

Desert Willow Intermediate School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

School Contact Information	
School Name	Desert Willow Intermediate School
Street	36555 Sunny Lane
City, State, Zip	Palmdale, CA 93550-1019
Phone Number	(661) 285-5866
Principal	Gerilyn M. Cherland
E-mail Address	GMCherland@palmdalesd.org
Web Site	
CDS Code	19-64857-0105981

District Contact Information	
District Name	Palmdale Elementary School District
Phone Number	(661) 947-7191
Superintendent	Raul Maldonado
E-mail Address	djnardi@palmdalesd.org
Web Site	www.palmdalesd.org

School Description and Mission Statement (School Year 2016-17)

Palmdale School District Mission Statement

The mission of the Palmdale School District is to provide each child with a rigorous and relevant academic education, a safe learning environment and the knowledge, skills and attitudes necessary for success in the 21st Century.

Desert Willow is dedicated to :

The mission of the Palmdale School District and Desert Willow is to provide each child with a rigorous and relevant academic education, a safe learning environment and the knowledge, skills and attitudes necessary for success in the 21st Century.

We have several goals including improving student engagement and school climate, ensuring at least one year's growth in language development for our English learners, and increasing our math scores.

We provide language arts and math support class for intensive skill development and remediation as well as a pullout program for students with less than a 2.0 g.p.a. We offer both after school and lunch time tutoring to provide further support in Math and Language Arts. We are an AVID school, offering an AVID elective course and AVID strategies are implemented and used in all content area classrooms. Our content area departments use common formative assessments, cluster tests, benchmark tests, and assessment determined by the teachers such as chapter and unit tests, to target interventions and instruction.

Our data system, OARS, is a valuable tool in allowing us to gather data, monitor student progress, and individualize intervention strategies for struggling students.

Desert Willow's staff is building a school atmosphere that is safe, respectful and responsible. A warm, welcoming environment for all will be fostered, along with an awareness that the intermediate school experience is a vital bridge between elementary school and high school. Priorities include reinforcing the Palmdale School District character traits of being trustworthy, responsible, respectful and fair. The staff and administration provide fair and equitable levels of service through consistent and standardized policies and procedures. All staff and faculty promote rigorous standards-based instruction and have high expectations for learning. Desert Willow personnel acknowledge our diverse community and respond appropriately and proactively. Teachers and staff strive to develop meaningful partnerships with parents, businesses, and agencies.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	4
Grade 7	319
Grade 8	341
Total Enrollment	664

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	23.2
American Indian or Alaska Native	2
Asian	1.1
Filipino	2.1
Hispanic or Latino	64.9
Native Hawaiian or Pacific Islander	0.2
White	6.2
Two or More Races	0.5
Socioeconomically Disadvantaged	87
English Learners	14.8
Students with Disabilities	21.4
Foster Youth	4.1

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	30	20	35	810
Without Full Credential	1	2	1	31
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	1

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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	56.7	43.3
All Schools in District	88.8	11.2
High-Poverty Schools in District	89.0	11.0
Low-Poverty Schools in District	61.9	38.1

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 2016-17)

Year and month in which data were collected: September 2015

All students are provided with appropriate textbooks in each curriculum area.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 ELA/ELD: Houghton Mifflin Medallions 2010 7-8 ELA: Pearson Literature California 2010 7-8 ELD: Pearson Language Central 2010 4-8 Core Replacement: Cambium Learning Group - Language! 2010	Yes	0
Mathematics	Math K-5: Eureka/Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015	Yes	0
Science	K-6: Harcourt California Edition Science 2007 7-8: Holt, Rinehart, & Winston 2007	Yes	0
History-Social Science	K-6: Macmillan McGraw Hill 2007 7-8: McDougal Littell 2006	Yes	0
Foreign Language	7-8: Holt ¡Ven Conmigo! 2000	Yes	0
Health	7-8: Pearson Learning 2011	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

We take pride in keeping our school grounds and buildings clean on a regular basis. It is our policy to maintain our classrooms and restrooms in a clean and orderly manner on a daily basis with the support of the day and evening custodial staff. Our staff monitors the hallways and restrooms on a regular basis. The district policy is to make necessary repairs as quickly as possible to keep the facilities in a safe and working condition. A work order process is in place to assist in providing these services.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 2016				
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			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X	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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	27	27	29	31	44	48
Mathematics	13	13	19	19	34	36

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	331	325	98.2	28.6
	8	333	320	96.1	26.6
Male	7	160	156	97.5	23.7
	8	196	192	98.0	24.0
Female	7	171	169	98.8	33.1
	8	137	128	93.4	30.5
Black or African American	7	70	69	98.6	15.9
	8	76	73	96.0	15.1
Hispanic or Latino	7	219	215	98.2	26.5
	8	220	213	96.8	29.6
White	7	23	23	100.0	47.8
	8	18	18	100.0	33.3
Socioeconomically Disadvantaged	7	288	285	99.0	25.3
	8	293	281	95.9	25.3
English Learners	7	40	37	92.5	2.7
	8	34	31	91.2	3.2
Students with Disabilities	7	68	66	97.1	
	8	76	73	96.0	4.1

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	332	326	98.2	18.8
	8	332	326	98.2	18.8
Male	7	161	157	97.5	19.2
	8	161	157	97.5	19.2
Female	7	171	169	98.8	18.3
	8	171	169	98.8	18.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Black or African American	7	70	68	97.1	6.0
	8	70	68	97.1	6.0
Hispanic or Latino	7	220	217	98.6	17.1
	8	220	217	98.6	17.1
White	7	23	23	100.0	34.8
	8	23	23	100.0	34.8
Socioeconomically Disadvantaged	7	289	286	99.0	17.5
	8	289	286	99.0	17.5
English Learners	7	40	38	95.0	2.6
	8	40	38	95.0	2.6
Students with Disabilities	7	68	66	97.1	
	8	68	66	97.1	

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	42	37	43	48	49	40	60	56	54

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	332	322	97.0	43.5
Male	196	193	98.5	46.1
Female	136	129	94.9	39.5
Black or African American	76	73	96.1	37.0
Hispanic or Latino	219	214	97.7	43.9
White	18	18	100.0	50.0
Socioeconomically Disadvantaged	293	283	96.6	44.2
English Learners	33	31	93.9	19.4
Students with Disabilities	74	72	97.3	33.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	23.7	22.3	17

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 (School Year 2016-17)

Desert Willows conducts monthly School Site Council and English Language Advisory Council meetings. Both parent groups provide input and recommendations for continued school improvement to increase student academic achievement. Desert Willow also offers Parent Academy meetings, which address a variety of topics related to school governance and budget. Desert Willow also provides parents the opportunity to participate in the Parent Institute for Quality Education (PIQE) which provides parents with the knowledge and skills to partner with schools and communities to ensure student success.

Parents are encouraged to run for office and attend monthly meetings for these governing bodies. Parents are also welcome to volunteer in the classroom under the direct supervision of the classroom teacher. We invite parents to attend parent nights and parents are invited to chaperone college field trips. Our music department also invites parents to assist and support their activities.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	11.2	15.5	17.4	6.4	5.6	5.3	4.4	3.8	3.7
Expulsions	0.2	0.1	0.0	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

In compliance with Senate bill 187 and Education Code 35294.6, Desert Willow has developed a comprehensive safety plan. The elements of this plan include disaster preparedness and procedures. The Emergency Preparedness Plan has been reviewed with staff and is available for review in the school office. Desert Willow conducts routine emergency preparedness drills to ensure the safety and well-being of students and staff. Jorge Maldonado is the chairperson of the Safety Committee for this school year.

Desert Willow faculty is encouraged to seek additional training for disaster preparedness. CPR/First Aid and CERT training is highly encouraged. School staff is also trained every year on the Incident Command System and is encouraged to be leaders during our annual Great Shake Out exercise.

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 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	23
Percent of Schools Currently in Program Improvement	N/A	88.5

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	28	7	1	23	15	8	8	26	7	14	4
Mathematics	20	12	13		26	7	11	6	26	8	12	5
Science	17	21	9		28	4	7	11	27	4	14	5
Social Science	21	12	11	1	28	4	7	11	31	1	11	8

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	.5	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist		N/A
Other	1	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$221.34	\$175.58	\$45.76	\$54,095.78
District	N/A	N/A	\$85.08	\$71,737
Percent Difference: School Site and District	N/A	N/A	-46.2	-19.7
State	N/A	N/A	\$5,677	\$75,137
Percent Difference: School Site and State	N/A	N/A	-99.1	-25.9

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

Types of Services Funded (Fiscal Year 2015-16)

Title I, EIA/LEP and EIA/SCE funds are used to support students academically. Our teachers provide lunch time and after school tutoring. Students are identified as underperforming and are targeted for intervention.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,935	\$44,573
Mid-Range Teacher Salary	\$69,045	\$72,868
Highest Teacher Salary	\$82,275	\$92,972
Average Principal Salary (Elementary)	\$110,473	\$116,229
Average Principal Salary (Middle)	\$108,565	\$119,596
Average Principal Salary (High)		\$121,883
Superintendent Salary	\$200,850	\$201,784
Percent of Budget for Teacher Salaries	34%	39%
Percent of Budget for Administrative Salaries	5%	5%

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 meet frequently within and across grade levels in PLC to plan and coordinate instruction. A teacher survey is taken at the end of the school year that guides site professional development and in-service selection decisions. Student data is also used to determine professional development offerings. Sites design specific professional development based on academic content standards, the California Standards for the Teaching Profession, and research-based practices.

Educational Services, Special Education, English Learners, Student Assessment and Accountability, and Teacher Support departments participate in the planning and implementation of District staff development activities. Courses are offered throughout the year on week nights and Saturdays.

Training is also offered during the summer months on content and strategy specific areas such as SIOP, Teacher Leaders, English Language Arts, Mathematics workshops, unpacking standards, and intervention programs. . Administration training focuses on the development of professional learning communities.

Conference and convention attendance, in-service meetings and staff collaboration offer additional opportunities for professional growth. Teachers observe other professionals, engage in peer coaching and work with mentors and grade level or departmental colleagues.