

# **Willows Intermediate School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 webpage 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.

#### **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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Willows Intermediate School
Street	1145 West Cedar Street
City, State, Zip	Willows, CA 95988
Phone Number	(530) 934-6633
Principal	Steve Sailsbery
Email Address	ssailsbery@willowsunified.org
Website	<a href="http://www.willowsunified.org/wis/">http://www.willowsunified.org/wis/</a>
County-District-School (CDS) Code	11-62661-6007611

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Willows Unified School District
Phone Number	530.934.6600
Superintendent	Emmett Koerperich
Email Address	ekoerperich@willowsunified.org
Website	www.willowsunified.org

### School Description and Mission Statement (School Year 2020-2021)

Willows Intermediate School (WIS) is in the Willows Unified School District serving all 6, 7, and 8 grade students in the community. WIS is dedicated to maximizing the expertise and human potential of every teacher because we recognize that an exemplary staff, working as partners with parents, is the key to student development. WIS is a school-wide program striving to meet the needs of all students. With the influx of a variety of cultures, our school faces the challenge of providing for those divergent needs of our total school population. It is the philosophy of the school there be high expectations for all of its students; a sense of collegiality, community and high standards for order and discipline; and support and involvement of parents in the school. We refer to ourselves as a team, specifically, Team WIS and with that: Team WIS works collaboratively and strives to involve parents and the community to inspire students to achieve their greatest potential in order to Succeed!

It is the desire of our school community to provide a safe and enriched, student learning environment where:

- All students are unique and important.
- Education is a shared responsibility – requiring cooperation among the student, home, school, and community.
- All students can learn – given needed time and support.
- Learning is a lifelong process – requiring self-motivation, self-direction, flexibility, and adaptability.
- All students deserve a safe, caring environment in which to learn – promoting self-esteem, tolerance, and compassion.
- All students need to be problem solvers – having the ability to find, use, and evaluate information.
- Cooperation is vital for a productive role in society – requiring sensitivity, appreciation, and mutual respect.
- High expectations are essential for individuals to achieve their potential.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 6	108
Grade 7	103
Grade 8	119
<b>Total Enrollment</b>	<b>330</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	2.1
Asian	4.5
Filipino	0.3
Hispanic or Latino	47
White	43.9
Two or More Races	1.2
Socioeconomically Disadvantaged	70.3
English Learners	14.8
Students with Disabilities	10.9
Foster Youth	0.3
Homeless	6.1

## 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

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	17	15	15	71
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 05/07/2020

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	6th grade - 2017 Houghton Mifflin Harcourt Collections  7th grade - 2017 Study Sync- McGraw Hill - Course 2  8th grade - 2017 Study Sync- McGraw Hill- Course 3	Yes	0
<b>Mathematics</b>	6th, 7th, 8th grade - CPM (College Preparatory Mathematics)	Yes	0
<b>Science</b>	6th, 7th, 8th - Focus on Earth Science/Focus on Life Science/Focus on Physical Science Glenncoe/McGraw	Yes	0
<b>History-Social Science</b>	6th, 7th, 8th grade - Ancient Civilization/Medieval to Early Modern Times/U.S. History Independence to 1914 (Harcourt)	Yes	0
<b>Visual and Performing Arts</b>	Music- 6th grade- Simon & Schuster (World of Music), Neil A. Kjos Music Company (Standard of Excellence Bk. 1) 7th/8th grade- Neil A. Kjos Music Company (Standard of Excellence Bk. 2)	Yes	0

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

## School Facility Conditions and Planned Improvements

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** 10/08/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	There are bats living outside the rooms between the walls and the roof line. We have seal foamed the cracks and the bats continue to dig out the foam and get back in.
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Fair	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	There are bats living outside the rooms between the walls and the roof line. We have seal foamed the cracks and the bats continue to dig out the foam and get back in. Drinking fountains were all replaced this year.
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	28	N/A	31	N/A	50	N/A
Mathematics (grades 3-8 and 11)	20	N/A	20	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	12	N/A	15	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 areas of physical education.

**California Physical Fitness Test Results (School Year 2019-2020)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**C. Engagement**

**State Priority: Parental Involvement**

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

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

**Opportunities for Parental Involvement (School Year 2020-2021)**

We welcome parent involvement at Willows Intermediate School. Research shows that students whose parents are involved in their education generally are more successful in school and in life. You have many opportunities to become involved in your student’s education through:

- Parent conferences
- Back to School Night
- Parent Booster Club
- English Language Advisory Meetings
- School Site Council
- Parent volunteer participation
- 8th grade graduation fundraisers

Please contact the school principal, Steve Sailsbery at 934-6633, to find out how you can participate.

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	11.9	8.1	7.5	5.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.1	0.1	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

An extensive school safety plan, updated annually, in accordance with SB 187, has been developed and implemented. This plan includes the following emergency procedures: traumatic incidents, imminent danger procedure – Code Red, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. Staff and students practice fire, earthquake, and the Code Red Lockdown each semester. Teachers and students are familiar with the procedures. Safety is a high priority at Willows Intermediate School. The plan was reviewed and updated October 2020.

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

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	21	6	6	2	18	10	5	3	19	7	7	
Mathematics	20	6	2	4	18	7	4	3	14	9	7	
Science	26	2	3	3	3	2			15	7	6	
Social Science	26	2	3	3	22	4	5	1	17	7	3	

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

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	330

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

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,311	\$853	\$9,458	\$95,144
District	N/A	N/A	\$9,037	\$83,072
Percent Difference - School Site and District	N/A	N/A	4.6	16.4
State	N/A	N/A	\$7,750	\$68,990
Percent Difference - School Site and State	N/A	N/A	23.0	38.0

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

### Types of Services Funded (Fiscal Year 2019-2020)

We are required to report financial data from the 2019-2020 school year by the California Dept. of Education. More recent financial data is available on request from the district office. It is important to note when comparing Teacher and Administrative Salaries, these salaries include BOSS (Benefits on Salary Schedule).

#### Spending per Student:

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA) for the 2019-2020 school year.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials and teacher and principal training funds.

All students in grades six through eight have access to daily intervention classes in language arts and mathematics. Interventions are held before school, after school, and during the lunch time and are funded by Title I.

The supplemental programs are supported by restricted dollars employing one teacher, one counselor, and one paraprofessional and these programs are paid from Title I and Rural and Low Income grants.

**Teacher and Administrative Salaries (Fiscal Year 2018-2019)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$60,840	\$44,318
Mid-Range Teacher Salary	\$80,635	\$67,053
Highest Teacher Salary	\$103,220	\$90,163
Average Principal Salary (Elementary)	\$131,538	\$106,389
Average Principal Salary (Middle)	\$133,830	\$113,976
Average Principal Salary (High)	\$139,122	\$114,214
Superintendent Salary	\$172,434	\$141,066
Percent of Budget for Teacher Salaries	36.0	29.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	13 Part	13 Part	13 Part

Teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Tehama, Butte, and Glenn County Offices of Education provide extensive opportunities for additional learning to include: Professional Learning Communities Training, and CPM Curriculum Training. Every other Wednesday is a school-wide minimum day allowing teachers time to develop Professional Learning Communities and collaboration time. There is also on going Common Core training throughout the year.