

# Willard Intermediate

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



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

#### 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.

- 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/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- 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.

## 2023-24 School Contact Information

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

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

Willard Intermediate is an intermediate school serving approximately 421 students in grades 6 - 8. It is located at 1342 North Ross Street, Santa Ana, California. 100% of the students qualify for free and reduced lunch. Approximately, 97% are Latinx, .48% are White non-Hispanic, .24% are American Indian, 1.9% are Asian, and approximately 22% 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, emotionally 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 on 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 53 to 53 minutes in length. Additional minutes are added to the first period for morning announcements. 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 a home connection to the internet is available. Every classroom has an LCD projector, a View Sonic television screen, and a Smartboard which enhances the delivery of well-designed lessons. All students have full access to online textbooks 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 advanced band, Latin Jazz, beginning and advanced Art. To support our academic levels we offer language and math support AVID (Advancement Via Individual Determination), Speech and Debate, and introduction to business.

### Vision Statement:

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

## 2023-24 School Description and Mission Statement

### 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
- 5) All teachers use UDL strategies to lead their instruction
- 6) Teachers are provided with two pull-out days for professional development and alignment.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	146
Grade 7	144
Grade 8	167
Total Enrollment	457

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.9%
Male	55.1%
American Indian or Alaska Native	0.7%
Asian	0.9%
Black or African American	0.2%
Filipino	0.4%
Hispanic or Latino	96.9%
Two or More Races	0.2%
White	0.7%
English Learners	54.7%
Foster Youth	1.5%
Homeless	20.6%
Migrant	0.9%
Socioeconomically Disadvantaged	88.6%
Students with Disabilities	22.1%

## 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
<b>Total Teaching Positions</b>	<b>25.60</b>	<b>100.00</b>	<b>1942.60</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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)	22.60	74.01	1778.10	86.59	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.70	0.52	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.70	15.34	113.70	5.54	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	1.96	23.50	1.15	11953.10	4.28
Unknown	2.60	8.65	127.30	6.20	15831.90	5.67
<b>Total Teaching Positions</b>	<b>30.60</b>	<b>100.00</b>	<b>2053.50</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	1.00
Misassignments	2.00	3.70
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.00</b>	<b>4.70</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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	0.00
Local Assignment Options	0.00	0.60
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.60</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.5	9.1
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 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 26, 2023, 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. 23/24-3534, which certifies as required by Education Code §60119 that for the 2023-2024 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**

August 25, 2023

Year Adopted	Intermediate School Textbook Publisher	Grades
<b>Mathematics</b>		
2017	CPM, <i>Core Connections</i>	6-8
<b>Language Arts</b>		
2017	Pearson, <i>ILit ELL</i>	6-8
2018	McGraw Hill, <i>StudySync</i>	6-8
<b>Science(s)</b>		
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
<b>Social Science</b>		
2020	McGraw Hill, <i>World History and Geography: Ancient Civilizations</i>	6
2020	McGraw Hill, <i>World History and Geography: Medieval &amp; Early Modern Times</i>	7
2020	First Choice Educational Publishing, <i>E Pluribus Unum</i>	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**

6/15/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			LUNCH AREA: HUGE CRACKS ON CONCRETE - W/O #67407 SEWER BY DUMPSTERS NEEDS TO BE CLEAR -W/O #108622
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			BOYS LOCKERS: (2) BAD BALLASTS -W/O #108623 10 LOCKERS NEED REPAIR -W/O #94618 GIRLS LOCKERS: (4) BAD BALLASTS -W/O #108623 15 LOCKERS NEED REPAIR -W/O #94618 RM 25: (4) BAD BALLASTS -W/O #108623 RM 26: (3) BAD BALLASTS -W/O #108623
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			GIRLS RR: BROKEN EXIT SIGN -W/O #107530
<b>Structural:</b> Structural Damage, Roofs	X			BOYS LOCKERS: (2) BAD BALLASTS -W/O #108623 10 LOCKERS NEED REPAIR -W/O #94618 GIRLS LOCKERS: (4) BAD BALLASTS -W/O #108623 15 LOCKERS NEED REPAIR -W/O #94618 LUNCH AREA: HUGE CRACKS ON CONCRETE - W/O #67407 SEWER BY DUMPSTERS NEEDS TO BE CLEAR -W/O #108622 MECHANICAL RM GATES: CHAIN LINK FENCE NEEDS REPAIR -W/O #108035
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			



Overall Facility Rate			
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 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).

#### 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.

## 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	13	11	31	32	47	46
Mathematics (grades 3-8 and 11)	4	6	19	20	33	34



## 2022-23 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	480	459	95.63	4.37	10.50
Female	212	200	94.34	5.66	11.11
Male	268	259	96.64	3.36	10.04
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	468	447	95.51	4.49	9.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	243	232	95.47	4.53	0.43
Foster Youth	--	--	--	--	--
Homeless	95	89	93.68	6.32	4.49
Military	12	12	100.00	0.00	8.33
Socioeconomically Disadvantaged	425	411	96.71	3.29	9.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	108	102	94.44	5.56	8.82

## 2022-23 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	480	468	97.50	2.50	5.57
Female	212	205	96.70	3.30	3.90
Male	268	263	98.13	1.87	6.87
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	468	456	97.44	2.56	5.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	243	239	98.35	1.65	0.42
Foster Youth	--	--	--	--	--
Homeless	95	93	97.89	2.11	3.26
Military	12	12	100.00	0.00	0.00
Socioeconomically Disadvantaged	425	418	98.35	1.65	5.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	108	103	95.37	4.63	4.85

## 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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	5.39	5.39	15.30	16.00	29.47	30.29

## 2022-23 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	176	172	97.73	2.27	5.85
Female	82	79	96.34	3.66	5.13
Male	94	93	98.94	1.06	6.45
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	173	169	97.69	2.31	5.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	92	91	98.91	1.09	0.00
Foster Youth	--	--	--	--	--
Homeless	34	33	97.06	2.94	6.06
Military	--	--	--	--	--
Socioeconomically Disadvantaged	161	157	97.52	2.48	5.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	32	96.97	3.03	3.13

## 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.

#### 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	87.2	85.1	86.5	86.5	86.5

## 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.

#### 2023-24 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, Understanding the Graduate Profile, 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.

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

## 2023-24 Opportunities for Parental Involvement

- 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
- Data confirmation workshops

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	500	493	121	24.5
Female	222	219	50	22.8
Male	278	274	71	25.9
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	2	2	0	0.0
Hispanic or Latino	486	479	117	24.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	3	3	0	0.0
English Learners	273	268	65	24.3
Foster Youth	9	9	2	22.2
Homeless	113	112	32	28.6
Socioeconomically Disadvantaged	445	439	106	24.1
Students Receiving Migrant Education Services	4	4	0	0.0
Students with Disabilities	113	113	45	39.8

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.95	3.80	0.02	3.55	4.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.8	0
Female	3.15	0
Male	4.32	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.7	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	4.03	0
Foster Youth	0	0
Homeless	4.42	0
Socioeconomically Disadvantaged	4.04	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.42	0

## 2023-24 School Safety Plan

Safety Plan Approval Date: Mar. 31, 2023

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).



## 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

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	12	25	4	2
Mathematics	15	17	7	2
Science	18	13	4	4
Social Science	17	12	7	4

## 2022-23 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	228.5

## 2022-23 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
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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	\$14,582	\$5,467	\$9,115	\$101,085
District	N/A	N/A	\$8,610	\$98,288
Percent Difference - School Site and District	N/A	N/A	5.7	1.7
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-16.0	16.9

## Fiscal Year 2022-23 Types of Services Funded

- 21st Century ASSETS
- 21st Century Community Learning Centers
- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- American Rescue Plan-Homeless Children and Youth (ARP-HCY) Program
- AVID-OCDE Destination Graduation
- California Newcomer Education & Well-being Program (CalNEW)
- California Partnership Academies
- CalOptima - Primary Care Services and Programs Addressing Social Determinants of Health
- Carl D Perkins Section 131 Career and Technical Education
- Circulos
- COPS Office School Violence Prevention Program
- CTE Incentive Grant Program
- Education for Homeless Children and Youth
- Elementary and Secondary School Emergency Relief Fund I
- Elementary and Secondary School Emergency Relief Fund II
- Elementary and Secondary School Emergency Relief Fund III
- ePrize Parent Engagement Initiative
- ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants
- ESSA: CSI LEA funding
- Expanded Learning Opportunities (ELO) Grant
- Expanded Learning Opportunities Program
- Governor's Emergency Education Relief Fund
- Head Start
- ITQ Improving Tchr Qlty 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
- Master Teacher Stipends
- Medi-Cal Billing Option
- Migrant Education
- OCDE TUPE Grant Consortium
- Ongoing and Major Maintenance Account
- SB117 COVID-19 LEA Response Funds
- Special Ed: ARP IDEA Part B
- Special Education
- Supplementary Prgs-Specialized Secondary
- TIPS (Teaching Induction and Professional Support)
- Title I, Part A
- Title III Immigrant Ed Program
- Title III Limited English Proficiency LEP Student Program
- Title II-Part A Improving Teacher Quality

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$63,168	\$55,550
<b>Mid-Range Teacher Salary</b>	\$94,508	\$80,703
<b>Highest Teacher Salary</b>	\$122,396	\$109,418
<b>Average Principal Salary (Elementary)</b>	\$155,452	\$137,703
<b>Average Principal Salary (Middle)</b>	\$152,508	\$143,760
<b>Average Principal Salary (High)</b>	\$167,818	\$159,021
<b>Superintendent Salary</b>	\$350,000	\$319,443
<b>Percent of Budget for Teacher Salaries</b>	34.87%	30.35%
<b>Percent of Budget for Administrative Salaries</b>	4.04%	4.87%

## Professional Development

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned with 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, 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. We offer a New Teacher dialogue session once a month for new staff members and new teachers.

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 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. Being an ATSI school our pullout days are to help educators understand the +1 motto that we have adopted. We also focus PD on introducing IABs to help our students familiarize themselves with the SBAC test.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	12	19	30