

Raymond A. Villa Fundamental Intermediate

2023-2024 School Accountability Report Card (Published During the 2024-2025 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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Raymond A. Villa Fundamental Intermediate
Street	1441 East Chestnut Avenue
City, State, Zip	Santa Ana, CA 92701-6318
Phone Number	(714) 558-5100
Principal	Mr. John Bennett
Email Address	john.bennett@sausd.us
School Website	www.sausd.us/villa
Grade Span	6-8
County-District-School (CDS) Code	30-66670-6115588

2024-25 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	www.sausd.us

2024-25 School Description and Mission Statement

Raymond A. Villa Fundamental Intermediate (Villa Fundamental) is located at the corner of East Chestnut Avenue and South Grand Avenue. As a fundamental school, students residing in Santa Ana Unified School District's attendance boundaries are eligible for enrollment through a lottery system. Students attending a Santa Ana Unified School fundamental elementary school and students with siblings already enrolled at Villa are given first priority for enrollment. Villa Fundamental emphasizes a highly structured program of academics and social-emotional development. Villa is proud to provide quality instruction and effective restorative practices. The instructional program is both culturally aware and relevant with a strong focus on Villa Fundamental's three core values of Pride, Respect, and Achievement.

2024-25 School Description and Mission Statement

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

School Mission:

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	354
Grade 7	335
Grade 8	309
Total Enrollment	998

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.8
Male	48.1
Non-Binary	0.1
Asian	1.9
Filipino	0.3
Hispanic or Latino	97
Two or More Races	0.4
White	0.3
English Learners	41.6
Foster Youth	0.2
Homeless	9.2
Migrant	1.1
Socioeconomically Disadvantaged	89.5
Students with Disabilities	12.7

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)	42.50	87.65	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)	3.20	6.72	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/Incomplete/NA	2.70	5.63	177.80	9.16	18854.30	6.86
Total Teaching Positions	48.40	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)	43.10	90.53	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)	3.80	8.17	113.70	5.54	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	1.24	23.50	1.15	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.04	127.30	6.20	15831.90	5.67
Total Teaching Positions	47.60	100.00	2053.50	100.00	279044.80	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.

2022-23 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)	43.40	89.71	1813.40	87.79	231142.40	100.00
Intern Credential Holders Properly Assigned	2.20	4.54	12.60	0.61	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.70	3.64	42.10	2.04	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	29.90	1.45	11746.90	4.23
Unknown/Incomplete/NA	1.00	2.09	167.50	8.11	14303.80	5.15
Total Teaching Positions	48.40	100.00	2065.70	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	3.20	3.80	1.7
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	3.20	3.80	1.7

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.50	0
Total Out-of-Field Teachers	0.00	0.50	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.00	7.2	4.6
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	0	0

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

2024-25 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 24, 2024, 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. 24/25-3593, which certifies as required by Education Code §60119 that for the 2024-2025 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 24, 2024

Year Adopted	Intermediate School Textbook Publisher	Grades
Mathematics		
2017	CPM, <i>Core Connections</i>	6-8
Language Arts		
2017	Pearson, <i>ILit ELL</i>	6-8
2018	McGraw Hill, <i>StudySync</i>	6-8
Science(s)		
2023	Twig Education, <i>Twig Science</i>	6-8
Social Science		
2020	McGraw Hill, <i>World History and Geography: Ancient Civilizations</i>	6
2020	McGraw Hill, <i>World History and Geography: Medieval & 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 upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian, principal, and assistant principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

Year and month of the most recent FIT report

7/17/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			300 BOYS RR: EXHAUST FAN DOES NOT WORK -WO #1018 300 GIRLS RR: EXHAUST FAN DOES NOT WORK -WO #1018
Interior: Interior Surfaces	X			100 STAFF RR: REPAIR HOLE ON CEILING -WO #1017 LEAKING HANDLE -WO #1019 RM 301: HOLE IN DRYWALL UNDER ELECTRICAL PANEL -WO #1023 RM 304: HOLE IN DRYWALL BY ELECTRICAL PANEL -WO #1023
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			RM 306: NEED BALLAST CHANGED -WO #1022 DRAIN IN SINK IS VERY SLOW -WO #1019 RM 401: LIGHT FIXTURES NEED BALLAST -WO #1022

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			<p>100 HALLWAY: LOW WATER PRESSURE ON DRINKING FOUNTAIN -WO #1019</p> <p>100 STAFF RR: REPAIR HOLE ON CEILING -WO #1017 LEAKING HANDLE -WO #1019</p> <p>300 BOYS RR: 2 FAUCETS NOT WORKING -WO #1019</p> <p>300 STAFF RR: FLOOR DRAIN HAS BROKEN TILES -WO #1017</p> <p>400 BLDG BLACKTOP: BOTTOM OF DRINKING FOUNTAIN(S) MISSING PLATE & LEAKING -WO #1019</p> <p>RM 306: NEED BALLAST CHANGED -WO #1022 DRAIN IN SINK IS VERY SLOW -WO #1019</p>
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			<p>LIBRARY: WINDOW ABOVE DOOR ENTRANCE IS SEPARATING FROM FRAME -WO #1017</p> <p>RM 111: WINDOW IS CRACKED -WO #1024</p>

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	24	27	32	32	46	47
Mathematics (grades 3-8 and 11)	9	12	20	22	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	976	953	97.64	2.36	27.27
Female	501	488	97.41	2.59	31.88
Male	474	464	97.89	2.11	22.29
American Indian or Alaska Native	0	0	0	0	0
Asian	19	17	89.47	10.53	58.82
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	945	924	97.78	2.22	26.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	331	323	97.58	2.42	1.56
Foster Youth	--	--	--	--	--
Homeless	95	92	96.84	3.16	17.39
Military	17	17	100.00	0.00	5.88
Socioeconomically Disadvantaged	900	877	97.44	2.56	26.78
Students Receiving Migrant Education Services	11	10	90.91	9.09	--
Students with Disabilities	124	118	95.16	4.84	4.31

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	976	948	97.13	2.87	12.42
Female	501	487	97.21	2.79	10.10
Male	474	460	97.05	2.95	14.91
American Indian or Alaska Native	0	0	0	0	0
Asian	19	17	89.47	10.53	29.41
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	945	919	97.25	2.75	11.72
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	331	317	95.77	4.23	0.64
Foster Youth	--	--	--	--	--
Homeless	95	91	95.79	4.21	5.56
Military	17	17	100.00	0.00	0.00
Socioeconomically Disadvantaged	900	873	97.00	3.00	12.23
Students Receiving Migrant Education Services	11	10	90.91	9.09	--
Students with Disabilities	124	114	91.94	8.06	2.68

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	7.44	8.75	16.00	16.62	30.29	30.73

2023-24 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	307	304	99.02	0.98	8.58
Female	164	163	99.39	0.61	4.91
Male	143	141	98.60	1.40	12.86
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	296	293	98.99	1.01	7.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	91	90	98.90	1.10	0.00
Foster Youth	--	--	--	--	--
Homeless	26	26	100.00	0.00	7.69
Military	0	0	0	0	0
Socioeconomically Disadvantaged	279	276	98.92	1.08	9.09
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	41	40	97.56	2.44	2.56

2023-24 Career Technical Education Programs

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2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	154
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	
2022-23 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.

2023-24 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 requires only participation results 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	96.2	97.8	97.8	85.9	99.1

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.

2024-25 Opportunities for Parental Involvement

Parents are encouraged to get involved in Villa Fundamental Intermediate School's learning community by volunteering their time, attending school events, or participating in one of our many parent education programs. Parents are always invited to help chaperone field trips.

Villa Fundamental Intermediate School provides a wide variety of opportunities for parents to interact with school staff while supporting their student's academic efforts; these may include:

- Parent Engagement Surveys
- Food Distributions
- Attendance Matters Meetings
- Coffee with the Principal
- Parent Education Workshops
- Teen Workshop Parenting Workshops
- Back to School Night
- Open House
- Fundraisers

2024-25 Opportunities for Parental Involvement

- Volunteer opportunities
- Library
- Field trip chaperone
- Fundraising at dances and special events
- Music and choir performances
- Sports Tournaments
- Student recognition events
- Parent education training and/or workshops
- Dances, special activities, field trips, etc.

The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and the design of the School's Plan:

- School Site Council (SSC)
- English Language Advisory Council (ELAC)
- Parent Teacher Organization (PTO)

Villa Fundamental Intermediate has also designed several opportunities for involvement on a school-wide level.

Parents seeking more information about becoming an active member in the school community may contact the Wellness Center and FACE Liaison, at (714) 558-6576.

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

- Parent Square
- School Website
- Public Service Channel 31 or 51
- Flyers
- Letters
- School Marquee/Banners
- Program Verification
- Student Orientations
- Villa School Social Media

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1008	1001	145	14.5
Female	523	518	83	16.0
Male	484	482	62	12.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	19	3	15.8
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	977	970	141	14.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	417	416	74	17.8
Foster Youth	--	--	--	--
Homeless	100	100	29	29.0
Socioeconomically Disadvantaged	931	926	139	15.0
Students Receiving Migrant Education Services	11	11	2	18.2
Students with Disabilities	131	131	26	19.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
9.31	8.66	6.94	3.55	4.33	3.92	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.25	0	0	0.03	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.94	0.00
Female	6.31	0.00
Male	7.64	0.00
Non-Binary	0.00	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	7.16	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	10.07	0.00
Foster Youth	0.00	0.00
Homeless	8.00	0.00
Socioeconomically Disadvantaged	6.77	0.00
Students Receiving Migrant Education Services	9.09	0.00
Students with Disabilities	10.69	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Safety Plan Approval Date: Feb 28 2024

The Comprehensive School Site Safety Plan (CSSP) was developed in collaboration with law enforcement and the District

2024-25 School Safety Plan

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.

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
6	14	100	38	9

2022-23 Elementary 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 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
6	23	32	44	17

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
6	26	18	39	24

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	20	20	7	18
Mathematics	21	16	10	14
Science	21	16	8	16
Social Science	22	16	6	17

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	23	12	16	7
Mathematics	21	8	26	
Science	21	13	17	4
Social Science	22	10	19	4

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	21	11	19	2
Mathematics	22	12	10	7
Science	23	12	6	10
Social Science	20	19	12	2

2023-24 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	249.5

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$10,030.82	\$1,913.38	\$8,117.44	\$110,552.60
District	N/A	N/A	\$10,207.71	\$108,141
Percent Difference - School Site and District	N/A	N/A	-22.8	2.2
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-28.1	15.5

Fiscal Year 2023-24 Types of Services Funded

- 21st Century ASSETS
- 21st Century Community Learning Centers
- Administrator Induction Mentor Program

Fiscal Year 2023-24 Types of Services Funded

- After School Education and Safety (ASES)
- After School Education and Safety (ASES) Rate Increase: ESSER III State Reserve Summer Learning Prog
- A-G Access/Success Grant
- American Rescue Plan-Homeless Children and Youth II
- Arts, Music, and Instructional Materials Discretionary Block Grant
- CA National Board Certified Teacher Incentive Program
- California Newcomer Education & Well-being Program (CalNEW)
- California Partnership Academies
- CalOptima - Primary Care Services and Programs Addressing Social Determinants of Health
- CalSHAPE Ventilation
- Carl D Perkins Section 131 Career and Technical Education
- Child Dev: Universal Prekindergarten Planning & Implementation Grant
- Circulos
- COPS Office School Violence Prevention Program
- CTE Incentive Grant Program
- Education for Homeless Children and Youth
- Educator Effectiveness
- Elementary and Secondary School Emergency Relief Fund III
- Employee Wellness
- ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants
- ESSA: CSI LEA funding
- ESSA: Title II CLSD Grant
- Ethnic Studies Block Grant
- Expanded Learning Opportunities (ELO) Grant
- Expanded Learning Opportunities (ELO) Grant ESSER II State Reserve
- Expanded Learning Opportunities (ELO) Grant GEER II
- Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve, Emergency Needs
- Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve, Learning Loss
- Expanded Learning Opportunities Program
- Governor's Emergency Education Relief Fund
- Implementation Grant
- Indian Education
- Irvine Mathematics Project - UCI
- ITQ Improving Tchr Qlty UCI
- K12 Strong Workforce Program (from OCDE) Pathway Improvement
- K12 Strong Workforce Program Pathway Improvement
- Kinder Readiness Program II
- Kitchen Infrastructure and Training Funds – Infrastructure Upgrade Funds
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Master Teacher Stipends
- Medi-Cal Billing Option
- Migrant Education
- OCDE TUPE Grant Consortium
- On-Behalf Pension Contributions
- Ongoing and Major Maintenance Account
- Orange County Community Foundation Grant
- PLTW (Project Lead the Way, Inc.)
- SA Public Schools Foundation (SAPSF) Check
- Special Ed: ARP IDEA Part B
- Special Education
- State Mental Health-Related Services
- Supplementary Prgs-Specialized Secondary
- Technology Replacement/Repairs
- TIPS (Teaching Induction and Professional Support)
- Title I, Part A
- Title III Immigrant Ed Program

Fiscal Year 2023-24 Types of Services Funded

- Title III Limited English Proficiency LEP Student Program
- Title II-Part A Improving Teacher Quality
- Tobacco Grant Program (Dept of Justice)
- Two-Way Digital ITFS Licensee Revenue

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$68,853	\$56,573
Mid-Range Teacher Salary	\$103,014	\$87,186
Highest Teacher Salary	\$133,412	\$119,665
Average Principal Salary (Elementary)	\$163,296	\$148,486
Average Principal Salary (Middle)	\$173,280	\$154,835
Average Principal Salary (High)	\$194,976	\$170,008
Superintendent Salary	\$381,500	\$338,699
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Professional development centers on Villa's instructional focus areas: Literacy and AVID strategies as well as social-emotional learning. In addition to the various site-based sessions, staff may also participate in a wide variety of learning opportunities through our district's GoPD platform.

Most Wednesdays during the school year are early-release days for students. After school, staff meet and participate in professional development, department meetings, and staff meetings. These opportunities are designed to support teachers and staff with continued development related to AVID, instructional leadership, PBIS, and supporting the whole child. In addition, time is provided to review and analyze data, and reflect on teaching practices.

During the second semester for the 2024-2025 school year, Villa will go through a process to revalidate its status as an AVID National Demonstration School. Therefore, teachers and staff are gathering data and evidence, participating in classroom walkthroughs, and reaffirming our continued dedication to AVID School Wide.

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the Common Core State Standards (CCSS). Staff development concentrations are selected and identified based upon student assessment results, 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.

Training activities take place throughout the school year, after school, and during the summer and generally focus on curriculum, teaching strategies, and methodologies. District training opportunities focus on the following:

- Language Arts
- Mathematics
- Next Generation Science Standards

Professional Development

- AP Training (Advanced Placement)
- AVID Training (Advancement Via Individual Determination)
- Working with Parents
- GATE Training (Gifted And Talented Education)
- GLAD Training (Guided Language Acquisition Design)
- Special Education
- Data Analysis and Using Data to Drive Instruction
- Curriculum Mapping

New teachers and teachers not yet fully credentialed are supported by peer coaching and extensive staff development. The TIPS Induction Program (Teacher Induction and Professional Support) is a state-approved program that offers additional support and assistance to newly credentialed teachers. All new teachers are assigned to a Support Provider (mentor teacher) and provided individualized support over a two-year period. More information about the TIPS Induction Program is available at <http://www.sausdtips.org>

To support experienced teachers as well as new teachers to the district, Santa Ana Unified School District offers Peer Assistance and Review (PAR) which is easily defined as teachers helping teachers. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/ teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Orange County Office of Education and courses offered by community colleges and universities. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	36	36	36