

Willows Intermediate School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

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/
Grades Served	6-8
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 (Most Recent Year)

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 2014-15)

Grade Level	Number of Students
Grade 6	108
Grade 7	118
Grade 8	120
Total Enrollment	346

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	3.5
Asian	5.2
Filipino	0.3
Hispanic or Latino	46.5
Native Hawaiian or Pacific Islander	0.3
White	41.6
Two or More Races	0.9
Socioeconomically Disadvantaged	63.3
English Learners	16.2
Students with Disabilities	9
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	14	14	14	72
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	2013-14	2014-15	2015-16
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 06-04-2015

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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	6th grade - CA Treasures - McGraw Hill 2007 7th grade - CA Treasures - McGraw Hill-course 2, 2007 8th grade - Second Course - Holt Lit. and Lang Arts (Holt, Rinehart and Winston) CA Treasures - McGraw Hill-course 3, 2007	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
Health	6th Grade- MacMillen/McGraw-Hill (Health & Wellness-Your Body Book)	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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) Art- 6th grade- Davis (Discover Art) Industrial Technology-7th/8th grade- Glencoe/McGraw-Hill (Technology Interactions)	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)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10-14-2015				
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			
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			There are bats living outside the rooms between the walls and the roof line. Maintenance will sealfoam the cracks during the winter when the bats leave to prevent them from coming back next spring.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 10-14-2015				
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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	16	22	44
Mathematics	12	12	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	107	101	94.4	43	34	17	4
	7	119	117	98.3	49	34	16	1
	8	117	102	87.2	43	47	8	1
Male	6		50	46.7	48	32	12	4
	7		60	50.4	47	38	15	0
	8		62	53.0	53	42	3	2
Female	6		51	47.7	37	35	22	4
	7		57	47.9	51	30	18	2
	8		40	34.2	28	55	15	0
Black or African American	6		1	0.9	--	--	--	--
	7		1	0.8	--	--	--	--
	8		3	2.6	--	--	--	--
American Indian or Alaska Native	6		2	1.9	--	--	--	--
	7		3	2.5	--	--	--	--
	8		4	3.4	--	--	--	--
Asian	6		5	4.7	--	--	--	--
	7		8	6.7	--	--	--	--
	8		4	3.4	--	--	--	--
Filipino	7		1	0.8	--	--	--	--
Hispanic or Latino	6		52	48.6	52	31	13	4
	7		55	46.2	51	44	5	0
	8		49	41.9	37	55	6	2

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Native Hawaiian or Pacific Islander	8		1	0.9	--	--	--	--
White	6		40	37.4	28	38	25	5
	7		47	39.5	45	26	30	0
	8		40	34.2	48	40	13	0
Two or More Races	6		1	0.9	--	--	--	--
	7		1	0.8	--	--	--	--
	8		1	0.9	--	--	--	--
Socioeconomically Disadvantaged	6		65	60.7	51	29	14	3
	7		76	63.9	55	38	7	0
	8		68	58.1	46	47	4	1
English Learners	6		16	15.0	100	0	0	0
	7		27	22.7	63	37	0	0
	8		13	11.1	54	46	0	0
Students with Disabilities	6		5	4.7	--	--	--	--
	7		14	11.8	93	7	0	0
	8		15	12.8	67	27	0	0
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	107	101	94.4	40	46	12	3
	7	119	117	98.3	62	23	13	2
	8	117	102	87.2	74	21	5	0
Male	6		50	46.7	42	46	10	2
	7		60	50.4	60	20	18	2
	8		62	53.0	74	21	5	0
Female	6		51	47.7	37	45	14	4
	7		57	47.9	65	26	7	2
	8		40	34.2	73	20	5	0
Black or African American	6		1	0.9	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	7		1	0.8	--	--	--	--
	8		3	2.6	--	--	--	--
American Indian or Alaska Native	6		2	1.9	--	--	--	--
	7		3	2.5	--	--	--	--
	8		4	3.4	--	--	--	--
Asian	6		5	4.7	--	--	--	--
	7		8	6.7	--	--	--	--
	8		4	3.4	--	--	--	--
Filipino	7		1	0.8	--	--	--	--
Hispanic or Latino	6		52	48.6	44	44	10	2
	7		55	46.2	76	13	11	0
	8		49	41.9	76	16	8	0
Native Hawaiian or Pacific Islander	8		1	0.9	--	--	--	--
White	6		40	37.4	28	50	18	5
	7		47	39.5	45	36	17	2
	8		40	34.2	70	28	3	0
Two or More Races	6		1	0.9	--	--	--	--
	7		1	0.8	--	--	--	--
	8		1	0.9	--	--	--	--
Socioeconomically Disadvantaged	6		65	60.7	49	38	11	2
	7		76	63.9	78	16	7	0
	8		68	58.1	78	18	3	0
English Learners	6		16	15.0	94	6	0	0
	7		27	22.7	85	15	0	0
	8		13	11.1	100	0	0	0
Students with Disabilities	6		5	4.7	--	--	--	--
	7		14	11.8	86	14	0	0
	8		15	12.8	93	0	0	0
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	48	45	40	38	43	33	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	33
All Students at the School	40
Male	45
Female	35
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	34
Native Hawaiian or Pacific Islander	--
White	52
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	33
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	21.20	22.00	26.30

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 Parental Involvement State Priority (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 (Most Recent Year)

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 School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	7.79	7.38	4.07	5.56	4.46	2.70	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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, 2015.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	20	8	8		21	7	9		19	8	8	1
Mathematics	24	3	4	3	18	6	4	3	17	8	3	3
Science	35		2	4	21	4	4	1	25	2	5	2
Social Science	30	1	1	5	24	3	1	5	26	2	2	4

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.80	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.488	N/A
Psychologist		N/A
Social Worker		N/A
Nurse	0.32	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		N/A
Other		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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,563	\$1,489	\$7,074	\$77,065
District	N/A	N/A	\$32,515	\$75,483
Percent Difference: School Site and District	N/A	N/A	-78.2	9.1
State	N/A	N/A	\$5,348	\$59,460
Percent Difference: School Site and State	N/A	N/A	44.3	34.8

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

Types of Services Funded (Fiscal Year 2014-15)

We are required to report financial data from the 2014-2015 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 2014-2015 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, economic impact aid, 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 and Economic Impact Aid (EIA).

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

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,579	\$38,953
Mid-Range Teacher Salary	\$72,058	\$57,103
Highest Teacher Salary	\$86,813	\$74,127
Average Principal Salary (Elementary)	\$93,235	\$90,225
Average Principal Salary (Middle)	\$112,197	\$98,146
Average Principal Salary (High)	\$116,633	\$97,758
Superintendent Salary	\$133,402	\$117,803
Percent of Budget for Teacher Salaries	40%	34%
Percent of Budget for Administrative Salaries	7%	7%

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: Leadership Matters Workshop Series, 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.