



# Frances E. Willard Intermediate School

1342 North Ross Street • Santa Ana, CA 92706-3816 • (714) 480-4800 • Grades 6-8

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<https://www.sausd.us/Willard>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### **Santa Ana Unified School District**

1601 East Chestnut Avenue  
Santa Ana, CA 92701-6322  
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[www.sausd.us](http://www.sausd.us)

#### **District Governing Board**

Rigo Rodriguez, Ph.D., President

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Alfonso Alvarez, Ed.D., Clerk

John Palacio, Member

Carolyn Torres, Member

#### **District Administration**

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**Superintendent**

Alfonso Jimenez, Ed.D.  
**Deputy Superintendent,  
Educational Services**

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**Deputy Superintendent,  
Administrative Services**

Daniel Allen, Ed.D.  
**Assistant Superintendent, K-12  
Teaching and Learning**

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**Assistant Superintendent, Business  
Services**

Orin Williams  
**Assistant Superintendent, Facilities  
& Governmental Relations**

### **School Description**

Frances E. Willard Intermediate School (Willard Intermediate School) is an intermediate school serving approximately 655 students in grades 6 - 8. It is located at 1342 North Ross Street, Santa Ana, California. Approximately 95.3% of the students qualified for free and reduced lunch. Approximately 98.2% of the students are Latino. Approximately 23% 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).

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. There is an opportunity for students to take an extra class by attending zero period PE. 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.

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 Smart board 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 95 students participate in the AVID (Advancement Via Individual Determination) program.

### **Vision Statement:**

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.

### **Mission Statement:**

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.

### 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 arts program at Santa Ana High School
- 3) All Core areas integrate the arts for more engaging lessons and rigor for all students while still teaching the standards
- 4) Emphasis on social-emotional learning as well as academics for all students to ensure student success
- 5) Promoting student engagement through electives, sports, clubs, e-sports, performances, a musical production, family art events, and field trip opportunities

### District Profile

Santa Ana Unified School District (SAUSD) is the tenth largest district in the state, currently serving nearly 51,482 students in grades K-12, residing in the city of Santa Ana. As of 2018-19, 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 84% enrolled in the Free or Reduced Price Meal program, 34% qualifying for English language learner support, and approximately 13% receiving special education services. Our district's schools have received California Distinguished Schools, National Blue Ribbon Schools, California Model School, Title I Academic Achieving Schools, and Governor's Higher Expectations awards in honor of their outstanding programs. In addition, 20 schools have received the Golden Bell Award since 1990.

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

### About the SARC

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

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

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	220
Grade 7	239
Grade 8	249
Total Enrollment	708

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.3
Asian	0.4
Filipino	0.1
Hispanic or Latino	97.7
White	1
Socioeconomically Disadvantaged	95.9
English Learners	42.9
Students with Disabilities	22.7
Foster Youth	0.3
Homeless	21.2

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials for Frances E. Willard Intermediate School	17-18	18-19	19-20
With Full Credential	38	29	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1	2	0

Teacher Credentials for Santa Ana Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	1946
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Frances E. Willard Intermediate School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	2	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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 10, 2019, 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. 19/20-3309 which certifies as required by Education Code §60119 that for the 2019-2020 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

### Textbooks and Instructional Materials

Year and month in which data were collected: September 10, 2019

Year Adopted	Intermediate School Textbook Publisher	Grades
Mathematics		
2017	CPM, <i>Math</i>	6-8
Language Arts		
2018	McGraw Hill, <i>StudySync</i>	6-8
2017	Pearson, <i>ILit ELL</i>	6-8
Science(s)		
2007	Holt, Rinehart, Winston, <i>Earth Science</i>	6
2007	Holt, Rinehart, Winston, <i>Life Science</i>	7
2007	Holt, Rinehart, Winston, <i>Physical</i>	8
Social Science		
2006	Pearson/Prentice-Hall, <i>Ancient Civilization</i>	6
2006	Pearson/Prentice-Hall, <i>Medieval &amp; Early Modern Times</i>	7
2006	Glencoe/McGraw Hill, <i>Discovering our past: The American Journey to WWI</i>	8

### School Facility Conditions and Planned Improvements (Most Recent Year)

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

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 6/4/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	COMMONS AREA: Wallpaper by speakers is coming off -W/O #45619 ROOM 1110 EXERCISE: A few holes 4 inch wide & pillar has drywall damage, -W/O #43228
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	ROOM 25: 5 Bad Ballasts -W/O #45633
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	ROOM 1105: Waterline to teacher's sink has a hole on that waterline below workstation -W/O #43227 TEACHER LOUNGE 1ST FLOOR: Sink is clogged -W/O #43227
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	GIRLS LOCKERS: 8 lockers need door repair -W/O #47799 HALLWAY OUTSIDE ROOM 1215: There is a 5 inch hole outside room -W/O #43228 ROOM 1108: Roof leak on west wall side -W/O #47799, Hole outside classroom 3 inch hole -W/O #43228 ROOM 1110 EXERCISE: A few holes 4 inch wide & pillar has drywall damage, -W/O #43228 ROOM 1200: Water leak on one ceiling tile -W/O #47799 ROOM 1209: Door doesn't shut properly it gets stuck on frame -W/O #43230
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	13	11	32	35	50	50
Math	6	4	26	28	38	39

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

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	18.1	10.0	5.4

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	672	653	97.17	11.35
Male	360	350	97.22	8.29
Female	312	303	97.12	14.90
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	661	642	97.13	11.08
White	--	--	--	--
Socioeconomically Disadvantaged	645	629	97.52	11.31
English Learners	512	496	96.88	4.84
Students with Disabilities	125	122	97.60	1.64
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	146	143	97.95	2.05

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 2018-19 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	672	660	98.21	4.11
Male	360	353	98.06	3.42
Female	312	307	98.40	4.90
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	661	649	98.18	3.72
White	--	--	--	--
Socioeconomically Disadvantaged	645	634	98.29	4.11
English Learners	512	503	98.24	1.59
Students with Disabilities	125	120	96.00	0.83
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	146	145	99.32	0.68

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 school site

### Opportunities for Parental Involvement (School Year 2019-20)

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
- District English Language Advisory Council
- Open door policy maintained by the principal

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
- School & Lunch Supervision
- Special Community Events
- Coffee Chats
- Monthly morning and evening parent meetings
- Family Art Nights
- ESL classes

Parents seeking more information about becoming an active member of 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 formats:

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



**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 (CSSP) was developed in collaboration with law enforcement and the District Office to fulfill Senate Bill 187 requirements. The CSSP is managed by the District via Doc-Tracking. The school's most current plan is reviewed and updated to address safety, security and emergency preparedness. Schools are required to review and update their Comprehensive School Safety Plan (CSSP) with their School Site Councils and/or Safety Committees. Each school also meets with Santa Ana Unified School Police annually to discuss egress/ingress, crime data and other factors related to Crime Prevention Through Environmental Design (CPTED).

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	15.4	22.8	16.8
Expulsions Rate	0.2	0.1	0.5

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.1	3.1	3.2
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

**D. Other SARC Information**

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

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselor*	354.0

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

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	23	15	8	5	21	14	5	8	22	12	10	4
Mathematics	25	5	17	1	25	5	11	4	27	5	5	8
Science	27	2	16	3	26	4	9	6	27	4	5	9
Social Science	28	3	10	7	26	5	6	8	29	4	3	10

\* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	12.5	28

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 the curriculum, teaching strategies, and methodologies. In previous years and in the 2018 - 2019 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)
- AIM (Administration Induction Mentoring)
- Working with Parents
- Customer Service Training
- SAUSD Logistics/Printshop Training
- GATE Training (Gifted And Talented Education)
- Special Education
- Inclusion Training
- 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.

For the past three 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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$57,963	\$48,612
Mid-Range Teacher Salary	\$88,515	\$74,676
Highest Teacher Salary	\$112,309	\$99,791
Average Principal Salary (ES)	\$134,678	\$125,830
Average Principal Salary (MS)	\$134,945	\$131,167
Average Principal Salary (HS)	\$148,184	\$144,822
Superintendent Salary	\$327,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	34%
Administrative Salaries	4%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

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

#### DataQuest

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

#### 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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8215	2285	5930	84941
District	N/A	N/A	\$6,936	\$94,982.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-7.9	-8.3
School Site/ State	-15.7	5.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.