Villa Fundamental Intermediate School

1441 East Chestnut Ave. • Santa Ana, CA 92701-6318 • (714) 558-5100 • Grades 6-8
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2013-14 School Accountability Report Card
Published During the 2014-15 School Year

Santa Ana Unified School District

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School Description

Raymond A. Villa Fundamental Intermediate ("Villa Fundamental") is located at the corner of East Chestnut Avenue and South Grand Avenue. As a school of choice, students residing in the district's attendance boundaries are eligible for enrollment through a lottery system. Students attending a fundamental elementary school within the district are given first priority for enrollment.

Villa Fundamental emphasizes a highly structured program of academic skills, enrichment, and the establishment of good study habits. School staff seek to instill within each student a sense of responsibility, patriotism, pride in accomplishment, and a positive self-image. Villa Fundamental's three core values are pride, respect, and achievement.

Teachers provide students with academic and emotional support needed for middle school students during their transitional period between elementary school and high school. Students are placed in English language arts and mathematics classes based on proficiency levels, with teachers from all disciplines working in department and grade level cohorts. Students receive progress reports and semester grades based on common assessments, benchmark tests, homework, assignment completion, and participation; and citizenship grades based on behaviors of courtesy, respect, and punctuality.

School Mission:

The Villa family empowers each student to become college and career ready through the development of academic, social, and emotional skills and abilities.

District Profile

Santa Ana Unified School District is the seventh largest district in the state, currently serving over 57,000 students in grades K-12 and residing in the city of Santa Ana. The district operates 36 elementary schools, 9 intermediate schools, 7 high schools, 1 alternative high school, 2 continuation schools and 5 charter schools. The student population is comprised of 88.1% enrolled in the Free or Reduced Price Meal program, 47.8% qualifying for English language learner support, and approximately 11.0% 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, 19 schools have received the Golden Bell Award since 1990.

Each of Santa Ana Unified School District's staff members, parents, and community partners have developed and maintained high expectations to ensure every student's intellectual, creative, physical, emotional, and social development needs are met. The district's commitment to excellence is achieved through a team of professionals dedicated to delivering a challenging, high quality educational program. Consistent success in meeting student performance goals is directly attributed to the district's energetic teaching staff and strong parent and community support.

District Mission

We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country and a global society.

District Vision

We will work collaboratively and comprehensively with staff, parents, and the community to strengthen a learning environment focused on raising the achievement of all students and preparing them for success in college and career.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school at (714) 558-5100.

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.1
Asian	1.0
Filipino	0.1
Hispanic or Latino	98.2
Native Hawaiian/Pacific Islander	0.1
White	0.4
Two or More Races	0.0
Socioeconomically Disadvantaged	97.4
English Learners	27.5
Students with Disabilities	7.0

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 6	481
Gr. 7	442
Gr. 8	472
Total	1,395

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

• Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

• Pupils have access to standards-aligned instructional materials; and

• School facilities are maintained in good repair.

Teacher Credentials			
Villa Fundamental Intermediate School	**12-13**	**13-14**	**14-15**
Fully Credentialed	52	46	86
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	1	0	1
Santa Ana Unified School District	**12-13**	**13-14**	**14-15**
Fully Credentialed	♦	♦	2,528
Without Full Credential	♦	♦	14
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Villa Fundamental Intermediate School	**12-13**	**13-14**	**14-15**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

*   "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.00	0.00
Districtwide		
All Schools	99.40	0.60
High-Poverty Schools	99.36	0.64
Low-Poverty Schools	100.00	0.00

*   High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the district's Board of Trustees. On October 14, 2014, 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 14/15-3027 which certifies as required by Education Code §60119 that for the 2014-2015 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 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.

Year Adopted	Intermediate School Textbook Publisher	Grades
Mathematics		
2008	CGP Education, *California Mathematics*	6
2008	CGP Education, *California Mathematics*	7
2008	Holt, Rinehart, Winston, *Holt California Algebra Readiness*	8
2008	College Preparatory Mathematics, *California Algebra Connections*	8
Language Arts		
2010	Hampton Brown, *Inside Language (A-G))*	6-8
2002	Holt, Rinehart, Winston	6-8
Science(s)		
2007	Holt, Rinehart, Winston, *Earth Science*	6
2007	Holt, Rinehart, Winston, *Life Science*	7
2007	Holt, Rinehart, Winston, *Physical*	8
Social Science		
2006	Pearson/Prentice-Hall, *Ancient Civilization*	6
2006	Pearson/Prentice-Hall, *Medieval & Early Modern Times*	7
2006	Glencoe/McGraw Hill, *Discovering our past: The American Journey to WWI*	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.

The most recent facilities inspection at Villa Fundamental Intermediate School took place on 7/2/2014. Schools are required by state law to report the condition of their facilities; the School Site Inspection table illustrated in this report identifies the state required inspection areas and discloses the operational status in each of those areas.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/2/2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	205: Missing screws to A/C panel in room s/c: 255348
Interior: Interior Surfaces	[ ]	[ ]	[X]	100 Bldg. Copy Room: Missing ceiling tile s/c: 255340 100 Bldg. Hallway: Ceiling looks to have water stains s/c: 255340 103: Missing baseboard by A/C unit s/c: 255340 104: Missing baseboard by A/C unit s/c: 255340 105: Missing baseboard by A/C unit s/c: 255340 105: Need paint wall underneath white board s/c: 255341 107: Missing baseboard by A/C unit s/c: 255340 112: Missing baseboard by A/C unit s/c: 255340 113: Missing baseboard by A/C unit s/c: 255340 114: Missing baseboard by A/C unit s/c: 255340 201: Light fixture need repair last one by window s/c: 255339 201: Missing baseboard underneath shelves by A/C unit s/c: 255340 208: Wall paper coming off underneath window s/c: 255341 212: Wall paper coming off underneath window s/c: 255341 301: Carpet is covered in chewing gum, carpet needs to be replaced s/c: 255347 302: Carpet has lots of chewing gum, carpet needs to be replaced s/c: 255347 305: Hole in wall needs repair s/c: 255341 402: Wall paper by sink is coming off s/c: 255341 Boy's Locker Room: 3 lockers need repair- doors won't open s/c: 255343 Gym: Wall padding torn in a few places needs repair s/c: 255343 Library: Back wall needs paint- need to color match paint (Plum) s/c: 255341
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/2/2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Electrical: Electrical	[ ]	[X]	[ ]	101: Light fixture falling off s/c: 255339 110: Emergency lights out in room s/c: 255339 110: Phone outlet falling off wall s/c: 255345 212: Emergency light not working s/c: 255339 221 Greenhouse: Exhaust fan not working in greenhouse s/c: 255339 300 Bldg. Girl's Restroom: Hand dryer doesn't work s/c: 255339 306: Lights changed ceiling too high need tall ladder s/c: 255339 400 Bldg.: Outdoor electrical outlet cover missing need replacement s/c: 255339
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	100 Bldg. Hallway: Water fountain low pressure s/c: 255342 300 Bldg. Boy's Restroom: Stainless steel cover on wall is loose s/c: 255342 300 Bldg. Girl's Restroom: Leaking toilet s/c: 255342 300 Bldg.: Water fountain between boy's & girl's restroom low pressure s/c: 255342 400 Bldg.: Both water fountain by girls locker room entrance have low pressure s/c: 255342 Girls Locker Room: Faucet doesn't work s/c: 255342 Men's Main Office Restroom: Leaking toilet s/c: 255342 Nurse Office Restroom: Caulking around toilet s/c: 255342 Womens Main Office Restroom: Caulking around toilet s/c: 255342
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	100 Bldg. Hallway: Fire extinguisher Box missing handle outside room 108 & outside main office s/c: 255343
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	Lunch Area: Shade covered area wood needs to be looked at looks like wood rot or termite damage s/c: 255340 Outdoor Lunch Area: Shade mesh is tearing & falling apart needs to be replaced s/c: 255343
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	307: Door lock needs repair s/c: 255346 400 Bldg.: Roll up stage door needs to be painted s/c: 255341 Boy's Locker Room: Custodial closet door won't close s/c: 255340 Field: There are a few broken sprinkler heads s/c: 255344 Gym: Lock entering girls locker room needs repair s/c: 255346 Lunch Area: Lunch table by planter- legs seem to be bowing needs repair s/c: 255343

Overall Rating	Exemplary	Good	Fair	Poor	
	[ ]	[X]	[ ]	[ ]	

B. Pupil Outcomes

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	58	69	49	48	47	47	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	46	50	48	43	45	44	54	56	55
Math	39	43	47	47	48	45	49	50	50
HSS	43	43	41	37	40	41	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	4	4	5
Similar Schools	7	6	8

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

| Grade Level | 2013-14 Percent of Students Meeting Fitness Standards | | |
	4 of 6	5 of 6	6 of 6
7	28.3	26.7	24.7

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

| Group | Percent of Students Scoring at Proficient or Advanced |
	Science (grades 5, 8, and 10)
All Students in the LEA	47
All Student at the School	49
Male	54
Female	45
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	49
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	49
English Learners	8
Students with Disabilities	43
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison

| Group | Actual API Change | | |
	10-11	11-12	12-13
All Students at the School	7	16	10
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	7	15	11
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	10	13	10
English Learners	17	15	16
Students with Disabilities		8	17

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

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

Opportunities for Parental Involvement
Parents are encouraged to get involved in Villa Fundamental Intermediate School's learning community by volunteering their time, attending school events, or sharing in the decision-making process. The school welcomes assistance in the classroom, and library and/or media center on special days. Parents are always invited to help chaperone field trips. Villa Fundamental Intermediate School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts; these may include:

- Back to School Night
- Open House
- Student performances
- Fundraisers
- Music/choir and/or theater performances
- Sports events
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops
- Dances, special activities, field trips, etc.

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
- Parent Teacher Student Association (PTSA)

Villa Fundamental Intermediate has also designed several opportunities for involvement on a school-wide level. These regular opportunities include the Villa Parent University, Coffee with the Principal meetings, and ongoing parent classes.

Parents seeking more information about becoming an active member in the school community may contact the principal or assistant principal at (714) 558-5100.

School-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, flyers, etc., parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates including the following formats:

- XTEND or ParentLink Computerized Phone System
- School Web Site
- Public Service Channel 31 or 51
- Flyers
- Letters
- Monthly School Calendars
- School Marquee/Banners
- New Student Orientations

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

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

School Safety Plan
The Comprehensive School Site Safety Plan was developed in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan was reviewed and updated to address the safety plan components and individual responsibilities during the 2013-2014 school year. The Santa Ana Unified School District's Board of Trustees reviews the safety plans annually by March 1.

Suspensions and Expulsions			
School	**11-12**	**12-13**	**13-14**
Suspensions Rate	7.0	3.2	6.0
Expulsions Rate	0.1	0.1	0.0
District	**11-12**	**12-13**	**13-14**
Suspensions Rate	7.0	4.9	4.3
Expulsions Rate	0.1	0.1	0.1
State	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		
Met Graduation Rate (if applicable)		

* On March 7, 2014, the U.S. Department of Education approved California's testing waiver for certain statutory and regulatory requirements. Specifically, a one-year waiver was granted that allowed flexibility in making Adequate Yearly Progress (AYP) determinations for schools and LEAs participating in the Smarter Balanced assessment field test. The CDE did not produce a 2014 AYP report for elementary and middle schools and elementary and unified school districts.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.6
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.4
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	692

* 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.

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		54
Percent of Schools Currently in Program Improvement		90.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution											
Average Class Size			Number of Classrooms*								
			1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.												
Gr. 6		30	32		21	17		13	10		54	62
English	36	37	35	4	2	3	10	2	3	36	23	26
Math	35.7	37	36	3			4	3	3	35	23	23
Science	39.1	40	40	0			0			23	24	23
SS	39.1	38	40	0			0	1		23	24	23

* 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.

* Blanks indicate unreported data

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,660	$41,761
Mid-Range Teacher Salary	$74,308	$66,895
Highest Teacher Salary	$94,284	$86,565
Average Principal Salary (ES)	$115,715	$108,011
Average Principal Salary (MS)	$118,268	$113,058
Average Principal Salary (HS)	$127,729	$123,217
Superintendent Salary	$265,000	$227,183
Percent of District Budget		
Teacher Salaries	39	38
Administrative Salaries	4	5

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$4,610	$973	$3,637	$74,810
District	♦	♦	$4,130	$78,285
State	♦	♦	$4,690	$70,720
Percent Difference: School Site/District			-11.9	-4.4
Percent Difference: School Site/ State			-22.5	5.8

Types of Services Funded at Villa Fundamental Intermediate School

In addition to general fund state funding, Santa Ana Unified School District received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- After School Education and Safety (ASES) (Proposition 49)
- California Career Pathways Trust
- California Clean Energy Jobs Act (Prop 39)
- Carl Perkins
- Carol M White PEP Grant
- Common Core State Standards (CCSS)
- Gear Up IV (RSCC Fiscal Agent)
- Head Start
- Irvine Mathematics Project - UCI
- Kinder Readiness Program II
- Lighthouse Academy Project Governor's CTE Initiative: CA Parnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Migrant Ed
- Nutrition Education and Obesity Prevention (NEOP) Grant Program
- Partnership Academies Program
- Quality Education Investment Act QEIA
- Special Ed
- Title I, II, III, and IV part B

Professional Development provided for Teachers at Villa Fundamental Intermediate School

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the Common Core State Standards (CCSS). Staff development concentrations are selected and identified based upon student assessment results, NCLB requirements, teacher input, state content standards, and professional development surveys.

All staff development activities at Santa Ana Unified School District are focused on increasing student learning and proficiency. For the 2013-14 school year, our school will focus on critical thinking, teacher as facilitator/student interaction, writing across the curriculum, collaborative academic conversations, complex text, close read strategies, and PBIS. Continuing reinforcement of previous staff training topics have included: Engagement Strategies, AVID strategies, Thinking Maps, effective teaching strategies from Marzano, et al., effective grading practices, etc.

Santa Ana Unified School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year, after school, and during the summer and generally focus on curriculum, teaching strategies, and methodologies. During the 2013-14 school year, district training opportunities focused on the following:

At the secondary level -
- Language Arts
- Mathematics
- AP Training (Advanced Placement)
- SDAIE Training (Specially Designed Academic Instruction In English)
- AVID Training (Advancement Via Individual Determination)
- SALT Training (Systematic Academic Language Tools)
- CTAP Technology Training (California Technology Assistance Project)
- Working with Parents
- GATE Training (Gifted And Talented Education)
- GLAD Training (Guided Language Acquisition Design)
- PIVOT Leadership Coaching
- Special Education
- Data Analysis and Using Data to Drive Instruction
- Curriculum Mapping
- SIOP for Math Teachers (Sheltered Instruction Observation Protocol)

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The BTSA Induction Program (Beginning Teacher Support and Assistance) 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 individualized support over a two-year period. More information about the BTSA Induction Program is available at http://www.sausd.us/14431028114350867/site/default.asp

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 additional job-related training from vendors, department supervisors, and district representatives.