

The Single Plan for Student Achievement

WILLOWS HIGH SCHOOL

11-62661-1132861
CDS Code

Date of this revision: January, 2015

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:

Contact Person: Holly McLaughlin
Position: Principal
Telephone Number: (530) 934-6611
Address: 203 North Murdock Street
Willows, CA 95988
E-mail Address: hmclaughlin@willowsunified.org

Willows Unified School District

The District Governing Board approved this revision of the School Plan on March, 2015

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.

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

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

Programs Included in this Plan and Funding

Federal Programs under No Child Left Behind (NCLB)	Allocation
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X	Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$ 124,547
X	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ 13,731
X	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	\$ 5,144
Total amount of federal categorical funds allocated to this school		\$ 143,422

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*
 - *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 GCOE) – Digital Camera, PowerPoint, Web Design, 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 an additional reading or math class during the regular day. A credentialed teacher offers evening tutorial two nights a week and several teachers offer after school tutoring funded by Title I. In addition, CAHSEE tutorial programs are provided for all 11th and 12th 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 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 47%, 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 2005 through 2013

English Language Arts																											
% of Students	2005	2006	2007	2008	2009	2010	2011	2012	2013	2005	2006	2007	2008	2009	2010	2011	2012	2013	2005	2006	2007	2008	2009	2010	2011	2012	2013
	grade 9	grade 9	grade 9	grade 9	grade 9	grade 9	grade 9	grade 9	grade 9	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10	grade 11	grade 11	grade 11	grade 11	grade 11	grade 11	grade 11	grade 11	grade 11
Advanced	16	19	23	26	17	15	20	17	12	12	23	10	20	13	13	12	10	9	10	12	13	7	10	16	9	6	4
Proficient	32	26	30	29	23	30	30	32	36	28	21	27	20	23	21	22	25	17	21	21	28	35	28	20	20	18	27
Basic	32	32	30	30	37	36	28	28	37	33	25	41	39	40	34	36	26	42	33	29	32	31	32	28	28	38	34
Below Basic	18	16	13	9	16	11	15	16	11	19	21	15	11	10	18	17	21	21	27	18	13	16	18	22	25	18	23
Far Below Basic	1	7	4	6	8	8	7	6	4	8	10	7	10	14	14	12	18	12	10	20	14	12	13	14	18	21	11
Algebra I																											
% of Students	2005	2006	2007	2008	2009	2010	2011	2012	2013	2005	2006	2007	2008	2009	2010	2011	2012	2013	2005	2006	2007	2008	2009	2010	2011	2012	2013
	grade 9	grade 9	grade 9	grade 9	grade 9	grade 9	grade 9	grade 9	grade 9	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10	grade 11	grade 11	grade 11	grade 11	grade 11	grade 11	grade 11	grade 11	grade 11
Advanced	0	3	1	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Proficient	13	31	23	6	14	21	13	14	0	17	6	10	0	13	12	0	0	2	7	6	3	0	0	0	0	0	9
Basic	62	46	44	33	27	26	37	17	23	41	33	24	15	19	18	15	9	10	40	21	42	19	13	20	17	0	26
Below Basic	22	11	29	55	43	37	37	47	49	34	44	37	59	50	50	46	9	52	40	64	45	63	50	30	42	20	47
Far Below Basic	2	9	3	6	14	15	12	22	28	7	17	30	26	19	21	38	82	35	13	9	10	19	38	50	42	80	19
Geometry																											
% of Students	2005	2006	2007	2008	2009	2010	2011	2012	2013	2005	2006	2007	2008	2009	2010	2011	2012	2013	2005	2006	2007	2008	2009	2010	2011	2012	2013
	grade 9	grade 9	grade 9	grade 9	grade 9	grade 9	grade 9	grade 9	grade 9	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10	grade 11	grade 11	grade 11	grade 11	grade 11	grade 11	grade 11	grade 11	grade 11
Advanced	0	0	11	4	11	9	10	0	5	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	4
Proficient	43	45	50	43	30	35	24	65	9	7	23	17	2	4	4	14	7	3	5	24	0	0	6	8	0	25	17
Basic	48	46	39	36	30	39	43	29	68	50	46	48	39	32	38	32	41	33	27	47	39	36	28	25	18	0	17
Below Basic	10	3	0	14	30	17	14	6	18	36	28	31	49	55	46	45	46	56	59	24	56	57	44	17	45	75	54
Far Below Basic	0	0	0	4	0	0	10	0	0	7	3	3	8	9	12	9	7	8	9	6	6	7	22	50	36	0	8
Algebra II																											
% of Students	2005	2006	2007	2008	2009	2010	2011	2012	2013	2005	2006	2007	2008	2009	2010	2011	2012	2013	2005	2006	2007	2008	2009	2010	2011	2012	2013
	grade 9	grade 9	grade 9	grade 9	grade 9	grade 9	grade 9	grade 9	grade 9	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10	grade 11	grade 11	grade 11	grade 11	grade 11	grade 11	grade 11	grade 11	grade 11
Advanced	n/a	n/a	n/a	0	0	0	0	0	0	0	0	0	0	4	5	5	0	0	0	0	0	0	0	0	0	0	0
Proficient	n/a	n/a	n/a	0	0	0	0	100(1)		27	42	20	32	32	14	10	13	31	3	9	0	5	3	0	0	15	8
Basic	n/a	n/a	n/a	100(1)	0	0	0	0	0	36	47	44	47	36	45	30	50	50	32	36	45	43	55	32	0	15	25
Below Basic	n/a	n/a	n/a	0	0	0	0	0	0	32	5	36	21	24	32	50	38	19	46	45	35	33	30	37	56	45	50
Far Below Basic	n/a	n/a	n/a	0	0	0	0	0	0	5	5	0	0	4	5	5	0	0	19	9	19	19	12	32	44	25	17
History																											
% of Students	2005	2006	2007	2008	2009	2010	2011	2012	2013	2005	2006	2007	2008	2009	2010	2011	2012	2013	2005	2006	2007	2008	2009	2010	2011	2012	2013
	grade 9	grade 9	grade 9	grade 9	grade 9	grade 9	grade 9	grade 9	grade 9	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10	grade 11	grade 11	grade 11	grade 11	grade 11	grade 11	grade 11	grade 11	grade 11
Advanced	n/a	n/a	n/a	0	0	0	0	0	0	5	5	2	7	13	14	14	3	4	17	10	8	6	11	15	12	11	8
Proficient	n/a	n/a	n/a	0	0	0	0	0	0	28	15	10	26	12	19	10	16	12	25	25	14	24	23	28	23	14	28
Basic	n/a	n/a	n/a	50(1)	0	0	0	0	0	32	36	30	28	33	31	30	24	24	26	33	32	24	33	27	24	38	24
Below Basic	n/a	n/a	n/a	0	0	0	0	0	0	16	20	31	19	15	7	16	16	14	20	11	28	24	20	15	15	13	15
Far Below Basic	n/a	n/a	n/a	50(1)	100(1)	0	0	0	0	19	23	27	19	27	29	30	41	47	12	21	17	23	13	16	27	24	25
Science																											
% of Students	2005	2006	2007	2008	2009	2010	2011	2012	2013	2005	2006	2007	2008	2009	2010	2011	2012	2013	2005	2006	2007	2008	2009	2010	2011	2012	2013
	grade 9	grade 9	grade 9	grade 9	grade 9	grade 9	grade 9	grade 9	grade 9	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10	grade 10	grade 11	grade 11	grade 11	grade 11	grade 11	grade 11	grade 11	grade 11	grade 11
Advanced	1	7	10	19	10	8	8	5	6	4	7	12	17	17	21	9	7	8	6	0	5	0	0	8	7	0	8
Proficient	16	30	32	24	25	18	22	22	27	29	39	34	38	21	31	21	24	21	18	22	10	19	23	21	4	15	28
Basic	53	37	30	42	46	53	42	40	38	55	38	33	31	38	33	38	39	41	58	56	57	75	40	42	29	39	24
Below Basic	18	19	14	12	13	13	16	17	18	8	12	12	5	17	6	19	17	22	12	11	19	3	31	13	39	21	15
Far Below Basic	13	7	13	4	6	9	12	16	11	4	4	10	9	8	9	13	13	8	6	11	10	3	6	17	21	24	25
										(Life)	(Life)	(Life)	(Life)	(Life)	(Life)	(Life)	(Life)	(Life)	(Biology)	(Biology)	(Biology)	(Biology)	(Biology)	(Biology)	(Biology)	(Biology)	(Biology)

- State Accountability: Academic Performance Index (API)

Met Growth Targets

Schoolwide: No
All Student Groups: No
All Targets: No

<u>Number of Students Included in 2013 API</u>	<u>Numerically Significant in Both Years</u>		<u>2013 Growth</u>	<u>2012 Base</u>	<u>2012-13 Growth Target</u>	<u>2012-13 Growth</u>	<u>2012-13 Growth</u>	<u>Met Growth Target</u>
Schoolwide	300			667	673	6	-6	No
Black or African American	5	No						
American Indian or Alaska Native	8	No						
Asian	17	No		682	754			
Filipino	0	No						
Hispanic or Latino	141	Yes		621	658	7	-37	No
Native Hawaiian or Pacific Islander	2	No						
White	127	Yes		724	697	5	27	Yes
Two or More Races	0	No						
Socioeconomically Disadvantaged	179	Yes		618	629	9	-11	No
English Learners	89	Yes		573	575	11	-2	No
Students with Disabilities	31	No		446	366			

- Federal Accountability: Adequate Yearly Progress (AYP)

- Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 88.9 % Met all percent proficient rate criteria? No				Mathematics Target 88.7 % Met all percent proficient rate criteria? No			
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2013 AYP Criteria
				Alternative Method				Alternative Method

Schoolwide	109	34	31.2	No	110	43	39.1	No
Black or African American	2		--	--	2		--	--
American Indian or Alaska Native	4		--	--	4		--	--
Asian	5		--	--	5		--	--
Filipino	0		--	--	0		--	--
Hispanic or Latino	48	7	14.6	--	49	12	24.5	--
Native Hawaiian or Pacific Islander	1		--	--	1		--	--
White	49	22	44.9	--	49	28	57.1	--
Two or More Races	0		--	--	0		--	--
Socioeconomically Disadvantaged	62	11	17.7	No	63	14	22.2	No
English Learners	34	4	11.8	--	34	4	11.8	--
Students with Disabilities	16	0	0.0	--	17	2	11.8	--

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.

In addition to reviewing Student Performance Data from prior years, staff will continue to monitor and review student grades, CAHSEE 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 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:

I. SCHOOL GOALS	SUGGESTED ACTION/STEPS FOR ACHIEVING THIS GOAL?	SUGGESTED PERSON TO DO THIS?	SUGGESTED TIMELINE?	PROGRAM/ COST?	EVALUATION PROCESS – HOW, WHO, WHEN?
<p>1. Improve student performance in the core curricular areas</p>	<ul style="list-style-type: none"> -Identify students early in the school year who are at-risk and implement standards based intervention to enhance their classroom learning -Provide additional staffing for classroom assistance (Paraprofessionals II) -Provide teachers and staff supplemental materials and supplies to promote different learning styles -Provide opportunities for teacher training and paraprofessional training that aligns to standards -Provide opportunities for school-wide and district-wide collaboration throughout the year -Provide and update Reading and Math Enhancement Programs -Continue to provide learning opportunities through technology for staff and students 	<ul style="list-style-type: none"> -Teachers -Administration -Paraprofessionals I & II -Director of Categorical Programs 	<ul style="list-style-type: none"> -Before School Intervention -After School Intervention -Noon Time Intervention -Throughout the school year 	<p><u>Title I</u> \$124,547– teachers, para-professionals, materials and supplies</p>	<p>At the end of each quarter, staff and administration will evaluate student progress and determine placement into supplemental programs</p> <p>-Annually, SSC will evaluate data from STAR and make recommendations for program direction</p>
<p>2. Continue to maintain a zero tolerance for drugs, weapons, violence, and gang behavior</p>	<ul style="list-style-type: none"> -Provide materials, supplies, and programs necessary for tobacco awareness -Surveillance equipment – lighting & cameras -Resource Officer -Update discipline policies as appropriate 	<ul style="list-style-type: none"> -Teachers -Administration -Counselors 	<p>-Ongoing</p>	<p>General Fund</p> <p>-Determined by district-wide needs</p>	<p>-Annually -staff, teachers, admin. & SSC will review data to support needs</p> <p>-Staff will participate in the annual review of the School Safety Plan</p>

3. Provide opportunities for Parent Involvement	<ul style="list-style-type: none"> -Support Glenn County Adult Literacy Program -Support Community Based English Tutoring Program -Provide opportunities for Parents to be involved in developing school policy -Continue to improve the communication between school and home -Support and encourage parent participation in Parent Booster Clubs 	<ul style="list-style-type: none"> -Administration -Staff -SSC -Glenn County Office of Education 	<ul style="list-style-type: none"> -Community Based English Tutoring is -SSC monthly meetings 	Title I – GCOE Adult Program, Parent Training, and materials	-Annually - Administration, staff, and SSC will review and update the direction for parent involvement and opportunities
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Willows High School Budget:

2014-15 EST AWARDS

TITLE I	\$434,000
TITLE II	\$105,250
TITLE III Yr 4	\$29,520

<u>COUNTS</u>	<u>PER STUDENT</u>	<u>SHARE OF CARRYOVER</u>
436	\$14.05	\$6,127
436	\$21.17	\$9,231
35	\$64.96	\$2,274

SALARIES & BENEFITS
WILLOWS HIGH SCHOOL

2014-15 TITLE I ALLOCATIONS to Cover Current Year Salaries & Benefits

Teacher Salaries	1 Section ELD	\$16,908.72
Certificated Subs		\$1,798.80
Counseling Services		\$49,910.70
Classified Inst Aides		\$30,504.40
Classified Library Media		<u>\$17,797.80</u>
Sub Total		\$116,920.42

GRAND TOTAL		\$116,920.42
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MATERIALS & SUPPLIES IN 2014-15 ADOPTED
WILLOWS HIGH SCHOOL

		11/19/2014 <u>BALANCE</u>
Title I	\$1,500.00	\$965.72
Title II	\$500.00	\$500.00
Title III Year 5 35 @ \$82	\$2,870.00	\$1,500.00
TOTAL	\$4,870.00	

STAFF DEVELOPMENT
WILLOWS HIGH SCHOOL

		11/19/2014 <u>BALANCE</u>
Title II - Stipends	\$1,000.00	\$877.68
Title II Travel & Conf	\$3,000.00	\$2,750.35
TOTAL	\$4,000.00	

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;
 - 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
Holly McLaughlin	X				
Shelley Taylor			X		
Tom Bryant		X			
Amy Steele		X			
Terri Moore		X			
Jessie Proctor		X			
Sherry Brott				X	
Lisa Taylor				X	
Darin Montz				X	
Chrissy Millen				X	
Emily Ellis					X
Victor Briones					X
Anthony Mendoza					
Emily Beatty					
Shelby Weinrich					
Numbers of members of each category	1	4	1	4	2

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: _____.

Attested:

Holly McLaughlin
Typed name of school principal

Signature of school principal

Date

Amy Steele
Typed name of SSC chairperson

Signature of SSC chairperson

Date