



Sierra Preparatory Academy

2021 North Grand Ave. • Santa Ana, CA 92705-1751 • (714) 567-3500 • Grades 6-8

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Santa Ana Unified School District

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District Governing Board

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Teaching and Learning**

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School Description

Sierra Preparatory Academy (Sierra Prep) is located on North Grand Avenue at 21st Street. Our focus is on building positive relationships between all stakeholders: students, staff, families and community. Mutual respect between all parties results in a more positive and successful educational environment for all.

We are known for our visual and performing arts (VAPA) emphasis, offering electives in music (band, orchestra, marching band, jazz band), art, Spanish, woodshop, speech and debate, and leadership, and are in the process of expanding our focus to include STEM with the implementation of Project Lead the Way computer science and engineering electives. We are also focusing on prepping our students for college and career and will be offering AVID next school year.

Students attend 8 periods on a block schedule: periods 1,3,5,7 on Mondays and Thursdays, periods 2,4,6,8 on Tuesdays and Fridays, and all periods on Wednesdays. As a result, all students attend language arts and math daily and have the opportunity to take an elective class along with PE, science and social studies. Sierra Prep also sponsors extended school day opportunities for students including Engage 360, jazz band, dance ensemble, art club, guitar making club, speech and debate, media club, Academic Talent Search, and Targeted Instructional Support interventions in core subject areas, along with quarterly sports.

All classrooms are equipped with up-to-date technology including interactive whiteboards, voice enhancing sound systems and wireless access. Every student has access to an iPad and many classes are utilizing Google Classroom. A fully equipped computer lab is available for use during the school day, including lunchtime and after school. We have 6 mobile carts with 35 laptops each for testing and instructional use and will be adding 6 mobile carts with 35 Chrome books each this year.

Students and staff feel like they belong to a school family that truly believes in providing an environment conducive to students' well-being and educational progress.

School Vision:

Sierra Prep, an alliance of staff, students, parents, and the community, is committed to providing quality academic achievement and social adjustment by expecting students to:

- Master standards for grade level reading, writing, speaking, listening, and math skills and apply them in a meaningful context;
- Learn how to gather information from a variety of sources including the use of technology;
- Practice cooperation and teamwork in problem solving and in making informed decisions; and
- Exercise self-discipline and self-motivation to become responsible, contributing members of society.

School Mission Statement:

Teaching students that their lives are the ultimate art-forms.

District Profile

Santa Ana Unified School District (SAUSD) is the seventh largest district in the state, currently serving nearly 56,000 students in grades K-12, residing in the city of Santa Ana. As of 2015-16, SAUSD operates 37 elementary schools, 9 intermediate schools, 7 high schools, 3 alternative high schools, and 5 charter schools. The student population is comprised of 91% enrolled in the Free or Reduced Price Meal program, 60% qualifying for English language learner support, and approximately 12% 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, 20 schools have received the Golden Bell Award since 1990. Each of Santa Ana Unified School District's staff members, parent, 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

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	286
Grade 7	341
Grade 8	327
Total Enrollment	954

2015-16 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.4
Asian	1.3
Filipino	0.1
Hispanic or Latino	97.3
Native Hawaiian or Pacific Islander	0
White	0.3
Two or More Races	0.4
Socioeconomically Disadvantaged	98.1
English Learners	41.1
Students with Disabilities	17.9
Foster Youth	0.3

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			
Sierra Preparatory Academy	14-15	15-16	16-17
With Full Credential	50	52	44
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	1	1
Santa Ana Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	2140
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
Sierra Preparatory Academy	14-15	15-16	16-17
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

2015-16 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	97.7	2.3
Districtwide		
All Schools	99.3	0.7
High-Poverty Schools	99.2	0.8
Low-Poverty Schools	100.0	0.0

* 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 2016-17)

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 11, 2016, 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. 16/17-3135 which certifies as required by Education Code §60119 that for the 2016-2017 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.

Textbooks and Instructional Materials
Year and month in which data were collected: October 11, 2016

Year Adopted	Intermediate School Textbook Publisher	Grades
Mathematics		
2008	CGP Education, <i>California Mathematics</i>	6
2008	CGP Education, <i>California Mathematics</i>	7
2008	Holt, Rinehart, Winston, <i>Holt California Algebra Readiness</i>	8
2008	College Preparatory Mathematics, <i>California Algebra Connections</i>	8
Language Arts		
2010	Hampton Brown, <i>Inside Language (A-G)</i>	6-8
2002	Holt, Rinehart, Winston	6-8
Science(s)		
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
Social Science		
2006	Pearson/Prentice-Hall, <i>Ancient Civilization</i>	6
2006	Pearson/Prentice-Hall, <i>Medieval & Early Modern Times</i>	7
2006	Glencoe/McGraw Hill, <i>Discovering our past: The American Journey to WWI</i>	8

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.

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: 6/27/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			BOYS LOCKER RM: Chipped floor tiles w/o: 263192 Clogged drains w/o: 263195 GIRLS LOCKER RM: Clogged drains w/o: 263195
Interior: Interior Surfaces		X		BLDG 4000 GIRLS RR: Crack in wall and ceiling w/o: 263384 BOYS LOCKER RM: Chipped floor tiles w/o: 263192 Clogged drains w/o: 263195 LIBRARY: Holes in wall w/o: 263193 MAT RM: Hole in wall w/o: 263193 OFFICE: Chipped floor tile w/o 263192 RM 2102: Hole in wall w/o: 263193 RM 2103: Carpet coming off by door w/o: 263192 RM 4103: Hole in wall w/o: 263193 RM 4104: Hole in wall w/o: 263193 RM 5103: Hole in wall w/o: 263193 RM 6108: Hole in outside wall w/o: 263193 RM 6110: Hole in outside wall w/o: 263193 RM 6111: Hole in outside wall w/o: 263193 WOMEN COACHES OFFICE: Hole in wall w/o: 263193
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			RM 5102: Missing faucet handle w/o: 263195
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			RM 6212: Cracked glass on door w/o: 263262
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	31	42	33	44	40	41	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	21.9	16.7	17.9

* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	18	19	27	31	44	48
Math	13	11	22	25	34	36

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	340	337	99.1	33.2
Male	172	171	99.4	39.8
Female	168	166	98.8	26.5
Hispanic or Latino	326	323	99.1	31.9
Socioeconomically Disadvantaged	324	321	99.1	32.4
English Learners	115	114	99.1	16.7
Students with Disabilities	60	60	100.0	46.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	303	289	95.4	14.5
	7	332	319	96.1	18.2
	8	338	329	97.3	24.3
Male	6	170	162	95.3	11.7
	7	166	159	95.8	13.8
	8	172	168	97.7	17.9
Female	6	133	127	95.5	18.1
	7	166	160	96.4	22.5
	8	166	161	97.0	31.1
Hispanic or Latino	6	293	279	95.2	13.6
	7	323	310	96.0	17.4
	8	324	315	97.2	23.5
Socioeconomically Disadvantaged	6	293	281	95.9	13.5
	7	325	313	96.3	17.6
	8	323	315	97.5	23.8
English Learners	6	129	119	92.3	0.8
	7	119	107	89.9	2.8
	8	115	107	93.0	
Students with Disabilities	6	51	51	100.0	
	7	64	64	100.0	6.3
	8	60	60	100.0	1.7

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 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	303	296	97.7	10.1
	7	332	330	99.4	11.5
	8	332	330	99.4	11.5
Male	6	170	166	97.7	9.6
	7	166	165	99.4	9.7
	8	166	165	99.4	9.7

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	6	133	130	97.7	10.8
	7	166	165	99.4	13.3
	8	166	165	99.4	13.3
Hispanic or Latino	6	293	286	97.6	9.4
	7	323	321	99.4	11.5
	8	323	321	99.4	11.5
Socioeconomically Disadvantaged	6	293	287	98.0	9.4
	7	325	323	99.4	11.5
	8	325	323	99.4	11.5
English Learners	6	129	126	97.7	
	7	119	118	99.2	3.4
	8	119	118	99.2	3.4
Students with Disabilities	6	51	51	100.0	
	7	64	64	100.0	7.8
	8	64	64	100.0	7.8

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 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.

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 (School Year 2016-17)

Parents are expected to get involved in their child's education and Sierra Preparatory Academy's learning community by having regular conversations about learning with their child, volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance in classrooms, library and/or parent center. Parents are always invited to help chaperone field trips. Sierra Preparatory Academy provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts including:

- Parent/Student Orientation Days
- Back to School Night and Open House
- Sights and Sounds of Sierra showcase
- Music Performances and Parades; Dance and Speech Performances
- Fundraisers
- Parent Conference Day
- Sports Events and Field Trips
- Promotion Activities
- Student Recognition Assemblies and Awards Nights
- Parent Education training's, workshops, monthly meetings
- Trunk to Trunk
- Community Service projects

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

- School Site Council
- English Language Advisory Council (ELAC)
- Principal's Parent Leadership Team
- District Advisory Council and District English Language Advisory Council (DAC/DELAC)

Parents seeking more information about becoming an active member in the school community may contact the Community/Parent Liaison in the Family Center at (714) 567-3513 or the Principal or Assistant Principal at (714) 567-3500.

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:

- Computerized phone/text/email system and personal phone calls
- School web site
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Letters
- School Marquee/Banners
- Monthly Parent meetings

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 2015-2016 school year. Schools are required to forward updated safety plans after review to the District Office annually.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	6.8	2.4	7.4
Expulsions Rate	0.6	0.1	0.2
District	2013-14	2014-15	2015-16
Suspensions Rate	4.3	3.5	3.0
Expulsions Rate	0.1	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1998-1999	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	54	
Percent of Schools Currently in Program Improvement	90.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.25
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist	2
Other	0
Average Number of Students per Staff Member	
Academic Counselor	462

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	26	21	21	9	32	32	34	32	32	6		
Mathematics	26	22	22	8	16	16	26	44	44	14		
Science	25	22	22	4	13	13	20	17	17	1		
Social Science	25	21	21	4	18	18	20	13	13	1		

* 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.

Professional Development provided for Teachers

Sierra Preparatory Academy will offer a menu of professional learning opportunities to staff for the academic year of 2016-2017 (LCAP goal of more than 15 hours of self-selected professional learning) guided by the analysis of all pertinent data to drive instruction to include but not limited to the following per our SPSA (Single Plan for Student Achievement) to be approved by School Site Council December 2016:

- Professional development on Differentiation to support all students including the English Learner (EL's), Special Education students and Gifted and Talented Education (GATE) students in ELA and content area classes.
- Common State Standards (CSS) for ELA, MA and ELD.
- Common State Standards (CSS) for History/Social Studies, Science and Technical Subjects.
- Next Generation Science Standards (NGSS) instructional strategies.
- Project-Based Learning (PBL).
- Professional development for 21st century technology: LEXIA, CORE5 Accelerated Reader, Reading+ and IXL.
- Professional development for AVID (Advancement Via Individual Determination).
- A Professional Learning Club will be offered for all staff: Sierra Prep Book Club.
- TIPS (Teacher Induction and Professional Support) Induction Program for all new staff will be offered.

FY 2014-15 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,618	\$45,092
Mid-Range Teacher Salary	\$77,227	\$71,627
Highest Teacher Salary	\$100,016	\$93,288
Average Principal Salary (ES)	\$123,500	\$115,631
Average Principal Salary (MS)	\$125,613	\$120,915
Average Principal Salary (HS)	\$139,614	\$132,029
Superintendent Salary	\$313,500	\$249,537
Percent of District Budget		
Teacher Salaries	39%	37%
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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,080	\$2,577	\$4,503	\$79,178
District	♦	♦	\$3,423.06	\$82,966
State	♦	♦	\$5,677	\$75,837
Percent Difference: School Site/District			31.5	-4.6
Percent Difference: School Site/ State			-20.7	4.4

* Cells with ♦ do not require data.

Types of Services Funded

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
- Gear Up IV (RSCC Fiscal Agent)
- Head Start
- Irvine Mathematics Project – UCI
- Kinder Readiness Program II
- Lighthouse Academy Project Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Options
- Migrant Ed
- Nutrition Education and Obesity Prevention (NEOP) Grant Program
- Partnership Academies Program
- Special Education
- Title I, II, III, and IV part B

DataQuest

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 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).

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.