

# School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

## II. About This School

### Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Desert Willow Intermediate School	<b>District Name</b>	Palmdale Elementary School District
<b>Street</b>	36555 Sunny	<b>Phone Number</b>	(661) 947-7191
<b>City, State, Zip</b>	Palmdale, CA 93550	<b>Web Site</b>	<a href="http://www.psd.k12.ca.us/">http://www.psd.k12.ca.us/</a>
<b>Phone Number</b>	(661) 285-5866	<b>Superintendent</b>	Roger Gallizzi
<b>Principal</b>	Thomas Pitts	<b>E-mail Address</b>	RMaldonado@palmdalesd.org
<b>E-mail Address</b>	tapitts@palmdalesd.org	<b>CDS Code</b>	19-64857-0105981

### School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs and its goals.

Desert Willow is dedicated to improving student achievement. We value:

- A positive learning environment in which optimal, meaningful learning occurs,
- A commitment and accountability to high standards,
- A physically, emotionally and intellectually safe community.

Desert Willows Intermediate School is in its fifth year. 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 both math and language arts support classes, and we are in the process of becoming an AVID certified school. Our data system, OARS, is proving to be a valuable tool in allowing us to monitor student progress and individualize intervention strategies for struggling students. Our math department uses common assessments in the form of a weekly quiz and homework packets, to target interventions. We also use cluster tests, benchmark tests, and assessment determined by the teachers such as chapter and unit tests. We offer both after school and lunch time tutoring.

Desert Willows Intermediate School staff is building a school atmosphere that is safe, respectful and responsible. A warm, welcoming environment for all of the educational community will be fostered, along with an awareness of the fact 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 high expectations for learning. Desert Willow personnel acknowledge our diverse community and respond appropriately and proactively. Teachers and staff create and sustain situations that are physically and emotionally safe and develop a meaningful partnership with parents, businesses, and agencies.

**Opportunities for Parental Involvement (School Year 2009-10)**

This section provides information about opportunities for parents to become involved with school activities.

Desert Willow offers a variety of opportunities for parents to become involved. Desert Willows maintains a School Site Council and English Language Advisory Council which conducts monthly meetings. Our district hosts a “MiniCABE” conference and several of our parents have attended. We also encourage them to attend the statewide CABE conference.

Parents are encouraged to run for office and attend monthly meetings for these governing bodies. Parents are always welcome to volunteer in the classroom under the direct instruction of the classroom teacher. In addition, we encourage all our parents to participate fully in P.T.S.A. Our AVID program invites parents to four parent nights per year and parents are invited to chaperone college field trips. We have GATE parent nights four times a year. Our music department invites parents to assist and support their activities. We also, through our GEAR-UP grant, sponsor Parent Institutes. Parents have attended, and will continue to attend, conferences provided by LACOE in parent involvement and in relevant GEAR -UP conferences.

**Student Enrollment by Grade Level (School Year 2009-10)**

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 6	2
Grade 7	419
Grade 8	436
<b>Total Enrollment</b>	<b>859</b>

**Student Enrollment by Group (School Year 2009-10)**

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	17	White	15
American Indian or Alaska Native	1	Two or More Races	
Asian	0.93	Socioeconomically Disadvantaged	69
Filipino	1	English Learners	14
Hispanic or Latino	64	Students with Disabilities	14
Native Hawaiian/Pacific Islander			

**Average Class Size and Class Size Distribution (Secondary)**

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08				2008-09				2009-10			
	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	24.2	18	21	5	27.5	6	25	9				
Mathematics	24.7	15	22	5	27.4	7	19	7				
Science	26	6	23	3	28.1	4	18	7				
Social Science	26.5	8	18	5	28.1	3	23	4				

### III. School Climate

#### School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

In compliance with Senate bill 187 and Education Code 35294.6, Desert Willows 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 students and is available for review in the school office. Desert Willows conducts routine emergency preparedness drills to ensure the safety and well-being of students and staff.

Maria Spyrou is the chairperson of the Safety Committee for this school year.

#### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Suspensions</b>	25.2	42.9	68.2	11.6	18.9	25.6
<b>Expulsions</b>	2.2	0.6	1.4	0.5	0.3	0.3

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

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.

Our physical education department experienced an overhaul of the locker rooms, including the installation of new lockers. "Dressing out for PE" is a lesser issue because of the new facilities.

We have playground equipment designed for elementary school children. It is a strong temptation for 7th and 8th graders most of whom have outgrown the equipment. We would like to have it removed from our campus.

#### School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
<b>With Full Credential</b>	33	36	36	877
<b>Without Full Credential</b>	7	2	2	41
<b>Teaching Outside Subject Area of Competence</b>	0			---

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
<b>Misassignments of Teachers of English Learners</b>	0		
<b>Total Teacher Misassignments</b>	0		
<b>Vacant Teacher Positions</b>	0		

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
<b>This School</b>	100	0
<b>All Schools in District</b>	100	0
<b>High-Poverty Schools in District</b>	100	0
<b>Low-Poverty Schools in District</b>	100	0

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	841
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist	1.0	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist (non-teaching)		---
Other		---

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
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	0	Yes
Mathematics	K-6: Scott Foresman-Addison Wesley enVision Math California 2009 7: Prentice Hall Pre-Algebra California Edition 2009 8: Prentice Hall Algebra California Edition 2009	0	Yes
Science	K-6: Harcourt California Edition Science 2007 7-8: Holt, Rinehart, & Winston 2007	0	Yes
History-Social Science	K-6: Macmillan McGraw Hill 2007 7-8: McDougal Littell 2006	0	Yes
Foreign Language	7-8: Holt ¡Ven Conmigo! 2000	0	Yes
Health			Yes
Visual and Performing Arts			Yes

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$297.12	\$64.96	\$232.17	\$52,452.65
District	---	---	\$1,934	63,610
Percent Difference: School Site and District	---	---	0	-8
State	---	---	5,681	68,212
Percent Difference: School Site and State	---	---	-65	-14

### Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Title I, EIALEP, Library Block Grant, GATE, Title V, SI, Gear-Up Grant, High Priority Schools Grant.

### Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	35,094	41,988
Mid-Range Teacher Salary	63,873	68,649
Highest Teacher Salary	83,450	87,156
Average Principal Salary (Elementary)	107,405	109,026
Average Principal Salary (Middle)	109,413	112,489
Average Principal Salary (High)	0	113,872
Superintendent Salary	182,000	181,890
Percent of Budget for Teacher Salaries	30.3	42.5
Percent of Budget for Administrative Salaries	4.4	5.5

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

*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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	34	41	41	34	39	39	46	50	52
Mathematics	21	28	28	33	43	43	43	46	48
Science	29	41	41	35	44	44	46	50	54
History-Social Science	13	33	33	19	28	28	36	41	44

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male	35	26	45	36
Female	46	29	38	30
Black or African American	35	26	36	28
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	67	55	*	*
Hispanic or Latino	38	25	40	31
Native Hawaiian/Pacific Islander				
White	58	39	55	47
Two or More Races	20	9	27	18
Socioeconomically Disadvantaged	36	24	39	29
English Learners	8	5	11	3
Students with Disabilities	26	19	25	8
Students Receiving Migrant Education Services	54	38	*	*

## California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pfi/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	2	2	2
Similar Schools	3	3	2

### Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	6	21	31
Black or African American	-3	5	58
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	10	20	36
Native Hawaiian/Pacific Islander			
White	34	44	-8
Two or More Races			
Socioeconomically Disadvantaged	2	28	38
English Learners	3	4	57
Students with Disabilities			

## Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	705	726	767
Black or African American	669	675	686
American Indian or Alaska Native			728
Asian		862	890
Filipino		820	851
Hispanic or Latino	701	723	715
Native Hawaiian/Pacific Islander			753
White	762	795	838
Two or More Races		751	808
Socioeconomically Disadvantaged	684	709	712
English Learners	642	689	692
Students with Disabilities	560	569	580

### Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	N/A

### Federal Intervention Program (School Year 2010-11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	---	21
Percent of Schools Currently in Program Improvement	---	75.0

## **XI. Instructional Planning and Scheduling**

### **Professional Development**

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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Teachers meet frequently within and across grade levels in lesson study and grade specific institutes to plan and discuss what they are doing and how to 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.

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

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