

Willows Intermediate School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

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 2018-19)

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 2017-18)

Grade Level	Number of Students
Grade 6	122
Grade 7	130
Grade 8	106
Total Enrollment	358

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	2.2
Asian	5.3
Filipino	0.3
Hispanic or Latino	48.3
Native Hawaiian or Pacific Islander	0.0
White	42.5
Socioeconomically Disadvantaged	70.1
English Learners	15.1
Students with Disabilities	14.0
Foster Youth	0.8

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	14	14	17	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	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: 05-03-2018

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: 09/28/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	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.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 09/28/2018	
Overall Rating	Exemplary

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	30.0	20.0	27.0	25.0	48.0	50.0
Mathematics (grades 3-8 and 11)	22.0	19.0	21.0	19.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	364	349	95.88	19.77
Male	187	174	93.05	16.67
Female	177	175	98.87	22.86
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100.00	21.05
Filipino	--	--	--	--
Hispanic or Latino	173	165	95.38	13.33
White	159	152	95.60	25.66
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	265	252	95.09	15.08
English Learners	118	112	94.92	10.71
Students with Disabilities	45	41	91.11	4.88
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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	364	350	96.15	19.43
Male	187	175	93.58	18.86
Female	177	175	98.87	20
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100	21.05
Filipino	--	--	--	--
Hispanic or Latino	173	165	95.38	11.52
White	159	153	96.23	26.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	265	253	95.47	11.86
English Learners	118	112	94.92	5.36
Students with Disabilities	45	42	93.33	9.52
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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	11.9	21.5	34.1

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.8	11.9	11.9	2.4	8.6	7.5	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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, 2018.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	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	17.0	9	8		17.0	9	8		21.0	6	6	2
Mathematics	17.0	7	7		15.0	8	6		20.0	6	2	4
Science	26.0	1	6		24.0	2	6		26.0	2	3	3
Social Science	28.0	1	5	1	23.0	2	5	1	26.0	2	3	3

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	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 (non-teaching)		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 2016-17)

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	\$77,141
Percent Difference: School Site and District	N/A	N/A	-81.7	3.5
State	N/A	N/A	\$7,125	\$63,590
Percent Difference: School Site and State	N/A	N/A	29.3	38.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

We are required to report financial data from the 2017-2018 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 2017-2018 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,860	\$42,990
Mid-Range Teacher Salary	\$62,661	\$61,614
Highest Teacher Salary	\$96,467	\$85,083
Average Principal Salary (Elementary)	\$121,567	\$100,802
Average Principal Salary (Middle)	\$123,686	\$105,404
Average Principal Salary (High)	\$128,576	\$106,243
Superintendent Salary	\$159,364	\$132,653
Percent of Budget for Teacher Salaries	39.0	30.0
Percent of Budget for Administrative Salaries	7.0	6.0

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.