# Willard Intermediate
## 2022 School Accountability Report Card

## General Information about the School Accountability Report Card (SARC)

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|---|---|
| **SARC Overview** | 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.<br><br>For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/<br><br>For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/<br><br>For additional information about the school, parents/guardians and community members should contact the school principal or the district office. |
| **DataQuest** | DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). |
| **California School Dashboard** | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |
| **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. |

## 2022-23 School Contact Information

| | |
|---|---|
| **School Name** | Willard Intermediate |
| **Street** | 1342 North Ross Street |
| **City, State, Zip** | Santa Ana, CA 92706-3816 |
| **Phone Number** | (714) 480-4800 |
| **Principal** | Bertha Irene Benavides López |
| **Email Address** | bertha.benavides@sausd.us |
| **School Website** | https://www.sausd.us/willard |
| **County-District-School (CDS) Code** | 30-66670-6061758 |

## 2022-23 District Contact Information

| | |
|---|---|
| **District Name** | Santa Ana Unified School District |
| **Phone Number** | 714-558-5501 |
| **Superintendent** | Jerry Almendarez |
| **Email Address** | jerry.almendarez@sausd.us |
| **District Website Address** | www.sausd.us |

## 2022-23 School Overview

Willard Intermediate is an intermediate school serving approximately 443 students in grades 6 - 8. It is located at 1342 North Ross Street, Santa Ana, California. Approximately, 100% of the students qualify for free and reduced lunch. Approximately, 97.1% are Latinx, .67% are White non-Hispanic, .67% are American Indian, .89% are Asian, .22% are Filipino, .22% are Black, and .22% are Multi-Ethnic and approximately 21% of the students receive Special Education services. The staff, students, parents, and community of Willard Intermediate School are dedicated to promoting a school climate of respect, responsibility, high academic expectations, and rigor. Willard teachers work very hard to provide a rigorous, standards-based instructional program that utilizes research-based instructional practices, standards-aligned curriculum, and arts integration. Using the universal design for learning model, embedded with Powerful, Easy, Emotional Compelling, Reachable, Student-Focus (PEERS) goals helps us align our goals to the Santa Ana Unified School District Graduate profile. Our highly trained teaching staff ensures that all students reach their optimum potential by utilizing differentiation with a focus on student engagement and instructional foci strategies throughout lessons. To ensure academic and personal success a strong focus in implementing and fostering Positive Behavior Interventions and Supports (PBIS), strategies and targets are put in place to increase a positive, loving, and safe culture.

The academic school year is divided into two semesters with three, 6-week grading periods within each semester. Willard's non-modified master schedule consists of six academic periods per day. Each period is about 53 minutes in length. To provide staff with the support needed to improve instruction, every Wednesday is a modified day that allows teachers time to collaborate and participate in relevant professional development activities. Additionally, the instructional staff is given opportunities to review data and discuss best practices during departmental collaboration days. To ensure that students are exposed to current technology, every student is provided with a Chromebook to support their learning. If needed, a hot spot for home connection to the internet is available. Every classroom has an LCD projector, View Sonic television screen, and a Smartboard which enhances the delivery of well-designed lessons. All students have full access to online text books which allow them to interact with the curriculum being presented. Students have the opportunity to take electives that focus on the arts: drumline, beginning and advance band, Latin Jazz, beginning and advance Art, STEAM digital media arts. To support our academic levels we offer language and math support AVID (Advancement Via Individual Determination), and introduction to business and mobile applications.

Vision Statement:
Willard Intermediate School is committed to cultivating the growth of our scholars by teaching skills for lifelong achievement.

## 2022-23 School Overview

Mission Statement:
Willard Intermediate School community differentiates learning for all students to become self-reflective, content-literate, critical thinkers who understand the world around them.

Unique Things About Willard:
1) A robust music and art program offering Band, Latin Jazz, Drumline and Arts creating a direct pathway into the arts program at Santa Ana High School
2) All Core areas integrate the arts for more engaging lessons and rigor for all students while still teaching the standards
3) Emphasis on social-emotional learning as well as academics for all students to ensure student success
4) Promotes student engagement through electives, family art events, speech and debate participation, and museum field trip opportunities

## About this School

### 2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Grade 6 | 140 |
| Grade 7 | 147 |
| Grade 8 | 181 |
| Total Enrollment | 468 |

### 2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 40.0 |
| Male | 60.0 |
| American Indian or Alaska Native | 0.6 |
| Asian | 0.9 |
| Black or African American | 0.2 |
| Filipino | 0.0 |
| Hispanic or Latino | 97.6 |
| Native Hawaiian or Pacific Islander | 0.0 |
| Two or More Races | 0.2 |
| White | 0.4 |
| English Learners | 51.7 |
| Foster Youth | 0.2 |
| Homeless | 13.0 |
| Migrant | 0.4 |
| Socioeconomically Disadvantaged | 84.6 |
| Students with Disabilities | 22.6 |

## 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

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 18.50 | 72.23 | 1683.40 | 86.66 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 7.30 | 0.38 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 2.00 | 7.80 | 56.10 | 2.89 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 17.70 | 0.91 | 12115.80 | 4.41 |
| Unknown | 5.10 | 19.93 | 177.80 | 9.16 | 18854.30 | 6.86 |
| Total Teaching Positions | 25.60 | 100.00 | 1942.60 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| Permits and Waivers | 0.00 | |
| Misassignments | 2.00 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 2.00 | |

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | |
| Local Assignment Options | 0.00 | |
| Total Out-of-Field Teachers | 0.00 | |

## 2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 7.50 | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | |

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 27, 2022, 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. 22/23-3481, which certifies as required by Education Code §60119 that for the 2022-2023 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.

| Year and month in which the data were collected | September 27, 2022 |
|---|---|

| Year Adopted | Intermediate School Textbook Publisher | Grades |
|---|---|---|
| **Mathematics** | | |
| 2017 | CPM, *Core Connections* | 6-8 |

| Language Arts | | |
|---|---|---|
| 2018 | McGraw Hill, *StudySync* | 6-8 |
| 2017 | Pearson, *ILit ELL* | 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** | | |
| 2020 | McGraw Hill, *World History and Geography: Ancient Civilizations* | 6 |
| 2020 | McGraw Hill, *World History and Geography: Medieval & Early Modern Times* | 7 |
| 2020 | First Choice Educational Publishing, *E Pluribus Unum* | 8 |

## School Facility Conditions and Planned Improvements

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 on the nature of the situation. Day and evening custodians work closely as a team and with the principal and assistant principal for routine maintenance, daily custodial duties, and special events preparations. The principal, assistant principal, and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian inspects 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 are strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, the use of chemicals, and the 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 the 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.

| Year and month of the most recent FIT report | 7/1/2022 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:** Interior Surfaces | X | | | LUNCH AREA: REPLACE MISSING TILES -W/O #95732 |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | BOYS LOCKER ROOM: REPLACE (2) BAD BALLAST -W/O #95733 GIRLS LOCKER ROOM: REPLACE (3) BAD BALLAST -W/O #95733 ROOM 25: REPLACE (5) BAD BALLAST -W/O #95733 ROOM 26: REPLACE (2) BAD BALLAST -W/O #95733 |
| **Restrooms/Fountains:** | X | | | |

## School Facility Conditions and Planned Improvements

| | | | |
|---|---|---|---|
| Restrooms, Sinks/ Fountains | | | |
| **Safety:**<br>Fire Safety, Hazardous Materials | X | | |
| **Structural:**<br>Structural Damage, Roofs | X | | |
| **External:**<br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | X | | |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| | X | | |

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |
|---|---|

**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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   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.

**SARC Reporting in the 2020-2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

**Options**
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | 13 | N/A | 31 | N/A | 47 |
| **Mathematics** (grades 3-8 and 11) | N/A | 4 | N/A | 19 | N/A | 33 |

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 478 | 443 | 92.68 | 7.32 | 12.76 |
| Female | 194 | 180 | 92.78 | 7.22 | 17.32 |
| Male | 284 | 263 | 92.61 | 7.39 | 9.62 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | 467 | 432 | 92.51 | 7.49 | 12.15 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 239 | 218 | 91.21 | 8.79 | 2.30 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 53 | 50 | 94.34 | 5.66 | 12.24 |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 398 | 373 | 93.72 | 6.28 | 13.01 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 101 | 93 | 92.08 | 7.92 | 6.45 |

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 477 | 447 | 93.71 | 6.29 | 3.62 |
| Female | 193 | 179 | 92.75 | 7.25 | 2.29 |
| Male | 284 | 268 | 94.37 | 5.63 | 4.49 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | 466 | 436 | 93.56 | 6.44 | 3.02 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 239 | 223 | 93.31 | 6.69 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 53 | 51 | 96.23 | 3.77 | 3.92 |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 397 | 377 | 94.96 | 5.04 | 3.23 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 100 | 95 | 95.00 | 5.00 | 2.11 |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | NT | 5.39 | 16.34 | 15.3 | 28.5 | 29.47 |

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 172 | 167 | 97.09 | 2.91 | 5.39 |
| Female | 73 | 71 | 97.26 | 2.74 | 2.82 |
| Male | 99 | 96 | 96.97 | 3.03 | 7.29 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 169 | 164 | 97.04 | 2.96 | 4.27 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | 0 | 0 | 0 | 0 | 0 |
| English Learners | 82 | 79 | 96.34 | 3.66 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 24 | 23 | 95.83 | 4.17 | 8.7 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 146 | 145 | 99.32 | 0.68 | 5.52 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 30 | 29 | 96.67 | 3.33 | 0 |

## 2021-22 Career Technical Education Programs

## 2021-22 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---|
| **Number of Pupils Participating in CTE** | 1 |
| **Percent of Pupils that Complete a CTE Program and Earn a High School Diploma** | |
| **Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education** | |

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---|
| **2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission** | |
| **2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission** | |

## B. Pupil Outcomes

### 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.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results . Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| **Grade 7** | 91.2 | 90.5 | 91.8 | 89.8 | 90.5 |

## 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 regarding the school district and at each school site.

## 2022-23 Opportunities for Parental Involvement

The Willard Intermediate School Community supports parents by providing a comprehensive set of educational options. These activities include one-night workshops, family nights, technology literacy classes, ESL classes, social-emotional support, and connections with outside agencies. These efforts are to foster and increase parent involvement in the school and to assist parents in developing their children into becoming successful students and contributing members of their community.

## 2022-23 Opportunities for Parental Involvement

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 (DELAC)
- District Advisory Committee (DAC)
- Open door policy maintained by the principal
- Positive Behavioral Interventions and Supports TEAM

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, when opportunities come up, welcomes the assistance of our parents during special days or events. Parents are always invited to help chaperone and be part of school activities. 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 and Title I Annual Meetings
- Campus Volunteers
- School Beautification
- Community Garden
- Chaperones
- Special Community Events
- Coffee Chats
- Monthly morning and evening parent meetings
- Community Hour/Chats

Parents seeking more information about becoming active members 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 website
- Public Service Channel 31 or 51
- School and/or Class newsletters
- Flyers
- Letters
- School Marquee/Banners
- ParentSquare Messaging System
- Home visitations
- New Student Orientations
- Monthly parent training
- Aeries Parent Portal
- Social media: Facebook, and Instagram, by WillardInt

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|---|---|---|
| Dropout Rate | | | | | 2.6 | 3.7 | | 8.9 | 7.8 |
| Graduation Rate | | | | | 91.4 | 92.4 | | 84.2 | 87 |

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|---|---|---|
| All Students | 0 | 0 | 0.0 |
| Female | 0 | 0 | 0.0 |
| Male | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0.0 |
| Asian | 0 | 0 | 0.0 |
| Black or African American | 0 | 0 | 0.0 |
| Filipino | 0 | 0 | 0.0 |
| Hispanic or Latino | 0 | 0 | 0.0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0 |
| Two or More Races | 0 | 0 | 0.0 |
| White | 0 | 0 | 0.0 |
| English Learners | 0 | 0 | 0.0 |
| Foster Youth | 0 | 0 | 0.0 |
| Homeless | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 0 | 0 | 0.0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0 |
| Students with Disabilities | 0 | 0 | 0.0 |

## 2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 509 | 496 | 201 | 40.5 |
| Female | 208 | 202 | 79 | 39.1 |
| Male | 301 | 294 | 122 | 41.5 |
| American Indian or Alaska Native | 3 | 3 | 2 | 66.7 |
| Asian | 4 | 4 | 1 | 25.0 |
| Black or African American | 1 | 1 | 1 | 100.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 498 | 485 | 197 | 40.6 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 1 | 1 | 0 | 0.0 |
| White | 2 | 2 | 0 | 0.0 |
| English Learners | 271 | 263 | 118 | 44.9 |
| Foster Youth | 3 | 3 | 2 | 66.7 |
| Homeless | 91 | 86 | 40 | 46.5 |
| Socioeconomically Disadvantaged | 448 | 438 | 175 | 40.0 |
| Students Receiving Migrant Education Services | 4 | 4 | 2 | 50.0 |
| Students with Disabilities | 112 | 112 | 54 | 48.2 |

## C. Engagement

## 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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|---|---|---|---|
| Suspensions | 9.16 | 2.24 | 2.45 |
| Expulsions | 0.14 | 0.04 | 0.05 |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Suspensions | 0.00 | 2.95 | 0.02 | 3.55 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.03 | 0.00 | 0.07 |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 2.95 | 0.00 |
| Female | 3.37 | 0.00 |
| Male | 2.66 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 3.01 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 3.69 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 3.30 | 0.00 |
| Socioeconomically Disadvantaged | 3.13 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 6.25 | 0.00 |

## 2022-23 School Safety Plan

Safety Plan Approval Date: 10/19/2021

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).

| D. Other SARC Information | Information Required in the SARC |
|---|---|
| | The information in this section is required to be in the SARC but is not included in the state priorities for LCFF. |

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | 14 | 62 | 23 | |

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | 15 | 39 | 18 | |

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | 7 | 107 | 12 | |

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 18 | 18 | 7 | 4 |
| Mathematics | 23 | 9 | 7 | 4 |
| Science | 21 | 12 | 6 | 4 |
| Social Science | 26 | 7 | 2 | 9 |

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 19 | 16 | 4 | 5 |
| Mathematics | 24 | 7 | 5 | 5 |
| Science | 26 | 6 | 2 | 8 |
| Social Science | 27 | 5 | 3 | 7 |

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 10 | 37 | 3 | |
| Mathematics | 10 | 33 | 1 | |
| Science | 14 | 15 | 7 | 2 |
| Social Science | 15 | 14 | 8 | 2 |

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title | Ratio |
|---|---|
| Pupils to Academic Counselor | 234 |

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title | Number of FTE Assigned to School |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | 2.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 8.0 |

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $8,551.85 | $2,935.75 | $5,616.10 | $77,507.04 |
| District | N/A | N/A | $7,279 | $99,342 |
| Percent Difference - School Site and District | N/A | N/A | -25.8 | -22.2 |
| State | N/A | N/A | $6,594 | $85,368 |
| Percent Difference - School Site and State | N/A | N/A | -40.2 | -8.8 |

## 2021-22 Types of Services Funded

- 21st Century ASSETS
- 21st Century Community Learning Centers
- Administrator Induction Mentor Program
- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- AVID-OCDE Destination Graduation
- AVID-OCDE Destination Graduation
- California Clean Energy Jobs Act
- California Partnership Academies
- California Student Author Program
- CalOptima - Primary Care Services and Programs Addressing Social Determinants of Health
- CAPP Leadership Network at SAHS
- Carl D Perkins Section 131 Career and Technical Education
- Circulos
- Classified School Employee Professional Development Block Grant
- Collaborative Network of Grades 3-5 Educators for Computational Thinking for English Learners
- COPS Office School Violence Prevention Program
- Coronavirus Relief Fund
- CTE Incentive Grant Program
- Donations - Miscellaneous
- Education for Homeless Children and Youth
- Elementary and Secondary School Emergency Relief Fund I
- Elementary and Secondary School Emergency Relief Fund II
- ePrize Parent Engagement Initiative
- ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants
- ESSA: CSI LEA funding
- Governor's Emergency Education Relief Fund
- Head Start
- Improving Teacher Quality -UCI
- K12 Strong Workforce Program (from OCDE) Pathway Improvement
- K12 Strong Workforce Program Pathway Improvement
- Kinder Readiness Program II
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- Medi-Cal Billing Option
- Migrant Education
- Oasis Center Int'l (OCI)
- OCDE TUPE Grant Consortium
- Ongoing and Major Maintenance Account
- Orange County Community Foundation Grant
- Prop 98 Learning Loss Mitigation Funds
- SB117 COVID-19 LEA Response Funds
- Special Education
- SUMS Grant (Scaling up Multi-Tiered System of Support)
- Supplementary Prgs-Specialized Secondary
- Teaching Induction and Professional Support
- Title I, Part A
- Title III Limited English Proficiency LEP Student Program
- Title II-Part A Improving Teacher Quality

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

| Category | District Amount | State Average for Districts in Same Category |
|---|---|---|
| Beginning Teacher Salary | $60,304 | $51,081 |
| Mid-Range Teacher Salary | $90,222 | $77,514 |
| Highest Teacher Salary | $116,846 | $105,764 |
| Average Principal Salary (Elementary) | $147,227 | $133,421 |
| Average Principal Salary (Middle) | $140,656 | $138,594 |
| Average Principal Salary (High) | $163,083 | $153,392 |
| Superintendent Salary | $350,000 | $298,377 |
| Percent of Budget for Teacher Salaries | 33% | 32% |
| Percent of Budget for Administrative Salaries | 4% | 5% |

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

| Percent of Students in AP Courses | |
|---|---|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|---|---|
| Computer Science | 0 |
| English | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered<br>Where there are student course enrollments of at least one student. | 0 |

## Professional Development

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 on student assessment results, Local Control and Accountability Plan 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 include Positive Behavior Interventions and Supports (PBIS), Data-driven curricular planning, student engagement strategies, effective use of technology, implementation of the Common Core State Standards, Universal Design for Learning, 10 Instructional strategies, Powerful, Easy, Emotional Compelling, Reachable, Student-Focus (PEERS) and Smart Goals.

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 2022 - 2023 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
- Social Studies textbook adoption
- Science textbook adoption
- Technology Tools for Teaching
- PBIS Strategies Implementation
- Social Emotional Learning techniques and resources
- Universal Design for Learning

New teachers are supported by peer and instructional coaching alongside 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.

Staff members are encouraged to attend professional workshops and conferences through our district-wide GO-PD selection. 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, universities, and private programs. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

Willard Intermediate School teachers participate in professional development that focuses on developing rigorous academic implementation with arts integration with a UDL focus as well as being aligned to the district Graduate Profile. Teachers were provided PD to develop PEERS and smart goals and change ideas for their departments. Teachers have the opportunity to participate in two pullout days. The focus of the training consists of revisiting and reviewing UDL, the 10 instructional strategies, and how we can align them with the Graduate Profile.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|

## Professional Development

| | | | |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 15 | 12 | 19 |