

Desert Willow 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	Desert Willow Intermediate School
Street	36555 Sunny Lane
City, State, Zip	Palmdale, CA 93550-1019
Phone Number	(661) 285-5866
Principal	Melanie Culver
E-mail Address	mculver@palmdalesd.org
Web Site	
Grades Served	7-8
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 (Most Recent Year)

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 a 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 2014-15)

Grade Level	Number of Students
Grade 6	6
Grade 7	339
Grade 8	299
Total Enrollment	644

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	22.7
American Indian or Alaska Native	1.6
Asian	0.3
Filipino	1.7
Hispanic or Latino	66.1
Native Hawaiian or Pacific Islander	0.3
White	6.5
Socioeconomically Disadvantaged	86.3
English Learners	16.3
Students with Disabilities	21.4
Foster Youth	4.2

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	29	30	20	664
Without Full Credential	0	1	2	22
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	1	0	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 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	25.3	74.7
All Schools in District	76.4	23.6
High-Poverty Schools in District	76.4	23.6
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: September 2015

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

Core Curriculum Area	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: 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 in which data were collected: March 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			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: March 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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 in which data were collected: March 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	26	30	44
Mathematics	13	19	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	7	331	313	94.6	46	27	21	3
	8	306	286	93.5	33	35	26	3
Male	7		191	57.7	50	27	18	2
	8		155	50.7	43	33	18	3
Female	7		122	36.9	40	26	26	5
	8		131	42.8	21	38	34	3

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	7		73	22.1	60	21	10	3
	8		64	20.9	34	41	22	2
American Indian or Alaska Native	7		5	1.5	--	--	--	--
	8		2	0.7	--	--	--	--
Asian	7		3	0.9	--	--	--	--
Filipino	7		5	1.5	--	--	--	--
	8		7	2.3	--	--	--	--
Hispanic or Latino	7		209	63.1	43	28	24	3
	8		188	61.4	34	32	28	4
Native Hawaiian or Pacific Islander	8		1	0.3	--	--	--	--
White	7		14	4.2	29	29	29	7
	8		21	6.9	33	38	14	5
Two or More Races	7		1	0.3	--	--	--	--
	8		1	0.3	--	--	--	--
Socioeconomically Disadvantaged	7		259	78.2	48	27	20	3
	8		234	76.5	35	34	26	2
English Learners	7		57	17.2	82	12	4	0
	8		43	14.1	74	19	5	0
Students with Disabilities	7		42	12.7	86	10	0	0
	8		43	14.1	65	21	7	0
Students Receiving Migrant Education Services	7		1	0.3	--	--	--	--
	8		1	0.3	--	--	--	--
Foster Youth	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	7	331	310	93.7	64	26	9	1
	8	306	287	93.8	52	29	12	5
Male	7		191	57.7	66	24	9	1
	8		156	51.0	54	28	12	4

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	7		119	36.0	59	31	8	2
	8		131	42.8	50	30	12	5
Black or African American	7		72	21.8	79	18	1	1
	8		64	20.9	64	27	8	0
American Indian or Alaska Native	7		5	1.5	--	--	--	--
	8		2	0.7	--	--	--	--
Asian	7		3	0.9	--	--	--	--
Filipino	7		5	1.5	--	--	--	--
	8		7	2.3	--	--	--	--
Hispanic or Latino	7		207	62.5	59	29	12	1
	8		188	61.4	51	30	12	5
Native Hawaiian or Pacific Islander	8		1	0.3	--	--	--	--
White	7		14	4.2	50	36	14	0
	8		22	7.2	55	14	14	9
Two or More Races	7		1	0.3	--	--	--	--
	8		1	0.3	--	--	--	--
Socioeconomically Disadvantaged	7		257	77.6	65	26	8	1
	8		234	76.5	54	28	12	4
English Learners	7		57	17.2	86	12	2	0
	8		43	14.1	79	14	2	0
Students with Disabilities	7		42	12.7	98	2	0	0
	8		43	14.1	84	5	7	0
Students Receiving Migrant Education Services	7		1	0.3	--	--	--	--
	8		1	0.3	--	--	--	--
Foster Youth	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	42	37	48	48	49	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	49
All Students at the School	37
Male	40
Female	36
Black or African American	23
American Indian or Alaska Native	--
Filipino	--
Hispanic or Latino	40
Native Hawaiian or Pacific Islander	--
White	45
Two or More Races	--
Socioeconomically Disadvantaged	28
English Learners	6
Students with Disabilities	36
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	20.30	23.00	18.80

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)

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. Our Parent Community Liaison keeps our parent computer station, school website, Facebook page, Twitter account, and the PeachJar site up to date with school activities and information.

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	14.71	11.15	15.52	7.14	6.41	5.58	5.07	4.36	3.80
Expulsions	0.14	0.16	0.13	0.05	0.05	0.04	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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. Lisa Aqenneni is the chairperson of the Safety Committee for this school year.

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	N/A	Yes

Federal Intervention Program (School Year 2015-16)

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	24
Percent of Schools Currently in Program Improvement	N/A	88.9

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	24	5	18	1	17	28	7	1	23	15	8	8
Mathematics	24	8	18	1	20	12	13		26	7	11	6
Science	24	11	14	3	17	21	9		28	4	7	11
Social Science	26	5	15	4	21	12	11	1	28	4	7	11

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)		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		N/A
Speech/Language/Hearing Specialist	1	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	\$221.34	\$175.58	\$45.76	\$54,095.78
District	N/A	N/A	\$85.08	\$67,409
Percent Difference: School Site and District	N/A	N/A	-46.2	-18.5
State	N/A	N/A	\$5,348	\$72,993
Percent Difference: School Site and State	N/A	N/A	-99.0	-23.6

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

Types of Services Funded (Fiscal Year 2014-15)

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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,620	\$43,091
Mid-Range Teacher Salary	\$64,831	\$70,247
Highest Teacher Salary	\$77,482	\$89,152
Average Principal Salary (Elementary)	\$106,769	\$112,492
Average Principal Salary (Middle)	\$104,400	\$116,021
Average Principal Salary (High)		\$117,511
Superintendent Salary	\$195,000	\$192,072
Percent of Budget for Teacher Salaries	36%	41%
Percent of Budget for Administrative Salaries	5%	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 meet frequently within and across grade levels in lesson study and grade specific institutes 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.