Science</b>		
2023	TCl, <i>Social Studies Alive!</i>	K-5

Year Adopted	Intermediate School Textbook Publisher	Grades
<b>Mathematics</b>		
2017	CPM, <i>Core Connections</i>	6-8
<b>Language Arts</b>		
2017	Pearson, <i>ILit ELL</i>	6-8
2018	McGraw Hill, <i>StudySync</i>	6-8
<b>Science(s)</b>		
2007	Holt, Rinehart, Winston, <i>Earth Science</i>	6
2007	Holt, Rinehart, Winston, <i>Life Science</i>	7
2007	Holt, Rinehart, Winston, <i>Physical</i>	8
<b>Social Science</b>		
2020	McGraw Hill, <i>World History and Geography: Ancient Civilizations</i>	6
2020	McGraw Hill, <i>World History and Geography: Medieval &amp; Early Modern Times</i>	7
2020	First Choice Educational Publishing, <i>E Pluribus Unum</i>	8

## School Facility Conditions and Planned Improvements

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.

<b>Year and month of the most recent FIT report</b>	7/14/2023
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			RM 2107: LEFT SIDE WALL BASEBOARD PIECE MISSING -WO #115285
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			:
<b>Electrical</b>		X		BOYS RR: LEFT SINK DOESN'T WORK -WO #115284 RM 1105: ONE LIGHT CONNECTOR IS BAD -WO #115283 RM 1107: 4 LIGHTS OUT -WO #115283



## School Facility Conditions and Planned Improvements

			<p>RM 1113: ONE LIGHT CONNECTOR IS BAD -WO #115283</p> <p>RM 1212: REPLACE BAD BALLAST -WO #115283</p> <p>RM 1218: 4 LIGHTS ARE OUT -WO #115283</p> <p>RM 1219: 1 LIGHT IS OUT -WO #115283</p> <p>RM 1221: 2 LIGHTS ARE OUT -WO #115283</p> <p>RM 1222: 1 BAD BALLAST -WO #115283</p> <p>RM 1226: 1 LIGHT IS OUT -WO #115283</p> <p>RM 1228: 2 LIGHTS ARE OUT -WO #115283</p> <p>SHOWERS: 1 LIGHT IS OUT FAR RIGHT CORNER -WO #115283</p> <p>SHOWERS: 4 LIGHTS ARE OUT -WO #115283</p> <p>WELLNESS CENTER: ONE LIGHT CONNECTOR IS BAD -WO #115283</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		<p>FOUNTAIN #2: FOUNTAIN NOT WORKING MISSING A PIECE -WO #109442</p> <p>GIRLS RR: FAR RIGHT SINK LEAKS -WO #109245</p> <p>RM 1: SINK HAS LOW PRESSURE -WO #115284</p> <p>RM 4: NO HOT WATER COMES OUT OF SINK -WO #115284</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	X		<p>BOYS LOCKER RM: MISSING FIRE EXTINGUISHER -WO #115286</p> <p>GIRLS LOCKER RM: MISSING FIRE EXTINGUISHER -WO #115286</p>
<b>Structural:</b> Structural Damage, Roofs	X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students 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.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	13	14	31	32	47	46
Mathematics (grades 3-8 and 11)	6	7	19	20	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	747	733	98.13	1.87	14.21
Female	344	334	97.09	2.91	18.26
Male	403	399	99.01	0.99	10.80
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	725	711	98.07	1.93	13.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	372	360	96.77	3.23	1.39
Foster Youth	--	--	--	--	--
Homeless	133	128	96.24	3.76	7.81
Military	48	48	100.00	0.00	18.75
Socioeconomically Disadvantaged	664	652	98.19	1.81	12.90
Students Receiving Migrant Education Services	14	14	100.00	0.00	0.00
Students with Disabilities	135	130	96.30	3.70	5.43

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	747	725	97.05	2.95	7.45
Female	344	331	96.22	3.78	5.14
Male	403	394	97.77	2.23	9.39
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	725	703	96.97	3.03	6.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	372	355	95.43	4.57	0.56
Foster Youth	--	--	--	--	--
Homeless	133	124	93.23	6.77	4.03
Military	48	48	100.00	0.00	6.25
Socioeconomically Disadvantaged	664	645	97.14	2.86	6.51
Students Receiving Migrant Education Services	14	14	100.00	0.00	0.00
Students with Disabilities	135	129	95.56	4.44	3.88

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	2.99	5.19	15.30	16.00	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	248	238	95.97	4.03	6.36
Female	108	103	95.37	4.63	4.85
Male	140	135	96.43	3.57	7.52
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	241	231	95.85	4.15	5.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	116	109	93.97	6.03	1.87
Foster Youth	--	--	--	--	--
Homeless	39	36	92.31	7.69	2.78
Military	18	18	100.00	0.00	0.00
Socioeconomically Disadvantaged	214	206	96.26	3.74	5.39
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	53	50	94.34	5.66	6.12

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.0	100.0	100.0	100.0	100.0
Grade 7	79.8	79.8	79.8	80.2	80.6

## C. Engagement

### State Priority: Parental Involvement

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

#### 2023-24 Opportunities for Parental Involvement

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

Lydia Romero-Cruz Academy 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
- Biannual grade level parent meetings
- Student performances
- Fundraisers
- Music/choir and/or theater performances
- Sports events and field trips
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops
- Raising Highly Capable Kids/Hijos Altamente Capaces, Padres Promotores
- Coffee with the Principal
- Dual Language Parent Meetings
- Cultural Events
- Room Parents

## 2023-24 Opportunities for Parental Involvement

The following campus organization committees 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 or assistant principal at (714) 480-2200. Support for students and parents are provided through our student support department, which encompasses Counseling and the Check-in-check-out programs.

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:

- School website
- Emails
- Aeries
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Letters
- School Marquee/Banners
- ParentSquare Messaging System
- Personal phone call to parents by teachers and administrators
- Home visits
- Open door policy
- Direct community outreach

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	988	967	243	25.1
Female	465	454	121	26.7
Male	523	513	122	23.8
American Indian or Alaska Native	5	5	1	20.0
Asian	7	7	0	0.0
Black or African American	5	5	1	20.0
Filipino	0	0	0	0.0
Hispanic or Latino	959	938	239	25.5
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	0	0	0	0.0
White	8	8	1	12.5
English Learners	551	540	152	28.1
Foster Youth	16	16	6	37.5
Homeless	173	172	64	37.2
Socioeconomically Disadvantaged	865	848	212	25.0
Students Receiving Migrant Education Services	16	16	2	12.5
Students with Disabilities	169	166	48	28.9

### C. Engagement

#### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.32	12.07	13.97	0.02	3.55	4.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.00	0.00	0.07	0.08



## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	13.97	0
Female	11.4	0
Male	16.25	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	14.29	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	17.06	0
Foster Youth	25	0
Homeless	24.28	0
Socioeconomically Disadvantaged	14.57	0
Students Receiving Migrant Education Services	6.25	0
Students with Disabilities	20.12	0

## 2023-24 School Safety Plan

Safety Plan Approval Date: Apr. 10, 2023

The Comprehensive School Site Safety Plan (CSSP) was developed in collaboration with law enforcement and the District Office to fulfill Senate Bill 187 requirements. The CSSP is managed by the District via Doc-Tracking. The school's most current plan is reviewed and updated to address safety, security and emergency preparedness. Schools are required to review and update their Comprehensive School Safety Plan (CSSP) with their School Site Councils and/or Safety Committees. Each school also meets with Santa Ana Unified School Police annually to discuss egress/ingress, crime data and other factors related to Crime Prevention Through Environmental Design (CPTED).

### D. Other SARC Information Information Required in the SARC

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

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		3	
1	20	2		
2	26		1	
3	33			
4	19	1		
5	20	1		
6	23	26	27	11

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	2	2	
1	36	1		2
2	17	3		2
3	9	2	1	
4	30		1	
5	10	2		
6	14	70	34	7

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	1	2	0
1	52	0	0	2
2	25	0	2	0
3	20	2	0	0
4	27	0	1	0
5	17	1	1	0
6	14	56	21	3
Other	0	0	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	310.67

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,095	\$3,283	\$6,812	\$104,337
District	N/A	N/A	\$8,610	\$98,288
Percent Difference - School Site and District	N/A	N/A	-28.7	-3.7
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-2.2	11.4

## Fiscal Year 2022-23 Types of Services Funded

- 21st Century ASSETS
- 21st Century Community Learning Centers
- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- American Rescue Plan-Homeless Children and Youth (ARP-HCY) Program
- AVID-OCDE Destination Graduation
- California Newcomer Education & Well-being Program (CalNEW)
- California Partnership Academies
- CalOptima - Primary Care Services and Programs Addressing Social Determinants of Health
- Carl D Perkins Section 131 Career and Technical Education
- Circulos
- COPS Office School Violence Prevention Program
- CTE Incentive Grant Program
- Education for Homeless Children and Youth
- Elementary and Secondary School Emergency Relief Fund I
- Elementary and Secondary School Emergency Relief Fund II
- Elementary and Secondary School Emergency Relief Fund III
- ePrize Parent Engagement Initiative
- ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants
- ESSA: CSI LEA funding
- Expanded Learning Opportunities (ELO) Grant
- Expanded Learning Opportunities Program
- Governor's Emergency Education Relief Fund
- Head Start
- ITQ Improving Tchr Qlty UCI
- K12 Strong Workforce Program (from OCDE) Pathway Improvement
- K12 Strong Workforce Program Pathway Improvement
- Kinder Readiness Program II
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- Master Teacher Stipends
- Medi-Cal Billing Option
- Migrant Education
- OCDE TUPE Grant Consortium
- Ongoing and Major Maintenance Account
- SB117 COVID-19 LEA Response Funds
- Special Ed: ARP IDEA Part B
- Special Education
- Supplementary Prgs-Specialized Secondary
- TIPS (Teaching Induction and Professional Support)
- Title I, Part A
- Title III Immigrant Ed Program
- Title III Limited English Proficiency LEP Student Program
- Title II-Part A Improving Teacher Quality

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$63,168	\$55,550
<b>Mid-Range Teacher Salary</b>	\$94,508	\$80,703
<b>Highest Teacher Salary</b>	\$122,396	\$109,418
<b>Average Principal Salary (Elementary)</b>	\$155,452	\$137,703
<b>Average Principal Salary (Middle)</b>	\$152,508	\$143,760
<b>Average Principal Salary (High)</b>	\$167,818	\$159,021
<b>Superintendent Salary</b>	\$350,000	\$319,443
<b>Percent of Budget for Teacher Salaries</b>	34.87%	30.35%
<b>Percent of Budget for Administrative Salaries</b>	4.04%	4.87%

## Professional Development

All staff development activities at Lydia Romero-Cruz Academy are focused on increasing student learning and proficiency and building positive relationships with students. LRCA offers training and support for Common Core State Standards (CCSS), content-specific standards, and Positive Behavioral Interventions and Supports (PBIS) 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 2023-2024 school year, LRCA staff will engage in the following professional development:

- Common Core State Standards (CCSS) - content specific
- CPM (College Prep Math) implementation
- Study Sync implementation
- Benchmark or Benchmark Adelante implementation
- Next Generation Science Standards (NGSS)
- Dual Language
- Special Education- behavior support, SEIS, Inclusive practices, content support, co-teaching
- AVID - pathway training and Institute training
- Literacy across content
- GLAD Strategies

During the 2022-2023 school year training opportunities focused on the following:

- CCSS - Integrated Literacy and Cognitive Strategies
- CCSS - Implementation of College Preparation Math (CPM) across all grade levels
- NGSS - Next Generation Science Standards
- PBIS - RRS, and School-wide procedures
- Special Education (SEIS - Special Education Information System, Inclusive practices and co-teaching)
- AVID (Advancement Via Individual Determination)
- Data Analysis and Using Data to Drive Instruction (MAP, SBAC, EL, Grades, etc)
- CSCP (California Standards for the Counseling Profession)
- MTSS - Multi-tiered Systems of Support

All departments meet to collaborate in order to develop and improve instructional practices twice each month. In addition, teachers collaborate daily during common prep periods and staff meetings. At these meetings, teachers examine student work, and assessment results, write common assessments, and design instruction and strategies to meet the needs of their students. This year, the instructional focus at Lydia Romero-Cruz Academy is centered around Literacy across all content with WICOR AVID Strategies. Our focus is on purposeful engagement, purposeful scaffolds, and purposeful release of responsibility.

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period.

To support veteran teachers as well as new teachers in 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3