

Willow Alternative Campus

2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Willow Alternative Campus
Street	1098 Pomona Street
City, State, Zip	Crockett, CA 94525
Phone Number	5107871088
Principal	Leslie Marley
Email Address	LMarley@jsusd.org
School Website	www.jsusd.org/page/13
County-District-School (CDS) Code	07616970737619

2022-23 District Contact Information

District Name	John Swett Unified School District
Phone Number	510-245-4300
Superintendent	Charles Miller
Email Address	cmiller@jsusd.org
District Website Address	www.jsusd.org

2022-23 School Overview

The Willow campus has three programs: Willow Continuation High School, the Independent Study program and Adult Transition Community Based Instruction (CBI) program for Special education adults. These three programs offered are alternatives to the traditional program. Alternative education programs are designed to meet the individual needs of the students in our community, challenge each student to excel in all areas and provide the opportunity to achieve competency in basic skills to earn a high-school diploma. In the CBI program adult SpEd students learn community based skills for vocational training. The staff believes in and operates on the principle that it is important to know each student personally and maintain maximum individual contact in order to provide the necessary assistance to each student to achieve goals of academic, vocational, personal and social growth.

Willow Continuation High School serves students who are at least 16 years old and need an alternative to a traditional high school program because of credit deficiency. The credit amount to graduate from Willow High is 190 credits versus 220 credits at the comprehensive high school. The Willow High program provides individualized learning plans for each student and provides students with tools they will need after high school.

In the Independent Study Program, the student assumes the primary responsibility for his or her education. Students meet with their assigned teacher once a week for one hour to assess their academic work.

The CBI program is for adult Special education students who received a Certificate of Completion instead of a high school diploma. Their Special education services continue until they are 22 years old. The vocational training that the students receive in the CBI program is to assist with possible independent skill acquisition as an adult.

The Willow campus is a 1:1 Chromebook environment that provides students with a credit-recovery online option through Cyber High. Students can make up credits in courses the student is deficient in. Courses are designed to meet the needs of the students. Here at Willow, we believe every student can succeed with support and the opportunity to demonstrate knowledge in alternative ways. We understand that students learn in multiple ways, and we encourage students to tap into that knowledge and learn to be successful.

In the summer of 2020 while still on a Distance Learning model, the JSUSD School Board made the decision to move the Willow campus to the comprehensive high school campus of John Swett. When we returned for Hybrid Learning in the Spring

2022-23 School Overview

of 2021, our Willow students have been able to access all of the traditional supports of John Swett High School such as technology, college and career support, student activities, and traditional school lunch and breakfast programs with their high school peers.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	7
Grade 1	6
Grade 2	5
Grade 3	5
Grade 4	4
Grade 5	5
Grade 6	6
Grade 7	2
Grade 8	7
Grade 9	1
Grade 10	3
Grade 11	8
Grade 12	26
Total Enrollment	85

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.4
Male	57.6
American Indian or Alaska Native	1.2
Asian	5.9
Black or African American	24.7
Filipino	5.9
Hispanic or Latino	43.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	7.1
White	10.6
English Learners	17.6
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	65.9
Students with Disabilities	15.3

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)	1.00	45.45	55.40	82.88	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	6.90	10.33	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	54.09	2.40	3.59	12115.80	4.41
Unknown	0.00	0.00	2.10	3.20	18854.30	6.86
Total Teaching Positions	2.20	100.00	66.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	0.00	
Local Assignment Options	1.10	
Total Out-of-Field Teachers	1.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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)	0.00	
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	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The John Swett Unified School District is committed to providing sufficient numbers of state-approved textbooks and materials to all of our students, including English-language learners. Each student has access to his or her own copy of the standards-aligned textbooks that have been approved by the State Board of Education to use in class and to take home.

Year and month in which the data were collected

9/2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt 2003	Yes	0
Mathematics	Algebra 1, Pearson 2016	Yes	0
Science	The Dynamics of Life, Glencoe 2005 Science with Earth Science, Glencoe 2006	Yes	0
History-Social Science	Houghton Mifflin 2018	Yes	0

School Facility Conditions and Planned Improvements

The Alternative Education and Independent Study programs of the John Swett Unified School District are housed at the John Swett High School campus. John Swett High School was built in 1927 by the same folks that built C&H Sugar refinery in Crockett. Considering the school's age, it is in excellent condition. Entering the campus takes one back to a different era, as the brick structures and park like front provide a distinctive small-town, academic atmosphere. The football field and track, in many instances, remains the hub of the community. The gym provides bleachers above the court, providing fans with an awesome view of basketball and volleyball matches, while also creating the illusion of a smaller court, known as "the pit," which has often intimidated opponents. John Swett is one of the last high-school facilities to maintain a functioning auditorium with an opera pit and a theater accommodating 600 people.

Currently the school is has just recently completed a construction project due to a Bond measure. The school has had construction going on almost every where in the school hallways and nearby classroom areas for several years and this is the first school year without the hassle. However the poorly executed contract has not been fully completed by the Construction company and therefore more work still needs to be done by other companies. This includes HVAC, electrical, technology, and roofing. This is still a bit of a hassle, but much less disruption than the past project.

Our school maintenance staff consists of 3.0 full-time equivalent (FTE) custodians (1.0 FTE day and 2.0 FTE night) and one district facilities maintenance staff who roams between the schools in the district. All classrooms are fully cleaned two days per week along with the floors being swept and the garbage being emptied on a daily basis as well as COVID 19 sanitation protocols.

Year and month of the most recent FIT report

10/13/2022

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			
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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	26	N/A	29	N/A	47
Mathematics (grades 3-8 and 11)	N/A	15	N/A	17	N/A	33

2021-22 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	39	20	51.28	48.72	26.32
Female	15	9	60.00	40.00	--
Male	24	11	45.83	54.17	30.00
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	18	7	38.89	61.11	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	25	12	48.00	52.00	25.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	40	20	50.00	50.00	15.00
Female	15	8	53.33	46.67	--
Male	25	12	48.00	52.00	16.67
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	18	7	38.89	61.11	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	26	13	50.00	50.00	7.69
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	9.52	NT	19.09	28.5	29.47

2021-22 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	44	21	47.73	52.27	9.52
Female	21	9	42.86	57.14	--
Male	23	12	52.17	47.83	0
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	18	6	33.33	66.67	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	23	9	39.13	60.87	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

2021-22 Career Technical Education Programs

Students are prepared and encouraged to continue their education through community colleges and vocational training programs. Carrington College, DeVry University, Universal Technical Institute and Heald College make presentations to the students regarding skills currently in demand by employers during our career fair. The Bay Area Air Quality Management District Outreach Program for Teens titled, "What They Didn't Tell You About Work," is a workshop presented to students to educate them regarding career exploration and workplace expectations. Willow High School works with various county agencies and organizations (Contra Costa County Office of Education) to provide continuing education and job placement. Students are encouraged to participate in CTE and ROP courses at the High School in the mornings or afternoons. The Willow teacher has a community connection with many local businesses and at the Willow campus teaches soft skills for employment readiness. Upon request the Willow teacher communicated with the local businesses for job opportunities and works with students to be successful employees.

The primary representative of the district's career technical advisory committee is Leslie Marley, and the industries represented include: oil refineries, workforce development, construction, water resources and community colleges.

2021-22 Career Technical Education (CTE) Participation

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

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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	N/A	N/A	N/A	N/A	N/A

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.

2022-23 Opportunities for Parental Involvement

You can help! We encourage parents to take an active role in our school. Parents are encouraged to participate in their child's education, and we welcome volunteers to help in our classrooms and our school activities. In addition parents are invited to attend semester credit review meetings to review your student's progress.
For more information on how to become involved, you may call Principal Leslie Marley at (510) 787-1088 or email at Imarley@jsusd.org.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		22.7	32		4.9	13.2		8.9	7.8
Graduation Rate		72.7	68		88.7	85.8		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	25	17	68.0
Female	16	9	56.3
Male	--	--	--
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	22	17	77.3
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	121	104	77	74.0
Female	57	48	37	77.1
Male	64	56	40	71.4
American Indian or Alaska Native	2	2	1	50.0
Asian	8	6	4	66.7
Black or African American	24	21	16	76.2
Filipino	5	5	1	20.0
Hispanic or Latino	55	46	35	76.1
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	9	8	7	87.5
White	16	14	11	78.6
English Learners	22	16	15	93.8
Foster Youth	1	1	1	100.0
Homeless	2	1	0	0.0
Socioeconomically Disadvantaged	87	72	52	72.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	21	16	10	62.5

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	10.71	4.81	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.65	0.00	3.44	0.20	3.17
Expulsions	0.00	0.00	0.00	0.08	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.65	0.00
Female	0.00	0.00
Male	3.13	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	8.33	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.30	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.76	0.00

2022-23 School Safety Plan

Willow High School participates in the John Swett Unified School District's Emergency Preparedness Plan, which provides the following:

- District policies relating to all safety issues
- On-site physical measures taken by the district to protect students, staff and facilities
- Staff and pupil training on safety issues
- Parent information on safety issues

In addition, regular earthquake, shelter-in-place and fire drills are practiced to maintain safety in an emergency. First-aid kits are supplied for each class and restocked as needed.

For the 22-23 school year, the Willow classes will continue to be included with the John Swett High School Safety plan.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	4	8		
Mathematics	5	6		
Science	2	3		
Social Science	5	6		

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	22	1		
Mathematics	22	1		
Science	22	1		
Social Science	22	1		

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	2	14		
Mathematics	4	10	1	
Science	2	7		
Social Science	3	13		

2021-22 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	0

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	17094	808	16286	77652
District	N/A	N/A	8799	\$75,325
Percent Difference - School Site and District	N/A	N/A	59.7	3.0
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	84.7	6.2

2021-22 Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- Skill building and additional assistance
- Credit recovery
- Beginning Teacher Support and Assessment (BTSA) or Induction
- Peer Assistance and Review

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$48,057	\$46,419
Mid-Range Teacher Salary	\$72,017	\$69,902
Highest Teacher Salary	\$95,076	\$97,912
Average Principal Salary (Elementary)	\$100,944	\$111,731
Average Principal Salary (Middle)	\$122,221	\$122,012
Average Principal Salary (High)	\$129,929	\$122,212
Superintendent Salary	\$166,762	\$150,971
Percent of Budget for Teacher Salaries	32%	29%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

The Willow staff participated in all of the trainings that the John Swett HS staff participated in. The Willow staff are included in every JSHS meeting which occurs Wednesdays. Professional-development opportunities for staff members are ongoing. Administrators, teachers and classified staff have attended a multitude of conferences, including those presented by the District, Aeries database system, UC/CSU college preparation, Advanced Placement (AP), California Association of School Business Officials and FCMAT (CASBO) and California Association of Directors of Activities (CADA), and AVID. Students, including the Associated Student Body (ASB) treasurer, are offered the opportunity to participate in applicable conferences as well (e.g., CASBO). Additionally District in-services and teacher workdays include training in social and emotional needs through the Guiding Principles for Equitable Whole Child Design. This is a continued focus to support our students after return to school from a pandemic. Additionally a team from the site will begin Trauma Informed Specialist Certification beginning in November.

We have 3 staff development meetings each month to provide ongoing professional development for our staff. These days are built into our schedule on the 1st, 2nd, and 3rd Wednesdays of the month. During our professional-development meetings, we are focusing on best practices in the classroom, safety, Special education supports, EL supports, MAP testing and AVID strategies throughout the year. This year we implemented a new concept called Staff SLAM. This is where a teacher volunteers to share out a quick technique, whether it is technology, best practices, supports, or how to help each other out, it has been a great technique in building a collaborative leadership culture amongst our teachers. The last Wednesday of the month is solely devoted Departmental planning, collaboration and needs to be addressed at future staff meetings and is facilitated by our Department Chairs.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	3	3