WILLOWS UNIFIED SCHOOL DISTRICT

Office of the Superintendent

DATE: January 6th, 2022

AGENDA TOPICS: School Accountability Report Card (SARC) for WHS

PRESENTER: Scott J. Booth

BACKGROUND INFORMATION:

School Accountability Report Card

In November 1988, California voters passed Proposition 98, also known as *The Classroom Instructional Improvement and Accountability Act*. This ballot initiative provides California's public schools with a stable source of funding. In return, all public schools in California are required annually to prepare School Accountability Report Cards (SARCs) and disseminate them to the public. SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals.

This document is the annual update of the School Accountability Report Card (SARC) for Willows High School.

-NOTICE OF DELAY IN STATE REPORTING OF ASSESSMENT DATA-
(notice of December 17, 2021)

The California Department of Education (CDE) is working on a combined data release of assessment results and other key data. We anticipate that the public release of 2020–21 California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) results, along with the release of other student data measures typically reported on the California School Dashboard and on DataQuest will occur in January 2022. Please note that the February 1 deadline for posting the SARC is a legal statute, and unfortunately there is no extension allowed.

At this time, the electronic template will pre-populate Tables 1, 2, 4, and 5 (i.e., contact information and student enrollment data). During January 2022, the CDE will upload the remaining data elements specified in the blank 2020–21 SARC template that have data provided by the CDE (DPC) indicated in the tables/cells. Therefore, the "Save" button in the electronic SARC template for these specific tables have been temporarily disabled to allow for a seamless upload when these data are available in January 2022. At that time the "Save" button will be enabled, and if any pre-populated data do not accurately reflect

district and/or school data, local educational agencies (LEAs)/schools should correct the data as part of preparing and publishing their SARCs.

Information about the SARC, including the blank template and data definitions, are available on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/. For further information regarding the SARC Web Application, please contact the SARC Team by email at sarc@cde.ca.gov.

RECOMMENDATION:

School Accountability Report Cards
Information Item

Thank you!

Willows High School
2020-21 School Accountability Report Card

Upload of your logo is optional.

General Information about the School Accountability Report Card (SARC)

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/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 dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

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

2021-22 District Contact Information

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

2021-22 School Overview

Willows 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 460.

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, Meats (Math, Engineering, Arts, Technology, 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' clubs donate 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 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

2021-22 School Overview

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

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 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.

Year and month in which the data were collected　　　　　　　　　　08/02/2021

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)	Yes	0
Mathematics	Accelerated Math, Basic Mathematics (Fearon), Algebra 1, Algebra 2 (Prentice Hall), Geometry, Pre-Calculus, Calculus (Prentice Hall), CPM (College Preparatory Mathematics), Algebra (AGS), Core Connections, Integrated 1 - 3 (CPM 2015-16)	Yes	0
Science	Modern Biology, Chemistry, Physics, Earth Systems, Biology Living Systems, Chemistry (Glencoe, Holt, Prentice Hall, Mosby, & AGS))	Yes	0

		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	Realidades 1, 2, 3, A (Prentice Hall), Tu Mundo (Heath), The Joy of Signing (Gospel Pub. House)	Yes	0
Health	Glencoe Health (McGraw Hill 2022)	Yes	0
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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   12/14/2021

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			
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			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

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

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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

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

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

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

CAASPP Test Results in Science for All Students

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

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

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

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

2020-21 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 Career Technical Education Programs

Some high schools offer courses intended to help students prepare for the world of work. These career technical education courses (CTE is formerly known as vocational education) are open to all students--with 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

Auto Motive 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), David Johnstone (Principal)
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)

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents have many opportunities to become involved in their child's education: This year we partnered with PIQE (Parent Institute for Quality Education), 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 Volunteer in the classroom and through the many clubs on campus. Our district has also created a parent engagement team with three bilingual employees reaching out to our community daily.

Please contact the school principal, David Johnstone 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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions						
Expulsions						

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 School Safety Plan

An extensive school safety plan, updated annually, in accordance with SB 187, has been developed and implemented. This plan includes the following emergency procedures: traumatic incidents, imminent danger procedure-Code Red, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. Staff and students practice fire, earthquake, and the Code Red Lockdown each semester. Teachers and students are familiar with the procedures. Safety is high priority at Willows High School. The plan was reviewed and updated October 2021.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,596	$1,412	$9,184	$74,586
District	N/A	N/A	$9,037	$82,851
Percent Difference - School Site and District	N/A	N/A	1.6	-10.5
Percent Difference - School Site and State	N/A	N/A	16.9	7.8

2020-21 Types of Services Funded

We are required to report financial data from the 2019-20 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 2019-20 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:

2019-20 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	

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 came back strong, preparing for live in person classroom instruction and building upon all their technology proficiency to provide the best possible in person 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 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.

We have also implemented instructional rounds with some instructional practices as our focus. We have two coaches working and supporting staff. Six days during the school year are set aside for instructional rounds where the coaches go into classrooms with other teachers to observe and discuss the instructional practices seen throughout the day. Lunchtime is set aside for an opportunity to collaborate and dissect the things seen in the different classrooms by sharing ideas and promoting online programs that are engaging and enhancing the curriculum.

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