

Willows Intermediate School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

| School 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 |
| E-mail Address | ssailsbery@willowsunified.org |
| Web Site | http://www.willowsunified.org/wis/ |
| CDS Code | 11-62661-6007611 |

| District Contact Information | |
|-------------------------------------|---------------------------------|
| District Name | Willows Unified School District |
| Phone Number | 530.934.6600 |
| Superintendent | Mort Geivett, Ed.D. |
| E-mail Address | mgeveitt@willowsunified.org |
| Web Site | www.willowsunified.org |

School Description and Mission Statement (School Year 2017-18)

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 2016-17)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Grade 6 | 129 |
| Grade 7 | 102 |
| Grade 8 | 113 |
| Total Enrollment | 344 |

Student Enrollment by Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.6 |
| American Indian or Alaska Native | 3.5 |
| Asian | 4.4 |
| Filipino | 0.3 |
| Hispanic or Latino | 50.9 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 38.7 |
| Two or More Races | 1.5 |
| Socioeconomically Disadvantaged | 67.7 |
| English Learners | 21.5 |
| Students with Disabilities | 11 |
| Foster Youth | 0 |

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 | | | District |
|--|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 14 | 14 | 14 | 70 |
| 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 | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| 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 Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 05-04-2017

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 Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-----------------------------------|--|----------------------------------|---|
| Reading/Language Arts | 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 |
| Mathematics | 6th, 7th, 8th grade - CPM (College Preparatory Mathematics) | Yes | 0 |
| Science | 6th, 7th, 8th - Focus on Earth Science/Focus on Life Science/Focus on Physical Science Glenncoe/McGraw | Yes | 0 |
| History-Social Science | 6th, 7th, 8th grade - Ancient Civilization/Medieval to Early Modern Times/U.S. History Independence to 1914 (Harcourt) | Yes | 0 |
| Visual and Performing Arts | 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 |

School Facility Conditions and Planned Improvements (Most Recent Year)

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 (Most Recent Year)

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 overall rating

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|---|
| Year and month of the most recent FIT report: 09/12/2017 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | | X | Bats are still getting into some of the spots between the block wall and the roof panels. Even filling the cracks with foam doesn't keep them out. Cafe tables are in rough shape. The new ones are here. We are waiting for fall break to change them out. Some VCT tiles have damage. Repairs will be made over fall break. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 09/12/2017 | | | | |
|--|-----------|------|------|------|
| Overall Rating | 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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/Literacy (grades 3-8 and 11) | 33 | 30 | 32 | 27 | 48 | 48 |
| Mathematics (grades 3-8 and 11) | 24 | 22 | 20 | 21 | 36 | 37 |

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 343 | 328 | 95.63 | 29.57 |
| Male | 172 | 164 | 95.35 | 25.61 |
| Female | 171 | 164 | 95.91 | 33.54 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | 11 | 11 | 100 | 27.27 |
| Asian | 15 | 15 | 100 | 20 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 173 | 166 | 95.95 | 22.29 |
| White | 136 | 129 | 94.85 | 39.53 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 238 | 225 | 94.54 | 23.11 |
| English Learners | 126 | 121 | 96.03 | 21.49 |
| Students with Disabilities | 41 | 39 | 95.12 | 12.82 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 345 | 329 | 95.36 | 22.19 |
| Male | 173 | 164 | 94.8 | 20.73 |
| Female | 172 | 165 | 95.93 | 23.64 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | 11 | 11 | 100 | 18.18 |
| Asian | 15 | 15 | 100 | 13.33 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 175 | 168 | 96 | 16.67 |
| White | 136 | 128 | 94.12 | 30.47 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 240 | 226 | 94.17 | 15.49 |
| English Learners | 128 | 123 | 96.09 | 13.01 |
| Students with Disabilities | 41 | 39 | 95.12 | 5.13 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | |
|-------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 40 | 29 | 33 | 31 | 60 | 56 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 7 | 15.2 | 21.2 | 25.3 |

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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
- Fall magazine drive
- 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

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 4.09 | 2.83 | 11.91 | 2.73 | 2.43 | 8.64 | 3.79 | 3.65 | 3.65 |
| Expulsions | 0 | 0 | 0 | 0 | 0 | 0 | 0.09 | 0.09 | 0.09 |

School Safety Plan (School Year 2017-18)

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 September, 2017.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2009-2010 | 2009-2010 |
| Year in Program Improvement* | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 3 |
| Percent of Schools Currently in Program Improvement | N/A | 100 |

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2014-15 | | | 2015-16 | | | 2016-17 | | | | | |
|----------------|-----------------|----------------------|-------|---------|-----------------|----------------------|---------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 19 | 8 | 8 | 1 | 17 | 9 | 8 | | 17 | 9 | 8 | |
| Mathematics | 17 | 8 | 3 | 3 | 17 | 7 | 7 | | 15 | 8 | 6 | |
| Science | 25 | 2 | 5 | 2 | 26 | 1 | 6 | | 24 | 2 | 6 | |
| Social Science | 26 | 2 | 2 | 4 | 28 | 1 | 5 | 1 | 23 | 2 | 5 | 1 |

Note: 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Counselor (Social/Behavioral or Career Development) | 1.0 | N/A |
| Library Media Services Staff (Paraprofessional) | 0.488 | N/A |
| Nurse | 0.32 | N/A |

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

*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 2015-16)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$8,563 | \$1,515 | \$7,390 | \$79,424 |
| District | N/A | N/A | \$40,488 | \$78,595 |
| Percent Difference: School Site and District | N/A | N/A | -81.7 | 3.5 |
| State | N/A | N/A | \$6,574 | \$62,381 |
| Percent Difference: School Site and State | N/A | N/A | 29.3 | 38.5 |

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

Types of Services Funded (Fiscal Year 2016-17)

We are required to report financial data from the 2016-2017 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 2016-2017 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 2015-16)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$56,860 | \$41,164 |
| Mid-Range Teacher Salary | \$75,360 | \$61,818 |
| Highest Teacher Salary | \$96,467 | \$84,567 |
| Average Principal Salary (Elementary) | \$107,420 | \$96,125 |
| Average Principal Salary (Middle) | \$118,929 | \$103,336 |
| Average Principal Salary (High) | \$104,501 | \$101,955 |
| Superintendent Salary | \$148,772 | \$126,855 |
| Percent of Budget for Teacher Salaries | 40% | 32% |
| Percent of Budget for Administrative Salaries | 6% | 6% |

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

Professional Development (Most Recent Three Years)

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.