

# Willows Intermediate School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

## 2025-26 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>	Durell Siplin
<b>Email Address</b>	dsiplin@willowsunified.org
<b>School Website</b>	<a href="http://wis.willowsunified.org/">http://wis.willowsunified.org/</a>
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	11-62661-6007611

## 2025-26 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</b>	<a href="http://www.willowsunified.org">www.willowsunified.org</a>

## 2025-26 School Description and Mission Statement

Willows Intermediate School (WIS) is in the Willows Unified School District serving 5, 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 441 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, 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. In the 2025-2026 school year, the district also employs four Bilingual Instructional 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

2025-26 School Description and Mission Statement

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. The district has also contracted with Northern Valley Indian Health to provide school-based counseling at WIS.

Our campus is vast. We have a yard duty staff that supervises students from 7:15am - 9:45am and then again from 11:45am - 12:55pm. 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 were upgraded. The library and adjacent rooms had carpet laid in the summer/fall of 2022. The office was remodeled and new modular buildings replaced the outdated portable buildings on campus during the summer of 2023. In 2024 we upgraded our blacktop area, adding a new playground structure for the incoming 5th and 6th grades as well as installing a new dishwasher in our cafeteria to transition to using reusable food trays.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	131
Grade 6	108
Grade 7	116
Grade 8	109
Total Enrollment	464

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.4
Non-Binary	0.2
American Indian or Alaska Native	2.4
Asian	3.7
Black or African American	0.9
Filipino	0.2
Hispanic or Latino	50.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	3
White	39
English Learners	22
Foster Youth	0.4
Homeless	0.4
Migrant	1.3
Socioeconomically Disadvantaged	75
Students with Disabilities	13.1

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.

## 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>	13.8	82.73	58.2	85.84	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	1	5.96	2	2.95	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.1	7.09	2.2	3.24	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.7	4.17	4.3	6.42	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	1	1.53	15831.9	5.67
<b>Total Teaching Positions</b>	16.7	100	67.8	100	279044.8	100

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.

## 2022-23 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>	14.1	86.21	65.3	88.3	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	2	2.7	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	0	0	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.2	13.73	5.6	7.64	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	1	1.35	14303.8	5.15
<b>Total Teaching Positions</b>	16.3	100	74	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 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>	13.1	72.09	63.1	77.47	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	1.9	2.44	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.9	10.89	2.9	3.67	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.5	8.21	4.8	6	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	1.6	8.76	8.4	10.4	13705.8	4.91
<b>Total Teaching Positions</b>	18.2	100	81.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	1.9
<b>Misassignments</b>	1.10	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.10	0	1.9

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.70	2.2	1.5
<b>Total Out-of-Field Teachers</b>	0.70	2.2	1.5

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.2	10.1	0
<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)	8.7	11.3	3.1

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

## 2025-26 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

11/2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	5th grade - Benchmark Advanced (2017-2018) 6th grade - Houghton Mifflin Harcourt Collections (2017-2018) 7th grade - McGraw-Hill Education Study Sync Course 2 (2017-2018) 8th grade - McGraw-Hill Education Study Sync Course 3 (2017-2018)	0
<b>Mathematics</b>	5th, McGraw-Hill Everyday Mathematics (2015) 6th, 7th, 8th grade - CPM Educational Program College Preparatory Mathematics (2015-2016)	0
<b>Science</b>	McGraw-Hill Inspire Science (grade 5) 2022-2023 TCI Publishing-BSA Integrated Science (grades 6-8) 2022-2023	0
<b>History-Social Science</b>	5th, McGraw Hill Impact Social Science (2020/2021) 6th, McGraw Hill (World History and Geography, Ancient Civilization (2020/2021) 7th, McGraw Hill (World History and Geography, Medieval and Early Modern Times (2020/2021) 8th grade, McGraw Hill (United States History and Geography, Growth and Conflict (2020/2021)	0
<b>Health</b>	MacMillen/McGraw Hill (Health & Wellness- Your Body Book)	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 (Tradition of Excellence Bk. 2)	0

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

## 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 who 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. In the 2022-23 school year, new modular buildings replaced our old portable buildings, as well as a total remodel of the school office. Then, in 2023-24, the process to install a new playground for 5th/6th grades as well as replace the large blacktop area was completed. Also, in 2023-24, the main hallway was replaced. The maintenance and grounds teams do a great job of keeping all of our schools running, grounds looking attractive, and keeping all facilities in operational order.

Year and month of the most recent FIT report

12/26/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Band Room Stage: Cabinets are in poor condition and should be replaced this next year. Multiuse Room: This rooms was just repainted this fall. There is a leak in the MP room that keeps coming back. Can't find the source.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Multiuse Room: This rooms was just repainted this fall. There is a leak in the MP room that keeps coming back. Can't find the source.
<b>External:</b> 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	27	28	22	27	47	48
Mathematics (grades 3-8 and 11)	18	19	18	21	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	464	457	98.49	1.51	28.23
Female	225	221	98.22	1.78	32.58
Male	237	234	98.73	1.27	23.93
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	29.41
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	237	234	98.73	1.27	18.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	43.75
White	180	176	97.78	2.22	40.34
English Learners	105	103	98.10	1.90	5.83
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	363	357	98.35	1.65	25.21
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	63	60	95.24	4.76	8.33

### 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	464	457	98.49	1.51	19.26
Female	225	221	98.22	1.78	18.55
Male	237	234	98.73	1.27	20.09
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	23.53
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	237	234	98.73	1.27	11.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	12.50
White	180	176	97.78	2.22	29.55
English Learners	105	103	98.10	1.90	2.91
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	363	357	98.35	1.65	17.93
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	63	60	95.24	4.76	1.67

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	12.87	19.42	15.72	18	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	246	242	98.37	1.63	19.42
Female	112	109	97.32	2.68	13.76
Male	133	132	99.25	0.75	23.48
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	9.09
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	127	124	97.64	2.36	9.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	94	93	98.94	1.06	35.48
English Learners	62	60	96.77	3.23	3.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	191	187	97.91	2.09	17.11
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	32	94.12	5.88	6.25

**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.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	98.47%	99.24%	99.24%	99.24%	98.47%
Grade 7	95.83%	95.00%	95.00%	95.00%	95.00%
Grade 9	100%	100%	99.09%	100%	99.09%

**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.

2025-26 Opportunities for Parental Involvement
<p>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. Opportunities for parent involvement include the following, but are not limited to: Back-To-School Night, parent booster clubs, English Language Advisory Committee (ELAC/DELAC), music concerts and athletic events, School Site Council, volunteering and participating in class fundraisers, the end of year Open House, and 8th grade promotion. Please contact Durell Siplin, Principal at 530-934-6633 to learn more about any opportunities to participate and to be part of the team for student achievement.</p> <p>As part of the California Community Schools Partnership Program (CCSPP), WUSD is working to strengthen the connection between families, schools, and the broader community. A key part of this effort is forming a Community Parent Advisory Committee (CPAC). This committee serves as a vital advisory group that helps guide the direction of our Community Schools work. Committee members will provide input on the needs and strengths of our students, families, and community, review and give feedback on initiatives, programs, and services offered through the Community Schools framework and partner with school leadership to ensure our work reflects the values, culture, and priorities of our families and community.</p>

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	491	484	64	13.2
Female	239	236	31	13.1
Male	250	247	33	13.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	11	11	2	18.2
Asian	17	17	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	250	246	30	12.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	14	14	2	14.3
White	189	186	29	15.6
English Learners	111	109	11	10.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	392	385	48	12.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	71	70	15	21.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.73	4.82	4.48	4.22	4.78	5.87	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.2	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.48	0.00
Female	0.84	0.00
Male	8.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.82	0.00
English Learners	3.60	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.59	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.86	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.



## 2025-26 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 and earthquake drills each semester. The Run, Hide, Fight model is a safety procedure put in place in the event that there is an intruder on campus. Teachers and students are familiar with the procedures. Safety is a high priority at Willows Intermediate School, and we are constantly looking for ways to make our plans easy to understand and implement. The plan was reviewed and updated December 2025.

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	13	13	6	0
Mathematics	14	8	6	0
Science	24	2	5	1
Social Science	20	3	6	0

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	8	6	
Mathematics	20	5	5	
Science	21	4	6	
Social Science	23	3	5	1

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	9	7	
Mathematics	20	4	7	
Science	23	2	8	
Social Science	23	2	8	

2024-25 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	316

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
School Site	6263.49	1436.86	4826.63	88099
District	N/A	N/A	8880.37	88099
Percent Difference - School Site and District	N/A	N/A	-59.1	29.4
State	N/A	N/A	\$11,146	\$86,335
Percent Difference - School Site and State	N/A	N/A	-76.2	11.3

Fiscal Year 2024-25 Types of Services Funded

We are required to report financial data from the 2024-25 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 2024-2025 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 five 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. Beginning in the 2024-25 school year, we will have designated classes and times for intervention.

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.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
Beginning Teacher Salary	70851	\$54,773
Mid-Range Teacher Salary	88099	\$78,981
Highest Teacher Salary	120204	\$117,337
Average Principal Salary (Elementary)	131695	\$128,425
Average Principal Salary (Middle)	133925	\$137,947
Average Principal Salary (High)	143455	\$138,809
Superintendent Salary	182480	\$176,162
Percent of Budget for Teacher Salaries	27.68%	24.71%
Percent of Budget for Administrative Salaries	5.54%	5.91%

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, PLC and curriculum specific trainings for adoptions. For the years, 2022-2023 and 2023-2024, staff participated the Multi-Tiered Systems of Support (MTSS), in collaboration with GCOE. In 2024-2025, a team of WIS teachers attended a PLC (Professional Learning Community) training. Scheduled for the 2025-2026 and 2026-2027 school years, WUSD has contracted with Solution Tree. The purpose of this contract is to strengthen teacher collaboration, establish essential standards across grade levels, develop and implement common formative assessments (CFA) to support data-driven instruction. Fortunately, every other Wednesday is a school-wide minimum day allowing teachers time to implement these practices. The PLC Model used at WIS is effective for teachers to be able to collaborate and discuss every student in the school. Other professional development trainings for staff include, Project Based Learning (PBL), Cal Curriculum Math Adoption Workshops, and the UC Davis Math Project. Teachers continue to build upon their technology knowledge and teacher autonomy. At WIS, teachers recognize the need for professional development in regards to student social-emotional health. We also recognize the need to identify students who have experienced greater learning loss than their peers.

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 (CABE-California Association Bilingual Education), VISTA (curriculum) training, 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	13 part	20 part	17 part