

# The Single Plan for Student Achievement

WILLOWS HIGH SCHOOL

11-62661-1132861  
CDS Code

Date of this revision: February, 2011

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Willows Unified School District

The District Governing Board approved this revision of the School Plan on March, 2011

## **School Vision and Mission Statement**

### **“TO ASSIST TODAY’S STUDENTS WITH TOMORROW’S CHALLENGES”**

Willows High School is a four-year comprehensive high school with a six-year accreditation beginning in 2006. We pride ourselves in preparing students for many different avenues beyond high school. We prepare students to meet the challenge of our changing local student population and the curricular changes that are being implemented by the school board, the State Department of Education and the Governor. We are committed to providing the best education possible for all our students in a safe, inviting atmosphere designed with our students’ success in mind.

## **Development of Single Plan for Student Achievement**

As we move toward developing a plan that addresses the needs of our students, the following information will be used for discussion to determine practices, policies, and procedures to maintain a cycle for continuous improvement:

- Review of Programs Funded through the Consolidated Application
- Review of Programs Included in this Plan and Related Funding Sources
- Analysis of Current Instructional Programs
- Analysis of Demographic Data
- Analysis of Student Performance Data
- School-wide Goals

### **State Programs**

- Economic Impact Aid
- School Safety & Violence Prevention Act
- School and Library Improvement Block Grant

### **Federal No Child Left Behind (NCLB) Programs**

Information and CDE contacts for NCLB programs are available at <http://www.cde.ca.gov/nclb/sr/pc>.

- Title I, Part A, Basic Grant
- Title II, Part A, Teacher & Principal Training & Recruiting
- Title III, LEP Students
- Title IV, Part A, Safe & Drug-Free Schools & Communities

**Programs Included in this Plan and Funding**

<b>State Programs</b>		<b>Allocation</b>
<b>X</b>	Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$ 62,481
<b>X</b>	School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$ Tier III
<b>X</b>	School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$ Tier III
Total amount of state categorical funds allocated to this school		\$ 62,481

<b>Federal Programs under No Child Left Behind (NCLB)</b>		<b>Allocation</b>
<b>X</b>	Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$ 181,375
<b>X</b>	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ 6,843
<b>X</b>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 3,314
<b>X</b>	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$ 2,556
Total amount of federal categorical funds allocated to this school		\$ 194,088
Total amount of state and federal categorical funds allocated to this school		\$ 256,569

### **Analysis of Current Instructional Program:**

The following statements characterize educational practices at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:

*Departments meet regularly to refine and align their curriculum with the state standards. All core curriculum courses have adopted new textbooks that are aligned with the California State Standards within the last six years. This is an ongoing process and texts and materials are continually being updated.*

2. Availability of standards-based instructional materials appropriate to all student groups:

*Standards-based instructional materials are available to all student groups. Supplemental materials are also available through Title I and other categorical funds.*

3. Alignment of staff development to standards, assessed student performance, and professional needs:

*All staff development activities are directed toward students' achievement of state standardized skill levels, student performance, teaching standards, and addressing the individual and group needs of our students. Some of the most recent professional development trainings include:*

- *Curriculum Alignment to Standards, Data Driven Curriculum, Curriculum and Instruction Workshop, Working with Students of Poverty, Improving AYP/API Scores through Departmental Change, WASC Training, Cross Cultural Language Academic Examination Training, Math and Reading Workshops, Expository Writing Class – Step Up To Writing*
- *Vocational Education Teacher workshop, ROP Conference, ROP Standard to Course Outline Workshop, ROP Grant Writing Standard Procedures, California Career Technical Educational Standards & Framework Group for Agriculture & Natural Resources, Agriculture Education Conferences, and Home Economics Instruction Training*
- *Local Technology Workshops (sponsored by Willows Unified) – Digital Camera, PowerPoint, Web Design, Butte College Math/Science Articulation, Leadership Trainings through Shasta COE*
- *504 Training, Self Mutilation, Suicide Prevention/Awareness, Oppositional Defiant Child*

4. Services provided by the regular program to enable Underperforming students to meet standards:

*Within the regular program, teachers utilize differentiated instruction to meet students' needs. Through classroom assessments and/or standardized tests, students who demonstrate low achievement are identified and placed in an additional reading or math class during the regular day. A credentialed teacher offers evening tutorial at least two nights a week and several teachers offer after*

*school tutoring funded by Title I. In addition, CAHSEE tutorial programs are provided for all 11<sup>th</sup> and 12<sup>th</sup> graders prior to the state exam. These tutorials take place during school hours, after school, and on Saturdays in both English and Math.*

5. Services provided by categorical funds to enable Underperforming students to meet standards:

*The after school intervention programs, the evening tutorials, and the specialized reading and math computer software programs enable students to receive additional assistance to meet the state standards and/or to accelerate learning and are all supported by categorical funds.*

6. Use of state and local assessments to modify instruction and improve student achievement:

*Within the departments, teachers use data to improve and modify instruction. Teachers and administrators analyze data, and critique and adjust lesson plans, course of studies, assessments, and curriculum to address student needs. Within each department, teachers utilize individual assignments, problem-based learning, discovery learning, cooperative learning, simulations, and critique and analysis to assess student learning.*

7. Number and percentage of teachers in academic areas experiencing low student performance:

*There are students in all classes whose scores are below “basic” on STAR Test related assessments. This is an ongoing concern and was identified as a critical academic need in our WASC self-study. For the most part, students are not segregated into low performing or high performing classes but rather provided additional support through the Reading or Math Lab courses, and after school tutorials in English Language Arts and Math.*

8. Family, school, district and community resources available to assist these students:

*The aid from categorical funds, WHS Booster groups, and Business Partnerships in our community plays an extremely important role in meeting the students’ needs throughout the school. The District sponsors a 10 – 12 week Parent Education Program class for parents seeking to improve their English skills. Alternative placements for students far behind in the traditional setting are provided in order to facilitate greater student success.*

9. School, district and community barriers to improvements in student achievement:

*Even though WHS is a School-wide Title I school with an identified free-reduced lunch population of approximately 42%, WHS has high expectations of all students. Parents, community members and businesses share in this philosophy.*

10. Limitations of the current program to enable Underperforming students to meet standards:

While in the past, the school has incorporated Class Size Reduction in the areas of ninth grade English/Language Arts and math, budget cuts have forced the district to make tough decisions to increase class sizes in all areas. This issue will continue to be a concern as we strive to meet individual student's needs. While the school continues to take a serious look at continuing to acquire necessary state adopted textbooks and materials, the administration and staff are working with limited categorical and general funding. This lack of consistent state and federal funding could possibly limit the school's ability to purchase necessary materials in the near future.

**Analysis of Student Performance Data**

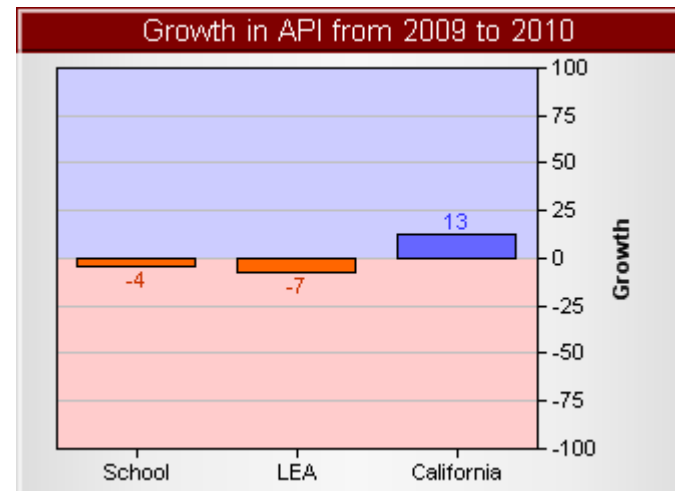
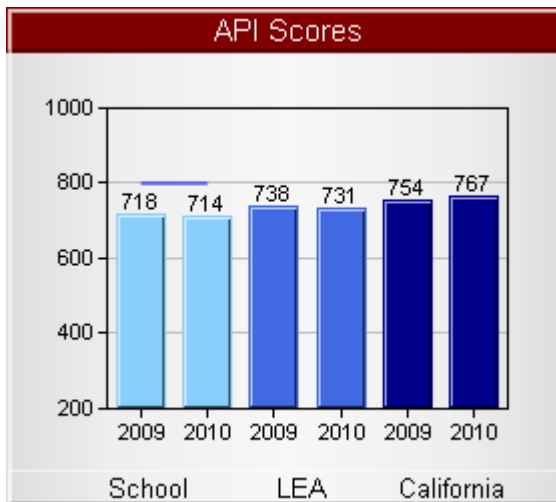
**Percentage of Students at each Performance Level from 2003 through 2010**

English Language Arts																										
% of Students	2003	2004	2005	2006	2007	2008	2009	2010		2003	2004	2005	2006	2007	2008	2009	2010		2003	2004	2005	2006	2007	2008	2009	2010
	<u>Gr 9</u>	<u>Gr 9</u>	<u>Gr 9</u>	<u>Gr 9</u>	<u>Gr 9</u>	<u>Gr 9</u>	<u>Gr 9</u>	<u>Gr 9</u>	-	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	-	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>
Advanced	11	11	16	19	23	26	17	15		7	10	12	23	10	20	13	13		5	6	10	12	13	7	10	16
Proficient	35	36	32	26	30	29	23	30		31	31	28	21	27	20	23	21		25	23	21	21	28	35	28	20
Basic	37	31	32	32	30	30	37	36		45	38	33	25	41	39	40	34		46	46	33	29	32	31	32	28
Below Basic	14	16	18	16	13	9	16	11		14	19	19	21	15	11	10	18		17	16	27	18	13	16	18	22
Far Below Basic	3	6	1	7	4	6	8	8		3	3	8	10	7	10	14	14		6	9	10	20	14	12	13	14
Algebra I																										
% of Students	2003	2004	2005	2006	2007	2008	2009	2010		2003	2004	2005	2006	2007	2008	2009	2010		2003	2004	2005	2006	2007	2008	2009	2010
	<u>Gr 9</u>	<u>Gr 9</u>	<u>Gr 9</u>	<u>Gr 9</u>	<u>Gr 9</u>	<u>Gr 9</u>	<u>Gr 9</u>	<u>Gr 9</u>	-	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	-	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>
Advanced	0	0	0	3	1	0	1	1		0	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0
Proficient	34	11	13	31	23	6	14	21		0	0	17	6	10	0	13	12		0	0	7	6	3	0	0	0
Basic	39	66	62	46	44	33	27	26		48	39	41	33	24	15	19	18		31	43	40	21	42	19	13	20
Below Basic	18	20	22	11	29	55	43	37		38	56	34	44	37	59	50	50		50	52	40	64	45	63	50	30
Far Below Basic	9	3	2	9	3	6	14	15		15	6	7	17	30	26	19	21		19	5	13	9	10	19	38	50
Geometry																										
% of Students	2003	2004	2005	2006	2007	2008	2009	2010		2003	2004	2005	2006	2007	2008	2009	2010		2003	2004	2005	2006	2007	2008	2009	2010
	<u>Gr 9</u>	<u>Gr 9</u>	<u>Gr 9</u>	<u>Gr 9</u>	<u>Gr 9</u>	<u>Gr 9</u>	<u>Gr 9</u>	<u>Gr 9</u>	-	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	-	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>
Advanced	3	0	0	0	11	4	11	9		0	0	0	0	0	2	0	0		0	0	0	0	0	0	0	0
Proficient	23	41	43	45	50	43	30	35		3	15	7	23	17	2	4	4		2	0	5	24	0	0	6	8
Basic	43	41	48	46	39	36	30	39		61	45	50	46	48	39	32	38		37	33	27	47	39	36	28	25

Below Basic	30	14	10	3	0	14	30	17		36	38	36	28	31	49	55	46		56	62	59	24	56	57	44	17				
Far Below Basic	0	5	0	0	0	4	0	0		0	3	7	3	3	8	9	12		5	5	9	6	6	7	22	50				
Algebra II																														
% of Students	2003	2004	2005	2006	2007	2008	2009	2010		2003	2004	2005	2006	2007	2008	2009	2010		2003	2004	2005	2006	2007	2008	2009	2010				
	<u>Gr 9</u>	<u>Gr 9</u>	<u>Gr 9</u>	<u>Gr 9</u>	<u>Gr 9</u>	<u>Gr 9</u>	<u>Gr 9</u>	<u>Gr 9</u>	-	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	-	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>				
Advanced	n/a	n/a	n/a	n/a	n/a	0	0	0		4	0	0	0	0	0	4	5		3	0	0	0	0	0	0	0				
Proficient	n/a	n/a	n/a	n/a	n/a	0	0	0		13	20	27	42	20	32	32	14		15	0	3	9	0	5	3	0				
Basic	n/a	n/a	n/a	n/a	n/a	100 (1)	0	0		46	56	36	47	44	47	36	45		40	24	32	36	45	43	55	32				
Below Basic	n/a	n/a	n/a	n/a	n/a	0	0	0		29	16	32	5	36	21	24	32		33	53	46	45	35	33	30	37				
Far Below Basic	n/a	n/a	n/a	n/a	n/a	0	0	0	-	8	8	5	5	0	0	4	5		10	24	19	9	19	19	12	32				
History																														
% of Students	2003	2004	2005	2006	2007	2008	2009	2010		2003	2004	2005	2006	2007	2008	2009	2010		2003	2004	2005	2006	2007	2008	2009	2010				
	<u>Gr 9</u>	<u>Gr 9</u>	<u>Gr 9</u>	<u>Gr 9</u>	<u>Gr 9</u>	<u>Gr 9</u>	<u>Gr 9</u>	<u>Gr 9</u>	-	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	-	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>				
Advanced	n/a	n/a	n/a	n/a	n/a	0	0	0		1	8	5	5	2	7	13	14		3	4	17	10	8	6	11	15				
Proficient	n/a	n/a	n/a	n/a	n/a	0	0	0		15	10	28	15	10	26	12	19		29	29	25	25	14	24	23	28				
Basic	n/a	n/a	n/a	n/a	n/a	50 (1)	0	0		33	25	32	36	30	28	33	31		36	40	26	33	32	24	33	27				
Below Basic	n/a	n/a	n/a	n/a	n/a	0	0	0		24	25	16	20	31	19	15	7		22	19	20	11	28	24	20	15				
Far Below Basic	n/a	n/a	n/a	n/a	n/a	50 (1)	100 (1)	0	-	27	31	19	23	27	19	27	29		10	8	12	21	17	23	13	16				
Science	Earth Science/Integrated										Biology											Chemistry								
% of Students	2003	2004	2005	2006	2007	2008	2009	2010		2003	2004	2005	2006	2007	2008	2009	2010		2003	2004	2005	2006	2007	2008	2009	2010				
	<u>grade 9</u>	<u>grade 9</u>	<u>grade 9</u>	<u>grade 9</u>	<u>grade 9</u>	<u>grade 9</u>	<u>grade 9</u>	<u>grade 9</u>	-	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	<u>grade 10</u>	-	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>	<u>grade 11</u>				
Advanced	1	0	1	7	10	19	10	8		2	6	4	7	12	17	17	21		4	0	6	0	5	0	0	8				
Proficient	11	3	16	30	32	24	25	18		25	24	29	39	34	38	21	31		13	18	18	22	10	19	23	21				
Basic	50	33	53	37	30	42	46	53		51	47	55	38	33	31	38	33		58	54	58	56	57	75	40	42				
Below Basic	20	40	18	19	14	12	13	13		19	19	8	12	12	5	17	6		17	21	12	11	19	3	31	13				
Far Below Basic	18	23	13	7	13	4	6	9	-	3	3	4	4	10	9	8	9		8	7	6	11	10	3	6	17				

- State Accountability: Academic Performance Index (API)

<a href="#">2009 Base API</a>	<a href="#">2010 Growth API</a>	<a href="#">Growth in the API from 2009 to 2010</a>
718	714	-4



- Federal Accountability: Adequate Yearly Progress (AYP)

[Made AYP:](#)

No

[Met AYP Criteria:](#)

[Participation Rate](#)

English-Language Arts

No

Mathematics

No

[Percent Proficient](#)

No

No

[Academic Performance Index \(API\)](#)

Yes

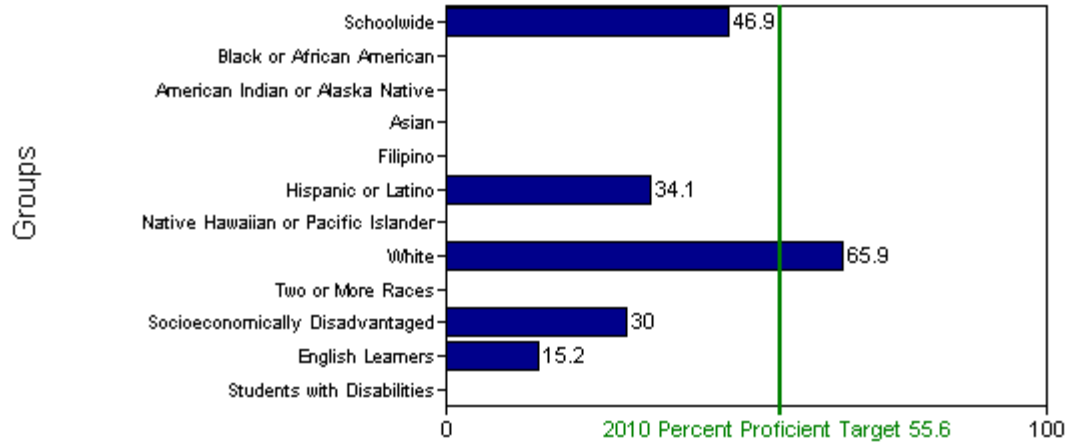
[- Additional Indicator for AYP](#)

[Graduation Rate](#)

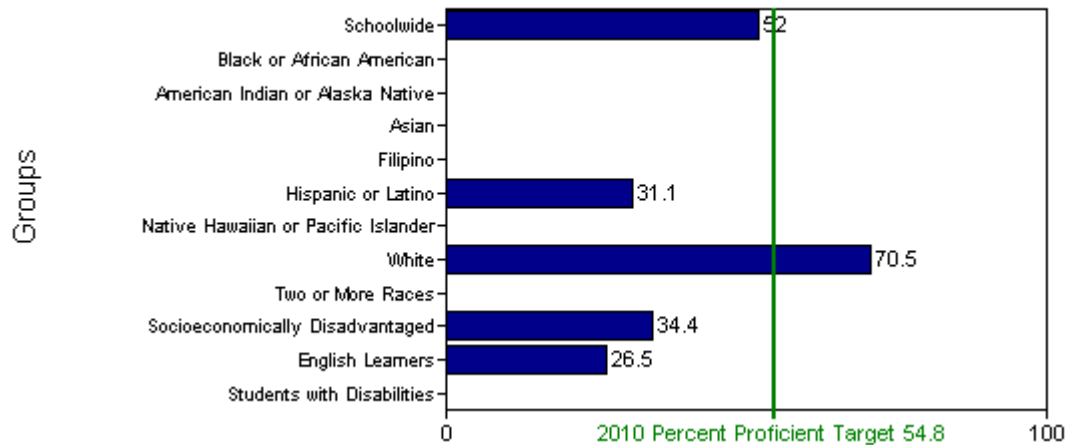
No



English-Language Arts - Percent At or Above Proficient



Mathematics - Percent At or Above Proficient



**Conclusions from Student Performance Data:**

During the past five years, Willows High has experienced fluctuations in its Academic Performance Index (API). While overall, the school has shown significant school-wide growth in its reported API, there is still work to be done related to increasing the number of students who score “Proficient” or above on the Content Standards Tests in the core areas, especially in math and history.

When comparing Willows High School's 2008 CST scores to the state average of students who scored 'Proficient' or above in the various core areas, we find that in English Language Arts, WHS students scored slightly above the state average. English scores diminished slightly as students moved from 9<sup>th</sup> to 11<sup>th</sup> grade. In 10<sup>th</sup> grade science, scores were significantly above the state average. In "End of Course" science testing, scores were above the state average. Overall, history scores have improved, with more students moving up from the lower levels; however, in 11<sup>th</sup> grade history, scores were below the state average. In "End of Course" math testing, scores were significantly below the state average. Overall, freshmen scores were higher and English Language Learner results were lower in EOC math tests.

**School Goals for Improving Student Achievement:**

- Goal #1: Improve student performance in the core curricular areas**
- Goal #2: Continue to maintain a zero tolerance for drugs, weapons, violence, and gang behavior**
- Goal #3: Provide opportunities for Parent Involvement**

**Planned Improvements in Student Performance**

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<b>I. SCHOOL GOALS</b>	<b>SUGGESTED ACTION/STEPS FOR ACHIEVING THIS GOAL?</b>	<b>SUGGESTED PERSON TO DO THIS?</b>	<b>SUGGESTED TIMELINE?</b>	<b>PROGRAM/ COST?</b>	<b>EVALUATION PROCESS – HOW, WHO, WHEN?</b>
<b>1. Improve student performance in the core curricular areas</b>	<ul style="list-style-type: none"> <li>-Identify students early in the school year who are at-risk and implement standards based intervention to enhance their classroom learning</li> <li>-Provide additional staffing for classroom assistance (Paraprofessionals I &amp; II)</li> <li>-Provide teachers and staff supplemental materials and supplies to promote different learning styles</li> <li>-Provide opportunities for teacher training and</li> </ul>	<ul style="list-style-type: none"> <li>-Teachers</li> <li>-Administration</li> <li>-Paraprofessionals I &amp; II</li> <li>-Director of Categorical Programs</li> </ul>	<ul style="list-style-type: none"> <li>-Before School Intervention</li> <li>-After School Intervention</li> <li>-Noon Time Intervention</li> <li>-Throughout the school year</li> </ul>	<p><u>Title I</u> \$181,375 – teachers, paraprofessionals, materials and supplies</p> <p><u>EIA</u> \$62,481 – teacher, paraprofessionals materials and supplies</p>	<ul style="list-style-type: none"> <li>-At the end of each quarter, staff and administration will evaluate student progress and determine placement into supplemental programs</li> <li>-Annually, SSC will evaluate data from STAR and make recommendations for program direction</li> </ul>

	<p>paraprofessional training that aligns to standards</p> <ul style="list-style-type: none"> <li>-Provide opportunities for school-wide and district-wide collaboration throughout the year</li> <li>-Provide and update Reading and Math Enhancement Programs</li> <li>-Continue to provide learning opportunities through technology for staff and students</li> </ul>				
<p><b>2. Continue to maintain a zero tolerance for drugs, weapons, violence, and gang behavior</b></p>	<ul style="list-style-type: none"> <li>-Provide materials, supplies, and programs necessary for tobacco awareness</li> <li>-Surveillance equipment – lighting &amp; cameras</li> <li>-Resource Officer</li> <li>-Update discipline policies as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>-Teachers</li> <li>-Administration</li> <li>-Counselors</li> </ul>	-Ongoing	<p><u>Title IV</u> -\$2,556 <u>Curriculum Safety</u> -\$ Determined by district-wide needs</p>	<ul style="list-style-type: none"> <li>-Annually -staff, teachers, admin. &amp; SSC will review Con App-UMIRS</li> <li>-Staff will participate in the annual review of the School Safety Plan</li> </ul>
<p><b>3. Provide opportunities for Parent Involvement</b></p>	<ul style="list-style-type: none"> <li>-Support Glenn County Adult Literacy Program</li> <li>-Support Community Based English Tutoring Program</li> <li>-Provide opportunities for Parents to be involved in developing school policy</li> <li>-Continue to improve the communication between school and home</li> <li>-Support and encourage parent participation in Parent Booster Clubs</li> </ul>	<ul style="list-style-type: none"> <li>-Administration</li> <li>-Staff</li> <li>-SSC</li> <li>-Glenn County Office of Education</li> </ul>	<ul style="list-style-type: none"> <li>-Community Based English Tutoring is</li> <li>-SSC monthly meetings</li> </ul>	<p><u>Title I</u> – \$6,689 - GCOE Adult Program, Parent Training, and materials</p>	<ul style="list-style-type: none"> <li>-Annually - Administration, staff, and SSC will review and update the direction for parent involvement and opportunities</li> </ul>

PROGRAMS		2010-11	Prof. Dev.	Indirect Cost	Program	Parent Education	Class Size Red.	NET TO
	Code		10% - PI	8.60%	Coordination Costs	1.00%		Programs
				current year expenditures				
FEDERAL		(used 2009-10)						
<b>TITLE I</b>	<b>3010</b>	<b>\$ 531,171</b>	<b>\$ 53,117</b>	<b>\$ 42,063</b>	<b>\$ 115,165</b>	<b>\$ 5,312</b>		<b>\$ 315,514</b>
TITLE I/ARRA	3011	\$ 131,683	\$ 13,168	\$ 10,428		\$ 1,317		\$ 106,770
TITLE II - Improving Teacher Quality and CSR	4035	\$ 141,118		\$ 2,450			\$ 110,174	\$ 28,494
TITLE III - LEP Subgrant	4203-0	\$ 29,300		\$ 575				\$ 28,725
TITLE IV - Safe & Drug Free	3710	\$ 9,508		\$ 753				\$ 8,755
TITLE V - Innovative Programs	4110	\$ -		\$ -				\$ -
								\$ -
STATE								\$ -
EIA	7090	\$ 279,881		\$ 22,164	\$ -			\$ 257,717
ELAP (Grades 4-8)	6286	\$ 11,822		\$ 936				\$ 10,886
SCHOOL & LIBRARY IMPROVEMENT BLOCK GRANT	0	\$ -		\$ -	\$ -			\$ -
PUPIL RETENTION BLOCK GRANT	0	\$ -		\$ -			\$ -	\$ -
TOTALS		\$ 1,140,541	\$ 66,891	\$ 79,690	\$ 115,165	\$ 6,689		\$ 761,932

	Title I (3010)	EIA (7090)
<b>INCOME</b>	<b>\$ 181,375</b>	<b>\$ 62,481</b>
Teachers 1100	\$75,990	
Counselors 1200	\$37,083	\$37,083
Instr Aides 2100/library	\$28,033	\$10,904
Total Salaries	141,105	47,986
STRS 3101	9,328	\$3,059
PERS 3201	\$3,001	\$1,167
FICA/MC 3301-3302	\$3,784	\$1,372
Health 3401-3402	\$12,697	\$4,746
Unempl 3501-3502	\$1,016	\$346
Work Comp 3601-3602	\$3,388	\$1,152
Vac Payout		
opeb 3751-3752	\$7,056	\$2,399
PERS REDUCT 3802	\$0	\$252
Benefits	40,270	14,494
TOTAL Sal/Ben	181,375	62,481
	Title I	EIA
carryover	10,000	-
Total Discretionary	10,000	-

# **Willows High**

## **School Parental Involvement Policy**

### **Part I: General Expectations**

**Willows High** agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

*Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-*

- a. that parents play an integral role in assisting their child's learning;*
- b. that parents are encouraged to be actively involved in their child's education at school;*
- c. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- d. the carrying out of other activities, such as those described in section 1118 of the ESEA.*

### **Part II: Description of How the School Will Implement Required School Parental Involvement Policy Components**

1. **Willows High** will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

The following will be disseminated to parents for review through newsletters, informational meetings, opening day packets, advisory committees, and school site council:

- District Parental Involvement Policy;
- School Parental Involvement Policy;
- School-Parent Compact;

- Parent Notices as they apply to the Title I, Part A Non-Regulatory Guidance.
2. **Willows High** will convene an annual meeting during the first quarter of the school year at a convenient time to inform parents of the following:
    - That their child’s school participates in Title I,
    - About the requirements of Title I,
    - Of their rights to be involved,
    - About their school’s participation in Title I.
  3. **Willows High** will provide information about Title I programs to parents of participating children in a timely manner:
    - Newsletters;
    - “Back to School” Night;
    - School Site Council;
    - First Day Packets;
    - DELAC (District English Learner Advisory Committee) Meetings;
  4. **Willows High** will provide parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet, and an opportunity for parents of participating children to provide suggestions as practicably possible through:
    - School Site Council Meetings;
    - Parent-Teacher Conferences;
    - School Board Meetings;
    - Title I Annual Meetings;
    - IEP’s (Individual Education Plan);
    - SST (Student Study Teams)
    - DELAC (District English Learner Advisory Committee) Meetings
    - Needs Assessment Surveys.
  5. **Willows High** will submit to the district any parent comments if the schoolwide plan under section (1114)(b)(2) is not satisfactory to parents of participating children. Submission of comments will be made to the Superintendent or Categorical Director and parent will be notified by the district for conference.

**Part III: Shared Responsibilities for High Student Academic Achievement**

1. **Willows High** will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- Newsletters;
  - “Back to School” Night;
  - Parent-Teacher Conferences;
  - “Project Night”;
  - School Site Council;
  - First Day Packets;
  - DELAC (District English Learner Advisory Committee) Meetings.
2. **Willows High** will incorporate the school-parent compact as a component of its School Parental Involvement Policy and will be disseminated in the “First Day” Packets at the beginning of every school year.
3. **Willows High** will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following:
- The State’s academic content standards;
  - The State’s student academic achievement standards;
  - The State and Local Academic Assessments including alternate assessments;
  - The requirement of Title I;
  - How to monitor their child’s progress, and
  - How to work with educators.
4. **Willows High** will, to the extent feasible and appropriate, ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parent of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand.

## School Site Council Membership

*Education Code* Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Jerry Smith	X				
Shelley Taylor			X		
Jessie Proctor		X			
Paul DiGrande		X			
Maria Herrera		X			
Amanda Samons		X			
Tiphonie Lopez		X			
Kim Welsh				X	
Cori Enos				X	
Maria Briones				X	
Cynthia Reyes				X	
Marcus Luna					X
Kelli Felkins					X
Kaylen Wilson					X
Erika Click					
Olivia Chavez					
Numbers of members of each category	1	5	1	4	3



**Recommendations and Assurances**

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

\_\_\_ School Advisory Committee for State Compensatory Education Programs

X English Learner Advisory Committee

\_\_\_ Community Advisory Committee for Special Education Programs

\_\_\_ Gifted and Talented Education Program Advisory Committee

\_\_\_ Other (**list**)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: \_\_\_\_\_.

Attested:

Jerry Smith  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

Paul DiGrande  
Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

