



Sierra Preparatory Academy

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

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Santa Ana Unified School District
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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, art club, guitar making club, speech and debate 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 or Chromebook 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 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.

District Profile

Santa Ana Unified School District (SAUSD) is the seventh largest district in the state, currently serving nearly 54,000 students in grades K-12, residing in the city of Santa Ana. As of 2016-17, SAUSD operates 36 elementary schools, 9 intermediate schools, 7 high schools, 3 alternative high schools, and 5 charter schools. The student population is comprised of 87% enrolled in the Free or Reduced Price Meal program, 40% qualifying for English language learner support, and approximately 11% 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.

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.

2016-17 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	311
Grade 7	290
Grade 8	317
Total Enrollment	918

2016-17 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	1.5
Filipino	0.1
Hispanic or Latino	97.2
Native Hawaiian or Pacific Islander	0
White	0.4
Two or More Races	0.3
Socioeconomically Disadvantaged	97.4
English Learners	40.5
Students with Disabilities	18.3
Foster Youth	0.5

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.

Teacher Credentials			
Sierra Preparatory Academy	15-16	16-17	17-18
With Full Credential	52	44	44
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1	1	1
Santa Ana Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	2139
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
Sierra Preparatory Academy	15-16	16-17	17-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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 12, 2017, 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. 17/18-3200 which certifies as required by Education Code §60119 that for the 2017-2018 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: August 25th, 2017

Year Adopted	Intermediate School Textbook Publisher	Grades
Mathematics		
2017	CPM Math	6-8
Language Arts		
2010	Hampton Brown, <i>Inside Language (A-G)</i>	6-8
2003	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

Note: Cells with N/A values do not require data.

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: 8/28/2017				
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		BLDG 6000 1ST FL HALLWAY: Holes in wall: WOID#6289 BLDG 6000 2ND FL HALLWAY: Holes in wall: WOID#6289 BLDG 7000 STAFF LOUNGE: Holes in wall: WOID#6289 ROOM 3101: Holes in wall: WOID#6289 / Ballasts need replacing: WOID#6279 ROOM 4101: Holes in wall: WOID#6289 ROOM 4102: Holes in wall: WOID#6289 ROOM 4103: Holes in wall: WOID#6289 ROOM 5101: Holes in wall: WOID#6289 ROOM 5102: Holes in wall: WOID#6289 ROOM 6105: Holes in wall: WOID#6289 ROOM 6108: Holes in wall: WOID#6289 / Broken blank electrical cover: WOID#6279 ROOM 6111: Holes in wall: WOID#6289 ROOM 6202: Holes in wall: WOID#6289
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/28/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical		X		ADMINISTRATION: One light is out: WOID#6279 BLDG 7000 STUDENT CENTER: Ballast needs replacing: WOID#6279 BLDG 9000 BOYS P.E.: Ballast needs replacing: WOID#6279 ROOM 3101: Holes in wall: WOID#6289 / Ballasts need replacing: WOID#6279 ROOM 6101: Broken blank electrical cover: WOID#6279 ROOM 6108: Holes in wall: WOID#6289 / Broken blank electrical cover: WOID#6279 ROOM 6201: Missing blank electrical cover: WOID#6279 ROOM 6204: Broken blank electrical cover: WOID#6279 ROOM 6205: Broken blank electrical cover: WOID#6279 ROOM 6208: Missing blank electrical cover: WOID#6279 ROOM 6213: Broken double blank cover: WOID#6279
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	19	19	31	31	48	48
Math	11	9	25	25	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	42	33	40	41	60	56

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

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	20.1	20.1	17.7

* 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	920	909	98.8	18.96
Male	484	477	98.55	13.89
Female	436	432	99.08	24.54
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100	33.33
Filipino	--	--	--	--
Hispanic or Latino	898	888	98.89	18.74
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	894	884	98.88	18.59
English Learners	689	680	98.69	11.5
Students with Disabilities	170	170	100	3.53
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

-Note: 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.

-Note: 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 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	918	915	99.67	9.29
Male	482	480	99.59	7.92
Female	436	435	99.77	10.8
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100	8.33
Filipino	--	--	--	--
Hispanic or Latino	896	894	99.78	9.17
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	892	889	99.66	8.66
English Learners	688	687	99.85	4.37
Students with Disabilities	170	170	100	3.53
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

-Note: 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.

-Note: 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 State priority: Parental Involvement (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 2017-18)

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 Treat
- 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 State priority: School Climate (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 2016-2017 school year. Schools are required to forward updated safety plans after review to the District Office annually.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	2.43	7.35	4.65
Expulsions Rate	0.09	0.19	0.1
District	2014-15	2015-16	2016-17
Suspensions Rate	3.46	2.98	3.13
Expulsions Rate	0.06	0.05	0.05
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

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.

2017-18 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	53	
Percent of Schools Currently in Program Improvement	88.3	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	2
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	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	410

* 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	21	21	24	32	32	18	32	32	40			
Mathematics	22	22	25	16	16	14	44	44	37			3
Science	22	22	26	13	13	5	17	17	17			4
Social Science	21	21	26	18	18	5	13	13	17			4

* 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 2017-2018 (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 2017:

- 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).
- TIPS (Teacher Induction and Professional Support) Induction Program for all new staff will be offered.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,263	\$47,808
Mid-Range Teacher Salary	\$85,920	\$73,555
Highest Teacher Salary	\$109,017	\$95,850
Average Principal Salary (ES)	\$129,866	\$120,448
Average Principal Salary (MS)	\$131,985	\$125,592
Average Principal Salary (HS)	\$147,384	\$138,175
Superintendent Salary	\$330,743	\$264,457
Percent of District Budget		
Teacher Salaries	37%	35%
Administrative Salaries	4%	5%

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,822	\$1,834	\$5,988	\$86,193
District	♦	♦	\$6,674	\$90,751
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			-10.3	-5.0
Percent Difference: School Site/ State			-8.9	8.8

* Cells with ♦ do not require data.

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

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.