

The Single Plan for Student Achievement

WILLOWS HIGH SCHOOL

11-62661-1132861
CDS Code

Date of this revision: January 2017

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 February 2, 2017.

School Vision and Mission Statement

“PREPARING TODAY’S STUDENTS FOR TOMORROW’S CHALLENGES”

Willows High School is a four-year comprehensive high school. 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.

1. **Improving Student Learning**
We strive always to improve student learning. Our aim is to prepare all students for success in college, career, and service to the community. We expect all students to learn at the levels necessary for success, and we modify our instruction to ensure that all students learn.
2. **Teamwork**
We work in teams. We value collaboration, cooperation, and communication to best work together to maximize student learning. We believe we all work better when the school community works together: teachers, support staff, parents, community, and students. We are adaptable, flexible, and consistent.
3. **Respect**
We respect one another, our students, our workplace, the work we do, and the community we serve. Our students learn best in a safe, clean, positive atmosphere of caring, empathy, and sincerity. We prepare students for success by consistently modeling responsible behavior and responsiveness to student needs.
4. **Professionalism**
We are professionals, and we serve students at a professional level. We know how to do our work effectively and we learn from experience. We are committed to continuous improvement of all aspects of our institution. We set clear goals and follow through to meet them with consistency, integrity, and dedication. We hold ourselves accountable for student learning and work to improve it.

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
- Student and Community Surveys

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

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 the most current textbooks that are aligned with the California State Standards. 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, Math and Reading Workshops, Expository Writing Class – Step Up To Writing, Explicit Direct Instruction (EDI) training, Sound Instructional Practices (SIP)*
 - *Vocational Education Teacher workshop, CTE Conference, CTE Standard to Course Outline Workshop, CTE 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 GCOE) – Digital Camera, PowerPoint, Butte College Math/Science Articulation, Leadership Trainings through Shasta COE*
 - *504 Training, Suicide Prevention/Awareness, Oppositional Defiant Child, Bullying Training*
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 Plus Period, Study Skills Class, and/or ELD (ELD Pullout with aide) during the regular day. A credentialed teacher offers school tutoring. These tutorials take place during school hours, and on Saturdays in all subject matter.
5. Services provided by categorical funds to enable Underperforming students to meet standards:
The Plus-period, 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 scoring below "basic" on 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 in English Language Arts and Math when possible.*
8. Family, school, district and community resources available to assist these students: *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 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 48%, WHS has high expectations for 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 CAASPP
ENGLISH

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	117	117
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	110	110
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	110	110
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2556.9	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	13 %	13 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	30 %	30 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	34 %	34 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	24 %	24 %

READING: How well do students understand stories and information that they read?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	14 %	14 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	61 %	61 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	25 %	25 %

WRITING: How well do students communicate in writing?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	16 %	16 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	57 %	57 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	26 %	26 %

LISTENING: How well do students understand spoken information?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	12 %	12 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	71 %	71 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	17 %	17 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	15 %	15 %
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	60 %	60 %
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	25 %	25 %

**Percentage of Students at each Performance Level from CAASPP
MATH**

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	117	117
# of Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	110	110
# of Students With Scores	N/A	N/A	N/A	N/A	N/A	N/A	110	110
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	2498.3	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	N/A	N/A	N/A	1 %	1 %
Standard Met: Level 3	N/A	N/A	N/A	N/A	N/A	N/A	2 %	2 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	N/A	N/A	N/A	33 %	33 %
Standard Not Met: Level 1	N/A	N/A	N/A	N/A	N/A	N/A	65 %	65 %

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	1%	1%
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	21%	21%
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	78%	78%

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	1%	1%
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	49%	49%
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	50%	50%

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	N/A	N/A	N/A	2%	2%
Near Standard	N/A	N/A	N/A	N/A	N/A	N/A	59%	59%
Below Standard	N/A	N/A	N/A	N/A	N/A	N/A	39%	39%

Conclusions from Student Performance Data:

Willows High School has experienced instabilities in its Academic Performance Index (API) and Adequate Yearly Progress (AYP) reports over the last five years. Each subgroup reported a decline in the percentage of students scoring Proficient or Advanced on the AYP.

When comparing Willows High School's 2013 CST scores to the state average of students who scored Proficient or Advanced, WHS students scored below the state average. English proficient performance levels increased slightly while the "End of Course" math scores were significantly below the state average.

Results on the 2015-2016 CAASPP for English Language Arts indicate 43% of the students met or exceeded the standard. Willows High School still needs to improve in all areas such as reading, writing, listening, and research/inquiry. When breaking the scores down, 26% of WHS students scored below standard in writing. Results on the 2015-2016 CAASPP for Mathematics indicate that only 3% of the students met or exceeded the standard. Again, WHS needs to work on improving the areas in problem solving, communicating reasoning, and concepts and procedures. When breaking down the scores, 78% of the students scored below standard in concepts & procedures.

In addition to reviewing Student Performance Data from prior years, staff will continue to monitor and review student grades, CAASPP results, CELDT scores, and classroom assessments to determine if growth is occurring.

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 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:

Goal 1: Improve student performance in the core curricular areas.

Goal Applies to: All Students

Applicable Pupil Subgroups: All student subgroups

<p>Expected Annual measurable Outcomes: Students will continue to receive CCSS aligned instruction and will show a 1% increase over baseline on CAASPP.</p> <p>Actual Annual Measurable Outcomes: Overall proficiency (percentage of students meeting standards) decreased by 5% in English from 48% to 43% and decreased by 6% in Mathematics from 9% to 3%.</p> <p>Analysis of the Goal Data: Even though the overall scores for ELA and Mathematics decrease, the number of students scoring below standard in communicating reasoning declined from 42% to 39%.</p>							
Actions/Activities	Was this action/activity implemented and to what extend?	Who monitored implementation?	What data were used to measure the effectiveness of this action/activity?	Who analyzed the data?	Was this action/activity effective in increasing student achievement?	What modifications, if any, are necessary to continue this action/activity? Or will this action/activity be discontinued?	
<p>1. Identify students early in the school year who are at-risk and implement standards based intervention to enhance their classroom learning</p>	<p>Yes, this was done through the IEP Process and the Student Study Teams. Opportunity Classes and Study Skills were also available for incoming 8th graders.</p>	<p>-Teachers -Administration -Paraprofessionals I & II -Director of State & Federal Programs</p>	<p>-Grades -IEP Plans - Test Scores</p>	<p>The IEP Case Manager, Academic Counselors, and the classroom teacher (for the Opportunity Class) analyzed the data.</p>	<p>Yes, students were able to meet their goals and be notified in advanced to work on what they needed to accomplish for the day, week, month, semester.</p>	<p>There are no modifications.</p>	
<p>2. Provide additional staffing for classroom assistance (Paraprofessionals II)</p>	<p>WHS has about 6 Paraprofessionals working in the following departments: ELD, Special Ed, and the Opportunity Program.</p>	<p>-Teachers -Administration -Paraprofessionals I & II -Director of State & Federal Programs</p>	<p>-Grades -IEP Plans -CELDT scores</p>	<p>Admins and teachers work together with the Paraprofessionals to ensure students receive quality education.</p>	<p>Yes. Paraprofessionals make an effort to provide a high ratio of reinforcement to directions. Some students need the extra help and some need the 1</p>	<p>There are no modifications.</p>	

3. Provide teachers and staff supplemental materials and supplies to promote different learning styles	Teachers are given opportunities to utilize the Online Learning through GCOE.	<ul style="list-style-type: none"> -Teachers -Administration -Paraprofessionals I & II -Director of State & Federal Programs 	<ul style="list-style-type: none"> -Grades -Student Performance 	Teachers collaborate with each other every other Wednesday to share ideas and best practices.	on 1. Yes, using a variety of materials allow students to be creative in solving solutions for different problems.	There are no modifications.
4. Provide opportunities for teacher training and paraprofessional training that aligns to standards	Teachers were able to participate in many PD such as C2TC, CPM Training, coaching, etc.	<ul style="list-style-type: none"> -Teachers -Administration -Paraprofessionals I & II -Director of State & Federal Programs 	<ul style="list-style-type: none"> -Teacher observation/feedback 	Teachers along with admins work together to make sure teachers are provided with the resources that they need to help students succeed.	Yes, it is always important to grow as a professional that support quality pedagogy.	There are no modifications.
5. Provide opportunities for school-wide and district-wide collaboration throughout the year	WUSD has a collaboration schedule where teachers meet every other Wednesday to share best practices.	<ul style="list-style-type: none"> -Teachers -Administration -Paraprofessionals I & II -Director of State & Federal Programs 	<ul style="list-style-type: none"> -Student Performance -Grades -Teacher observation/feedback 	Teachers collaborate with each other every other Wednesday to share ideas and best practices.	Yes, it is always important to grow as a professional that support quality pedagogy.	The accountability piece is important to show that our scores represent what we say we do. Modifications will be needed along the way- pending on data analysis of grades, scores, etc.
6. Provide and update Reading and Math Enhancement Programs	We were able to provide CPM training for our Math Department.	<ul style="list-style-type: none"> -Teachers -Administration -Paraprofessionals I & II -Director of State & Federal Programs 	<ul style="list-style-type: none"> -CAASPP Scores -Grades 	Teachers collaborate with each other every other Wednesday to share ideas and best practices.	Yes. This allows students to shift gear into the new CCSS.	WHS will need to have more PD for reading and math (in area of CPM).

<p>7. Continue to provide learning opportunities through technology for staff and students</p>	<p>Yes. Glenn County is available to offer technology training for our teachers as well as PD such as C2TC, Google Guides, etc.</p>	<p>-Teachers -Administration -Paraprofessionals I & II -Director of State & Federal Programs</p>	<p>-Teacher and student confidence - Certifications/surveys</p>	<p>WUSD teachers and Glenn County complete a survey each year on what they saw working and what they like to see change for the following school year.</p>	<p>Yes. This allows our students to be connected with the world and the chance to be prepared for their future in this increasing digital economy.</p>	<p>WHS will need to have more PD for technology as this is a concept that is forever changing. Infrastructure is still being worked on at WHS.</p>
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<p>Goal 2: Continue to maintain a zero tolerance for drugs, weapons, violence, and gang behavior.</p> <p>Goal Applies to: All Students</p> <p>Applicable Pupil Subgroups: All student subgroups</p> <p>Expected Annual measurable Outcomes: WHS will decrease the dropout rate at the high school from 6% to 5% as indicated on the 2015-2016 CALPADS reports.</p> <p>Actual Annual Measurable Outcomes: Waiting for Data 2016-2017- will come in May 2017</p> <p>Analysis of the Goal Data: Waiting for Data 2016-2017- will come in May 2017</p>							
Actions/Activities	Was this action/activity implemented and to what extend?	Who monitored implementation?	What data were used to measure the effectiveness of this action/activity?	Who analyzed the data?	Was this action/activity effective in increasing student achievement?	What modifications, if any, are necessary to continue this action/activity? Or will this action/activity be discontinued?	
1. Provide materials, and supplies, and programs necessary for tobacco awareness-assemblies	This was implemented through GCOE's SWAT (Students Working Against Tobacco).	GCOE shared the data with WHS at a staff meeting.	Students in SWAT did research through GCOE and also looked at the CA Healthy Kids Survey.	GCOE SWAT and WHS Staff members analyzed the data.	More for student awareness.	Provide more opportunities for tobacco awareness such as assemblies.	
2. Surveillance equipment – lighting & cameras Resource Officer	Yes, new DVR was put in place this year; every year WHS still battles with finding a full-time Resource officer.	Admins and District	-Student records	Admins and District Office people analyzed the data to see if new purchases need to be made or replaced.	More for school safety.	None at the moment and pending upon available funds.	

<p>3. Provide trainings for safety prevention (Catapult)</p>	<p>Yes- training was provided from the company.</p>	<p>-Teachers -Administration -Paraprofessionals I & II -Director of State & Federal Programs</p>	<p>-The program Catapult EMS was measured for its fast and quick speed of delivering messages to all schools. The results of training and drills prove how effective teachers and admins are when faced upon an emergency crisis.</p>	<p>-Teachers -Administration -Paraprofessionals I & II -Director of State & Federal Programs</p>	<p>Yes, this helped teachers and students be cautious and alert of their school surrounding and safety zone for continuing their academic success.</p>	<p>No modifications are needed- only PD for new teachers and PD if there are new updates.</p>
<p>4. Update discipline policies as appropriate</p>	<p>No- this was not needed this school year.</p>	<p>-Teachers -Administration -Director of State & Federal Programs</p>	<p>Discipline policies</p>	<p>- Teachers -Administration -Paraprofessionals I & II -Director of State & Federal Programs</p>	<p>Yes- if there was changes in reducing student behavior.</p>	<p>No modifications at this time.</p>

<p>Goal 3: Provide opportunities for Parent Involvement.</p> <p>Goal Applies to: All Students</p> <p>Applicable Pupil Subgroups: All student subgroups</p> <p>Expected Annual measurable Outcomes: WHS will examine existing committees and develop a plan to include additional parents from various groups in the decision making process.</p> <p>Actual Annual Measurable Outcomes: It is difficult to get parents from various groups to attend parent meetings. This year we did not get a good turnout for our DELAC and ELAC representing the high school.</p> <p>Analysis of the Goal Data: We are looking into hiring interpreters during these orientations/meetings and providing more opportunities for parents to be heard: surveys, Black board Connect, etc.</p>							
Actions/Activities	Was this action/activity implemented and to what extend?	Who monitored implementation?	What data were used to measure the effectiveness of this action/activity?	Who analyzed the data?	Was this action/activity effective in increasing student achievement?	What modifications, if any, are necessary to continue this action/activity? Or will this action/activity be discontinued?	
1. Support Glenn County Adult Literacy Program	WHS has always supported GCOE Adult Literacy Program. The program does no longer exist in Northern California.	GCOE and WUSD	-Sign in sheets and the involvement of parents	WUSD	This would help the parents understand what is going in at their child's school and be involved in what goes on.	Hoping to host more Parent Education Night(s) in WUSD.	
2. Provide opportunities for Parents to be involved in developing school policy	Here is what we have done so far: -ELAC/DELAC -Back to School Night -Open House -Freshman	-Teachers -Administration -Paraprofessionals I & II -Director of State & Federal Programs	-Sign in sheets and the involvement of parents	Admins	Yes. Children's positive attitude about school often results in improved behavior in school	Hoping to host more Parent Education Night(s) in WUSD and opportunities for them to be engaged in the	

	Orientation -LCAP Community Stakeholder's Meeting				and less suspension for disciplinary reasons. Children from diverse cultural backgrounds tend to do better when parents and professionals work together to bridge the gap between the culture at home and the culture in school.	school.
3. Continue to improve the communication between school and home (Aeries Portal & Blackboard Connect)	Yes- all year long through phone calls and emails.	Admins and teachers	-Phone calls -emails -Surveys	Admins and teachers	WHS saw that parents increase their interaction and discussion with their children and are more responsive and sensitive to their children's social, emotional, and intellectual developmental needs.	As infrastructure continues to expand, we will look at other ways to communicate with our parents/community members.
4. Support and encourage parent	Yes- constant information is	Admins and Booster Members	# of Parental Involvement	Admins and Booster Members	Yes- funding was provided to help	Find more opportunities to

<p>participation in Parent Booster Clubs</p>	<p>being sent out and on our website</p>				<p>WHS get a weight room and an updated Library, and chairs for the gym, along with other activities and services provided to enhance student opportunities at school (B.B.Q's, Awards, Sports equipment etc.)</p>	<p>support the Boosters.</p>
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2016-17 WILLOWS HIGH SCHOOL SITE BUDGET

MATERIALS & SUPPLIES & NON CAP EQUIPMENT - OBJECTS 4XXX

DISCRETIONARY

District Share of Office Supplies	\$1,500.00	N
Office Supplies from Site Budget	\$3,500.00	Y
Principals Budget	\$1,000.00	Y
Principals \$25/Student ONE TIME	\$10,275.00	Y
Classroom M&S (\$95/Student)	\$20,717.00	Y
Allocation for Copies	\$8,000.00	N
Teacher Allocation @ \$100 Each	\$2,244.00	Y
Ag Incentive Matching \$ Materials & Supplies	(a) \$5,200.00	Y/N
Biology Materials and Supplies	\$750.00	N
Postage-District Contribution	\$250.00	N
Fuel - Drivers Ed	\$1,000.00	N
ROP/CTEIG M&S	(f) \$10,000.00	Y
CPT Year 3 M&S	\$10,000.00	N
Athletic M&S	\$4,500.00	N
Athletic Transportation	\$30,000.00	N
Other Athletic Expenses	\$4,000.00	N
BTSA Program Tuition	\$4,000.00	N
Music M&S (Corrected 7/19/16)	\$4,000.00	N
Music Instrument Repairs	\$7,500.00	N
Travel & Conf Ag Inc Matching \$	(a) \$1,000.00	Y/N
CPT Travel & Conf	\$6,000.00	N
Allocation for Copier Lease	\$4,600.00	N
Reg to Go/Anatomy Field Trips	\$1,500.00	N
Ag Vehicle Charges (Use Ag Incentive first)	(a) \$700.00	N
CPT Year 3	(b) \$10,000.00	N

CAPITALIZED EQUIPMENT

Supplemental/Concentration \$

Library Books	\$500.00	N
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Supplemental/Concentration for Intervention	(d)	\$2,055.00	Y
\$ previously in Title III	(e)	\$8,860.00	Y

VARIOUS TIME CARD ACCOUNTS

Substitute Teachers (260 Days)		\$26,000.00	N
Substitute Teachers for Ag Teachers (25 Days)		\$2,500.00	N
Subs for Educator Eff Conf (25 Days)	(c)	\$2,500.00	N
Stipends (when no other \$ is available)		\$5,000.00	N
C2TC Day Stipends		\$9,490.00	N
Stipends for Career Pathways Teachers		\$8,085.00	N
Site Sec OT (10 Hours Total)		\$500.00	N
Saturday School - 120 Hours		\$4,320.00	N
BTSA Mentor Stipends (2 @ \$1600)		\$3,200.00	N
Summer School Teacher		\$3,000.00	N
10 Hrs Site Sec OT		\$500.00	N

Goal 1130 = Science Textbooks	(g)	\$15,430.00	N/Y
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TEXTBOOKS:

FOOTNOTES:

- (a) Can be moved where needed, MUST retain Goal 3800 & DD of 70100 in all accounts for tracking purposes.
- (b) Capital purchases (Object 6XXX) requires Prior Approval from Butte/Glenn consort
- (c) Budget will be set up after books are closed for 15/16. \$ must be moved to Goal that matches the teacher attending conference or subject matter purchased. (Ask Nekki for assistance).
- (d) Represents \$5 for each UPP student. \$ must be moved to object where it is spent and used for interventions.
- (e) \$ derived by direct charging a portion of EL teacher to Title III beginning in 2016-17. Do not spend in 4390. May be used by sites at their discretion. i.e. teacher stipends for Tutoring, Recess, Detention, Classroom M&S, Prof Dev, Software subscriptions etc. Must retain DD 42030.
- (f) Can be moved to area of need within Resource 0350.
- (g) \$ Must be moved to correct Goal/Object for subject matter and/or items purchased.

Please note, WUTA will have \$37,000 +/- in MAA carryover and \$8,000 +/- in PAR in 2016-17. Teachers have been given funds to spend. WUTA will direct how \$ will be allocated out to the sites.

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;
 - Senior Portfolio Community Review Panels
 - School Site Council;
 - First Day Packets;
 - ELAC/DELAC (District English Learner Advisory Committee) Meetings;
 - Sunday “phone calls”
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
David Johnstone	X				
Shelley Taylor			X		
Tom Bryant		X			
Amy Steele		X			
Katie Jones		X			
Maria Herrera		X			
Daryn Montz				X	
Lisa Taylor				X	
Sherry Brott				X	
Allison Weinrich					X
Lisa Pence					X
Kim Kohler					X
Numbers of members of each category	1	4	1	3	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
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other (*list*)

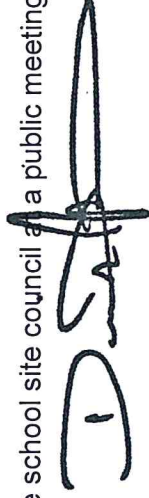
- 4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
- 5. This school 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: February 2, 2017.

Attested:

David Johnstone
Typed name of school principal

Tom Bryant
Typed name of SSC chairperson



2/2/17
Date

Signature of school principal

2/2/17
Date

Signature of SSC chairperson