



Willits High School

299 N. Main St. • Willits, CA 95490 • (707) 459-7700 • Grades 9-12

Michael Colvig, Principal

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<https://www.willitsunified.com/o/whs>

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Willits Unified School District

1277 Blosser Lane

Willits, CA 95490

(707) 459-5314

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District Governing Board

Jeanne King

Board Member

Dianne McNeal

Board Member

Robert Chavez

Board Member

Alex Bowlds

Board Member

Paula Nunez

Board Member

District Administration

Mark Westerburg

Superintendent

Mark Westerburg

Trina Cardillo

Executive Assistant to

Superintendent

Nikki Agenbroad

Director of Fiscal Services

Jennifer Maples

Director of Technology

Laura Sleeper

Human Resources Director

Kelley Labus

Director of Special Education

School Description

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 2020, Willits High School enrollment is 406, within a district of 1520 students, in a community that has a population of about 4,888, as of the 2010 census. There are 28 certificated full time teachers, 2 counselors, 1 counselor/psychologist, and 6 instructional assistants, 1 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, 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.

Michael Colvig

Principal

About the SARC

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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	136
Grade 10	94
Grade 11	107
Grade 12	86
Total Enrollment	423

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	6.1
Asian	0.9
Hispanic or Latino	34
White	47
Two or More Races	2.8
Socioeconomically Disadvantaged	58.2
English Learners	13.7
Students with Disabilities	12.8
Foster Youth	1.4
Homeless	3.5

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

Teacher Credentials for Willits High School	18-19	19-20	20-21
With Full Credential	28	26	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Willits Unified School	18-19	19-20	20-21
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Willits High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	CA Collections, Houghton Mifflin Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Pre-Algebra, Hold McDougal, Larson Adopted 2017 Algebra II, Houghton Mifflin Harcourt Adopted 2017 Geometry, Houghton Mifflin Harcourt Adopted 2015 Pre -Calculus, Addison Wesley Adopted 2011 Calculus, Prentice hall Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Physical Science, Houghton Mifflin Harcourt Adopted 2019 Earth Science, Glencoe McGraw Hill Adopted 2007 Biology, Prentice Hall Adopted 2018 Chemistry Holt Adopted 2002 Physics, Holt Rinehart-Winston Adopted 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	World History - Modern Times, Glencoe Adopted 2008 America Pathways to the Present, Prentice Hall Adopted 2003 Economics: Principles & Practices, Glencoe McGraw-Hill Adopted 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Prentice-Hall, Spanish 1, Realidades 1, 2004 edition Adopted 2004/2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	Comprehensive Health Goodheart-Willcox Company, copyright 2018 Adopted 2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Auditorium musical instruments The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	Microscopes -20 Scales - 22 Beakers - 145 Test Tubes Stands - 3 Flasks - 84 Stands - 14 Long Tubes - 40 Jars - 86 Thermometers -6 Graduated Cylinders -41 Funnels -3 Sink and Running Water Stations -2 stations The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 9/16/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Multiple ceiling tiles either stained, broken, sagging and broken hinges on a cabinet. Carpeting seams splitting, small holes.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	Missing diffusers, dark fixtures, dark tubes, replace diffusers and tubes, open wiring
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	sewer drains poorly
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	fix a door closer, rusty ramps, cracked or irregular concrete walkways, rusty doors
Overall Rating	Fair	School needs a new roof and has sewer and water problems. Heating system in main building is ancient. Many walkways surfaces are irregular. Many WC ramps have trip hazards that could have serious consequences for WC users. New trim paint on main building and interior paint in some classrooms are nice upgrades. Have noticed improvements each year.

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	42	N/A	31	N/A	50	N/A
Math	15	N/A	23	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	19	N/A	18	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

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.

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.

School Safety Plan (School Year 2020-2021)

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.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.0	6.8	4.9	5.9	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	423

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English	13	17	7	1	9	22	3		16	14	7	2
Mathematics	15	9	5		18	9	4		17	8	3	1
Science	19	6	2		16	10			17	7	3	
Social Science	22	5	2	1	20	6	7		20	8	6	

*Number of classes indicates how many classrooms 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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	6

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 instructional strategies, close reading, and text complexity in their Professional Learning Communities. 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.

With Covid-19, the professional development prior to school starting centered around learning a new online learning platform. Each teacher 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 during a pandemic.

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 walks through the classrooms and supports 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 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. During distance learning, the support provided to teachers is done remotely through phone calls, online zoom meetings and classroom visits through zoom.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,889	\$44,318
Mid-Range Teacher Salary	\$59,793	\$67,053
Highest Teacher Salary	\$83,753	\$90,163
Average Principal Salary (ES)	\$100,545	\$106,389
Average Principal Salary (MS)	\$113,215	\$113,976
Average Principal Salary (HS)	\$90,701	\$114,214
Superintendent Salary	\$155,000	\$141,066

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	28.0	29.0
Administrative Salaries	6.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Summer school intervention courses were offered, the Mendocino County Youth Project, and after school support intervention was offered during the school year. Intervention classes during the school day were offered to struggling students as part of the master schedule. Students were able to repeat courses failed from the 1st term, during the 2nd term. Creation of a Senior Seminar course to help student's plan for the transition between graduation and the workplace or post secondary plans.

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
- Graphic Production Technologies
- Information Technologies
- Residential & Commercial Construction
- Cabinetry, Millwork & Woodworking
- Agriculture Mechanics
- Design, Visual & Media Arts
- Performing Arts

Extracurriculars at Willits High School include Clubs & Sports. While hosting fall and winter sports programs, our spring program was cut short due to Covid-19 and the subsequent shelter in place orders.

Clubs at WHS grew during the 19-20 school year with the support of the district office with club stipends.

Drama Club, Yearbook, Latino Club, Green & Gold, Native American Club, Link Crew, Travel Club, Film Club, Interact, Dance Club, Peaceworks, Science & Environment Club, Tea Club, Yarn Club, etc 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.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$15,158.76	\$4,499.49	\$10,659.27	\$60,324
District	N/A	N/A	\$9,728.88	\$58,289
State	N/A	N/A	\$7,750	\$68,990

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	9.1	3.4
School Site/ State	31.6	-13.4

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

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Willits High School	2016-17	2017-18	2018-19
Dropout Rate	9.1	17.3	5.5
Graduation Rate	84.1	82.7	94.5

Rate for Willits Unified School District	2016-17	2017-18	2018-19
Dropout Rate	16.9	19.5	16.7
Graduation Rate	74.1	78.5	81.7

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	423
% of pupils completing a CTE program and earning a high school diploma	74.2
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	11.9

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. 1-AgriScience - Sustainable Ag, Ag Soil Chemistry, Ag Systems Management, Animal Science
2. 2-Patient Care - Health, Scrubs, Medical Terminology
3. 3-Plant & Soil Sciences - Ag Mechanics Construction, Landscaping, Environmental Horticulture, Sustainable Gardening
4. 4-Graphic Production Technology - Computer Skills, Computer Applications, Multimedia Design, Advanced Multimedia Design
5. 5-Financial Services - Computer Skills, Computer Applications, Personal Finance, Accounting
6. 6-Residential & Commercial Construction - Construction, Advanced Construction, Understanding Blueprints
7. 7-Cabinetry, Millwork & Woodworking - Woodworking, Advanced Woodworking
8. 8-Welding & Materials Joining - Ag Mechanics Construction, Welding, Advanced Welding
9. 9-Design, Visual & Media Arts - Fundamentals. of Art, Two Dimensional Art, Mixed Media Art, Painting, Print Making, Three Dimensional Art, Yearbook
10. 10-Performing Art - Guitar, Piano, Chorus, Concert Band, Hip Hop Dance, Drama

Each of the CTE teachers, with administration and local industry representatives comprise the CTE advisory committee.

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.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.01
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	23.53

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics		N/A
Science		N/A
Social Science	2	N/A
All courses	4	9.7

*Where there are student course enrollments of at least one student.