

**Santa Ana Unified School District  
School Plan for Student Achievement Summary  
2023-24**



**Sierra Preparatory Academy**

**Superintendent**  
Jerry Almendarez

**Board of Education**  
Carolyn Torres, President • Alfonso Alvarez, Vice President  
Hector Bustos, Clerk • Katelyn Brazer Aceves Member • Rigo Rodriguez, Ph.D., Member

In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:



## Goal Areas and Planned Improvements

### Goal 1 - School Climate and Vision

#### LCAP Goal and SAUSD Board Priority Alignment

Goal 3: Social Emotional Wellness. The SAUSD community (staff and community partners) will provide students with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral and physical well-being.

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#### School Climate and Vision Goal:

Sierra Preparatory Academy will provide students with equitable access to a high quality instructional program in a safe and healthy environment which supports learning and equips students with the knowledge, skills, and values necessary to become productive citizens in the 21st century (KPI III). Sierra Preparatory Academy will especially focus on bringing collegiate and career experiences to all students on campus. "Turnaround Arts" and its support of arts integration as well as implementation of a school-wide strategic writing plan will be areas of focus during the 2023-2024 academic year (KPI V Site-Specific Goals) to afford school wide collaboration and continue to meet all established student achievement targets. Student success and a scholarly school environment will also be supported through programs that encourage student attendance (KPI IV), boost school spirit and publicity, award scholarly and behavioral achievement, support student social and emotional health, and provide opportunities for extra-curricular enrichment. Furthermore, student mentorship and PBIS interventions will continue to promote a positive school climate.

Sierra Preparatory Academy will work to create a community that fosters student engagement, safety and academic rigor. All students, staff and parents will work to create an environment that enables our students to perform at their potential and become resilient, well-adjusted individuals. Sierra Preparatory will attend to the social emotional needs of our students to create an environment where they feel safe, feel empowered to ask for help when needed, and are afforded every opportunity to learn and improve as individuals.

#### Strategy/Activity 1

Attendance improvement, student engagement, and improved behavior:

1. Attendance rates will increase by means of parent conferences, COST/SSTs (tiered systems of support), SART, SARB, Home Visits, Academic Improvement Plan meetings, referrals to mental health counseling, collaboration with special education case managers and support from SAUSD's Support Services department. School-wide operations and processes are in place that promote a positive school climate, which include punctuality, such as the implementation of the "Sierra Way" expectations (Respect, Responsibility, Resilience).

(Tier 1) Sierra promotes a positive school climate with a focus on student engagement and positive behavior. All stakeholders will be trained on strategies to promote school engagement, attendance and positive behavior both in and out of the campus. These strategies will be monitored through administrator walk throughs and reinforced at staff meetings to ensure school wide practices to support engagement. In addition, all Students are encouraged to participate in engagement building activities such as sports, clubs, leadership, motivational assemblies, and many other on and off campus activities. These activities include an increased participation in Visual and Performing Arts (VAPA), and other elective classes tailored towards student interests. A broad variety of activities, clubs and opportunities to participate are available to promote student interest, attendance and engagement in school

(Tier II) Students that are at-risk of becoming disengaged in school and show poor attendance or negative behavior will be supported through our counseling referral system and appropriate interventions will be determined by counselors or the COST team. In addition, counselors and mental health therapists will provide group level interventions to assist with self-esteem issues, anger management, and other behaviors that may be leading students to avoid school, their peers or the adults on campus.

(Tier III) Students demonstrating chronic absenteeism and persistently negative behavior and engagement will be put on a student success plan where parents, teachers and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior.

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**Budgeted Amount:**7,941

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**Strategy/Activity 2**

School Connectedness/Sense of Belonging:

Building healthy relationships with students will enhance students feeling connected to school. PBIS lessons that focus on each of the "Sierra Way" expectations are delivered monthly through advisory classes and a Sierra Way matrix created in every class. Incentives such as "Gotchas," "SuperGotchas," the Gotcha Store, and awards that include Sierra student of the month for behavior (Sierra Ranger) and scholarly achievement (Sierra Scholar) awarded to two students per teacher per month, as well as the end of the year awards promote a school culture that is focused on demonstrating academic growth and behavioral excellence. The focus of PBIS is to continue to promote a safe school environment, mentoring students through CICO, wellness programs, extracurricular activities, clubs, field trips and anti-bullying awareness.

Tier I: School wide assemblies, Be Strong character development curriculum, PBIS prizes, increase in club offerings.

Tier II: Super Gotcha prizes, Restorative practice liaison group services, increase in club offerings, grade level reward activities, class competitions, field trips.

Tier III: Restorative Practices Liaison services, Behavior Intervention Plans (BIP), PBIS rewards and mental health counseling.

Culture of technology/21st Century Learning:

Tier 1: Sierra promotes a culture of technology and 21st Century Learning. All stakeholders will be trained on strategies to develop learning objectives, literacy strategies within specific content areas and to create lessons using the technology available. Teachers are being trained in technology-based instructional strategies such as ALEKS, PowerUp, Google Classroom, Canvas and teacher created podcasts, YouTube, and other teacher created webinars, media posts and avenues. To support this, supplemental software is used to support effective curriculum and instructional design and implementation. This helps teachers connect students to real-world issues and community problems in a safe environment. Software allows for instantaneous student-teacher communication, while also creating a safe, digital environment where students are supported and engaged. Other types of software provide supplementary lab components and at-home components that include video, virtual labs and simulations, and articles to enrich and enhance the core program. Software programs are used in combination with their Chromebook for data collection/labs. In addition, all teachers meet regularly to improve instructional strategies based on student results on common assessments and benchmark results. These strategies will be monitored through administrator walk throughs and reinforced at staff meetings to ensure schoolwide practices to support the culture of technology and 21st century learning. In addition, a Career Day will be implemented to help students connect their education to a future career and to learn about the skills needed to obtain a 21st century career.

Tier II: Students that are at-risk of becoming disengaged in school and have poor grades and test scores will be supported through COST and our counseling referral system and appropriate interventions will be determined. Teachers will also be able to support these students through the use of software (e.g.: ALEKS, PowerUp) that increases the quality of instruction as it allows for differentiated instruction and keeps students engaged in learning.

Via Canvas and Go Guardian teachers can send a message to assist a student, chat with an individual or group of students and answer questions quickly, all of which can help assist students who are at-risk of not meeting academic performance standards. All stakeholders will be trained on technology based strategies for helping struggling students

Tier III: Students consistently demonstrating low academic achievement will be put on a student success plan where parents, teachers and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior. Some examples of these plans include, but are not limited to: Academic Improvement Plans, Student Success Team plans (SST), 504 Plans, and Individualized Education Plans (IEPs).

**Budgeted Amount:**11,000

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**Strategy/Activity 3**

Social Emotional Well-Being:

Using data from the 2022-2023 California Healthy Kids Survey, Sierra certificated and classified staff will promote the social/emotional well-being of groups identified as priority groups.

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Socio-emotional/Student safety and support:

Tier 1: Sierra promotes a positive school climate with a focus on student safety and support and on the socio-emotional needs of our students. All stakeholders will be trained on strategies to promote school safety and positive behavior both in and out of the campus. The majority of the staff has reported through California School Climate Survey, that they feel that their school is a healthy, safe, and secure environment for students and staff. In addition, lockdown and lockout drills have been reviewed with staff, with students and with parents and WeCare presentations have been given to most students. These methods will be monitored through administrative walkthroughs and reinforced at staff meetings to ensure schoolwide practices to support school safety and in support of the socio-emotional needs of the students.

(Tier II) Students that are at-risk of having high levels of anxiety, depression, and other socio-emotional issues will be supported through our counseling referral system/COST referrals and appropriate interventions will be determined. Students in need of mental health counseling, anger management and/or substance abuse counseling will be referred to Turning Point, Orange County Health Care Agency's Behavioral Health program, Western Youth or a district based social worker. In addition, restorative practices can be utilized in a group setting to provide mentorship, encouragement, and anger management; or to cover topics such as challenges at home or in the community, family traditions, college, and self-esteem.

(Tier III) Students demonstrating chronic socio-emotional issues and persistently negative behavior and engagement will be referred to a community mental health care agency or restorative practice intervention specialists to assist with improving student behavior and to assist with other social/emotional issues students may have. Depending on the student's need they are met with individually to follow up regarding challenges the student is experiencing at home or in the community.

**Budgeted Amount:**

25,000

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**Strategy/Activity 4**

Culture and Career Growth-Mindset, Culture of Rigor:

4. Sierra promotes high school, college and career readiness within all students. Students access CCGI to increase their high school, college, and career mindset, including but not limited to: regularly tracking their own progress, calculating grade point average (GPA), understanding A-G requirements, researching course lists in local high schools, publicizing higher education through college walls in every classroom, and exploring college and career options based on conversations during counselor created in-class lessons focused on grade checks and study skills. Partnerships with high schools are established through performances from Century High School, Marching with the Saints event with Santa Ana High School, a college seminar through Valley High School's Anteatery Academy, and other high school program presentations from Century High School and Saddleback High School. Furthermore, high school readiness is ensured by providing a bridge program from the 8th to 9th grade through the "High School Visitation Day." Students are introduced to all of the programs and clubs available that they can participate in through performances and informational sessions. High schools are also invited to present their schools to Sierra community in order to inform students and their parents about higher education and to close the achievement gap.

College and Career, Growth Mindset, Culture of Rigor:

(Tier 1) Sierra promotes a culture of rigor, with a growth mindset, and ensuring that all students graduate being college and career ready. All stakeholders will be trained on strategies to promote college and career readiness. This is supported by giving students the opportunity to attend a wide variety of field trips to college campuses, museums, theaters, and other community agencies that promote career readiness and college-going culture. Field trips give staff the opportunity to increase real life experiences for students that support extracurricular programs and support academic achievement in all content areas.

During registration, counselors and administration review student data in order to place them in courses that will prepare them for high school. Students have the opportunity to enroll in advanced classes including Advancement Via Individual Determination (AVID) classes to enrich and enhance the core program and honors classes. Sierra has established a Scholars Academy, where teachers will tutor all subject and grade levels by giving academic support when students are struggling. This weekly tutoring will be supported through open invitation to all students.

These strategies will be monitored through administrative walkthroughs, teacher sign in sheets, pre and post assessments, and will be reinforced at staff meetings to ensure schoolwide practices to support the culture of rigor.

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(Tier II) Students that are at-risk of becoming disengaged in school and show poor attendance or negative behavior will be supported through our counseling referral system and appropriate interventions will be determined. During registration, counselors review academic levels with the students, giving additional support to students who have D's or F's and are at risk of irregular promotion. Students are given additional assistance from teachers and counselors both in class, on WIN Saturdays and before/after school to ensure student success.

(Tier III) Students demonstrating chronic absenteeism and persistently low academic achievement and engagement will be put on a student success plan where parents, teachers and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior.

**Budgeted Amount:**

1,000

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**Strategy/Activity 5**

6. Outside of the traditional school day, Sierra students are provided with opportunities to be involved in school clubs, programs, and extra-curricular opportunities that promote a safe, and engaging school environment, as well as a culture of school spirit and leadership. Extra-curricular activities at school include but are not limited to: Engage 360 (after-school program), Girls On The Run, Orange County (GOTROC - a girls mentorship program), Robotics Club, Intramural sports teams, leadership, dances, assemblies, drama/musical club, and speech/debate club. In addition, to improve school climate and boost school spirit and school connectedness, Sierra will reintroduce ASB/Leadership for the 2022-2023 school year.

**Budgeted Amount:**

21,000

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**Strategy/Activity 6**

7. A goal-oriented and academically engaging school environment is driven by professional learning communities. The Sierra Instructional Leadership Team (SILT), representing all stakeholders, serves as the leadership team to propose and make site decisions, such as school-wide KPI goals and instructional plans that directly impact the school culture and academic expectations across the disciplines. The principal and administrative team works closely with the Sierra Instructional Leadership Team (SILT) to monitor and support instruction. Administrators monitor improvement of teaching and learning throughout the school by providing regular classroom observations. All teachers at Sierra Preparatory Academy are part of several Professional Learning Communities facilitated by department chairs and literacy/math coaches. Teachers meet to develop assessments, conduct data chats, attend professional development sessions or conferences, construct learning objectives, and align curricular practices.

**Budgeted Amount:**

2,000

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**Strategy/Activity 7**

9. Sierra students are supported through programs designed to prepare them for the academic rigor and behavioral expectations of intermediate school. Through summer enrichment opportunities, students are given a 5-week course for building literacy skills. Where Everybody Belongs (WEB) is a middle school orientation and transition program that provides a safe and secure start for incoming 6th graders. Through WEB, 6th grade students are provided with 8th grade mentors, and teachers implement WEB alerts and applause, providing systems of support for 6th grade students during their first year of intermediate school. A WEB conference is attended by WEB coordinators. Funds are used for any necessary needs to promote the WEB program at Sierra for the 2022-2023 school year.

**Budgeted Amount:**

2,000

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**Total Expenditures**

69,941.00
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## Goal 2 - English Language Arts

### LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

#### School English Language Arts Goal:

Sierra Preparatory Academy through high quality ELA instruction that promotes critical reading, rigorous writing structures, academic discourse, and vocabulary development, students will increase MAP/RIT scores by one academic year (KPI I), demonstrate growth on the ELA SBAC test, as well as increase the passing rate on the District Writing Assessment. Student achievement within the ELA discipline will integrate a structured writing system supported by other content areas, an arts-integration residency through Get Lit, and new curriculum (StudySync). In addition, students who are 2 years or more below grade level in reading will be recommended for a specialized reading intervention program such as SIPPS or Rewards.

Tier 1: Lexia Power Up Reading Intervention program thru advisory

Tier 2: SIPPS or Rewards Reading Intervention

Sierra Preparatory Academy students will improve English language literacy - reading, writing, listening and speaking, through the implementation of a school-wide focus on academic language through reading and speaking, collaborative academic conversation, nonfiction reading and writing, critical thinking, and integration of art/technology to prepare students in alignment with the new Common Core State Standards. Sierra Preparatory Academy teachers will also differentiate their instruction to make content accessible for all students and provide intervention for those students at risk of not making adequate progress.

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### Strategy/Activity 1

Use of Core Academic language in all classes. Core Academic program: effective communication, Academic language, listening, write, read, speak differing, (supplemental programs and texts, field-trips for academics)

1. ELA assessments that include but are not limited to MAP Reading 6+ testing, grade-level aligned common assessments, SBAC test, and the District Writing Assessment will be administered throughout the year, providing teachers and students with data on student academic progress and growth. Teachers will display data walls and assist students in setting goals and tracking individual progress on the MAP test in particular.

(Tier 1)

Sierra Preparatory Academy will continue to promote literacy through effective communication and academic language through reading and writing across the curriculum. All stakeholders will be trained on strategies to promote reading and writing, training in EL strategies, Special Education strategies, Speech and Debate, and integration of Visual Thinking Strategies (VTS) to enrich, enhance, and ensure equal access to the core program for all students. All teachers attended a training at Sierra to enhance understanding of Visual Thinking Strategies. This strategy is proven to increase literacy, reading, and critical thinking skills. It has proven to be effective with ELs due to the nature of practicing listening skills and enhancing vocabulary, as well as speaking. All classes will utilize this strategy at least once per month, enabling the students to interact with this strategy at least six times per month.

High-quality ELA professional development will be provided to teachers aligned with the Common Core Standards, instructional program, designed to successfully implement school reform strategies, designed to close the achievement gap of our long-term English Learners and allow additional time to meet and plan with the school Principal. These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure school-wide practices to support engagement.

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Sierra Preparatory Academy will invest in school-wide professional development days and year-long support to train staff in learning about research-based literacy processes that support our English Learners/SpEd learners. This process will be support through:

Supplemental software and online resources have been purchased in support of reading and writing across the curriculum (such as Lexia, Newsela, Flocabulary, or Achieve 3000) which allows students to read content related articles at their reading Lexile level, allowing students to access grade level material.

Sierra Pre literacy enrichment activities using state-approved accelerated reading programs, offer writing contests throughout the school year to encourage students to read/write more, provide students with additional reading time before and after school, offer book clubs and literature circles.

Utilize the Accelerated Reader program and Measures of Academic Progress (MAP) to promote reading, monitor students reading at the correct independent level, and to track growth of reading comprehension.

Sierra promotes a strong core academic program with a focus on effective communication and academic language through reading and writing across the curriculum utilizing the TEPAC paragraph and essay structure school wide. All stakeholders will be trained on strategies to promote reading and writing across curriculum, training in EL strategies, special education strategies, and in the integration of hands on learning to enrich, enhance, and ensure equal access to the core program for all students.

To support reading across the curriculum a school-wide summer reading program, where all students read the same book and complete classroom assignments, has been established. Over the years this has proven to help increase the reading and writing levels of our EL and at risk students. The school wide reading program will be supported by the purchase of summer reading books, author presentations, field trips, other reading and writing related activities. The author presentation inspires students to look at reading and writing differently, In many instances this is the first time that EL and low income students change their perspective and are able to see themselves as writers, giving them the incentive to work harder in school and become involved in clubs such as the writers workshops.

The core academic program with an emphasis on academic language is enhanced through students attending a wide range of field trips that support reading, writing, and oral presentations. This is done so that students have real life experience when they complete writing projects that are expected to have clear, coherent, and focused information that conveys a well-defined perspective and tightly reasoned argument.

Staff has the opportunity to meet regularly as departments and course alike teams to examine student data and to make adjustments to the curriculum and instructional strategies based on the data. Staff also regularly meets on an informal basis to assist each other in the delivery of curriculum. Common instructional strategies, such as Cornell note taking, Thinking-Maps, and vocabulary building will be utilized school-wide. Teachers analyze student performance trends and data to target specific student subgroups for intervention and remediation.

Supplemental materials that support standards-based reading and writing across the curriculum will be purchased. Students will learn to annotate with Post-it notes and utilize colored pencils and highlighters to interact with complex texts and their own writing. Students interact with copied text passages by highlighting thesis in one color, background information in another color, and subject specific evidence identified in another color (Multi-colored writing project). Students also use materials such as poster paper, color pencils, colored chalk, post-it notes, etc. for collaborative posters and outside sidewalk art. VAPA and PE also support reading and writing throughout the year using music, artwork, and nutrition to inspire students to express themselves. Writing plans are developed and implemented by each department to assist EL and struggling students. Common instructional strategies, such as Cornell note taking, Thinking Maps,

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and vocabulary building will be utilized school-wide. High interest reading material will be purchased that will engage students and improve comprehension. These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure schoolwide practices to support engagement.

**Budgeted Amount:**

5,900

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**Strategy/Activity 2**

Tier 2 - Interventions for students not making adequate progress

2. Content-specific instructional materials, including the implementation of a new district-wide ELA curriculum called StudySync will be used as tools to increase student engagement, provide rigorous reading and writing activities, and promote academic discourse in the ELA classroom.

Students that are at-risk of remaining more than 2 grade levels behind in reading will be provided with a reading intervention course where the SIPPS or Rewards program will be utilized to provide them with additional support in the development of their reading. The reading intervention course will be taught by a certificated ELA teacher.

Professional development is provided for all teachers to promote academic language and learning across the curriculum, training in EL strategies, special education strategies, and in the integration of technology to enrich, enhance, and ensure equal access to the core program for all students.

Tutoring, intervention classes and mentoring are available for students to support student achievement.

College students will be hired as English Language Arts tutors, assisting English Learners and other struggling students in the classroom while the teacher is present. They will be able to work one-on-one with students, assisting them with concepts they are having difficulty with.

**Budgeted Amount:**

3,500

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**Strategy/Activity 3**

Students demonstrating chronic absenteeism and persistently negative behavior and engagement will be referred to the COST team. These students, based on individual student need, are provided with one or more of the following programs and/or services:

SST - a student success plan where parents, teachers and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior

Student monitoring - check-in/check-out and additional tutoring with a trusted adult (ELD Coordinator, Counselor, Teacher)

504 Plan

Referral for IEP Assessment

Referral for additional counseling/ therapy services

3. Through Turnaround Arts, ELA teachers will be trained by and collaborate with Get Lit, providing opportunities for students to interact with poetry, as well as compose and perform their own creative works. Through ELA classes, students will have completed a 12-week residency and showcase their poetry in Spring of 2023.

**Budgeted Amount:**

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**Total Expenditures**

9,400.00

**Goal 3 - English Learner Progress****LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School English Learner Progress Goal:**

Sierra Preparatory Academy's English Learners will continue to receive high quality instruction and support necessary to advance their ELPAC scale scores to be administered February 2022. Sierra's EL population will reach reclassification status to demonstrate growth towards English Proficiency by 5%. A school-wide effort will be made to increase the number of students who improve their ELPAC scores by one level on the 2022-2023 ELPAC, as well as reach district-wide goals of all LTEL students reaching re-designation by completion of intermediate school (KPI I). ELD curricular materials, such as iLit, will be used to provide accessible English instruction and improve students' acquisition of English literacy skills.

English Learners will improve English proficiency through consistent practice across all subjects with academic English and effective strategies to promote second language acquisition. English learners will be consistently monitored for progress and all teachers will implement ELD standards across the curriculum to ensure language acquisition strategies are prevalent for ELLs in their courses. ELLs will receive differentiated instruction throughout the school day in order to access core content and simultaneously develop English Language skills.

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**Strategy/Activity 1**

1. All students especially the LEP/RFEP will have access to effective instruction and curricular resources, including the ELD platform (iLit) and on StudySync (ELA curriculum/textbook). Teachers will collaborate in departments to implement the CCSS and NGSS and provide opportunities of front-loading vocabulary. Teachers will use strategies that integrate real-life experiences and connections to prior knowledge and construct meaning and modify their own learning. These instructional decisions will have a direct impact on increasing opportunities for English language acquisition. Training on working with ELs will address assistance for the LTELs and moving them forward towards reclassification. In addition, professional development will include strategies for teachers to help improve the language proficiency of Students with Limited or Interrupted Formal Education (SLIFE).

All EL students will be provided integrated and designated ELD instruction across the content areas to support them in acquiring academic English language proficiency

Departments will continue to meet regularly to collaborate, examine student data, and make adjustments to the curriculum and instructional strategies based on the data, particularly in regards to English Learners. Staff meets in a variety of collaborative groups to assist each other in the delivery of curriculum that will assist English Learners.

Teachers will attend professional development trainings that will focus on EL strategies, academic language, and project- based learning. Professional development includes AVID academic language and literacy, collaborative and academic conversations, scaffolding, thinking maps, vocabulary development, GLAD strategies enabling students to connect existing knowledge, construct meaning, and modify their own learning.

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Staff is looking to increase early literacy and reading intervention programs school-wide by incorporating reading and writing strategies across the curriculum. Materials that assist students in seeing, understanding, and applying what they learn will be purchased to ensure students successful access to grade level curriculum. This includes providing hands on experience and interactive technology, to help students see what they are learning. Content area classes use materials such as calculators, highlighters, colored post-it, chart paper, and other collaborative materials that allow students to complete assignments. Color coding helps students understand new concepts and assists them in checking for understanding. Cameras are utilized to create class projects and presentations encouraging students to work as a team, enhance public speaking skills, and develop their own unique interests and talents. All of these materials are used to bridge the gap, making the core curriculum accessible and to enrich and enhance classroom instruction across the content curriculum for English Learners.

Methods to increase the number of recipients of the State Seal of Biliteracy will be done through professional development and collaboration between teachers and counselors. Students will be provided with the materials, supplies and software necessary to be successful. This includes language labs, supplemental books, and language software.

These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure schoolwide practices to support engagement.

**Budgeted Amount:**

22,000

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**Strategy/Activity 2**

3. Students that have been enrolled in US schools for less than two consecutive years are placed in a newcomer class to provide support for English language acquisition. These students are provided with additional resources, such as iLit curriculum, which is designed specifically for newcomer students. Teachers, such as ELD/ELA teachers and the literacy coach are trained in iLit and in direct communication with program specialists through the district to provide best practices for ELD instruction.

Students who are English Learners are given the opportunity to take an elective reading intervention class that emphasizes the development of literacy, primarily thru the use of SIPPS and Rewards (depending on student level). Additionally, the continued development of schoolwide literacy can be supported by the Accelerated Reader program to increase academic reading fluency, broaden vocabulary, and allow students to participate in academic discussions, thus boosting their academic language fluency. AR books will enhance our ELL's reading and language development and will be read by our students during their English Language support class (independent reading time) and at home. These materials and supplies will also be used by other groups of English Learners after school through tutorial classes taught by various content area teachers will be provided for any student not meeting ELD expectations. Newcomers will also have access to the Rosetta Stone program and Lexia Core 5 to expose them to spoken and written English.

English Learners and economically disadvantaged students will be provided with additional support through an after school tutoring known as the Sierra Scholars' Academy.

**Budgeted Amount:**

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**Strategy/Activity 3**

4. Teachers across content areas are made aware of English Learners in their classes and incorporate students' language levels when reviewing assessment data (MAP, DWA, SBAC CAASPP) and when making instructional decisions in their classrooms. Through differentiation, manipulation of Lexile levels through resources like Newsela, the use of Access handouts through StudySync, and collaboration with colleagues, teachers incorporate their understanding of their EL students' needs to provide comprehensible input and boost the acquisition of the English language.

Individualized students who are not making progress and their parents attend a one-on-one meeting with their counselor. Counselors review and revise the student's academic plan. Parents are given strategies to support their children and teaching them how to use the student and parent Aeries portal to monitor grades, assignments and attendance. This is done so that parents are given the opportunity to be an active participant in their child's education and can assist them in the process of becoming college and career ready. This parent meeting is then followed up with consistent monitoring throughout the school year using weekly check-in/check-out, grade checks, communicating with their teachers and parents, assisting them with organization, and tutoring.

**Budgeted Amount:**

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**Total Expenditures**

22,000.00

**Goal 4 - Math****LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School Math Goal:**

Sierra Preparatory Academy students will have equitable access to high quality instruction through the CPM curriculum, use of technological tools, such as Desmos and Khan Academy, and instruction from a qualified staff that will prepare students for high school algebra. Through focused instruction on problem-solving, mathematical operations, and academic discourse, students will increase their MAP RIT scores by one academic year (KPI I) in accordance with district-wide goals, as well as demonstrate growth on the Math SBAC test.

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**Strategy/Activity 1**

1. Teachers will assist students in setting goals and tracking individual progress on mastering math skills, and through the MAP assessments given three times a year. Teachers will use assessment data including, but not limited to Math 6+ MAP Tests, SBAC tests from the previous spring, unit tests, formative assessments, and district benchmark tests to inform instructional practices and collaborate within the Math department.

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Sierra promotes a strong core academic program with a focus on mathematics and content based academic language that is used to justify answers and complete learning logs. All stakeholders will be trained on strategies to promote the successful implementation of the CA State Standards (CCSS) and training in EL strategies, special education strategies, and in the integration of hands on learning to enrich, enhance, and ensure equal access to the core program for all students.

Staff has the opportunity to meet regularly as departments and course alike teams to examine student data and to make adjustments to the curriculum and instructional strategies based on the data. Staff also regularly meets on an informal basis to assist each other in the delivery of curriculum and common instructional strategies.

Technology-based software and hardware will be provided to ensure equitable student access to high-quality instruction. Technology will be utilized to assess student progress, monitor (growth) assessments for all academic programs, and to actively engage students in the learning process. The ALEKS software program is an immersive online program that improves student understanding, performance, and confidence in math by creating a differentiated learning environment. ALEKS generates questions at the right level of rigor for every student and continues to adapt with students as they grow. Diagnostic tools will help identify individual student needs and will guide students to the specific skills they are most ready to work on. Whether they need to fill in some gaps from earlier grades or need more of a challenge, ALEKS practice skills will help improve students' academic achievement in math.

These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure schoolwide practices to support engagement.

**Budgeted Amount:**

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**Strategy/Activity 2**

2. Tier 1: College Prep Math (CPM) will be continued to be implemented in all math courses. This program stresses the use of real world applications in math and incorporates engaging and effective-research based strategies to enrich students' conceptual understanding of math in a collaborative style.

Tier 2 - Interventions for students not making adequate progress

Students not making adequate progress will be considered for a math intervention class as an elective. Parent approval and support will be crucial to the success of the intervention. In addition, some students will be invited for morning and/or after school tutoring with a math teacher.

**Budgeted Amount:**

1,500

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**Strategy/Activity 3**

3. All math teachers are provided with training and opportunities to collaborate and participate in PLCs. Math teachers will implement two improvement cycles facilitated by the math and literacy coach, and supported through administration and the CORE specialists provided by the district. Furthermore, math teachers will participate in a book study on "Mathematical Mindsets" by Jo Boaler, which encourages teachers to shift their classroom culture into one of growth mindsets regarding math ability.

Tier 3 - Individualized students who are not making progress

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Students demonstrating chronic absenteeism and persistently negative behavior and engagement will be referred to the COST team. These students, based on individual student need, are provided with one or more of the following programs and/or services:  
SST - a student success plan where parents, teachers and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior  
Student monitoring - check-in/check-out and additional tutoring with a trusted adult (ELD Coordinator, Counselor, Teacher)  
504 Plan  
Referral for IEP assessment  
Referral for additional counseling/ therapy services.

**Budgeted Amount:**  
5,000

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**Total Expenditures**

6,500.00

### Goal 5 - Content Area Goal

#### LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

#### School Content Area Goal:

Sierra Prep will maintain high quality instruction with emphasis on increasing students' literacy skills through two site-specific goals: (1) writing across the disciplines, and (2) arts-integration across content areas (KPI V). Through a school-wide strategic writing plan using the TEPAC writing structure in every single class, students will develop strong writing skills, as well as the ability to cite evidence and communicate clearly with quality writing conventions. VAPA strategies will be supported through arts integration in all content areas, with the support of GetLit! and CoTA coaches through TurnAround arts, and through elective programs. Social Studies and Science teachers will continue to focus on increasing students' literacy skills, using the NGSS curriculum in science, and a focus on DBQ (Document Based Questions) writing in Social Studies. Finally, elective courses, from physical education, ASB/Leadership, and AVID to various VAPA courses (engineering/PLTW, wood shop, band and orchestra, visual arts, speech, and the musical/drama club) will enforce school-wide efforts to increase student literacy through writing, listening, speaking, and reading. Writing will also be supported across the curriculum thru the use of MyAccess, an automated writing system that allows teachers to differentiate instruction and provide immediate feedback to students.

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#### Strategy/Activity 1

1. Sierra Preparatory Academy will continue to provide instructional supplies for students that are necessary to facilitate student achievement across content areas through technology-based tools including, but not limited to Google Classroom, JamBoard, PearDeck, NearPod, BrainPop, Flocabulary, Google suite, ALEKS, etc. Students are issued 1:1 devices (Chromebooks) that are required to access core curricular materials, such as CPM for math, and StudySync for ELA, as well as other resources that math and social studies teachers utilize. Funds are used to purchase hardware, software, peripherals (eg. chargers, styluses, ear buds, covers, keyboards, etc), apps and licenses that will maintain 1:1 device: student ratio and provide engaging learning opportunities for students. Funds will be provided to maintain devices and purchase and reinstate software. By providing 1:1 devices, Sierra Prep ensures that all students have equitable access to working technology in classrooms, on campus, and at home.

Tier 1 - Content Area

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Sierra Prep promotes a strong core academic program in the areas of science and social science, using content based academic language to justify answers and complete labs and learning logs. All stakeholders will be trained on strategies to promote the successful implementation of the CA State Standards (CCSS), Next Generation Science Standards (NGSS), DBQ strategies for Social Science, training in English Learner strategies, special education strategies, and in the integration of hands on learning to enrich, enhance, and ensure equal access to the core program for all students, Universal Design learning training for all staff.

These strategies will be monitored through administrator walk-throughs and reinforced at staff meetings to ensure school wide practices to support student engagement.

**Budgeted Amount:**

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**Strategy/Activity 2**

2. All students at Sierra Prep are provided with daily practice with reading comprehension, grammar, and vocabulary use through LEXIA Power Up! during their advisory period. Through this school-wide intervention, students are expected to increase their Lexile levels, and overall literacy across content areas. Furthermore, BrainPop is used as a tool by teachers across content areas to promote student engagement and access to instruction beyond the classroom.

**Tier 2 - Content Area**

Students that are at-risk of becoming disengaged in school and show poor attendance or negative behavior will be supported through teacher interventions. Teachers collaborate and analyze student performance trends and data to target specific student subgroups for intervention and remediation.

Ensure access for low-income pupils to the core instructional program by increasing math, early literacy and reading interventions program, building the Advancement via Individual Determination (AVID) program, continue to evaluate student needs through team evaluations, including but not limited to COST(coordinated services team) and 504 plans.

**Budgeted Amount:**

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**Strategy/Activity 3**

3. Sierra Preparatory Academy will maintain the extensive Advancement Via Individual Determination (AVID) program to enrich and enhance the core program. AVID is comprised of students who have college-bound potential but represent underrepresented populations and traditionally will be the first in their family to attend college. The AVID coordinator organizes the program and attends conferences with AVID teachers as required. AVID materials that support the students academically will be provided. AVID college tutors work with 3 AVID classes. A college-bound culture will be developed and students will have the opportunity to visit college campuses and meet with college representatives. Staff will be trained by the AVID coordinator on AVID strategies, such as focused note-taking in order to apply AVID strategies in classrooms across content areas. Funds will be used for coordinator and /tutors to maintain AVID to reach under represented students.

**Tier 3 - Individualized students who are not making progress**

Students demonstrating chronic absenteeism and persistently negative behavior and engagement will be referred to the COST team. These students, based on individual student need, are provided with one or more of the following programs and/or services:

AIP (Academic Improvement Plan) - counselors will meet with parents, students, teachers and administrators to craft a plan to improve attendance and academics of struggling students. This will be a pre-SST intervention.

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SST (Student Success Teams) - a student success plan where parents, teachers and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior

Student monitoring - check-in/check-out and additional tutoring with a trusted adult (ELD Coordinator, Counselor, Teacher)

504 Plans

Referral for IEP Assessment

Referral for additional counseling/ therapy services

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**Budgeted Amount:**

6,500

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**Strategy/Activity 4**

4. Special education students receive supported learning opportunities as provided in their Individualized Education Plans (IEPs). These services include but are not limited to smaller learning environments taught by a special education teacher, assistance within a general education class, and elective classes that meet their individual learning needs. Software (such as IXL) and other materials and supplies will be purchased to assist students in accessing the core curriculum. Teachers will have the opportunity to attend conferences and other types of professional development that will assist them in meeting the needs of the students. Students in the moderate/severe Special Education programs will be provided with their own self-contained classrooms, with instructional aides and highly qualified teachers.

**Budgeted Amount:**

5,000

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**Strategy/Activity 5**

5. A robust variety of electives will be maintained to provide students with access to Visual and Performing Arts (VAPA) & TurnAround Arts (TAA) offerings (band, jazz, art, wood shop, ASB) and Science Technology Engineering and Math (STEM) offerings (Project Lead the Way PLTW computer science), AVID, and Speech & Debate. Teachers who teach these electives will attend conferences as needed. Funds will provide for academic field trips and instructional materials.

**Budgeted Amount:**

1,500

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**Strategy/Activity 6**

6. Students' physical and mental well-being will be taught and supported through P.E. classes that reach all students across all grade levels. Physical Education courses will include periodic health assessments and instruction on healthy diet, exercise, and mental well-being that includes lessons on growth mindset, resilience, suicide prevention, and self-care.

**Budgeted Amount:**

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**Strategy/Activity 7**

7. Sierra Preparatory Academy will facilitate enriching and rigorous opportunities for students identified as gifted learners (GATE) by providing access to honors courses and extra-curricular activities, such as speech and debate. Furthermore, teachers will provide input in referring students for GATE testing each fall. The GATE Coordinator will facilitate all GATE testing and the referral and placement process. Results from the Naglieri test will be communicated to teachers, students, and their parents. Furthermore, the GATE coordinator will work in conjunction with teachers and with the SAUSD GATE program specialist to provide GATE training, which will focus on characteristics of gifted learners, scope and sequence, and the use of GATE strategies across

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content areas. Furthermore, teachers will attend professional development through conferences geared at meeting the needs of GATE identified students.

**Budgeted Amount:**

2,900

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**Strategy/Activity 8**

8. The Sierra Library will offer support to all students by providing a wide variety of literature to address and support their literacy skills improvement. Furthermore, the librarian will aid the tech in providing students with 1:1 devices, repairs, loaners, which are necessary for students to access core curriculum. The ELA department chair will coordinate a Scholastic book fair that promotes reading and provides students with direct access to books they can purchase. These opportunities will promote reading frequency and access.

**Budgeted Amount:**

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**Strategy/Activity 9**

9. Students are provided with a wide variety of field trips that include visiting college campuses such as university campuses, the Discovery Science Center, museums, performances through the Segerstrom Center for the Arts, and other community agencies that promote the appreciation of the visual and performing arts (through Turnaround Arts), real-world industries, and college and career awareness. These opportunities are geared towards providing students with frequent access to rich cultural experiences in order to address issues of equity and social capital in Title I populations.

**Budgeted Amount:**

4,500

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**Strategy/Activity 10**

10. Writing Across the Disciplines is one of two school-wide goals (KPI V) that will be implemented during the 2022-2023 school year. Through a strategic writing plan, each department, including electives, will be responsible for having students complete an allocated number of writing tasks using the TEPAC writing structure. Through this structured writing intervention, students will improve the organization and evidence-based analysis that is expected through Common Core Standards, as well as SBAC testing and the District Writing Assessment. The literacy coach will provide professional development and direct support to all teachers in implementing the TEPAC writing strategy across all content areas.

**Budgeted Amount:**

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**Strategy/Activity 11**

Students in Social Studies and Science will be supported in increasing their literacy and critical thinking skills through the support of NGSS curriculum, the DBQ project, MyAccess and highly-qualified teachers. Teachers may be afforded opportunities of supplementary, self selected professional development and conference attendance that may include, but is not limited to, training in EL strategies, focused note-taking, project-based learning, GLAD strategies, Google suite, and online learning.

**Budgeted Amount:**

2,000

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**Strategy/Activity 12**

12. Teachers at Sierra will participate in a minimum of two data chats throughout the school year, where assessment data on CAASPP SBAC Testing, NWEA MAP Testing, students' grades, writing scores, Lexile reading levels, DWA tests, common assessments, and other relevant data will be reviewed through an inquiry cycle using protocols that the literacy coach and administrators implement. Through these cycles of improvement, teachers will collaborate with their colleagues, brainstorm and problem solve, and create goals that improve student achievement over time.

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**Budgeted Amount:**

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**Strategy/Activity 13**

Through goal-setting and data walls, Sierra students will track their own growth on the NWEA Map test. Teachers will incorporate the NWEA goal-setting worksheet, data displays on their classroom walls, the use of the data tracker in the school agenda, and conversations discussing growth on the MAP test to reinforce the importance of the test as it reflect student learning and growth. Through such measures, teachers will differentiate for their various target groups and create meaningful instruction for their students.

**Budgeted Amount:**

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**Strategy/Activity 14**

Current Special Education students receive supported learning opportunities as provided in their IEPs. Software, materials, and other supplies may be purchased to enhance their learning needs. In the 2022-2023 School Year, moderate severe classrooms will obtain a technology refresh with 1:1 devices including both Apple iPads and Touchscreen Chromebooks.

**Budgeted Amount:**

1,000

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**Strategy/Activity 15**

14. All students will be supported in their access to the core instructional program by providing instruction from highly-qualified teachers. Teachers may be afforded opportunities of supplementary, self selected professional development and conference attendance that may include, but is not limited to, training in EL strategies, Cornell note taking, project- based learning, GLAD strategies, Trauma Based Practices, Google for Education, technology integration, and online learning. This will be provided to promote the successful implementation of the Common Core State Standards (CCSS) and assessment, effective technology integration, and to provide training in working with long-term English Learners (LTEL) and Students with Limited or Interrupted Formal Education (SLIFE)

**Budgeted Amount:**

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**Strategy/Activity 16**

15. Instructional aides and college tutors are provided to students in Special Education, AVID classes, and after-school tutoring. Students are provided with one on one support and small-group support in order to access content and increase achievement across content areas.

**Budgeted Amount:**

28,000

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**Total Expenditures**

51,400.00
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## Goal 6 - Parent Engagement

### LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

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#### School Parent Engagement Goal:

Sierra Preparatory Academy will continue to involve parents and community members, working collaboratively with students and staff in creating a healthy, safe, and secure environment that supports learning. Access to educational tools and resources will be increased through the implementation and expansion of the Sierra Wellness Center, as well as programs for Sierra parents and families (KPI II). Parent meetings and programs are focused on the needs expressed by parents in order to ensure that they feel connected to the school and their children are safe, as measured through an increase in results from the CHKS survey.

Sierra actively recruits and includes parents in various decision making and advocacy positions, including but not limited to: School Site Council, Parent Leadership Team/English Learners Advisory Committee (ELAC), District Advisory Committee/District English Learners Advisory Committee (DAC/DELAC), as well as GATE Site Parent Representative. By including parent input, instructional and school-wide decisions are made with consideration of students' families' perspectives on issues that impact student learning and achievement.

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#### Strategy/Activity 1

1. The Sierra Wellness Center offers parents a variety of classes and workshops throughout the school year on topics including, but not limited to: arts for healing, parenting skills, drug and alcohol awareness, suicide prevention, college and career readiness, accessing parent portal, understanding student assessments, computer skills, opportunities for college and career advancement, academic support for adults, and extended computer time. Parents are provided with childcare and parent programs are consistently offered 1-2 times a week through the Parent and Community Liaison. Through active and engaged parents, students feel that their families are valued and connected to the school, creating a secure environment that encourages academic achievement and mental well-being.

Sierra will continue to provide Parenting/ Family and school support for the well being of students through parent identified classes: Continue to provide classes for parents based on survey of interest and need, Continue to provide parenting and extended education information to parents as identified by parents through parent College and Career planned workshops.

Sierra actively communicates with Sierra families and encourages parent participation in district events, recruiting families for the district-wide Annual Family Conference and School-Choice Fair, as well as other events at Sierra including but not limited to: Back to School Night, Open House (Sierra Festival of Arts), parent meetings, musical performances, parent conferences, 6th grade parent information night, and other functions that invite parents on campus. Parents are informed of school events through social media accounts on Facebook, Instagram, and YouTube. Furthermore, parent communication is maintained through an updated calendar on the school website and marquee announcements, banners, posters, Parent Link and personal phone calls/text/emails provided in English and Spanish. In order to fully reach all Sierra families, Sierra uses funds to print and send flyers and informational materials sent directly to parents. When parents are aware of events, there is an increase in parent traffic on campus, creating an environment where every Sierra student and his or her family is valued.

#### Budgeted Amount:

500

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#### Strategy/Activity 2

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Sierra Prep provides parents of students that are at-risk of becoming disengaged in school and show poor attendance or negative behavior will be supported through family interventions. Families, teachers and mental health specialist collaborate and analyze student performance trends and data to target specific student subgroups for intervention and remediation.

Sierra Preparatory Academy ensures access for low-income families to the core instructional program by increasing math, early literacy and reading interventions programs, WIN, building the Advancement via Individual Determination (AVID) program, continue to evaluate student needs through team evaluations, including but not limited to COST (Coordination of Services Team) and 504 plans with parents involved in the decisions for their students not making adequate progress.

**Budgeted Amount:**

500

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**Strategy/Activity 3**

Sierra Prep will provide parents with students demonstrating chronic absenteeism and persistently negative behavior and engagement understanding that their student will be referred to the COST team. These students, based on individual student need, are provided with one or more of the following programs and/or services:

SST - a student success plan where parents, teachers and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior; Student monitoring - check-in/check-out and additional tutoring with a trusted adult (outreach consultant, ELD coordinator, counselor, teacher); 504 Plan - a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment; Referral for testing – when a requesting for evaluating special education; IEP – Individualized Education Plan for students with special needs and Referral for additional counseling/ therapy services based on IEP team decisions.

Sierra will provide parents/families with support for families and their students who have challenges with individualized interventions based on the family's needs.

**Budgeted Amount:**

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**Strategy/Activity 4**

4. Maintain two-way communication between parents and school, including gathering and valuing their input via meetings, surveys, personal conversations, provide information in English and Spanish. Maintain positive office environment with quality customer service, where parents are welcomed and encouraged to ask questions, request information, or seek resources. Professional development on interpretation and customer service to be provided to office staff.

**Budgeted Amount:**

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**Strategy/Activity 5**

8. Sierra Prep incorporates community partnerships to offer programs and resources to parents through the Sierra Wellness Center. Partnerships include, but are not limited to: SAUSD Police Department, Orange County Labor Federation, Orange County Health Care Agency, Olive Crest, and OCDE. By providing parents with partnerships to community resources, there is more support provided to parents and their children, thus providing a healthy and secure environment for learning.

**Budgeted Amount:**

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**Total Expenditures**

1,000.00

## Expenditures by Goal

Goal Area	Total Expenditures
Goal Area 1, School Climate and Social-Emotional Wellness	69,941.00
Goal Area 2, English Language Arts	9,400.00
Goal Area 3, English Learner Progress	22,000.00
Goal Area 4, Math	6,500.00
Goal Area 5, Content Area Goal	51,400.00
Goal Area 6, Parent Engagement	1,000.00
<b>Total Funds Budgeted</b>	<b>160,241</b>