



Willard Intermediate School

1342 North Ross St. • Santa Ana, CA 92706-3816 • (714) 480-4800 • Grades 5-8

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



Santa Ana Unified School District

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School Description

Five Unique Things About Willard:

- 1) One of 73 schools nationwide partnered with Turnaround Arts, a program of the John F. Kennedy Center for the Performing Arts and the President’s Committee on the Arts and Humanities.
- 2) A robust music and art program offering Band, Orchestra, Mariachi, Drumline, Choir and Digital/Fine Arts creating a direct pathway into the SanArts program at Santa Ana High School.
- 3) Highest Reading growth on SBAC of all intermediate schools in SAUSD.
- 4) Growth projections met on MAP in Math and Reading in all grade levels; closing the achievement gap.
- 5) Promoting student engagement through electives, sports, clubs, performances, a musical production, and field trip opportunities.

Frances E. Willard Intermediate School (Willard Intermediate School) is an intermediate school serving approximately 744 students in grades 6 - 8. It is located at 1342 North Ross Street, Santa Ana, California. Approximately 95.4% of the students qualify for free and reduced lunch. Approximately 98.6% of the students are Latino. Approximately 17% of the students qualify for Special Education services. The staff, students, and parents of Willard Intermediate School are dedicated to promoting a school climate of respect, responsibility and high academic expectations. As a Turnaround Arts school, the staff works very hard to provide a rigorous, standards-based instructional program using best practices in teaching. Our highly trained teaching staff utilizes research-based, standards-driven instruction, ensuring that all students reach their optimum potential by utilizing effective instructional practices, differentiating instruction, and incorporating student engagement strategies throughout lessons. In order to ensure academic and personal success, a culture of positive social, emotional, cultural, and intellectual development is fostered through the use of PBIS (Positive Behavior Interventions and Supports).

Willard Intermediate, a Turnaround Arts California partner school is committed to ensuring the academic and personal success of our Willard community through an engaging, safe and positive climate of arts integration to develop the social, emotional, cultural, and intellectual mindsets of all.

Willard Intermediate School is dedicated to creating an environment that allows students to have a clear pathway into college and career success by providing a strong foundation of academics and arts integration. Willard students will develop a growth mindset and become lifelong learners who strive to serve our global community.

The academic school year is divided into two semesters with three, 6-week grading periods within each semester. Willard's master schedule consists of six academic periods per day. Each period is about 53 minutes in length. In order to provide staff support to improve instruction, every Wednesday is a modified day which allows teachers time to collaborate and participate in relevant professional development activities. Additionally, the instructional staff is given opportunities to review data and discuss instructional strategies during departmental collaboration days. On Wednesday's students also have a 7th period class called "Advisory". This is a time for organization and dissemination of school-wide information.

To ensure that students are exposed to current technology, every student is provided with a Chromebook to support their learning. Every classroom has an LCD projector and a Smartboard which enhance the delivery of well-designed lessons. Willard has one fully functioning computer lab. The school has a STEM lab where students engage in hands-on projects that allow them to directly apply math and science knowledge and enhance their technological skills. Approximately 114 students participate in the AVID (Advancement Via Individual Determination) program.

School Vision

Willard Intermediate School is dedicated to creating an environment that allows students to have a clear pathway into college and career success by providing a strong foundation of academics and arts integration. Willard students will develop a growth mindset and become lifelong learners who strive to serve our global community.

School Mission

Willard Intermediate, a Turnaround Arts California partner school is committed to ensuring the academic and personal success of our Willard community through an engaging, safe and positive climate of arts integration to develop the social, emotional, cultural, and intellectual mindsets of all.

District Mission

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

District Vision

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

District Profile

Santa Ana Unified School District (SAUSD) is the seventh largest district in the state, currently serving nearly 54,000 students in grades K-12, residing in the city of Santa Ana. As of 2016-17, SAUSD operates 36 elementary schools, 9 intermediate schools, 7 high schools, 3 alternative high schools, and 5 charter schools. The student population is comprised of 87% enrolled in the Free or Reduced Price Meal program, 40% qualifying for English language learner support, and approximately 11% receiving special education services. Our district's schools have received California Distinguished Schools, National Blue Ribbon Schools, California Model School, Title I Academic Achieving Schools, and Governor's Higher Expectations awards in honor of their outstanding programs. In addition, 20 schools have received the Golden Bell Award since 1990.

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

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	237
Grade 7	266
Grade 8	299
Total Enrollment	802

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.2
Asian	0.5
Filipino	0.2
Hispanic or Latino	98.3
Native Hawaiian or Pacific Islander	0
White	0.6
Two or More Races	0.1
Socioeconomically Disadvantaged	99
English Learners	41.3
Students with Disabilities	17.1
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Willard Intermediate School	15-16	16-17	17-18
With Full Credential	46	38	38
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	3	1	1
Santa Ana Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	2139
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
Willard Intermediate School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the district's Board of Trustees. On September 12, 2017, the Santa Ana Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 17/18-3200 which certifies as required by Education Code §60119 that for the 2017-2018 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Textbooks and Instructional Materials Year and month in which data were collected: August 25th, 2017

Year Adopted	Intermediate School Textbook Publisher	Grades
Mathematics		
2017	CPM Math	6-8
Language Arts		
2010	Hampton Brown, <i>Inside Language (A-G)</i>	6-8
2003	Holt, Rinehart, Winston	6-8
Science(s)		
2007	Holt, Rinehart, Winston, <i>Earth Science</i>	6
2007	Holt, Rinehart, Winston, <i>Life Science</i>	7
2007	Holt, Rinehart, Winston, <i>Physical</i>	8
Social Science		
2006	Pearson/Prentice-Hall, <i>Ancient Civilization</i>	6
2006	Pearson/Prentice-Hall, <i>Medieval & Early Modern Times</i>	7
2006	Glencoe/McGraw Hill, <i>Discovering our past: The American Journey to WWI</i>	8

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian, principal, and assistant principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/27/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			GIRLS LOCKER ROOM: Coach Office missing air vent cover: WOID#6297 HALLWAY BY RM 1108: Missing air vent cover above double doors: WOID#6297
Interior: Interior Surfaces	X			ROOM 1207: Hole in wall: WOID#6305 ROOM 1220A: Hole in wall: WOID#6305
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	17	18	31	31	48	48
Math	7	7	25	25	36	37

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	272	269	98.9	27.1
Male	121	119	98.4	21.9
Female	151	150	99.3	31.3
Hispanic or Latino	266	263	98.9	27.0
Socioeconomically Disadvantaged	269	267	99.3	27.3
English Learners	100	97	97.0	5.2
Students with Disabilities	42	41	97.6	14.6

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	24	27	40	41	60	56

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

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

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	19.4	17.8	6.7

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	802	789	98.38	17.74
Male	420	410	97.62	14.88
Female	382	379	99.21	20.84
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	787	774	98.35	17.7
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	790	781	98.86	17.93
English Learners	651	638	98	11.6
Students with Disabilities	139	139	100	2.88
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	801	798	99.63	6.64
Male	419	416	99.28	6.25
Female	382	382	100	7.07
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	786	783	99.62	6.39
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	788	786	99.75	6.62
English Learners	649	646	99.54	4.8
Students with Disabilities	139	139	100	0.72
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

The Willard Intermediate School Community supports parents by providing a comprehensive set of educational options. These activities include one-night workshops, parenting classes, and child care. These efforts are to foster an increase in parent involvement in the school and to assist parents in developing their children in becoming successful students and contributing members of their community.

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
- Open door policy maintained by the principal

Parents seeking more information about becoming an active member in the school community may contact the principal, assistant principal, or parent liaison at (714) 480-4800.

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

- School web site
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Letters
- School Marquee/Banners
- Home visitations
- New Student Orientations
- Monthly parent training
- Social media: Facebook, Twitter, Instagram, and Snapchat by WillardInt

Parents are encouraged to get involved in Willard 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. Willard Intermediate School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts. These opportunities may include:

- Back to School Night
- Open House
- Parent Conferences
- Student performances
- Career Day
- Sports events
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops
- LCAP meetings
- Campus Volunteers
- School Beautification
- Chaperones

State Priority: School Climate

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

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

School Safety Plan

The Comprehensive School Site Safety Plan was developed in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan was reviewed and updated to address the safety plan components and individual responsibilities during the 2016-2017 school year. Schools are required to forward updated safety plans after review to the District Office annually.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	11.74	10.74	15.37
Expulsions Rate	0.32	0.11	0.23
District	2014-15	2015-16	2016-17
Suspensions Rate	3.46	2.98	3.13
Expulsions Rate	0.06	0.05	0.05
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	53	
Percent of Schools Currently in Program Improvement	88.3	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.25
Psychologist	.8
Social Worker	1
Nurse	.2
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	372

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	21	21	23	17	17	12	14	14	12			4
Mathematics	21	21	22	10	10	7	18	18	17			1
Science	23	23	26	6	6	5	19	19	12			5
Social Science	23	23	27	9	9	4	17	17	14			3

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the Common Core State Standards. Staff development concentrations are selected and identified based upon student assessment results, LCAP 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. Willard Intermediate School teachers participate in staff development at the beginning of the school year as well as numerous hours throughout the school year. Staff training topics at our site included: Positive Behavior Interventions and Support (PBIS), Data-driven planning, student engagement strategies, effective use of technology, and implementation of the Common Core State Standards, Visual Thinking Strategies and Tableau Drama Strategies.

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. In previous years and in the 2017 - 2018 school year, district training opportunities focused on the following:

- Language Arts
- AVID Training (Advancement Via Individual Determination)
- TIPS Induction Training (Beginning Teachers Support and Assessment)
- CTAP Technology Training (California Technology Assistance Project)
- AIMS (Administration Induction Mentoring)
- Working with Parents
- GATE Training (Gifted And Talented Education)
- Thinking Maps
- Special Education
- Data Analysis and Using Data to Drive Instruction
- Curriculum Mapping
- Critical reading strategies
- ELA textbook adoption
- Math textbook adoption

New teachers are supported by peer coaching and extensive staff development. The TIPS Induction Program (Teacher Induction and Professional Support) is a state-approved program that offers additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period.

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.

In the 2016-2017 & 2017-2018 school years, Willard Intermediate School teachers participated in professional development that focused on arts integration. As a Turnaround Arts school in the first year of implementation, the focus was on implementing VTS (visual thinking strategies) in all subject areas. This professional development took place over 6 days, broken up into three two-day visits by a national trainer. In addition, the ALT (arts leadership team) was trained in additional strategies such as Tableau and trained the rest of the staff during collaboration meetings.

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

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

Types of Services Funded

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,106	\$1,845	\$6,261	\$84,970
District	♦	♦	\$6,674	\$90,751
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			-6.2	-6.4
Percent Difference: School Site/ State			-4.8	7.2

* Cells with ♦ do not require data.