

# Willows Intermediate School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



### 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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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) <https://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.

## 2022-23 School Contact Information

<b>School Name</b>	Willows Intermediate School
<b>Street</b>	1145 West Cedar St.
<b>City, State, Zip</b>	Willows, CA 95988
<b>Phone Number</b>	(530) 934-6633
<b>Principal</b>	Chris Harris
<b>Email Address</b>	charris@willowsunified.org
<b>School Website</b>	<a href="http://wis.willowsunified.org/">http://wis.willowsunified.org/</a>
<b>County-District-School (CDS) Code</b>	11-62661-6007611

## 2022-23 District Contact Information

<b>District Name</b>	Willows Unified School District
<b>Phone Number</b>	530.934.6600
<b>Superintendent</b>	Emmett Koerperich
<b>Email Address</b>	ekoerperich@willowsunified.org
<b>District Website Address</b>	<a href="http://www.willowsunified.org">www.willowsunified.org</a>

## 2022-23 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.

## 2022-23 School Overview

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 hosts the GCOE Osprey program. This program serves students grades 1-8 that are moderate-severe in the special education program.

Our campus is vast. We have a yard duty staff that supervises students from 7:15am - 9:45am and then again from 11:45am - 1:15pm. They look after students on the playground, in the cafeteria and the quad area on campus. The food services staff provides breakfasts, 2nd chance breakfasts and lunches to our students. These meals are prepared at Willows High School and transported to WIS via a 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 library and adjacent rooms were recarpeted in the summer/fall of 2022. The WUSD is currently planning on further upgrades to the WIS campus as well, including remodeling the office, constructing new modular buildings to replace the current portable buildings and installing a fence along the front of the school.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	101
Grade 7	100
Grade 8	107
Total Enrollment	308

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.9
American Indian or Alaska Native	1.6
Asian	4.5
Black or African American	0.6
Filipino	0.3
Hispanic or Latino	56.5
Native Hawaiian or Pacific Islander	0.3
Two or More Races	1.0
White	34.1
English Learners	19.2
Foster Youth	0.0
Homeless	1.9
Migrant	0.0
Socioeconomically Disadvantaged	83.8
Students with Disabilities	10.7



### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12.10	77.84	56.80	86.40	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.20	1.28	0.20	0.30	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.70	11.30	3.80	5.91	12115.80	4.41
<b>Unknown</b>	1.50	9.58	4.80	7.37	18854.30	6.86
<b>Total Teaching Positions</b>	15.60	100.00	65.80	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13.80	82.73	58.20	85.84	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	5.96	2.00	2.95	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.10	7.09	2.20	3.24	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.70	4.17	4.30	6.42	11953.10	4.28
<b>Unknown</b>	0.00	0.00	1.00	1.53	15831.90	5.67
<b>Total Teaching Positions</b>	16.70	100.00	67.80	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.20	1.10
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.20	1.10

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.10	0.00
Local Assignment Options	1.60	0.70
<b>Total Out-of-Field Teachers</b>	1.70	0.70

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.20	13.20
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	13.00	8.70

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

## 2022-23 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

11/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	6th, 7th, 8th grade - CPM (College Preparatory Mathematics) -2013	Yes	0

<b>Science</b>	TCI Science Alive (grades 6-8) (2021-22)	Yes	0
<b>History-Social Science</b>	6th, 7th, 8th grade - IMPACT. McGraw Hill. 2019	Yes	0
<b>Health</b>			0
<b>Visual and Performing Arts</b>	Music- 6th grade- Simon & Schuster (World of Music), Neil A. Kjos Music Company (Standard of Excellence Bk. 1) 7th/8th grade- Neil A. Kjos Music Company (Standard of Excellence Bk. 2)	Yes	0

### School Facility Conditions and Planned Improvements

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**

12/21/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			New HVAC in gym in 2021.
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> 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.
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Restrooms being evaluated for modernization
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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).
4. **College and Career Ready**  
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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	22	N/A	24	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	16	N/A	17	N/A	33

## 2021-22 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	305	296	97.05	2.95	21.69
<b>Female</b>	142	136	95.77	4.23	22.06
<b>Male</b>	163	160	98.16	1.84	21.38
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	11	11	100.00	0.00	27.27
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	177	173	97.74	2.26	21.39
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	97	93	95.88	4.12	23.91
<b>English Learners</b>	59	56	94.92	5.08	3.57
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	257	251	97.67	2.33	19.20
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	33	32	96.97	3.03	6.25

## 2021-22 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	305	298	97.70	2.30	16.11
<b>Female</b>	142	137	96.48	3.52	14.60
<b>Male</b>	163	161	98.77	1.23	17.39
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	11	11	100.00	0.00	27.27
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	177	174	98.31	1.69	14.37
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	97	94	96.91	3.09	19.15
<b>English Learners</b>	59	56	94.92	5.08	5.36
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	257	253	98.44	1.56	12.65
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	33	32	96.97	3.03	3.13

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	14.61	14.56	16.9	14.79	28.5	29.47

## 2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	103	103	100	0	14.56
<b>Female</b>	55	55	100	0	5.45
<b>Male</b>	48	48	100	0	25
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	60	60	100	0	6.67
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	34	34	100	0	29.41
<b>English Learners</b>	16	16	100	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	83	83	100	0	7.23
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96.9%	97.9%	97.9%	97.9%	97.9%
Grade 7	94.1%	97%	97%	96%	97%
Grade 9	97.3%	95.5%	98.2%	95.5%	97.3%

## 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.

#### 2022-23 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 and to be part of the team for student achievement.

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. The Parent Engagement Team hosts "Parent Academies" that focus on areas that parents have requested. Child care and food are provided for those in attendance.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	327	324	99	30.6
Female	156	153	43	28.1
Male	171	171	56	32.7
American Indian or Alaska Native	8	8	4	50.0
Asian	14	14	0	0.0
Black or African American	4	4	2	50.0
Filipino	1	1	0	0.0
Hispanic or Latino	184	182	52	28.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	5	5	1	20.0
White	109	108	40	37.0
English Learners	64	63	16	25.4
Foster Youth	1	1	0	0.0
Homeless	8	7	3	42.9
Socioeconomically Disadvantaged	277	274	92	33.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	41	41	18	43.9

### 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	7.52	4.62	2.45
<b>Expulsions</b>	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	4.08	5.81	2.38	4.74	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.07	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	5.81	0.00
<b>Female</b>	4.49	0.00
<b>Male</b>	7.02	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	7.14	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	7.61	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	3.67	0.00
<b>English Learners</b>	4.69	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	6.50	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	9.76	0.00

## 2022-23 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 2022

## 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	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	16	13	4	1
Mathematics	16	8	5	1
Science	19	4	5	1
Social Science	25	2	3	2



## 2021-22 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
<b>Pupils to Academic Counselor</b>	308

## 2021-22 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1.0
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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
<b>School Site</b>	\$10,311	\$853	\$9,458	\$95,144
<b>District</b>	N/A	N/A	\$9,037	\$81,767
<b>Percent Difference - School Site and District</b>	N/A	N/A	4.6	15.1
<b>State</b>	N/A	N/A	\$6,594	\$73,001
<b>Percent Difference - School Site and State</b>	N/A	N/A	35.7	26.3

## 2021-22 Types of Services Funded

We are required to report financial data from the 2020-21 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 2020-2021 school year.

We've broken down expenditures by the type of funds used. 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 may be 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.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$60,840	\$46,419
<b>Mid-Range Teacher Salary</b>	\$80,635	\$69,902
<b>Highest Teacher Salary</b>	\$103,220	\$97,912
<b>Average Principal Salary (Elementary)</b>	\$134,168	\$111,731
<b>Average Principal Salary (Middle)</b>	\$136,507	\$122,012
<b>Average Principal Salary (High)</b>	\$141,904	\$122,212
<b>Superintendent Salary</b>	\$160,000	\$150,971
<b>Percent of Budget for Teacher Salaries</b>	32%	29%
<b>Percent of Budget for Administrative Salaries</b>	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. Additionally, with any adoption of new curriculum, our teachers receive training in the implementation of the new curriculum.

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

Subject	2020-21	2021-22	2022-23
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