

Willows High 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

School Name	Willows High School
Street	203 North Murdock Avenue
City, State, Zip	Willows, CA 95988
Phone Number	(530) 934-6611
Principal	Julie Carriere
Email Address	juliecarriere@willowsunified.org
School Website	http://whs.willowsunified.org/
County-District-School (CDS) Code	11-62661-1132851

2022-23 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

2022-23 School Overview

Willows High School is a four-year, comprehensive high school. It is located in Glenn County in the Northern Sacramento Valley. Willows High School is one of four schools in the Willows Unified School District with an approximate enrollment of 450.

Willows High School was granted a six year WASC accreditation in 2018 with a completed three year successful review in 2021. WHS prides itself in preparing students for several different avenues beyond high school. On the average, 40% of each class over the last five years took the SAT and 77% took the ACT as part of their preparation for higher education. The many Career Technical Education Programs offered at the school provides students options for career pathways.

There is a full slate of athletic teams from freshmen/sophomore sports to varsity sports for both males and females to participate in at Willows High School. These include football, volleyball, swimming, cheer, tennis, cross country, basketball, wrestling, soccer, track, golf, baseball and softball. The high school is a member of the Sacramento Valley League under the direction of the Northern Section of the California Interscholastic Federation. In addition to the athletics program, there are clubs and leadership organizations such as Key Club, Our Minds Matter, FCCLA, STEAM Club (Robotics), Friday Night Live, S.W.A.T. (Students Working Against Tobacco), ESPORTS, Future Farmers of America, California Scholastic Federation, Willows High School Music Club, Interact Club, Academic Decathlon, and the Spanish Club.

In a recent parent survey, the parents indicated they feel a sense of involvement, feel welcome and they support the school and its goals. There are three active parent/community support organizations, the Music Boosters, FFA Boosters, and the Willows High School Boosters. All three organizations provide invaluable assistance in the operation of the athletic, academic and music programs. Each year the Willows High Boosters' club donates approximately \$20,000 to those programs. Also, each year the parents of the seniors organize a Sober Grad Night. In addition, there are many organizations and service clubs that

2022-23 School Overview

provide scholarships and educational grants to our deserving graduating seniors. We continue to improve and upgrade our access to the world of knowledge via computer technology for our staff and students. We are preparing to meet the challenge of our changing local student population and the curricular changes that are being implemented by the school board, the State Department of Education and the Governor. We are committed to providing the best education possible for all our students in a safe, inviting atmosphere designed with our students' success in mind. Our goals that we strive for at WHS are establishing a high performing school culture with quality teaching and learning, providing access to grade level classes, making sure students are enrolled in college or academic/CTE aligned course sequences, and developing and maintaining a systematic method for partnering with students, parents, and community resources to improve student engagement. This year we partnered with PIQE, the Parent Institute for Quality Education, on their signature platform Parent Engagement and had a huge success creating a bridge between home and school in their native language. Parents learned about how grades are used for college admittance; what classes are important and needed for children planning to attend college; how to navigate the school system, and other information vital to academic success for their children. Willows High School prepares all students to have the ability to be A-G and be college or career ready at graduation.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	109
Grade 10	123
Grade 11	141
Grade 12	101
Total Enrollment	474

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.0
Male	53.8
American Indian or Alaska Native	1.9
Asian	5.3
Black or African American	1.1
Filipino	0.6
Hispanic or Latino	50.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.3
White	39.2
English Learners	10.3
Foster Youth	0.8
Homeless	2.5
Migrant	0.0
Socioeconomically Disadvantaged	77.4
Students with Disabilities	14.1



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

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)	18.50	83.58	56.80	86.40	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.20	0.30	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.20	5.77	3.80	5.91	12115.80	4.41
Unknown	2.30	10.60	4.80	7.37	18854.30	6.86
Total Teaching Positions	22.10	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.60	77.91	58.20	85.84	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.17	2.00	2.95	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.20	3.24	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.20	13.55	4.30	6.42	11953.10	4.28
Unknown	1.00	4.34	1.00	1.53	15831.90	5.67
Total Teaching Positions	23.90	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	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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	0.00	0.80
Local Assignment Options	1.20	2.40
Total Out-of-Field Teachers	1.20	3.20

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.90	17.40
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	18.20	16.20

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

Based on requirements from the Williams Legislation, all students are to have the most current textbooks and the textbooks must be aligned to the standards. In all core curriculum areas, the most current, standards aligned textbooks have been purchased and every student has a textbook or an electronic version of the textbook used in the courses.

Year and month in which the data were collected 1/5/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Language of Literature (McDougall Littell) 9-12 Edge Reading, Writing & Language (Hampton-Brown) Perrine's Literature (Cengage 2018)	Yes	0
Mathematics	Accelerated Math, Basic Mathematics (Fearon), Algebra 1, Algebra 2 (Prentice Hall), Geometry, Pre-Calculus, Calculus	Yes	0

	(Prentice Hall), CPM (College Preparatory Mathematics), Algebra (AGS), Core Connections, Integrated 1 - 3 (CPM 2015-16)		
Science	Modern Biology, Chemistry, Physics, Earth Systems, Biology Living Systems, Chemistry (Glencoe, Holt, Prentice Hall, Mosby, & AGS))Conceptual Physics (11th Edition)	Yes	0
History-Social Science	AP US History, American Reconstruction, Enduring Vision (Houghton-Mifflin & McDougal Littell), United States History, The 20th century, World History, The Modern World , Voyages in World History AP Edition	Yes	0
Foreign Language	Senderos 1, 2, 3 (Vista Higher Learning) The Joy of Signing (Gospel Pub. House)	Yes	0
Health	Glencoe Health (McGraw Hill 2022)	Yes	0

School Facility Conditions and Planned Improvements

Willows High School prides itself in being a safe, clean, well-kept campus. We have two full-time custodians that clean the school on a daily basis with the restrooms being cleaned daily. District-wide maintenance and grounds personnel are available to all schools in the district, providing well-groomed landscaping and ensuring that the facilities are always in operational order.

In August of 2018, our district utilized our Measure B Bond with upgraded facilities at Willows High School. They completed the cafeteria restrooms and flooring, new gym bleachers, a new HVAC system and upgrades, and remodeled girls and boys locker rooms/bathrooms. Also, our district is committed to technology and providing resources and tools for our students in the means of technology funding.

Year and month of the most recent FIT report

1/5/23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC Controls are old and outdated, they frequently have issues and will not call for heat or cooling when it is needed.
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X	X		cockroaches and other vermin present in warmer months.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys restroom has cracks in the wall tiles and in the urinal closes to the exterior wall due to ground shifting. The bathroom has a constant smell of urine.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X	X		Excessive rain causes ground saturation and seepage in some of the older classrooms. Insufficient drainage on older buildings causes leaking in metal shops.
External: 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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	38	N/A	24	N/A	47
Mathematics (grades 3-8 and 11)	N/A	21	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
All Students	137	125	91.24	8.76	38.40
Female	59	52	88.14	11.86	46.15
Male	77	72	93.51	6.49	31.94
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	74	69	93.24	6.76	31.88
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	47	41	87.23	12.77	43.90
English Learners	11	9	81.82	18.18	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	109	100	91.74	8.26	37.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	18	16	88.89	11.11	12.50

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
All Students	137	129	94.16	5.84	20.93
Female	59	54	91.53	8.47	27.78
Male	77	74	96.10	3.90	16.22
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	74	71	95.95	4.05	18.31
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	47	43	91.49	8.51	23.26
English Learners	11	9	81.82	18.18	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	109	103	94.50	5.50	19.42
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	18	15	83.33	16.67	6.67

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.

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
Science (grades 5, 8 and high school)	16.48	14.41	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
All Students	238	222	93.28	6.72	14.41
Female	116	105	90.52	9.48	16.19
Male	121	116	95.87	4.13	12.93
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	121	115	95.04	4.96	13.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	94	84	89.36	10.64	15.48
English Learners	18	17	94.44	5.56	11.76
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	181	170	93.92	6.08	14.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	29	93.55	6.45	3.45

2021-22 Career Technical Education Programs

Willows High School offers CTE courses intended to help students prepare for the world of work. These career technical education courses are open to all students, WHS has four pathways: Agricultural Natural Resources, Health Careers, Automotive Transportation, and Hospitality and Tourism (Culinary Arts, Child Development) prepare all students for college and/or careers.

Agriculture Natural Resources Pathway- Introductory course : Ag Core, - Concentrator courses; Ag Mechanics, Ag Biology, Ag Welding 1 & 2, Ag Wood 1, Ag Plant Science, Ag Animal Science, Capstone courses: Ag Welding 2/3, Ag Wood 2/3, Farm Operations, Ag Issues

Health Careers Pathway- Introductory course: Medical Terminology - Concentrator course: Sports Medicine- Capstone courses: Medical Careers

Automotive Transportation Pathway- Introductory course- Auto 1- Concentrator course: Auto 2- Capstone course: Auto 3
Hospitality and Tourism (Culinary Arts, Child Development) Pathway- Introductory course- Life Management- Concentrator courses: Child Development 1, Culinary Art 1- Capstone Courses; Child Development 2 and Culinary Arts 2

Agriculture and Natural Resources- Future Farmers of America (FFA) CTE Advisory Committee: Alex Parisio (Farming), Larry Maben (Farming), Jeromy Geiger (Ag Transportation), Jim Jones (Ag Banking), Doug Bell (Educator), Bill Carriere (Ag Business), Chuck Crete (Welding), Gene Massa (Farming), Seth Fiack (Farming), Eric Peters (Mechanics), Brian Wunsch (Horticulture), Randy Lindsey (Mechanics/Fabrication), Staci Alves (Teacher)

Automotive Transportation- Steve Scalvini (Teacher), Butte College Automotive Program

Health Careers- Glenn County Office of Education Medical Consortium - Traci Torres (Nurse/Educator) Glenn Medical

Hospitality and Tourism (Culinary Arts, Child Development) Family and Consumer Science Affiliation (FCCLA) Kathy Poldervaart (Teacher), Christina Ocampo (Food Service/ Hospitality), Erin Munjar (Dietitian), Marsha Squire (Elem. Education)

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	409
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	47.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.19
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	48.98

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

Parents have many opportunities to become involved in their child's education: This year we have held, Community Career Day, Back to School Night, Project Night/Open House, Willows High Booster Club, FFA Boosters, Music Booster Club, School Site Council, English Language Advisory Committees, and as a Parent Volunteers in the classroom and through the many clubs on campus. Our district has also created a parent engagement team with two bilingual employees reaching out to our community daily.

Please contact the school principal, Julie Carriere at 530-934-6611, to find out how you can participate.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		3.8	2.9		8.2	4.3		8.9	7.8
Graduation Rate		95.3	96.2		87.7	92.2		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	104	100	96.2
Female	58	55	94.8
Male	46	45	97.8
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	49	48	98.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	45	43	95.6
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	83	80	96.4
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	16	15	93.8

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	505	499	143	28.7
Female	229	226	61	27.0
Male	275	272	82	30.1
American Indian or Alaska Native	11	11	5	45.5
Asian	25	25	4	16.0
Black or African American	7	7	3	42.9
Filipino	3	3	0	0.0
Hispanic or Latino	254	250	65	26.0
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	6	6	2	33.3
White	197	195	62	31.8
English Learners	55	53	21	39.6
Foster Youth	5	5	2	40.0
Homeless	13	13	2	15.4
Socioeconomically Disadvantaged	398	392	125	31.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	79	76	36	47.4

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
Suspensions	6.67	4.62	2.45
Expulsions	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
Suspensions	3.46	7.33	2.38	4.74	0.20	3.17
Expulsions	0.00	0.20	0.00	0.07	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.33	0.20
Female	5.24	0.44
Male	9.09	0.00
American Indian or Alaska Native	0.00	0.00
Asian	8.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.87	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	7.11	0.51
English Learners	10.91	0.00
Foster Youth	0.00	0.00
Homeless	7.69	0.00
Socioeconomically Disadvantaged	8.29	0.25
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.39	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 high priority at Willows High 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	22	9	16	
Mathematics	21	12	11	
Science	23	6	5	
Social Science	21	8	8	2

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	19	12	12	2
Mathematics	18	13	11	1
Science	25	2	7	
Social Science	22	5	13	

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	18	23	12	
Mathematics	19	21	10	
Science	14	11	2	
Social Science	20	9	11	

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
Pupils to Academic Counselor	237

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
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.3

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
School Site	10,596	\$1,412	\$9,184	\$74,586
District	N/A	N/A	\$9,037	\$81,767
Percent Difference - School Site and District	N/A	N/A	1.6	-9.2
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	32.8	2.1

2021-22 Types of Services Funded

We are required to report financial data from the 2021-22 school year by the California Department 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 2021-22 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.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages. For example, we calculate the school's variance from the district average using this formula:

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
Beginning Teacher Salary	\$60,840	\$46,419
Mid-Range Teacher Salary	\$80,635	\$69,902
Highest Teacher Salary	\$103,220	\$97,912
Average Principal Salary (Elementary)	\$134,168	\$111,731
Average Principal Salary (Middle)	\$136,507	\$122,012
Average Principal Salary (High)	\$141,904	\$122,212
Superintendent Salary	\$160,000	\$150,971
Percent of Budget for Teacher Salaries	32%	29%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	10.2
--	------

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	4

Professional Development

Teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. This year we dedicated two full days before school started to allow the staff to prepare classroom instruction and build upon all their technology proficiency to provide the best possible instruction and learning experience. Time is set aside for their continuing education and professional development. Collaboration days are scheduled every other Wednesday with additional staff meetings once a month to discuss and implement the direction for addressing pacing guides, essential standards, grading practices, common assessments, Social Emotional Learning practices, MAP growth for English and Math and overall student performance based on prior years' CAASPP scores, and also to excel with our WASC Accreditation. Professional Learning Communities and collaboration are an important part of our academic process because academic excellence is important to us.

Also, professional development is encouraged and funded through the District's Professional Development Funds. This has allowed teachers the opportunity to find subject specific development and support rather than administration trying to find something that works well for the majority of the staff. It also allows for a more personalized approach which administration really encourages.

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	13 Partial