Willows High School

2025-2026 School Accountability Report Card
(Published During the 2026-2027 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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2026-27 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	James Lothschutz
Email Address	jlothschutz@willowsunified.org
School Website	http://whs.willowsunified.org/
Grade Span	
County-District-School (CDS) Code	11-62661-1132851

2026-27 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

2026-27 School Description and Mission Statement

Willows High School is a four-year comprehensive high school located in Glenn County in California's northern Sacramento Valley, serving approximately 440 students. As part of the Willows Unified School District, WHS is committed to providing a safe, supportive, and challenging learning environment that prepares students for success in college, careers, and life beyond high school.
Academic Excellence and Student Success
Willows High School maintains high expectations for academic achievement, attendance, student behavior, and personal responsibility. Current instructional priorities include improving literacy and mathematics achievement, differentiating instruction to meet diverse learning needs, and increasing opportunities for student engagement, communication, and leadership.

2026-27 School Description and Mission Statement

Through Professional Learning Communities (PLCs), teachers collaborate to strengthen instruction, develop common assessments, and use student achievement data to monitor progress and improve learning. The school also participates in the Lead to Literacy initiative to strengthen literacy instruction across content areas.
College and Career Readiness
Willows High School offers eleven Career Technical Education (CTE) pathways that provide students with practical skills, industry knowledge, and preparation for postsecondary education and employment. The school also offers courses meeting University of California and California State University A–G admission requirements and strives to increase A–G completion while preparing all graduates for college, career training, military service, or other postsecondary opportunities.
Athletics, Activities, and Student Leadership
WHS offers a comprehensive athletic program that promotes teamwork, sportsmanship, and school pride. Sports include football, volleyball, swimming, cheerleading, tennis, cross country, basketball, wrestling, soccer, track and field, golf, baseball, flag football, and softball. Athletic programs compete under the Northern Section of the California Interscholastic Federation (CIF).
Students also participate in numerous clubs and leadership organizations, including Key Club, Fruit Salad, FCCLA, Friday Night Live, Students Working Against Tobacco (SWAT), Future Farmers of America (FFA), California Scholarship Federation (CSF), Music Club, Interact Club, MedEd. and Multicultural Club. Associated Student Body (ASB) leadership promotes student involvement, school spirit, and community service.
Parent and Community Partnerships
Willows High School benefits from strong parent involvement and community support. The Music Boosters, FFA Boosters, and WHS Boosters contribute significantly to school programs and activities. WHS Boosters provide approximately $20,000 annually in support of students, while senior parents organize Sober Grad Night. Local businesses, organizations, and service clubs also provide scholarships and resources, including more than $100,000 in scholarships awarded to graduating seniors in 2024.
School Culture, Safety, and Continuous Improvement
Willows High School emphasizes student safety, positive relationships, regular attendance, academic achievement, and recognition of student success. The school continues to improve instructional practices, expand the effective use of technology and achievement data, and address the diverse needs of its students.
Through collaboration among staff, students, families, and community partners, WHS is committed to continuous improvement, high expectations, and ensuring that every student graduates prepared for future success.

About this School

2025-26 Student Enrollment by Grade Level

Grade Level	Number of Students

2025-26 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.

2022-23 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)						
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/Incomplete/NA						
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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
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/Incomplete/NA						
Total Teaching Positions						

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

2024-25 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)						
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/Incomplete/NA						
Total Teaching Positions						

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

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

Authorization/Assignment	2022-23	2023-24	2024-25
Permits and Waivers	0	0	
Misassignments	0	0	
Vacant Positions	0	0	
Total Teachers Without Credentials and Misassignments	0	0	

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

Indicator	2022-23	2023-24	2024-25
Credentialed Teachers Authorized on a Permit or Waiver	0	0	
Local Assignment Options	2.9	1.8	
Total Out-of-Field Teachers	2.9	1.8	

Class Assignments

Indicator	2022-23	2023-24	2024-25
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.4	1.9	
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	6.4	

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

2026-27 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 and an electronic version of the textbook used in the courses. Additionally, we have secured an adequate number of textbooks and novels in Spanish for our English Learners.

Year and month in which the data were collected	11/2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Language of Literature (McDougall Littell) 9-12 (2006) Perrine's Literature (Cengage 2018) CSU Expository Reading and Writing Curriculum (ERWC) grades 11 and 12	0
Mathematics	Accelerated Math, Algebra 1 (Prentice Hall-2001), Geometry (Prentice Hall-2004), Pre-Calculus: Graphing and Data Analysis (Prentice Hall-2001), Calculus: Graphical, Numerical, Algebra (Prentice Hall-2003), Core Connections Integrated I/II/III (CPM-2014-15), Algebra (AGS-2008). Personal Finance (Next Gen Personal Finance)	0
Science	Modern Biology (Holt, Rinehart, Winston-2017), Chemistry/California (Prentice Hall-2007), Conceptual Physics, 11th ed. (Follett-2018), Experience Biology, The Living Earth (Glencoe-2023), Agriscience, Fundamentals & Principals (Cengage-2020-21), California Earth Science, CA edition (Prentice Hall-2006), Structure & Function of the Body (Mosby), Introduction to Plant Science. Inspire Science (McGraw Hill, 2020) Biology, Chemistry and Earth Science	0
History-Social Science	AP US History (Research & Education Association), Enduring Vision (Houghton-Mifflin & McDougal Littell), United States History, The 20th century (Pearson-2019), World History, The Modern World (Pearson-2019) , Voyages in World History AP Edition (Cengage-2019), We the People (12th edition)	0
Foreign Language	Senderos 1, 2, 3 (Vista Higher Learning-2022)	0
Health	Glencoe Health (McGraw Hill 2022) Glencoe Health Human Sexuality (Goodheart-Wilcox, 2022)	0
Visual and Performing Arts	The Art of Floral Design, (Delmar-2023-24)	0

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

School Facility Conditions and Planned Improvements

Willows High School prides itself in being a safe, clean, well-kept campus. We have 2.5 custodians that clean the school on a daily basis. 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 2024, asbestos removal continued in the hallway, with complete removal and the installation of a new floor. The lockers were also given a facelift with a fresh coat of paint. The district upgraded the restrooms in both the 300 and 400 wings. The intercom and clock system update at the high school was completed in the fall of 2024. The remodeling of the front office, including the Administration, Counseling, Registrar, and Nurse's offices, was finished in November 2024.

In the fall of 2025, the last of the upgraded/new air conditioning units were installed on many buildings at the high school. Moving forward, the district is evaluating installing fence on the perimeter of the campus. This will be done in phases beginning in the spring/summer of 2026.

Year and month of the most recent FIT report	12/26/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Maintenance Shop: Roof was replaced this last spring so there are no more leaks.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Maintenance Shop: Roof was replaced this last spring so there are no more leaks.
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.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2024-25	School 2025-26	District 2024-25	District 2025-26	State 2024-25	State 2025-26
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

2025-26 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

Student Groups	Total Enrollment	Percent Tested	Percent Not Tested	Percent Level 1	Percent Level 2	Percent Level 3	Percent Level 4
Statewide							
Schoolwide							
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							

2025-26 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

Student Groups	Total Enrollment	Percent Tested	Percent Not Tested	Percent Level 1	Percent Level 2	Percent Level 3	Percent Level 4
Statewide							
Schoolwide							
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							

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2024-25	School 2025-26	District 2024-25	District 2025-26	State 2024-25	State 2025-26
Science (grades 5, 8 and high school)						

2025-26 CAASPP Test Results in Science by Student Group

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

Student Groups	Total Enrollment	Percent Tested	Percent Not Tested	Percent Level 1	Percent Level 2	Percent Level 3	Percent Level 4
Statewide							
Schoolwide							
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							

2025-26 Career Technical Education Programs

Willows High School offers Career Technical Education (CTE) courses designed to prepare students for the workforce. These courses are open to all students, and WHS currently offers elevan full pathways across seven industry sectors. The 2025-26 school year will see our pathways expand to eleven pathways.

In the Agriculture and Natural Resources sector, we offer pathways in Ag Mechanics, Floral Design, and a pathway in Ag Business under development. The Ag Mechanics pathway consists of Ag Mech, Ag Welding 1, and Ag Welding 2. The Floral Design pathway includes AG Core, Art of Floral, and Advanced Art of Floral. The AG Business Pathway will start with AG Core, AG Communications and completer with Ag Issues.

In the Health Science and Medical Technology sector, we provide a patient care pathway, which includes courses in Medical Terminology, Sports Medicine, and Medical Careers. We have added an Emergency Medical Response pathway which is a two course pathway consisting of Medical Terminology and EMR.

The Education, Child Development, and Family Services sector features a Child Development pathway, which includes Life

2025-26 Career Technical Education Programs

Management Child, Child Development 1, and Child Development 2. In the Hospitality, Tourism, and Recreation sector, we offer a Culinary Arts pathway, consisting of Life Management Food, Culinary 1, and Culinary 2.

Our newest pathways from the Arts, Media and Entertainment sector are a Graphic Design and Studio Arts Pathways. Graphic Design is a two-course pathway consisting of Graphic Design 1 and 2. The Studio Arts Pathway consists of Studio Art 1, 2 and 3.

We've also introduced a Building and Construction Trades pathway through our new Construction program, offering Construction 1, 2, and 3. Lastly, in the Transportation sector, we provide a pathway in Systems Diagnostics, Service, and Repair, which includes Automotive 1, 2, and 3.

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)
We are working toward an advisory committee for the Public Safety Industry Sector.

2025-26 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	

2025-26 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
Pupils Enrolled in Courses Required for UC/CSU Admission	
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.

2025-26 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	98%	98%	98%	98%	98%

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.

2026-27 Opportunities for Parental Involvement

Willows High School encourages parents and guardians to be active partners in their children's education and offers numerous opportunities for involvement. School events include Community Career Day, Back to School Night, Project Night/Open House, athletic events, student performances, and recognition activities. Parents also support school programs through the Willows High School Boosters, FFA Boosters, and Music Boosters, as well as volunteering for school activities and events.

Parents are encouraged to participate in school planning and decision-making through the School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Community School Advisory Committee, and Career Technical Education (CTE) Advisory Committees. Parent input is also sought through the Western Association of Schools and Colleges (WASC) accreditation process and surveys, including Kelvin Pulse surveys and the California Healthy Kids Survey (CHKS) family survey. The district's Director of Community Schools helps strengthen school-family partnerships and connects families with resources and support services, particularly for students experiencing academic, attendance, or other challenges.

Willows High School maintains regular communication with families through Parent Square, the school website, Facebook, and Instagram. Parents can also monitor student grades and attendance through the Aeries Parent Portal and communicate directly with teachers, counselors, and administrators.

Parents interested in volunteering, joining advisory committees, or becoming involved in school activities are encouraged to contact the school principal, Dr. James Lothschutz, at (530) 934-6611 to learn more about opportunities for involvement.

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 2023-24	School 2024-25	School 2025-26	District 2023-24	District 2024-25	District 2025-26	State 2023-24	State 2024-25	State 2025-26
Dropout Rate									
Graduation Rate									

2025-26 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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			
Non-Binary			
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			

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

2025-26 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
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				

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2023-24	School 2024-25	School 2025-26	District 2023-24	District 2024-25	District 2025-26	State 2023-24	State 2024-25	State 2025-26

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

This table displays expulsions data.

Expulsions								
School 2023-24	School 2024-25	School 2025-26	District 2023-24	District 2024-25	District 2025-26	State 2023-24	State 2024-25	State 2025-26

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

2025-26 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
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		

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

2026-27 School Safety Plan

Student and staff safety is a high priority at Willows High School. The school maintains a Comprehensive School Safety Plan (CSSP) in accordance with California Education Code Sections 32280–32289.5. As required by Education Code Section

2026-27 School Safety Plan

32286, the plan is reviewed and updated annually. The plan addresses emergency preparedness, crisis response, campus security, and procedures for responding to traumatic incidents, imminent threats (Code Red/lockdown), evacuations, civil disturbances, bomb threats, earthquakes, hazardous material incidents, criminal activity, and fires. Staff and students participate in regularly scheduled emergency drills, including fire, earthquake, and lockdown procedures, to reinforce preparedness and familiarity with safety protocols.

The Comprehensive School Safety Plan was last reviewed and updated in January 2026. The plan was discussed with school faculty and with a student representative through approval by the SSC and approved by the Willows Unified School District School Board.. School administration works collaboratively with district leadership, staff, and local emergency responders to review safety procedures, identify potential concerns, and maintain a safe and supportive learning environment.

Willows High School continues to strengthen campus security through ongoing improvements and preventative measures. Additional security cameras have been installed to expand campus surveillance and improve monitoring of school grounds. The school and district are also evaluating options for securing the campus perimeter through additional fencing. These efforts reflect the school's ongoing commitment to providing a safe and secure environment where students and staff can focus on teaching and learning.

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2025-26 Secondary Average Class Size and Class Size Distribution

This table displays the 2025-26 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				

2025-26 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	

2025-26 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2024-25 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2024-25 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				
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2025-26 Types of Services Funded

We are required to report financial data from the 2024-25 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 2024-25 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 2024-25 Teacher and Administrative Salaries

This table displays the 2024-25 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		

2025-26 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 Where there are student course enrollments of at least one student.	

Professional Development

Teachers are encouraged each year to enhance their teaching skills and deepen their knowledge in the subjects they teach. During the school year, the district dedicates two full days for staff development. Additionally, ongoing time is allocated for continuing education and professional development throughout the year. Topics such as Project Based Learning, Social-Emotional Learning supports, and identifying essential standards are introduced to prepare classroom instruction and provide the best possible learning experience for students. School counselors attend professional learning opportunities like CSU Counselor Conference and the UC Counselor Conference to stay current with the requirements our students need to meet. English staff attend Expository Reading and Writing training while Ag teachers attend learning opportunities such as the NAAE Convention and CA Ag Teachers Road Show to stay current in the fields.

Monthly collaboration days are scheduled for staff to discuss and implement strategies related to pacing guides, essential standards, grading practices, common assessments, Social-Emotional Learning (SEL), MAP growth in English and Math, and overall student performance based on previous CAASPP scores. The district and site have invested resources in training staff in the Professional Learning Community (PLC) model. Staff use this model as they evaluate student data and use that information to drive future instruction and academic excellence. Willows Unified has contracted with Solution Tree for the 2025-2026 school year to provide PLC coaches who come throughout the year to provide additional support to subject level and grade level teams as they implement the PLC process. They will provide guidance as the teams determine what they want their students to know, how they'll know if the students learn the content, how they'll respond if the students don't learn the content, and how they'll extend learning for those who have mastered the content.

The district also supports professional development through dedicated Professional Development Funds, enabling teachers and staff to seek subject or department-specific training. This personalized approach empowers staff to pursue development opportunities that best meet their needs, rather than relying on generalized training. Administration strongly encourages this individualized focus, fostering professional growth and enhancing the overall quality of instruction.

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

Subject	2024-25	2025-26	2026-27
Number of school days dedicated to Staff Development and Continuous Improvement	20 part	17 part	