Willits 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	Willits High School
Street	299 N. Main St.
City, State, Zip	Willits, CA 95490
Phone Number	(707) 459-7700
Principal	Shane Topolinski
Email Address	shanetopolinski@willitsunified.com
School Website	https://www.willitsunified.com/o/whs
County-District-School (CDS) Code	23-65623-2335487

2023-24 District Contact Information

District Name	Willits Unified School District
Phone Number	(707) 459-5314
Superintendent	Mark Beebe
Email Address	markbeebe@willitsunified.com
District Website	www.willitsunified.com

2023-24 School Description and Mission Statement

As a community of learners we value our mission statement: "Willits High School staff and students, in partnership with parents and community members, provide a challenging, caring and safe educational environment, which prepares students to be positive members of the community, effective communicators, problem solvers, and lifelong learners". Posted in the library and around the school our community has also adopted the saying "Today Determines Tomorrow", which is echoed through the generations of Willits High School Graduates. As of December 2023, Willits High School enrollment is 403, within a district of 1544 students, in a community that has a population of about 4,820, as of the 2020 census. There are 28 certificated full time teachers, 2 counselors, 1 counselor/psychologist, and 6 instructional assistants, 2 campus supervisor, 1 assistant principal, and a principal serving the students of Willits High School.

Willits High School prides itself in its diverse course offerings, that include the essential core courses in college prep English, social studies, science, and mathematics. Our student body is exposed to many electives that include: sequenced art courses, music, concert band, woodworking, construction, Spanish I-AP, welding, physical education courses, drama, health, technology and 8 sequenced agricultural classes. The commitment to athletic and extra-curricular programs is equally strong. Willits High School currently has football, basketball, wrestling, track and field, cross country, softball, baseball, tennis, cheer, and soccer programs. Willits High School has many clubs that students may participate in such as FFA (Future Farmers of America), Peace Club, Travel Club, Latino Club, spirit squad, rodeo, knitting, etc...

In addition to these diverse programs, WHS prides itself on aggressive efforts to promote a post secondary experience for graduates. To assist students selecting 2 or 4 year colleges or universities, military, or career technical field, WHS has 10 CTE pathways that help students gain valuable hands on experience as they progress towards graduation. Students receive help filling out college applications, participating in career technical inventories that assist students with selecting a career field, and internships for students. The guidance department empowers students to stay focused on school activities, academics, and engagement while learning the necessary steps in creating post secondary goals.

Willits High School implemented the LCAP (Local Control Accountability Plan). The plan has three goals with district funds affiliated with them. The three goals are: 1) Students will be prepared to be college and/or career ready 2) Students will be provided academic support to promote language, mathematical and technological literacy. 3) Students and families will be supported and encouraged to advocate healthy lifestyle choices. When goals are met, they will be replaced with new goals each year, and monies will be allocated to support each goal.

2023-24 School Description and Mission Statement

Shane Topolinski
Principal

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	122
Grade 10	113
Grade 11	92
Grade 12	88
Total Enrollment	415

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5%
Male	51.6%
American Indian or Alaska Native	8.4%
Asian	1.2%
Black or African American	0.2%
Filipino	0.2%
Hispanic or Latino	35.2%
Two or More Races	1.2%
White	39%
English Learners	11.8%
Foster Youth	1.2%
Homeless	1.4%
Migrant	12%
Socioeconomically Disadvantaged	56.6%
Students with Disabilities	14.5%

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)	17.80	64.34	72.90	66.04	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	2.72	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.90	10.54	12.70	11.59	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.70	6.26	10.30	9.40	12115.80	4.41
Unknown	5.20	18.82	11.30	10.25	18854.30	6.86
Total Teaching Positions	27.70	100.00	110.30	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)	22.50	84.78	80.10	70.64	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.60	4.07	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	10.60	9.41	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.40	1.51	9.80	8.71	11953.10	4.28
Unknown	3.60	13.67	8.10	7.14	15831.90	5.67
Total Teaching Positions	26.50	100.00	113.30	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	2.90	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.90	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	0.90	0.40
Local Assignment Options	0.70	0.00
Total Out-of-Field Teachers	1.70	0.40

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)	10.9	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

Year and month in which the data were collected	September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

		Adoption?	Assigned Copy
Reading/Language Arts	CA Collections, Houghton Mifflin Adopted 2017	Yes	0%
Mathematics	Pre-Algebra, Hold McDougal, Larson Adopted 2017 Algebra I, Big Ideas Learning/National Geographic Adopted 2022 Algebra II, Big Ideas Learning/National Geographic Adopted 2022 Geometry, Big Ideas Learning/National Geographic Adopted 2022 Pre -Calculus, Cengage Learning Adopted 2022 Calculus, Cengage Learning Adopted 2022	Yes	0%
Science	Physical Science, Houghton Mifflin Harcourt Adopted 2019 Earth Science, Glencoe McGraw Hill Adopted 2007 Biology, Prentice Hall Adopted 2018 Chemistry, Prentice Hall Adopted 2002 Physics, Holt Rinehart-Winston Adopted 2002 AP Environmental Science, Cengage Learning Adopted 2022	Yes	0%
History-Social Science	Modern World History, Houghton Mifflin Harcourt Adopted 2021 American History: Reconstruction to Present, Houghton Mifflin Harcourt Adopted 2021 Economics, Houghton Mifflin Harcourt Adopted 2021 Civics, Houghton Mifflin Harcourt Adopted 2021	Yes	0%
Foreign Language	Spanish 1, 2, 3, Autentico 1,2,3 Savvas Learning Company Adopted 2022	Yes	0%
Health	Comprehensive Health Goodheart-Willcox Company, copyright 2018 Adopted 2020	Yes	0%

Visual and Performing Arts	Auditorium musical instruments		Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A	0%

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	10/07/2021

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	missing ceiling tile, cabinet doors missing or hanging askew from the cabinet, holes in drywall and ceiling, flooring aged and due for replacement.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			missing showerheads, chipping paint, cracked concrete floors
Safety: Fire Safety, Hazardous Materials			X	Fire extinguisher tags had not been check for a month (this has already been resolved)
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |

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

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

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

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

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)	33	34	28	26	47	46
Mathematics (grades 3-8 and 11)	11	15	18	16	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	85	74	87.06	12.94	33.78
Female	37	33	89.19	10.81	36.36
Male	48	41	85.42	14.58	31.71
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	27	25	92.59	7.41	24.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	15	83.33	16.67	26.67
White	34	28	82.35	17.65	42.86
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	38	88.37	11.63	31.58
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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	CAASPP	CAASPP	CAASPP	CAASPP	CAASPP

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	85	75	88.24	11.76	14.67
Female	37	34	91.89	8.11	14.71
Male	48	41	85.42	14.58	14.63
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	27	26	96.30	3.70	7.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	15	83.33	16.67	20.00
White	34	29	85.29	14.71	13.79
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	39	90.70	9.30	12.82
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. 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)	23.64	16.33	18.56	17.66	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	172	147	85.47	14.53	16.33
Female	85	73	85.88	14.12	15.07
Male	87	74	85.06	14.94	17.57
American Indian or Alaska Native	15	13	86.67	13.33	7.69
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	64	53	82.81	17.19	11.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	29	26	89.66	10.34	26.92
White	62	53	85.48	14.52	16.98
English Learners	18	17	94.44	5.56	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	94	80	85.11	14.89	16.25
Students Receiving Migrant Education Services	26	24	92.31	7.69	12.50
Students with Disabilities	25	20	80.00	20.00	0.00

2022-23 Career Technical Education Programs

Willits High School offers opportunities for students to gain real life experience in career technical education programs. The school offers credits for both special education and regular education work experience programs. All programs are accredited through the Western Association of Schools and Colleges. This accreditation allows students to gain real life experience, and transfer the experience into high school credits. Each year, local CTE committees meet to certify the CTE programs, through local Willits agencies, organizations, and commerce. Willits High School currently offers 10 CTE pathways and is expanding within the pathways to bring more skill based courses to the school.

1-AgriScience - Sustainable Ag, Ag Soil Chemistry, Ag Systems Management, Animal Science
2-Patient Care - Health, Scrubs, Medical Terminology (Dual Enrolled with Mendocino College)
3-Plant & Soil Sciences - Ag Mechanics Construction, Landscaping, Environmental Horticulture, Sustainable Gardening
4-Web Development - Adobe Illustrator, Photoshop, Web Design, Web Application & Development, Mobile Application & Development
5-Information Support and Services - Coding, IT Essentials, Computer Skills, IT Linux, IT Networking
6-Residential & Commercial Construction - Construction, Advanced Construction, Plumbing, Electrical, Heavy Equipment, Set Design
7-Cabinetry, Millwork & Woodworking - Woodworking, Advanced Woodworking, Custom Windows & Doors
8-Ag Mechanics - Ag Mechanics Construction, Welding, Advanced Welding, Ag Mechanics Fabrication
9-Design, Visual & Media Arts - Fundamentals. of Art, Two Dimensional Art, Mixed Media Art, Painting, Print Making, Three Dimensional Art, Yearbook, Robotics
10-Performing Art - Guitar, Piano, Chorus, Concert Band, Hip Hop Dance (Dual Enrolled with Mendocino College), Drama

Each of the CTE teachers, with administration and local industry representatives comprise the CTE advisory committee. In year's past the industry representatives have been from some of the larger companies in town such as Metal FX, Howard Hospital, Sparetime Supply, and local contractors. Willits High School also meets regularly with Mendocino College to adjust the dual enrollment offerings in order to continue to expand the CTE educational opportunities for students.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	394
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	70.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.56
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	39.13

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 9	81.7	81.7	0	81.7	78.8

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

At Willits High School we believe that strong parent involvement in their students education is the number one indicator of student success. Parent representatives are elected to serve on the Willits High School Site Council. Staff are elected and are voted upon by their peers yearly, parents are voted in during Back to School Night in two year terms, and students are elected to the site council in the leadership class. The Site Council fulfills state mandated functions such as development and approval

2023-24 Opportunities for Parental Involvement

of required reports and plans. These plans include the School Site Plan of Student Achievement and Security Plan. Additionally, the Council approves categorical budgets such as site based Title I allocations.

Parents are welcome to volunteer in classrooms, serve as guest speakers, help chaperone dances, assist with athletic programs, and support student learning in other ways. The WHS Boosters club is an excellent way for parents to actively support student activities at WHS. Parents interested in these types of support activities need a fingerprint clearance, for more information they should contact the principal or the administrative secretary at (707) 459-7700. Willits High School is actively attempting to build parent involvement through Back to School parent nights, open house, performing art shows, involvement nights, ELAC and DLAC committees.

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	6	6.7	10.1	15	24.2	17	9.4	7.8	8.2
Graduation Rate	94	92	89.9	85	68.9	82.4	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	89	80	89.9
Female	47	41	87.2
Male	42	39	92.9
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	34	31	91.2
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--

White	31	26	83.9
English Learners	11	10	90.9
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	63	56	88.9
Students Receiving Migrant Education Services	14	14	100.0
Students with Disabilities	18	15	83.3

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	447	426	171	40.1
Female	209	198	70	35.4
Male	234	224	99	44.2
Non-Binary	4	4	2	50.0
American Indian or Alaska Native	34	34	9	26.5
Asian	5	5	1	20.0
Black or African American	1	1	0	0.0
Filipino	1	1	1	100.0
Hispanic or Latino	153	148	51	34.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	7	6	3	50.0
White	184	169	77	45.6
English Learners	53	52	17	32.7
Foster Youth	8	6	4	66.7
Homeless	6	5	2	40.0
Socioeconomically Disadvantaged	258	247	112	45.3
Students Receiving Migrant Education Services	50	50	12	24.0
Students with Disabilities	75	69	39	56.5

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	0.95	8.65	12.98	0.52	5.67	7.53	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.05	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.98	0
Female	11	0
Male	14.96	0
Non-Binary		
American Indian or Alaska Native	8.82	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	9.15	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	14.13	0
English Learners	7.55	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	12.4	0
Students Receiving Migrant Education Services	6	0
Students with Disabilities	10.67	0

2023-24 School Safety Plan

The WHS School Safety Plan identifies areas of improvement for school climate and school safety. In addition, the safety plan includes emergency preparation and procedures. Each spring the WHS School Site Council votes to approve the School Safety Plan. The School Safety Plan is based upon suspension data, the California Healthy Kids Survey and input from all stakeholders as represented by Site Council membership.

Primary objectives in the school safety plan include: 1) student attendance, 2) violence prevention, 3) substance abuse issues, 4) gang suppression, 5) securing the campus from unauthorized visitors and exiting students 6) drill procedures, 7) administrative regulations 8) lock down procedures,. These objectives are developed and communicated with stakeholders in Site Council meetings, staff bulletins, school website, parent newsletters, and staff development trainings.

The Principal and Assistant Principal are responsible for managing school safety and discipline matters. The Principal also manages all emergency staff training and school drills.

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	8	18		
Mathematics	13	14		
Science	13	8		
Social Science	10	10		

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	12	9	
Mathematics	17	16	3	
Science	17	8	3	
Social Science	21	5	6	

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	18	12	6	1
Mathematics	16	15	4	0
Science	17	8	4	0
Social Science	18	8	4	0

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	415

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

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	$15,821.59	$6,240.78	$9,580.82	$62,617.62
District	N/A	N/A	$8,533.57	
Percent Difference - School Site and District	N/A	N/A	11.6	5.2
State	N/A	N/A	$7,607	$77,993
Percent Difference - School Site and State	N/A	N/A	36.9	-15.3

Fiscal Year 2022-23 Types of Services Funded

Summer school intervention courses were offered, the Mendocino County Youth Project, and during school support intervention was offered throughout the school year. The Senior Seminar course helped student's plan for the transition between graduation and the workplace or post secondary plans. The master schedule allowed students to take 5 courses every 12 weeks.

Willits High School offers a variety of CTE course pathways that reflect local and regional industries.
WHS CTE Pathways:

Fiscal Year 2022-23 Types of Services Funded

- Patient Care
- Agriscience
- Plant & Soil Science
- Web Development
- Information Support & Services
- Residential & Commercial Construction
- Cabinetry, Millwork & Woodworking
- Agriculture Mechanics
- Design, Visual & Media Arts
- Performing Arts

Extracurriculars at Willits High School include Clubs & Sports.
Clubs continued to provide a space where students could connect at WHS.
Drama Club, Yearbook, Latino Club, Green & Gold, Native American Club, Link Crew, Travel Club, Interact, Peace Club, Science & Environment Club, are some of the
many examples where students are able to find a place to belong and plug into the vibrant student life at WHS.

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		$47,616
Mid-Range Teacher Salary		$75,580
Highest Teacher Salary		$100,485
Average Principal Salary (Elementary)		$114,067
Average Principal Salary (Middle)		$123,622
Average Principal Salary (High)		$125,386
Superintendent Salary		$157,977
Percent of Budget for Teacher Salaries	28.47%	27.82%
Percent of Budget for Administrative Salaries	6.01%	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	5.3

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	0
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	1
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	5

Professional Development

Traditionally, teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time we set aside for the past three years for their continuing education and professional development. Specific Tuesdays are set aside as an early release day, where students are released an hour early. During this time teachers meet in "Professional Learning Communities". In these PLC's teachers collaborate about student achievement, analyze benchmark assessments, and student growth. Teachers are currently focusing on essential standards, pacing guides, benchmarks, and best teaching practices. They are also focusing on learning the Common Core State Standards. Each department reviews and updates pacing guides annually. It is the goal of the teachers to create grade level, subject specific common assessments within their respected discipline. Many teachers choose to attend Common Core departmental conferences that are available in order to stay updated with current practices. Other teachers attended Mendocino County departmental collaborative events. All students receive Chrome Books and the teachers receive professional development in the use of Chrome Books in the classroom. The leadership team presents school-wide strategies to improve teaching practices during the scheduled professional development time.

The professional development prior to school starting centered around learning and updating an online learning platform. Each teacher previously did an online course designed to learn how to structure their courses in an online learning environment called Canvas. Subsequent training was focused upon getting their curriculum organized online through Canvas. Staff members utilized their own internal supports from teachers who already had experience with Canvas as well as from online video training.

Additional professional development takes place through webinar style attendance that is specific to the department. The English Department is focused upon curriculum mastery in the "collections" English curriculum adopted two years prior. The Math department is doing professional development focused upon math instruction for English learners and utilizing the Canvas portal. Specific CTE teachers are doing more individualized PD within their content area. The county office is also coordinating a variety of PD options that teachers can plug into with items such as mental health, distance learning, and managing student needs.

Each term the teachers give assessments to see if students are performing according to the common core state standards. The teachers are preparing the students for full inclusion within the Common Core State Standards, and preparing the students for the 11th grade science assessment and the Smarter Balanced Assessment in English and Math.

The principal and assistant principal walk through the classrooms and support teachers in their teaching methodologies through coaching and mentoring. This time is extremely valuable and is considered sacred in the school. The principal is able

Professional Development

to support the teachers and reinforce what they have been discussing in the PLC's. This also lets the students know that their is an administrative presence within the classroom and school which lowers student discipline referrals.

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	6	4	5