



Sierra Preparatory Academy

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

Ryan Ramirez, Principal

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<http://www.sausd.us/sierra>

2019-20 School Accountability Report Card Published During the 2020-21 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, art, woodshop, speech and debate, and leadership, and have expanded our focus to include STEM with the implementation of coding and Project Lead the Way robotics electives. We are also focusing on prepping our students for college and career and continue to offer the AVID elective in all three grade levels. Students attend a 7-period schedule, with one of those periods being an individualized and personalized reading advisory class.

Due to the COVID-19 pandemic, the school made changes meant to support students and keep them safe. Classes became virtual and students in need have been loaned hotspots to ensure they can access online synchronous and asynchronous instruction. Teachers made themselves available for virtual Office Hours to further support students during Distance Learning. When we resume in-person instruction, Sierra Prep will explore bringing back extended school day opportunities for students such as 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.

The school is well equipped for when we return to in-person instruction. All classrooms are equipped with up-to-date technology including interactive whiteboards, voice-enhancing sound systems, and wireless access. Every student has access to a Chromebook and many classes are utilizing Google Classroom or Canvas. A fully equipped computer lab is available for use during the in-person instruction. We have 10 mobile carts with 35 Chromebooks each for testing and instructional use. Also, teachers have document cameras to better allow them to deliver instruction in-person and online. The school has invested in PPE and signage meant to safeguard all who come on campus when it is safe to do so. Students and staff feel like they belong to a school family that truly believes in providing a safe, clean environment conducive to students' well-being and educational progress.

School Vision:

Sierra Preparatory Academy, 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 through the use of technology
- Practice cooperation and teamwork in problem-solving and informed decision-making
- 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 eleventh largest district in the state, currently serving nearly 45,576 students in grades K-12, residing in the city of Santa Ana. As of 2019-20, SAUSD operates 36 elementary schools, 8 intermediate schools, 7 high schools, 4 educational options-secondary schools, and 1 dependent charter school. The student population is comprised of 81% enrolled in the Free or Reduced Price Meal program, 38% qualifying for English language learner support, and approximately 13% 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 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	206
Grade 7	225
Grade 8	242
Total Enrollment	673

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.4
Asian	0.9
Hispanic or Latino	97.5
White	0.9
Socioeconomically Disadvantaged	94.9
English Learners	49.2
Students with Disabilities	26.3
Foster Youth	1.6
Homeless	24.4

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 for Sierra Preparatory	18-19	19-20	20-21
With Full Credential	32	31	30
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Santa Ana Unified	18-19	19-20	20-21
With Full Credential	♦	♦	1918
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Sierra Preparatory Academy

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "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 2020-21)

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 22, 2020, 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. 20/21-3370 which certifies as required by Education Code §60119 that for the 2020-2021 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: September 22, 2020

Year Adopted	Intermediate School Textbook Publisher	Grades
Mathematics		
2017	CPM, <i>Math</i>	6-8
Language Arts		
2018	McGraw Hill, <i>StudySync</i>	6-8
2017	Pearson, <i>ILit ELL</i>	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		
2020	McGraw Hill, <i>World History and Geography: Ancient Civilizations</i>	6
2020	McGraw Hill, <i>World History and Geography: Medieval & Early Modern Times</i>	7
2020	First Choice Educational Publishing, <i>E Pluribus Unum</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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 7/24/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	BLDG 4000 ROOM 4005: AC won't turn on -W/O #58591
Interior: Interior Surfaces	Fair	2000 BLDG BOYS RR: Patch hole on wall inside custodian closet above electrical outlet -W/O #58588 2000 BLDG ROOM 2001: Ceiling tile loose (high level) -W/O #58830 2000 BLDG ROOM 2002: Patch hole by exit door beneath electrical outlet -W/O #58588 BLDG 3000 ROOM 3001: Patch hole on wall above entrance door -W/O #58588 BLDG 3000 ROOM 3002: Replace ceiling above vent duct (high level) -W/O #58830 BLDG 3000 ROOM 3003: Replace 2 ceiling tiles near projector & 1 tile by light fixture (high level) -W/O #58830 BLDG 4000 ROOM 4002: Patch holes on wall by light switch -W/O #58588 BLDG 4000 ROOM 4003: Patch hole beneath white bars -W/O #58588 Ceiling tile loose above vent duct (High level) -W/O #58830 BLDG 4000 ROOM 4004: Replace ceiling tile above projector & loose ceiling tile by light fixture (high level) -W/O #58830 BLDG 5000 ROOM 5003: Patch holes outside electrical room -W/O #58588 BLDG 8000 WOODSHOP: Baseboard is coming off the wall -W/O #58589 BLDG 9000 BOYS PE: Broken tile in coach office -W/O #58592 BLDG 9000 ELECTRICAL ROOM: Patch hole on wall next to door -W/O #58588 BLDG 9000 GIRLS PE: Patch a hole in drywall above electrical outlet (coach office) -W/O #58588 Missing door closure above locker room exit door -W/O #58589

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	BLDG 4000 ROOM 4002: Missing one light fixture cover -W/O #58590 BLDG 5000 ROOM 5001: Replace electrical cover plate next to whiteboard -W/O #58590 BLDG 5000 ROOM 5002: Replace light switch on wall by entrance door -W/O #58590 BLDG 6000 ROOM 6110: AC won't turn on -W/O #58591 BLDG 6000 ROOM 6111: AC won't turn on -W/O #58591 BLDG 7000 STUDENT CENTER: Replace (3) ballasts -W/O #58590 BLDG 9000 BOYS PE: Repair cover plate over internet wiring (coach office) -W/O #58590 BLDG 9000 GIRLS PE: Replace (2) ballasts in locker room -W/O #58590 Patch a hole in drywall above electrical outlet (coach office) -W/O #58588 BLDG 9000 STORAGE ROOM: Replace ballast (Next to girls PE exit door) -W/O #58590
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	BLDG 5000 ROOM 5001: (2) sinks to the left of the room not draining -W/O #58593 BLDG 9000 BOYS PE: Restroom broken partition -W/O #58798
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	BLDG 4000 ROOM 4003: Patch hole beneath white bars -W/O #58588 Ceiling tile loose above vent duct (High level) -W/O #58830 BLDG 6000 WESTSIDE OF CAMPUS: Hole on brick wall (Fire lane close to Bldg 5000) -W/O #58592 BLDG 9000 BOYS PE: Re-glue baseboard -W/O #58589 BLDG 9000 GIRLS PE: Patch a hole in drywall above electrical outlet (coach office) -W/O #58588 Missing door closure above locker room exit door -W/O #58589
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	2000 BLDG ROOM 2001: Missing door closure cover -W/O #58589 2000 BLDG ROOM 2002: Missing (2) door closure cover -W/O #58589 BLDG 3000 ROOM 3001: Missing (2) door closure cover -W/O #58589 BLDG 3000 ROOM 3003: Replace door closure cover -W/O #58589
Overall Rating	Good	

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. 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); 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 Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	19	N/A	35	N/A	50	N/A
Math	9	N/A	28	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	11	N/A	21	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 school site

Opportunities for Parental Involvement (School Year 2020-21)

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. During in-person instruction, the school welcomes assistance in classrooms, library, parent center, and/or chaperoning field trips. During Distance Learning, we provide virtual opportunities. 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
- Sierra Festival of the Arts
- 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 or Treat
- Community Service projects
- Community Based Arts Projects
- Turnaround Arts

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 of 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:

- ParentSquare
- School website
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Letters
- School Marquee/Banners
- Monthly Parent meetings

During Distance Learning, many of the events noted above have been held virtually. To better support this, multiple training videos have been posted online and virtual training has been implemented to ensure that parents are able to use video conferencing tools, email, and Aeries. Additionally, the school's parent center has published a regular newsletter to continue to involve parents and provide them resources during Distance Learning.

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 (School Year 2020-2021)

2019-20 CSSP Approval Date: 2/20/2020

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).

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.8	5.9	3.1	3.2	3.5	3.5
Expulsions	0.0	0.1	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	10.1	2.3	
Expulsions	0.1	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	336.5

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+
6	24	25	28	11	25	12	29	4	14	78	25	1
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+
English	23	23	18	12	25	8	10	5	22	8	12	2
Mathematics	25	16	22	10	25	6	10	5	22	10	9	2
Science	25	8	8	8	28	5	4	10	23	7	12	1
Social Science	27	6	5	11	28	5	4	10	23	8	10	2

*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3.5	3.5	6

Sierra Preparatory Academy will offer a menu of professional learning opportunities to staff for the 2020-2021 academic year. Professional development is guided by the analysis of all pertinent assessment data to drive instruction per our School Plan for Student Achievement (SPSA). The areas of instructional focus are approved by the School Site Council: Opportunities for participation are offered during staff meetings, after school workshops, and district-level opportunities. Occasionally, professional development offerings are available in pull-out or blended learning courses.

During the 2020-2021 school year, Sierra Prep training opportunities focused on the following:

- Professional development on Differentiation to support all students including English Learner (ELLs), Special Education students, and Gifted and Talented Education (GATE) students in ELA and content-area classes
- Common State Standards (CSS) for ELA, Math, and ELD
- Common State Standards (CSS) for History/Social Studies, Science and Technical Subjects
- Next Generation Science Standards (NGSS) instructional strategies
- Professional development for 21st-century technology: LEXIA: Power Up
- Professional development for AVID (Advancement Via Individual Determination)
- Professional development for Arts Integration into all content areas as part of the National Turnaround Arts program
- Professional development for MTSS/PBIS (Multi-Tier Systems of Support and Positive Behavior Interventions & Supports) to support Social and Emotional Learning
- Professional development on the use of Zoom, GoGuardian, ParentSquare, and other tools vital to support Distance Learning

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The TIPS Induction Program (Teacher Induction and Professional Support) is a state-approved program that offers additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (mentor teacher) and provided individual support over a two-year period. More information about the TIPS Induction Program is available at www.sausdtips.org.

To support veteran teachers as well as new teachers to the district, Santa Ana Unified School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Orange County Office of Education and courses offered by community colleges and universities. Classified support staff may receive job-related training from vendors, department supervisors, and district representatives.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$57,963	\$50,029
Mid-Range Teacher Salary	\$88,515	\$77,680
Highest Teacher Salary	\$112,309	\$102,143
Average Principal Salary (ES)	\$137,206	\$128,526
Average Principal Salary (MS)	\$137,844	\$133,574
Average Principal Salary (HS)	\$151,578	\$147,006
Superintendent Salary	\$327,000	\$284,736

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	33.0
Administrative Salaries	4.0	5.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8751	2422	6329	93427
District	N/A	N/A	\$7,554	\$94,411
State	N/A	N/A	\$7,750	\$83,052

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-17.6	-1.0
School Site/ State	-20.2	11.8

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

Types of Services Funded

- 21st Century ASSETS
- After School Education and Safety (ASES)
- AVID-OCDE Destination Graduation
- California Career Pathways Trust
- California Partnership Academies
- Carl D Perkins Section 131 Career and Technical Education
- College Readiness Block Grant
- CTE Incentive Grant Program
- Education for Homeless Children and Youth
- ESSA: CSI LEA funding
- Head Start
- Kinder Readiness Program II
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Migrant Education
- Ongoing & Major Maintenance Account
- PLTW (Project Lead The Way, Inc.)
- Positive School Climate Model
- Special Education
- Supplementary Prgs-Specialized Secondary
- Title I, Part A
- Title III Immigrant Ed Program
- Title III Limited English Proficiency LEP Student Program
- Title II-Part A Improving Teacher Quality
- Title IV, Part A, Student Support and Academic Enrichment Grant Program

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	142
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Career Technical Education Programs

The SAUSD Career Technical Education (CTE) program offers innovative and challenging courses with equitable access to prepare all students to be college and career ready through on-site, after-school, and virtual learning. Students take an integrated CTE course sequence called a CTE Pathway that focuses on an industry-specific program of study over a two to four-year period. SAUSD's CTE courses include a wide range of high-wage, high-skill, and high-demand career choices in the areas of science, technology, engineering, arts, and math (STEAM). CTE regional, county, and state competitions build industry skills and leadership through CTE student organizations. We continue to focus on adding pertinent industry recommended certifications and providing students the chance to work with businesses in our community through internships, field trips, and guest speaker opportunities.

CTE courses in Santa Ana combine real-world and work-based relevance with academic rigor and are aligned to meet both academic and California State CTE Standards. CTE courses also meet the rigorous "A-G" entrance requirements for the University of California (UC) and California State University (CSU) systems. In addition, many of our high school CTE courses offer either articulated or dual enrollment credit with local colleges that allow students to earn credit for both high school and college classes.

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.