

Willows High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

2025-26 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	Chris Harris
Email Address	charris@willowsunified.org
School Website	http://whs.willowsunified.org/
Grade Span	9-12
County-District-School (CDS) Code	11-62661-1132851

2025-26 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

2025-26 School Description and Mission Statement

Willows High School is a four-year comprehensive high school located in Glenn County, Northern Sacramento Valley, with an approximate enrollment of 440 students. As part of the Willows Unified School District, Willows High is dedicated to preparing students for various post-high school opportunities.

Willows High takes pride in offering diverse Career Technical Education (CTE) programs, providing students with eleven (11) multiple career pathway options. The school also boasts a wide range of athletic programs for both boys and girls, including football, volleyball, swimming, cheer, tennis, cross country, basketball, wrestling, soccer, track/field, golf, baseball, and softball. These sports are governed by the Northern Section of the California Interscholastic Federation (NSCIF).

In addition to athletics, Willows High offers a variety of student 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 (FFA), California Scholastic Federation (CSF), FCCA, Music Club, Interact Club, and the Multicultural Club.

Parents are actively involved at Willows High, with a strong sense of community support. Three key parent/community support organizations—the Music Boosters, FFA Boosters, and Willows High School Boosters—contribute significantly to the school's programs. Each year, the Willows High Boosters donate approximately \$20,000 to support students, and the parents of seniors organize a Sober Grad Night. In 2024, over \$100,000 in scholarships was awarded to graduating seniors by local organizations and service clubs.

Willows High continues to enhance access to technology for students and staff while addressing the evolving needs of its diverse student population. The school is committed to providing a safe and supportive learning environment, focusing on student success and meeting state and district educational standards.

The goals at Willows High include fostering a high-performing school culture with quality teaching and learning, ensuring access to grade-level courses, and aligning students with college or career pathways. The school is also focused on maintaining strong partnerships with students, parents, and the community to enhance student engagement. Willows High School strives to ensure that all students graduate A-G eligible and ready for college and/or a career.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	114
Grade 10	111
Grade 11	113
Grade 12	85
Total Enrollment	423

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	46.6
Male	53.4
American Indian or Alaska Native	1.9
Asian	3.5
Black or African American	0.9
Filipino	0.5
Hispanic or Latino	56.7
Two or More Races	1.7
White	34.8
English Learners	11.1
Foster Youth	0.7
Homeless	0.2
Migrant	0.2
Socioeconomically Disadvantaged	72.8
Students with Disabilities	14.2

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.

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)	18.6	77.91	58.2	85.84	234405.2	84
Intern Credential Holders Properly Assigned	1	4.17	2	2.95	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.2	3.24	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.2	13.55	4.3	6.42	11953.1	4.28
Unknown/Incomplete/NA	1	4.34	1	1.53	15831.9	5.67
Total Teaching Positions	23.9	100	67.8	100	279044.8	100

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.

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)	20.5	87.26	65.3	88.3	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2	2.7	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.9	12.7	5.6	7.64	11746.9	4.23
Unknown/Incomplete/NA	0	0	1	1.35	14303.8	5.15
Total Teaching Positions	23.5	100	74	100	277698	100

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.

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)	18.5	73.38	63.1	77.47	230039.4	100
Intern Credential Holders Properly Assigned	1.9	7.89	1.9	2.44	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.9	3.67	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.8	7.26	4.8	6	12112.8	4.34
Unknown/Incomplete/NA	2.8	11.42	8.4	10.4	13705.8	4.91
Total Teaching Positions	25.2	100	81.5	100	278927.1	100

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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.80	0	0
Local Assignment Options	2.40	2.9	1.8
Total Out-of-Field Teachers	3.20	2.9	1.8

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	17.4	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)	16.2	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>.

2025-26 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	10/2025
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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)	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).	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.	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		

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	35	34	22	27	47	48
Mathematics (grades 3-8 and 11)	33	28	18	21	35	37

2024-25 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	113	109	96.46	3.54	33.64
Female	57	56	98.25	1.75	34.55
Male	56	53	94.64	5.36	32.69
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	64	98.46	1.54	23.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	39	36	92.31	7.69	48.57
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	77	98.72	1.28	27.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	0.00

2024-25 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	113	111	98.23	1.77	28.18
Female	57	55	96.49	3.51	23.64
Male	56	56	100.00	0.00	32.73
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	65	100.00	0.00	26.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	39	37	94.87	5.13	27.78
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	77	98.72	1.28	23.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	0.00

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	15.54	17.44	15.72	18	30.73	32.33

2024-25 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 Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	201	195	97.01	2.99	17.44
Female	101	98	97.03	2.97	13.27
Male	99	96	96.97	3.03	21.88
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	111	109	98.20	1.80	10.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	73	70	95.89	4.11	30.00
English Learners	15	14	93.33	6.67	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	122	120	98.36	1.64	13.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	29	96.67	3.33	6.90

2024-25 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 eleven 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 complete 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 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

2024-25 Career Technical Education Programs

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.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	385
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	54.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	42.4

2024-25 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	99.08
Graduates Who Completed All Courses Required for UC/CSU Admission	46.99

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.

2024-25 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 5	98.47%	99.24%	99.24%	99.24%	98.47%
Grade 7	95.83%	95.00%	95.00%	95.00%	95.00%
Grade 9	100%	100%	99.09%	100%	99.09%

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.

2025-26 Opportunities for Parental Involvement
<p>Parents at Willows High School have several opportunities to be involved in their child’s education. During the 2024-2025 school year, WHS hosted events such as Community Career Day, Back to School Night, Project Night/Open House, and provided involvement through organizations like the Willows High Booster Club, FFA Boosters, and the Music Booster Club. Additionally, parents could participate in the School Site Council, English Language Advisory Committee (site and/or district level), Community School Advisory, and/or sit on the many CTE Advisory Committees.</p> <p>The district also has a Director of Community School who helps bridge the gap between school and home with parents of students that are struggling. WHS also provides multiple communication platforms for parents, including Facebook, Instagram, and ParentSquare.</p> <p>Please contact the school principal, Chris Harris at 530-934-6611, to learn more on how to engage</p>

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	2.4	4.7	3.5	3.7	4.8	3.2	8.2	8.9	8
Graduation Rate	97.6	94.3	96.5	94.9	92	96.8	86.2	86.4	87.5

2024-25 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	86	83	96.5
Female	44	44	100.0
Male	42	39	92.9
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	45	45	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	33	31	93.9
English Learners	14	14	100.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	77	74	96.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	14	12	85.7

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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	444	436	91	20.9
Female	207	203	44	21.7
Male	237	233	47	20.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	15	1	6.7
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	255	249	45	18.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	151	150	37	24.7
English Learners	55	52	8	15.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	340	333	73	21.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	65	64	18	28.1

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
8	7.74	7.43	4.22	4.78	5.87	3.6	3.28	2.94

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.6	0	0	0.2	0	0	0.08	0.07	0.06

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.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.43	0.00
Female	4.83	0.00
Male	9.70	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.06	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	7.28	0.00
English Learners	7.27	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.53	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.15	0.00

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 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 December 2025. New Cameras have been added to the campus in order to provide more coverage in keeping the students safe. The school and district are evaluating the options to completely fence the perimeter of campus.

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

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	19	12	8	1
Mathematics	18	12	8	
Science	19	6	2	1
Social Science	18	10	6	2

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	19	12	13	
Mathematics	17	14	8	
Science	17	6	4	
Social Science	20	9	9	1

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	237.78

2024-25 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)	1.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	9731.92	2462.83	7338.15	88099
District	N/A	N/A	8880.37	88099
Percent Difference - School Site and District	N/A	N/A	-19.0	0.0
State	N/A	N/A	\$11,146	\$86,335
Percent Difference - School Site and State	N/A	N/A	-41.2	2.0

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$70,851	\$54,773
Mid-Range Teacher Salary	\$88,099	\$78,981
Highest Teacher Salary	\$120,204	\$117,337
Average Principal Salary (Elementary)	\$131,695	\$128,425
Average Principal Salary (Middle)	\$133,925	\$137,947
Average Principal Salary (High)	\$143,455	\$138,809
Superintendent Salary	\$182,480	\$176,162
Percent of Budget for Teacher Salaries	27.68%	24.71%
Percent of Budget for Administrative Salaries	5.54%	5.91%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	11.2
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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.	5

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	13part	20 part	17 part

