

# Willows Community High School School Accountability Report Card Reported Using Data from the 2014-15 School Year Published During 2015-16

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

### 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.

## About This School

### Contact Information (Most Recent Year)

School Contact Information	
School Name	Willows Community High School
Street	823 West Laurel Street
City, State, Zip	Willows, CA 95988
Phone Number	(530) 934-6605
Principal	Dr. Mort Geivett
E-mail Address	<a href="mailto:mgeivett@willowsunified.org">mgeivett@willowsunified.org</a>
Web Site	<a href="http://www.willowsunified.org/wchs/">http://www.willowsunified.org/wchs/</a>
Grades Served	9-12
CDS Code	11-62661-1130038

District Contact Information	
District Name	Willows Unified School District
Phone Number	(530) 934-6600
Superintendent	Mort Geivett, Ed.D.
E-mail Address	mgeivett@willowsunified.org
Web Site	www.willowsunified.org

#### School Description and Mission Statement (Most Recent Year)

Willows Community High School (WCHS) is in the Willows Unified School District and serves students in grades 10-12. WCHS is an alternative educational setting designed to provide a comprehensive curriculum to meet the needs of students at risk.

Many of the WCHS students have experienced issues with poor attendance, discipline, and/or poor grades. WCHS allows its students opportunities for academic and behavioral success through curriculum and programs that are geared toward their individual learning styles and ability levels.

WCHS embraces the district-wide mission statement "Preparing today's students for tomorrow's challenges," and works with students accordingly.

#### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 10	1
Grade 11	11
Grade 12	12
Total Enrollment	24

#### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Percent of Total Enrollment
American Indian or Alaska Native	4.2
Asian	8.3
Hispanic or Latino	54.2
White	33.3
Socioeconomically Disadvantaged	79.2
English Learners	20.8
Students with Disabilities	4.2
Foster Youth	8.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

### Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	1	1	1	1
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.0	1.0
High-Poverty Schools in District	99.0	1.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

Year and month in which data were collected: 06-04-2015

The Williams legislation demands that all schools have enough books in core classes for all students. The law also demands districts to purchase standard-based textbooks that align to the California State Standards.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Elements of Writing Holt, Rinehart & Winston  Writers Choice 11 & 12 Glenco-McGraw Hill  English Literature, Inter Active Reader Workbook, Literature (Prentice Hall), The Cornerstone Anthology (Globe)	Yes	0
<b>Mathematics</b>	Algebra I & Pre-Algebra Prentice-Hall Basic Mathematics w/bk/hardback Fundamentals of Mathematics Houghton Mifflin Geometry-Tools for Changing World Bass, Hall, Johnson & Wood	Yes	0
<b>Science</b>	Biology "An Everyday Experience" -Glencoe Earth Science-Prentice Hall	Yes	0
<b>History-Social Science</b>	The Americans McDougal Littell  Modern World History McDougal Littell	Yes	0
<b>Health</b>	Decisions for Health- Steck-Vaughn Health - Holt, Rinehart & Winston	Yes	0
<b>Visual and Performing Arts</b>	Exploring Art Media Short lesson in Art History- T. Weston	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

In August 2007, the District Office relocated to the west side of the permanent building. The relocation has been successful for both the District and the Community High School.

The safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair of the buildings are important to the school and district. Most recently, improvements were made to the classroom and office heating and air conditioning systems as well as the outside security lighting. The parking lot and "hard court" play area was also resurfaced.

The facility consists of one permanent building for the office and one portable building for the classroom. Breakfast and lunches are prepared at the comprehensive high school and transported to our facility on a daily basis. A part-time custodian and the district maintenance and grounds personnel help to provide safe, clean, and well-kept classroom and office facilities.

To determine the condition of our facilities, our district annually performs an inspection using a survey called the Facilities Inspection Tool (FIT), which is issued by the Office of Public School Construction. Information and data from the FIT survey were used in putting together this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10-14-2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		Ramps into the classrooms have some dry rot and needs to be replaced.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month in which data were collected: 10-14-2015				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	0	22	44
Mathematics	--	12	33

Note: 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.

#### CAASPP Assessment Results - English Language Arts (ELA)

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	14	11	78.6	55	36	0	0
Male	11	14	7	50.0	--	--	--	--
Female	11	14	4	28.6	--	--	--	--
Asian	11	14	1	7.1	--	--	--	--
Hispanic or Latino	11	14	9	64.3	--	--	--	--
White	11	14	1	7.1	--	--	--	--
Socioeconomically Disadvantaged	11	14	10	71.4	--	--	--	--
Students with Disabilities	11	14	1	7.1	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

#### CAASPP Assessment Results - Mathematics

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
All Students	11	14	10	71.4	--	--	--	--
Male	11	14	6	42.9	--	--	--	--
Female	11	14	4	28.6	--	--	--	--
Asian	11	14	1	7.1	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
Hispanic or Latino	11	14	8	57.1	--	--	--	--
White	11	14	1	7.1	--	--	--	--
Socioeconomically Disadvantaged	11	14	9	64.3	--	--	--	--
Students with Disabilities	11	14	1	7.1	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

#### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	--	--	38	43	33	59	60	56

Note: Scores are not shown 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.

#### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	33
All Student at the School	--
Male	--
American Indian or Alaska Native	--
Hispanic or Latino	--
White	--
Students with Disabilities	--
Foster Youth	--

Note: Scores are not shown 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.

#### Career Technical Education Programs (School Year 2014-15)

We do not offer Career Technical Education courses at our school.

#### Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	na
% of pupils completing a CTE program and earning a high school diploma	na
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	na

**Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	96.15
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

**California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts				31	43	44	57	56	58
Mathematics				38	43	28	60	62	59

Note: 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.

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)**

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	56	25	19	72	25	3
All Students at the School	0			0		

Note: 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.

**California Physical Fitness Test Results (School Year 2014-15)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: 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.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

**Opportunities for Parental Involvement (Most Recent Year)**

Parents have several opportunities to become involved in their child’s education through Back to School Night or Parent Volunteer Participation. Please contact the school principal, Dr. Mort Geivett, to find out how you can participate.

**State Priority: Pupil Engagement**

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

- High school dropout rates; and
- High school graduation rates.



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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	16.80	15.00	11.30	16.80	15.00	11.30	13.10	11.40	11.50
Graduation Rate	74.81	82.68	84.68	74.81	82.68	84.68	78.87	80.44	80.95

**Completion of High School Graduation Requirements (Graduating Class of 2014)**

Group	Graduating Class of 2014		
	School	District	State
All Students	38.46	85.04	84.6
Black or African American			76
American Indian or Alaska Native		50	78.07
Asian		90	92.62
Filipino			96.49
Hispanic or Latino		85.19	81.28
Native Hawaiian/Pacific Islander			83.58
White	83.33	85	89.93
Two or More Races		100	82.8
Socioeconomically Disadvantaged	100	109.09	61.28
English Learners		50	50.76
Students with Disabilities	27.27	77.46	81.36
Foster Youth	--	--	--

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	7.50	6.52	12.20	5.56	4.46	2.70	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

**School Safety Plan (Most Recent Year)**

Safety is a high priority at Willows Community High School. 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. The plan was reviewed and updated September, 2015.

## D. Other SARC Information

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

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	100.0

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	9	2	1		4	7			6	4	1	
Mathematics	13	1	1		6	4			24		1	
Science	14	1	1		7	3			11	2		
Social Science	8	6	1		3	10			5	5		

Note: Number of classes indicates how many classrooms 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.

### Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		25
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		N/A
Other		N/A

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

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,986	\$1018	\$9,968	\$83,606
District	N/A	N/A	\$32,515	\$75,483
Percent Difference: School Site and District	N/A	N/A	-69.3	15.8
State	N/A	N/A	\$5,348	\$59,460
Percent Difference: School Site and State	N/A	N/A	93.6	43.2

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

### Types of Services Funded (Fiscal Year 2014-15)

We are required to report financial data from the 2014-15 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 2014-15 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, economic impact aid, 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:

### Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,579	\$38,953
Mid-Range Teacher Salary	\$72,058	\$57,103
Highest Teacher Salary	\$86,813	\$74,127
Average Principal Salary (Elementary)	\$93,235	\$90,225
Average Principal Salary (Middle)	\$112,197	\$98,146
Average Principal Salary (High)	\$116,633	\$97,758
Superintendent Salary	\$133,402	\$117,803
Percent of Budget for Teacher Salaries	40%	34%
Percent of Budget for Administrative Salaries	7%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Note: Cells with N/A values do not require data. Where there are student course enrollments.

### Professional Development (Most Recent Three Years)

Our teacher and other staff members take time each year to improve their practices and to extend their knowledge of the subjects they teach and the skills they must possess to work successfully with our students. Much of the past trainings have been related to state standards and technology use both inside and outside the classroom.

**“HIGHLY QUALIFIED” TEACHERS:** The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “highly qualified.” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the High Objective Uniform State Standard of Evaluation (HOUSSE) rules that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

**TEACHING OUT OF FIELD:** When a teacher lacks a subject area authorization for a course he/she is teaching, that course is counted as an out-of-field section. For example, if an unexpected vacancy in a biology class occurs, and a teacher who normally teaches English literature (and who lacks a subject area authorization in science) fills in to teach for the rest of the year, that teacher would be teaching out of field. See the detail by core course area in the Out-of-Field Teaching table. About 94 percent of our core courses were taught by teachers who were teaching out of their field of expertise, compared with 33 percent of core courses taught by such continuation high school teachers statewide.

**CREDENTIAL STATUS OF TEACHERS:** Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers was working without full credentials, compared with five percent of teachers in continuation high schools statewide.