

Willits High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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/>.

2024-25 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
Grade Span	9-12
County-District-School (CDS) Code	23-65623-2335487

2024-25 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

2024-25 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 2024, Willits High School enrollment is 394, within a district of 1570 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

2024-25 School Description and Mission Statement

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.

Shane Topolinski
Principal

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	103
Grade 10	110
Grade 11	102
Grade 12	79
Total Enrollment	394

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.2
Male	53.8
Non-Binary	0.7
American Indian or Alaska Native	6.5
Asian	1
Black or African American	1
Filipino	0
Hispanic or Latino	34.6
Native Hawaiian or Pacific Islander	0
Two or More Races	3
White	37.1
English Learners	10
Foster Youth	1.5
Homeless	1.5
Migrant	11.9
Socioeconomically Disadvantaged	56
Students with Disabilities	18.2

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.

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/Incomplete/NA	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/Incomplete/NA	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

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)	23.60	83.49	77.00	70.04	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.00	6.38	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.81	11.20	10.24	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	1.16	5.30	4.84	11746.90	4.23
Unknown/Incomplete/NA	3.20	11.50	9.30	8.47	14303.80	5.15
Total Teaching Positions	28.30	100.00	109.90	100.00	277698	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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0.7
Misassignments	2.90	0.00	0.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.90	0.00	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.90	0.40	0.3
Local Assignment Options	0.70	0.00	0
Total Out-of-Field Teachers	1.70	0.40	0.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.90	0	2.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own 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	Yes	0%

	Physics, Holt Rinehart-Winston Adopted 2002		
	AP Environmental Science, Cengage Learning Adopted 2022		
History-Social Science	Modern World History, Houghton Mifflin Harcourt Adopted 2021	Yes	0%
	American History: Reconstruction to Present, Houghton Mifflin Harcourt Adopted 2021		
	Economics, Houghton Mifflin Harcourt Adopted 2021		
	Civics, Houghton Mifflin Harcourt Adopted 2021		
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%

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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				October 2024
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

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 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	34	24	26	22	46	47
Mathematics (grades 3-8 and 11)	15	10	16	13	34	35

2023-24 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	88	83	94.32	5.68	24.10
Female	36	34	94.44	5.56	20.59
Male	50	47	94.00	6.00	27.66
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	31	31	100.00	0.00	29.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--
White	39	35	89.74	10.26	22.86
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	43	95.56	4.44	23.26
Students Receiving Migrant Education Services	12	12	100.00	0.00	41.67
Students with Disabilities	15	13	86.67	13.33	7.69

2023-24 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	88	84	95.45	4.55	9.52
Female	36	35	97.22	2.78	5.71
Male	50	47	94.00	6.00	12.77
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	31	31	100.00	0.00	6.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--
White	39	36	92.31	7.69	13.89
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	43	95.56	4.44	4.65
Students Receiving Migrant Education Services	12	12	100.00	0.00	8.33
Students with Disabilities	15	13	86.67	13.33	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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	16.33	11.04	17.66	11.18	30.29	30.73

2023-24 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	170	166	97.65	2.35	10.84
Female	72	71	98.61	1.39	7.04
Male	96	93	96.88	3.12	13.98
American Indian or Alaska Native	11	11	100.00	0.00	36.36
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	56	56	100.00	0.00	5.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	31	28	90.32	9.68	10.71
White	69	68	98.55	1.45	8.82
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	89	89	100.00	0.00	12.36
Students Receiving Migrant Education Services	22	22	100.00	0.00	4.55
Students with Disabilities	28	24	85.71	14.29	4.17

2023-24 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

2023-24 Career Technical Education Programs

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.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	384
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	50

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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	384
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	29.2

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.

2023-24 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 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	88.6	89.5	0	91.2	87.7

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.

2024-25 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 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	6.7	10.1	8.4	24.2	17.0	15.8	7.8	8.2	
Graduation Rate	92.0	89.9	91.6	68.9	82.4	84.2	87.0	86.2	86.7

2023-24 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	83	76	91.6
Female	37	35	94.6
Male	46	41	89.1
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	25	24	96.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	33	30	90.9
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	52	48	92.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	11	10	90.9

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	452	432	163	37.7
Female	210	199	75	37.7
Male	239	230	86	37.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	31	29	6	20.7
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	152	149	49	32.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	17	14	8	57.1
White	175	163	64	39.3
English Learners	38	38	11	28.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	264	249	107	43.0
Students Receiving Migrant Education Services	51	50	15	30.0
Students with Disabilities	84	84	43	51.2

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 and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	8.65	12.98	10.62	5.67	7.53	10.43	3.17	3.6	3.28
Expulsions	0	0	0	0.05	0.05	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.62	0.00
Female	9.05	0.00
Male	12.13	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	3.23	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	10.53	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	17.65	0.00
White	8.00	0.00
English Learners	10.53	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	10.23	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	15.48	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.

2024-25 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.

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	
Science	17	8	4	
Social Science	18	8	4	

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	25.6	25	5	0
Mathematics	10.4	38	7	0
Science	18	17	7	0
Social Science	19	22	9	0

2023-24 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	197

2023-24 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)	2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$75,991
Percent Difference - School Site and District	N/A	N/A	11.6	-19.3
State	N/A	N/A	\$10,771	\$78,673
Percent Difference - School Site and State	N/A	N/A	-11.7	-22.7

Fiscal Year 2023-24 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:

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

Fiscal Year 2023-24 Types of Services Funded

- 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$53,539	\$50,757
Mid-Range Teacher Salary	\$73,441	\$75,693
Highest Teacher Salary	\$106,240	\$105,687
Average Principal Salary (Elementary)	\$105,874	\$121,443
Average Principal Salary (Middle)	\$112,575	\$132,509
Average Principal Salary (High)	\$119,372	\$133,106
Superintendent Salary	\$160,000	\$167,660
Percent of Budget for Teacher Salaries	28%	26%
Percent of Budget for Administrative Salaries	7%	6%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	7.1
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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	0
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	0
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	3

Professional Development

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 have 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 essential standards, pacing guides, CFA, benchmarks, and data. This is part of a 3 year plan. Subsequent training was focused upon these topics.

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. The principal is able 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

Professional Development

student discipline referrals.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	5