

Willows Intermediate School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/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 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 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	Chris Harris
Email Address	charris@willowsunified.org
School Website	http://wis.willowsunified.org/
County-District-School (CDS) Code	11-62661-6007611

2021-22 District Contact Information

District Name	Willows Unified School District
Phone Number	530.934.6600
Superintendent	Emmett Koerperich
Email Address	ekoerperich@willowsunified.org
District Website Address	www.willowsunified.org

2021-22 School Overview

Willows Intermediate School (WIS) is in the Willows Unified School District serving 6, 7, and 8 grade students in the Willows community. Willows is located in Glenn County in the Northern Sacramento Valley of northern California. Willows Intermediate is one of four schools in the Willows Unified School District with an approximate enrollment of 310 students. Willows Intermediate strives to establish a high performing school culture with quality teaching and learning. We take pride in that every student has access to all programs offered at our school. We are incredibly proud of our community at large and welcome our tremendous diversity we serve. It is the goal of our district and school to develop and maintain systematic methods to partner with our students, parents, county resources and community members to increase engagement. We refer to ourselves as a team, specifically, Team WIS!

It is the desire of our school community to provide a safe and enriched, student learning environment where:

- All students are valued.
- 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 and collaboration is vital for a productive role in society – requiring sensitivity, appreciation, and mutual respect.
- High expectations are essential for individuals to achieve their potential.

We are proud of our expanding enrichment opportunities including: band, woodshop, American Sign Language, and art. Willows Intermediate offers varied levels of intervention before, during and after school for students that may need support in their classes. Each grade level has one period dedicated to our English Learner population.

The district also employs two EL Aides to work closely with those students that need the most support. Additionally, the district employs a full-time school counselor to identify students' academic needs, develop individualized 10-year plans and counsel and refer students that are in crisis. The WUSD also contracts with the Glenn County Office of Education and has a 80% FTE School Psychologist. GCOE also has 2 FTE Special Education teachers on site that serve our population of students with disabilities. Willows Intermediate School also has the GCOE Osprey program. This program serves students grades 1-8 that are moderate-severe in the special education program.

2021-22 School Overview

Our campus is vast. We have a yard duty staff that supervises students from 7:15am - 8:15am and then again from 11:45am - 12:45pm. They look after students on the playground, in the cafeteria and the quad area on campus. The food services staff provides breakfasts and lunches to our students. These meals are prepared at Willows High School and transported to WIS via the district vehicle. Our maintenance and janitorial staff keep our campus safe and looking fantastic at all times. In the fall of 2021, a new HVAC system was installed in the gymnasium. In the 2021-22 school year, the clocks, alarm and PA system will be upgraded. The WUSD is currently planning on further upgrades to the WIS campus as well.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	94
Grade 7	105
Grade 8	94
Total Enrollment	293

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.4
Asian	4.1
Black or African American	1
Filipino	0.3
Hispanic or Latino	54.3
Native Hawaiian or Pacific Islander	0.3
Two or More Races	2
White	36.2
English Learners	17.1
Foster Youth	0.3
Homeless	0.7
Socioeconomically Disadvantaged	80.5
Students with Disabilities	11.9

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.1	77.8	56.8	86.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.2	1.3	0.2	0.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.7	11.3	3.8	5.9	12115.8	4.4
Unknown	1.5	9.6	4.8	7.4	18854.3	6.9
Total Teaching Positions	15.6	100.0	65.8	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.2
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.2

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.1
Local Assignment Options	1.6
Total Out-of-Field Teachers	1.7

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	13.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

10/20/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent 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) -2013	Yes	0
Science	Focus on Earth Science (6th)/Focus on Life Science (7th)/Focus on Physical Science (8th) Glenncoe/McGraw. 2007	No	0
History-Social Science	6th, 7th, 8th grade - IMPACT. McGraw Hill. 2019	Yes	0
Foreign Language			
Health			0
Visual and Performing Arts	Music- 6th grade- Simon & Schuster (World of Music), Neil A. Kjos Music Company (Standard of Excellence Bk. 1)	Yes	0

	7th/8th grade- Neil A. Kjos Music Company (Standard of Excellence Bk. 2)		
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Willows Intermediate School prides itself on a clean and safe campus. To that end, the maintenance staff is consistent on their upkeep, prompt to reply to any areas of concern and thorough in maintaining all aspects of our campus. We have one full-time custodian during school hours and another FTE after school that clean all classrooms, restrooms and areas on campus. In the fall of 2021, the HVAC system in the gymnasium was upgraded. In the fall/winter of 2021, a new electronic marquee was installed in front of the school. The maintenance and grounds team does a great job of keeping all of our schools running, grounds looking attractive and all facilities in operational order.

Year and month of the most recent FIT report	12/1/21
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			New HVAC in gym in 2021.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		There are Bats living outside the rooms between the walls and the roof line. We have sealfoamed the cracks and the bats continue to dig out the foam and get back in.
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 Rate

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] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	294	283	96.26	3.74	26.24
Female	153	149	97.39	2.61	29.05
Male	141	134	95.04	4.96	23.13
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100	0	21.43
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	164	157	95.73	4.27	21.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	98	95	96.94	3.06	33.68
English Learners	56	53	94.64	5.36	3.77
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	24	24	100	0	12.5
Socioeconomically Disadvantaged	234	225	96.15	3.85	21.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	31	93.94	6.06	0

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	294	282	95.92	4.08	20.92
Female	153	149	97.39	2.61	25.50
Male	141	133	94.33	5.67	15.79
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	35.71
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	164	157	95.73	4.27	15.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	98	95	96.94	3.06	26.32
English Learners	56	53	94.64	5.36	3.77
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	24	24	100.00	0.00	20.83
Socioeconomically Disadvantaged	234	224	95.73	4.27	16.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	30	90.91	9.09	6.67

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	14.61	N/A	16.90	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	89	95.70	4.30	14.61
Female	48	46	95.83		
Male	45	43	95.56		
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	47	44	93.62	6.38	6.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	35	34	97.14	2.86	29.41
English Learners	13	12	92.31	7.69	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	71	67	94.37	5.63	13.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

The Willows Unified School District and Willows Intermediate School are committed to develop and maintain a systematic method for partnering with students, parents, county resources and community members to increase engagement. We welcome parent and community involvement at Willows Intermediate School. We try to provide ample opportunities for our parents and community to be involved. These opportunities are Back-To-School Night, parent booster clubs, English Language Advisory Committee (ELAC/DELAC), attend music concerts and athletic events, School Site Council, participate as a volunteer, class fundraisers and the end of year Open House and graduation. Please contact Chris Harris, Principal at 530-934-6633 to learn more at opportunities to participate.

The WUSD also has created the Parent Engagement Team. This team is specifically designed to perform outreach to our parents and get them involved and answer any questions, concerns and/or misperceptions about our programs and resources.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	319	310	79	25.5
Female	165	158	39	24.7
Male	154	152	40	26.3
American Indian or Alaska Native	7	6	2	33.3
Asian	14	14	0	0.0
Black or African American	3	3	1	33.3
Filipino	2	2	0	0.0
Hispanic or Latino	170	166	47	28.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	6	6	1	16.7
White	114	110	28	25.5
English Learners	58	57	19	33.3
Foster Youth	1	1	1	100.0
Homeless	5	4	3	75.0
Socioeconomically Disadvantaged	257	250	69	27.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	41	39	12	30.8

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	8.14	4.08	5.50	2.38	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	7.52	4.62	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.08	0.00
Female	0.00	0.00
Male	8.44	0.00
American Indian or Alaska Native	0.00	0.00
Asian	7.14	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.71	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.63	0.00
English Learners	3.45	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

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 October 2020.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	10	5	3
Mathematics	18	7	4	3
Science	3	2		
Social Science	22	4	5	1

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	7	7	
Mathematics	14	9	7	
Science	15	7	6	
Social Science	17	7	3	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	7	6	
Mathematics	15	10	2	1
Science	19	4	6	
Social Science	24	2	5	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	293

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,311	\$853	\$9,458	\$95,144
District	N/A	N/A	\$9,037	\$82,964
Percent Difference - School Site and District	N/A	N/A	4.6	13.7
State			\$8,444	\$71,544
Percent Difference - School Site and State	N/A	N/A	11.3	28.3

2020-21 Types of Services Funded

We are required to report financial data from the 2019-2020 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 2019-2020 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,840	\$45,813
Mid-Range Teacher Salary	\$80,635	\$70,720
Highest Teacher Salary	\$103,220	\$93,973
Average Principal Salary (Elementary)	\$134,168	\$111,613
Average Principal Salary (Middle)	\$136,507	\$119,477
Average Principal Salary (High)	\$141,904	\$120,270
Superintendent Salary	\$175,883	\$150,704
Percent of Budget for Teacher Salaries	36%	29%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

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: trauma informed practices, universal design for learning, SEL, PBIS and curriculum specific trainings for adoptions. Fortunately, every other Wednesday is a school-wide minimum day allowing teachers time to develop Professional Learning Communities and collaboration time. The pandemic has created a need for more expansive training in technology, SEL and means to close the learning gap that has been created through the pandemic. Teachers have and continue to build upon their technology knowledge and proficiency. Teachers recognize the need for professional development for student social-emotional health, they also recognize the need to identify students who have experienced greater learning loss than their peers. The PLC Model used at WIS is effective for teachers to be able to collaborate and discuss every student in the school.

Professional Development is encouraged and funded through the WUSD's Professional Development Funds. Staff that work directly with our significant subgroups are encouraged to participate in EL trainings, training for foster/homeless youth, trauma informed practices, and understanding the fundamentals of poverty. The WUSD surveys staff to gather input as to what topics they feel are necessary for professional development.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	13 Part days; 2 Full days	13 Part days; 2 Full days	13 Part Days; 2 Full days

Willows Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Willows Unified School District
Phone Number	530.934.6600
Superintendent	Emmett Koerperich
Email Address	ekoerperich@willowsunified.org
District Website Address	www.willowsunified.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	690	648	93.91	6.09	27.60
Female	327	312	95.41	4.59	33.44
Male	363	336	92.56	7.44	22.16
American Indian or Alaska Native	14	13	92.86	7.14	16.67
Asian	28	26	92.86	7.14	11.54
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	371	352	94.88	5.12	21.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	19	95.00	5.00	36.84
White	246	228	92.68	7.32	38.16
English Learners	156	147	94.23	5.77	4.79
Foster Youth	--	--	--	--	--
Homeless	32	32	100.00	0.00	12.50
Military	42	40	95.24	4.76	7.50
Socioeconomically Disadvantaged	550	514	93.45	6.55	22.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	68	88.31	11.69	2.94

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	690	640	92.75	7.25	17.81
Female	327	307	93.88	6.12	20.85
Male	363	333	91.74	8.26	15.02
American Indian or Alaska Native	14	11	78.57	21.43	36.36
Asian	28	26	92.86	7.14	23.08
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	371	349	94.07	5.93	12.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	19	95.00	5.00	15.79
White	246	225	91.46		24.00
English Learners	156	147	94.23	5.77	2.72
Foster Youth	--	--	--	--	--
Homeless	32	32	100.00	0.00	18.75
Military	42	40	95.24	4.76	17.50
Socioeconomically Disadvantaged	550	507	92.18	7.82	14.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	68	88.31	11.69	7.35

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.