

Willows High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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 438. Willows High prides itself in preparing students for several different avenues beyond high school.

Willows High School was granted a six year WASC accreditation in 2018 with an extension granted in 22-23 for one year to the 24-25 school year. WHS prides itself in preparing students for several different avenues beyond high school. 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 junior varsity 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 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, Friday Night Live, S.W.A.T. (Students Working Against Tobacco), Future Farmers of America, California Scholastic Federation, FCA, Willows High School Music Club, Interact Club, and the Multicultural Club.

In a 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, agricultural, and music programs. Each year the Willows High Boosters' club donates approximately \$20,000 to programs that directly help our students. Also, each year the parents of the seniors organize a Sober Grad Night. In 2023, over \$100,000.00 was distributed in scholarships from the many local organizations and service clubs 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

2023-24 School Description and Mission Statement

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. Willows High School offers all students the ability to be A-G and college or career ready at graduation.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	116
Grade 10	109
Grade 11	117
Grade 12	128
Total Enrollment	470

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.9%
Male	54.9%
American Indian or Alaska Native	1.9%
Asian	5.5%
Black or African American	1.3%
Filipino	0.4%
Hispanic or Latino	52.6%
Two or More Races	1.1%
White	37.2%
English Learners	9.1%
Foster Youth	0.2%
Homeless	0.6%
Migrant	0.2%
Socioeconomically Disadvantaged	76.4%
Students with Disabilities	14.3%

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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	16.9	17.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	18.2	16.2

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 1/15/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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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 (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))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 the summer of 2023, the district upgraded the flooring in the 200, 400 wings and are currently updating the intercom/clock system at the High School slated to be done in Spring of 2024. We have added a brand new Staff room complete with new restrooms, seating and refrigeration. Our district is committed to technology and providing resources and tools for our students in the means of technology funding, the students are on a four year rotation for upgraded technology needs.

Year and month of the most recent FIT report

1/9/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Restrooms: Boys restroom has cracks in the wall tile and the Urinal closes to the exterior wall has broke due to the ground shifting. The bathrooms smell bad of urine. The kids are constantly vandalizing the restrooms on campus. This is still in same condition as the previous year. Talks of a face lift the summer of 2024
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Restrooms: Boys restroom has cracks in the wall tile and the Urinal closes to the exterior wall has broke due to the ground shifting. The bathrooms smell bad of urine. The kids are constantly vandalizing the restrooms on campus. This is still in same condition as the previous year. Talks of a face lift the summer of 2024
Electrical	X			

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Ag Shop: Roof leak came back on the shop. Where the glass panels meet the roof line water is finding a way in.
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).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	38	44	24	24	47	46
Mathematics (grades 3-8 and 11)	21	24	17	18	33	34

2022-23 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	110	108	98.18	1.82	43.52
Female	42	42	100.00	0.00	42.86
Male	68	66	97.06	2.94	43.94
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	56	55	98.21	1.79	40.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	42	41	97.62	2.38	51.22
English Learners	12	12	100.00	0.00	8.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	86	85	98.84	1.16	38.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	4.55

2022-23 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	110	108	98.18	1.82	24.07
Female	42	42	100.00	0.00	16.67
Male	68	66	97.06	2.94	28.79
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	56	55	98.21	1.79	20.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	42	41	97.62	2.38	24.39
English Learners	12	12	100.00	0.00	8.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	86	85	98.84	1.16	21.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	4.55

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	14.41	15.74	14.79	14.61	29.47	30.29

2022-23 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	240	235	97.92	2.08	15.74
Female	97	96	98.97	1.03	13.54
Male	142	138	97.18	2.82	17.39
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	11.11
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	128	127	99.22	0.78	14.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	85	81	95.29	4.71	17.28
English Learners	19	19	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	17	17	100.00	0.00	0.00
Socioeconomically Disadvantaged	188	185	98.40	1.60	12.97
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	38	38	100.00	0.00	5.26

2022-23 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), 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 - Dawna Keolanui (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)

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	403
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	75.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	20%

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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	97.35
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	25

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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%	96%	96%	98%	98%
Grade 7	98.1%	98.1%	98.1%	98.1%	98.1%
Grade 9	95.2%	98.4%	97.6%	96.8%	96.8%

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.

2023-24 Opportunities for Parental Involvement

Parents have many opportunities to become involved in their child's education: In the 22-23 school year WHS 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. We have multiple communication avenues for parents, Facebook, Instagram, and Parent Square.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	2.9	2.9	2.4	6.3	4.3	3.7	9.4	7.8	8.2
Graduation Rate	95.1	96.2	97.6	88.3	92.2	94.9	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	125	122	97.6
Female	53	51	96.2
Male	71	70	98.6
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	66	65	98.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	45	43	95.6
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	113	110	97.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	15	14	93.3

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	500	489	143	29.2
Female	228	222	65	29.3
Male	271	266	78	29.3
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	10	10	7	70.0
Asian	27	27	6	22.2
Black or African American	6	6	2	33.3
Filipino	2	2	0	0.0
Hispanic or Latino	263	258	68	26.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	1	16.7
White	186	180	59	32.8
English Learners	45	45	19	42.2
Foster Youth	2	2	1	50.0
Homeless	7	7	4	57.1
Socioeconomically Disadvantaged	392	383	120	31.3
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	80	77	31	40.3

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	3.46	7.33	8.00	2.38	4.74	4.22	0.20	3.17	3.60
Expulsions	0.00	0.20	0.60	0.00	0.07	0.20	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8	0.6
Female	5.7	0
Male	9.96	1.11
Non-Binary		
American Indian or Alaska Native	0	0
Asian	3.7	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	9.13	1.14
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	7.53	0
English Learners	11.11	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	9.44	0.77
Students Receiving Migrant Education Services	0	0
Students with Disabilities	13.75	2.5

2023-24 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 2023. A Campus Supervisor was added in the 22-23 school year, to help support the safety plan at Willows High School.

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	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	21	10	0
Mathematics	16	19	9	0
Science	17	8	2	0
Social Science	20	11	7	3

2022-23 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	261.11

2022-23 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)	1.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$87,109
Percent Difference - School Site and District	N/A	N/A	1.6	-9.2
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	32.8	2.1

Fiscal Year 2022-23 Types of Services Funded

We are required to report financial data from the 2022-23 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 2022-23 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:

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$65,908	\$47,616
Mid-Range Teacher Salary	\$87,352	\$75,580
Highest Teacher Salary	\$111,818	\$100,485
Average Principal Salary (Elementary)	\$138,004	\$114,067
Average Principal Salary (Middle)	\$140,342	\$123,622
Average Principal Salary (High)	\$145,927	\$125,386
Superintendent Salary	\$164,000	\$157,977
Percent of Budget for Teacher Salaries	34.99%	27.82%
Percent of Budget for Administrative Salaries	6.95%	5.78%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	8.4
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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	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	3

Professional Development

Teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. For the whole staff we dedicate 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 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. Staff Meetings are also held once a month. Professional Learning Communities and collaboration are an important part of our academic process because academic excellence is important to us.

In addition, professional development for staff members is encouraged and funded through the District's Professional Development Funds. This has allowed teachers and staff the opportunity to find subject/Department 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 encourages.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	13 Part	13 Partial	

GENERAL INFORMATION

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in “good repair” as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(l), states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a local evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

Part I, Good Repair Standard outlines the school facility systems and components, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as “other.”

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an “X” on the Evaluation Detail) resulting in a “poor” rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

Part II, Evaluation Detail is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

✓	No Deficiency - Good Repair: Insert a check mark if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category.
D	Deficiency: Mark “D” if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair.
X	Extreme Deficiency: Indicate “X” if the area has a deficiency that is considered an “Extreme Deficiency” in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard.
NA	Not Applicable: If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark “NA”.

Below are suggested methods for evaluating various systems and areas:

- **Gas and Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.
- **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.
- **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.
- The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."
- **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."
- **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

Part III includes the **Category Totals and Ranking**, the **Overall Rating**, and a section for **Comments and Rating Explanation**.

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section and the category the section is in should default to zero. The total percent per category (A through H) is determined by the total of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the instructor should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

Gas systems and pipes appear safe, functional, and free of leaks. Examples include but are not limited to the following:

- a. There is no odor that would indicate a gas leak. (X)
- b. Gas pipes are not broken and appear to be in good working order. (X)
- c. Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

- a. The HVAC system is operable. (X)
- b. The facilities are ventilated (via mechanical or natural ventilation).
- c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
- e. Interior temperatures appear to be maintained within normally accepted ranges.
- f. The ventilation units are not generating any excessive noise or vibrations.
- g. Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

- a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
- b. The sanitary system controls odors as designed.
- c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Walls are free of hazards from tears and holes.
- b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- c. Ceiling is free of hazards from missing ceiling tiles and holes.
- d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- e. Other

Overall Cleanliness

School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

- a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
- b. Area(s) evaluated is free of unabated graffiti.
- c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
- d. Other

Pest/Vermin Infestation

Pest or vermin infestation are not evident. Examples include but are not limited to the following:

- a. There is no evidence of a major pest or vermin infestation. (X)
- b. There are no holes in the walls, floors, or ceilings.
- c. Rodent droppings or insect skins are not evident.
- d. Odor caused by a pest or vermin infestation is not evident.
- e. There are no live rodents observed.
- f. Other

Electrical (Interior and Exterior)

1. There is no evidence that any portion of the school has a power failure. (X)

2. Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following:

- a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
- b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
- c. Other

3. Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:

- a. Lighting appears to be adequate.
- b. Lighting is not flickering.
- c. There is no unusual hum or noise from the light fixtures.
- d. Other

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

- a. Restrooms are maintained and cleaned regularly.
- b. Restrooms are fully operational.
- c. Restrooms are stocked with toilet paper, soap, and paper towels.
- d. Restrooms are open during school hours.
- e. Other

Sinks/Fountains (Inside and Outside)

Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:

- a. Drinking fountains are accessible.
- b. Water pressure is adequate.
- c. A leak is not evident.
- d. There is no moss, mold, or excessive staining on the fixtures.
- e. The water is clear and without unusual taste or odor.
- f. Other

Fire Safety

The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

- a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
- b. Emergency alarms appear to be functional. (X)
- c. Emergency exit signs function as designed, exits are unobstructed. (X)
- d. Fire extinguishers are current and placed in all required areas.
- e. Fire alarms pull stations are clearly visible.
- f. Other

Hazardous Materials (Interior and Exterior)

There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

- a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
- b. Paint is not peeling, chipping, or cracking.
- c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
- d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold.
- e. Other

Structural Damage

There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

- a. Severe cracks are not evident. (X)
- b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
- c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
- d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
- e. Other

Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly. Examples include but are not limited to the following:

- a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
- b. Roofs, gutters, roof drains, and down spouts are intact.
- c. Other

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Significant cracks, trip hazards, holes and deterioration are not found.
- b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
- c. Seating, tables, and equipment are functional and free of significant cracks.
- d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
- e. Other

Windows/Doors/Gates/Fences (Interior and exterior)

Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:

- a. There is no exposed broken glass accessible to pupils and staff. (X)
- b. Exterior doors and gates are functioning and do not pose a security risk. (X)
- c. Windows are intact and free of cracks.
- d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- e. Doors are intact.
- f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- g. Gates and fences appear to be functional.
- h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
- i. Other

PART II: EVALUATION DETAIL Date of Inspection: 01/09/24 School Name: Willows High School

CATEGORY AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/S CHOOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Office	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	NA	✓
	COMMENTS:														
Classrooms	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	NA	✓
	COMMENTS:														
Kitchen	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:	Received a new Kitchen last spring 2023													
Café	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	NA	✓
	COMMENTS:														
Gym Locker Room	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓
	COMMENTS:	Roof leaks in the girls locker room on the west side. Garland roofing is working on the warranty to get this taken care of.													
Band Room Stage	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	NA	✓
	COMMENTS:														
Restrooms	✓	✓	✓	D	D	✓	✓	✓	✓	✓	NA	✓	✓	NA	✓
	COMMENTS:	Boys restroom has cracks in the wall tile and the Urinal closes to the exterior wall has broke due to the ground shifting. The bathrooms smell bad of urine. The kids are constantly vandalizing the restrooms on campus. This is still in same condition as the previous year. Talks of a face lift the summer of 2024													
Ag Shop	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓	D	NA	✓
	COMMENTS:	Roof leak came back on the shop. Where the glass panels meet the roof line water is finding a way in.													
	COMMENTS:														
	COMMENTS:														
	COMMENTS:														

Marks: ✓ = Good Repair; **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable
 Use additional Area Lines as necessary.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Willows Unified School District		COUNTY Glenn	
SCHOOL SITE Willows High School		SCHOOL TYPE (GRADE LEVELS) 9th - 12th	NUMBER OF CLASSROOMS ON SITE 29
INSPECTOR'S NAME Steve Permann	INSPECTOR'S TITLE Maintenance III	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
TIME OF INSPECTION 7:00 AM	WEATHER CONDITION AT TIME OF INSPECTION Clear and sunny		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓ 8	Number of "✓"s:	8	8	8	7	7	8	8	8	8	8	1	8	7	1	8
	Number of "D"s:	0	0	0	1	1	0	0	0	0	0	0	0	1	0	0
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of NAs:	0	0	0	0	0	0	0	0	0	0	7	0	0	7	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	87.50%	87.50%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	87.50%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			87.50%	93.75%		100.00%	100.00%		100.00%		93.75%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			FAIR	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	→	96.88%	SCHOOL RATING**	→	GOOD
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION: _____
