

# **The Single Plan for Student Achievement**

**School:** Willow Alternative Campus  
**CDS Code:** 07616970737619  
**District:** John Swett Unified School District  
**Principal:** Jeff Wallace  
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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**The District Governing Board approved this revision of the SPSA on .**

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## **School Vision and Mission**

### **Willow Alternative Campus's Vision and Mission Statements**

The Alternative Education and Independent Study programs of the John Swett Unified School District will provide students with a safe environment and positive atmosphere in which to learn and achieve academic success.

Alternative Education programs are designed to meet the individual needs of the students in our community, challenge each student to excel in all areas and provide the opportunity to become college and career ready. The staff believes in and operates on the principle that it is important to know each student personally and maintain maximum individual contact in order to provide the necessary assistance to each student to achieve goals of academic, vocational, personal, and social growth.

We believe:

- Learning is a natural activity and a lifelong process in which all persons need to participate.
- Each person is responsible for his or her education.
- Students learn best in a caring, supportive environment.
- A strong, positive identity and self-esteem are the foundations of learning and success in life.
- Students are accountable for their behavior and their learning.

## **School Profile**

The Willow campus has three programs: Willow Continuation High School, Independent Study, and a Home/Hospital Program. These three programs are offered as alternatives to the traditional programs at the other three district sites. Students may transfer in or out of any of these programs at the beginning of the school year, or at the end of each quarter break, depending upon availability.

### **Willow Continuation High School**

Willow Continuation High School serves students who are at least sixteen years old and need an alternative to a traditional high school program. Students are required to attend Willow daily from 9:30 a.m. to 1:00 p.m. The shortened day allows many students to work or tend to family obligations and responsibilities. Students may graduate in June or continue until January. The greatest differences between the continuation and traditional programs are the smaller class size and individualized instruction. In addition, Willow High requires 190 credits for graduation. This diploma reflects the elimination of fifty percent of the elective requirements needed by John Swett High School. Students must participate in state required tests (CAASPP). The goal of the Willow Continuation program is to assist students who need to complete extra work to make up for incomplete credits. Students work independently and participate in class assignments to earn credits in required subjects.

### **Independent Study**

In Independent Study the student assumes the primary responsibility for his/her education. Students accepted into Independent Study are required to meet with the assigned teacher for a minimum of one hour per week. All students are on an individualized contract stipulating the academic work that is expected for each semester. Independent Study contracts must be signed by the student and the parent for every semester. Students who miss two sessions without rescheduling or miss three or more consecutive assignments may be dropped from the program. Weekly assignment sheets also keep students on track toward these goals. All work assigned is due the next weekly scheduled appointment.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

All students will be given a Exit survey near the end of the school year, which will gather data in the areas of student's future plans, and their thoughts about the Willow experience. We will use the data over the summer to modify programs, and to add extra supports for students so that they can have the most positive and meaningful experience at the school possible.

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Probationary teachers are formally observed twice per year per the JSEA contract. Tenured teachers have their evaluations every two years. In addition, administrators and District office staff make visitations to the classrooms to ensure that teachers are using quality instructional practices, and that student needs are being met in the classroom.

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

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

#### **1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)**

The Willow Campus uses the CAASPP Assessment. Teachers also create individualized assessments for students. We plan on using the CAASPP Interim Assessments as an additional means to monitor our students progress and to guide our instruction. Content teachers focus on Common Core Standards as a guide and integrate technology into their lesson design to provide learning opportunities to deepen students' learning as well as provide students an opportunity to be engaged in meaningful, relevant, information which is used to develop academic skills including critical thinking skills as demonstrated through speaking, writing, and presentations. Emphasis is on evidence based, text-dependent questions to deepen students' critical thinking skills.

#### **2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)**

Student work and formative assessments will be analyzed by the staff to monitor student growth. Teachers will work together, site based Common Core facilitators as well as district teachers on special assignment are available to be a resource to help improve instruction and target areas that each teacher would like to develop in their instructional strategies. Teachers will also work together to support one another to assist students in their continued growth academically, socially, and emotionally.

### **Staffing and Professional Development**

#### **3. Status of meeting requirements for highly qualified staff (ESEA)**

Teachers are classified as highly qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers participate in professional development after school on a regular basis as well as half-day and whole days during the school year.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

There are many professional development opportunities that are offered throughout the school year. Staff attends workshops that are sponsored by the District or School as well as by professional organizations. Topics have included:

- Common Core State Standards Implementation
- Educational Technology as a tool to support instruction and learning
- Student Behavior and ways to support our all students to become produce citizens within our community.

Continuous staff development is a high priority at Willow. Staff development has consistently be tied to the development of teacher capacity to work together to improve instruction for all students within their specific content areas as well as school and districtwide focus on Common Core Standards

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

School-wide after school professional development and professional learning community model is used at this site.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Our teachers are highly collaborative. They participate in lesson design, peer observation, and feedback.

#### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Staff meetings routinely have discussions regarding "best practices" and integrating instruction to address the Common Core standards. Teachers share lessons and effective teaching strategies with one another as well as their experiences as they develop Common Core lessons to address these standards and prepare students for college and career success

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers address individual students' needs as well as establish a practice of lesson design to address content as well as academic skills which are transferable to college and career.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All teachers have standards-based instructional material for their content areas.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All material is standards aligned and there is an emphasis on providing primary source documents in all content areas.

### Opportunity and Equal Educational Access

#### 13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

By its very nature, alternative education is a service provided to traditional programs to assist students in their academic successes. Part of this includes, but is not limited to, a low student - teacher ratio, peer tutors, and individualized instruction to meet specific learning styles. Extended time before and after school is always available.

#### 14. Research-based educational practices to raise student achievement

Staff meetings are used to discuss research-based and validated educational practices to raise student achievement. It is a goal for teachers to continue to expand their expertise in applying these strategies to their daily teaching and providing students with all opportunities to have experience with collaboration, analysis, critical thinking, research, writing, and presentation skills.

### Parental Involvement

#### 15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

#### 16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents and community members are invited to provide feedback in the planning and implementation and evaluation of our programs. During registration all parents are asked how they would like to be involved and are invited to participate in any way that is comfortable for them.

### Funding

#### 17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

#### 18. Fiscal support (EPC)

### **Description of Barriers and Related School Goals**

The Willow campus does not have access to foreign language classes or science labs. Elective classes are offered through Cyber High, text-book driven or based on teacher-created curriculum materials. Independent Study students have limited availability to John Swett High School classes, however both Willow and IS students have access to CTE programs offered at John Swett High School on an individual basis.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 5		1		1		1		100
Grade 6	1		0		0		0.0	
Grade 7	1	1	0	0	0	0	0.0	0
Grade 11	16	15	15	15	15	15	93.8	100
All Grades	19	17	15	16	15	16	78.9	94.1

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 5		*		*		*		*		*
Grade 6	*		*		*		*		*	
Grade 7	*	*	*	*	*	*	*	*	*	*
Grade 11	2488.7	2455.9	0	7	20	0	27	33	53	60
All Grades	N/A	N/A	0	6	20	0	27	31	53	63

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 5		*		*		*
Grade 6	*		*		*	
Grade 7	*	*	*	*	*	*
Grade 11	7	7	60	33	33	60
All Grades	7	6	60	31	33	63

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 5		*		*		*
Grade 6	*		*		*	
Grade 7	*	*	*	*	*	*
Grade 11	7	7	27	7	67	86
All Grades	7	7	27	7	67	87

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 5		*		*		*
Grade 6	*		*		*	
Grade 7	*	*	*	*	*	*
Grade 11	0	7	53	33	47	60
All Grades	0	6	53	38	47	56

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 5		*		*		*
Grade 6	*		*		*	
Grade 7	*	*	*	*	*	*
Grade 11	7	0	53	47	40	53
All Grades	7	0	53	50	40	50

Conclusions based on this data:

1.



## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 5		1		1		1		100
Grade 6	1		0		0		0.0	
Grade 7	1	1	0	0	0	0	0.0	0
Grade 11	16	15	14	15	14	15	87.5	100
All Grades	19	17	14	16	14	16	73.7	94.1

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 5		*		*		*		*		*
Grade 6	*		*		*		*		*	
Grade 7	*	*	*	*	*	*	*	*	*	*
Grade 11	2448.3	2404.3	0	0	0	7	14	0	86	93
All Grades	N/A	N/A	0	0	0	6	14	6	86	88

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 5		*		*		*
Grade 6	*		*		*	
Grade 7	*	*	*	*	*	*
Grade 11	0	0	7	7	93	93
All Grades	0	0	7	6	93	94

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 5		*		*		*
Grade 6	*		*		*	
Grade 7	*	*	*	*	*	*
Grade 11	0	7	50	7	50	87
All Grades	0	6	50	13	50	81

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 5		*		*		*
Grade 6	*		*		*	
Grade 7	*	*	*	*	*	*
Grade 11	0	0	43	33	57	67
All Grades	0	0	43	38	57	63

**Conclusions based on this data:**

1. Due to small sample size and the high likelihood that students will not be taking advanced math classes, we feel that a benchmark assessment of our own creation would be necessary to gather more accurate data about our student's progress and the school's performance.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
6														***	
7															***
9					***		***								
10			***	***					***						
12	50		***	25			25		***						
Total	29		33	43	50		29		50					50	17

Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
6														***	
7															***
9					***		***								
10			***	***					***	***					
12	50		***	25			25		***						
Total	25		33	38	50		25		50	13				50	17

Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	7	2	6
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	7	2	6
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	59.0	60.5	62.0%
Met Target	--	--	--

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL Instruction		Years of EL Instruction		Years of EL Instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1	7	0	2	2	4
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	--	--	--	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	196	180	219
Percent with Prior Year Data	88.3		98.2
Number in Cohort	173	180	215
Number Met	104	119	152
Percent Met	60.1	66.1	70.7
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	137	103	133	100	165	100
Number Met	45	62	33	62	56	72
Percent Met	32.8	60.2	24.8	62.0	33.9	72
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

### Conclusions based on this data:

1.



## Planned Improvements in Student Performance

### School Goal #1

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Student Academic Performance</b>
<b>LEA/LCAP GOAL:</b>
Improve student academic performance and reduce the achievement gap between the districts highest and lowest performing students.
<b>SCHOOL GOAL #1:</b>
<p>Students who enter Willow High School will improve their credit earning when compared to their progress prior to entering Willow by 10 credits per year; students will improve their attendance pattern by increasing their attendance rate by 5% over the prior year (done on an individual student basis); all teachers will participate in professional development addressing Common Core Standards in their content area; all students will participate in career exploration; students will be provided opportunities for individualized, differentiated learning based on student interest for additional credit earning potential. Students will improve their reading and math skills as determined by site based assessment; teachers will provide opportunities for students to engage in collaborative work in the classroom using strategies to achieve proficiency in Common Core Standards. Provide students additional opportunities for applied learning in all content areas by assigning projects designed to utilize the skills and concepts learned in class and apply them to real life problem solving.</p> <p>Use assessment data to target student interventions and create strategies and learning opportunities to support students' academic achievement in math and ELA. Use online learning and assessment tools to assist teachers to analyze students' area of need as well as provide individualized program to work on the skills identified. Provide opportunities for students to apply skills to real life projects and enrichment learning.</p>
<b>Data Used to Form this Goal:</b>
Formative assessments and student work samples and assessment of student work samples. Classroom observations; Transcripts; student surveys; attendance rate; teacher observations, new surveys conducted by staff.
<b>Findings from the Analysis of this Data:</b>
The students who enter Willow, for the most part, have had failing grades in English are below grade level in English and math. Our students need support to improve ELA and math skills as well as focus on how these skills translate into preparation for success for their future in college and career. The majority of students who enroll in Willow have had prior attendance issues; students self-report on surveys they have had a long history of school disengagement and many have experienced emotional/mental health issues which impact their success in school; students report they are more motivated to do extra work outside of class when it addresses their own interests.

**How the School will Evaluate the Progress of this Goal:**

Analyze CAASPP Scores and CST Data, and benchmark testing.

Staff use student work samples to analyze and create plans to address identified students' academic needs.

Teachers meet to discuss site assessments and student work samples to identify students' individual needs. Formative assessment data analyzed to monitor students' individual progress as well as school-wide progress.

Transcript analysis of credit earning

Save Rate: Students who graduate who would not have prior to enrollment at Willow.

Attendance data

Entry and Exit surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide staff development to all teachers for effective integration of technology in lesson design, formative assessments, teach research and writing skills and transition to Common Core including project-based learning.  Professional development for resources to promote students' emotional/mental health	2015-16	All Staff				



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use site level formative assessments and analysis of student work samples to assess students' academic progress. Develop intervention plans for individual students when academic growth is not sufficient. Continue to add licenses as needed for intervention and support software as well as pilot various online opportunities to support student learning.	2015-16	All Staff				
Purchase professional books for staff development opportunities and professional development workshops.  Materials for the classroom to support social and emotional health of students.	2015-16	Principal				
Field trips, speakers, and activities for college and career awareness.	2015-16	All Staff				

## Planned Improvements in Student Performance

### School Goal #2

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: College and Career Ready</b>
<b>LEA/LCAP GOAL:</b>
Increase the number of students who graduate ready to enroll into two or four year colleges, other post-secondary training, receive acceptance to U.S. military, or transition successfully to the workforce by providing support to district students in grades TK-12.
<b>SCHOOL GOAL #2:</b>
Create opportunities for students to explore and experience career options in a knowledge-based global economy. Students will become aware they can experience success in careers they enjoy. Increase experiential learning options for all students by creating opportunities that provide students with information and direct experience in a variety of careers.
<b>Data Used to Form this Goal:</b>
Graduation presentations about future plans; college admissions; students' knowledge of various careers, career surveys, exit interviews and Long term connecting with students to gauge career success.
<b>Findings from the Analysis of this Data:</b>
Students who enter Willow are generally creative individuals who thrive in the alternative setting. Most students have had a long history of not succeeding in the traditional school setting. The career exploration data indicates that the majority of students are seeking careers in vocational areas, careers that involve creativity and, careers in the helping field. Many students are also seeking careers where they will have variety during their day and/or be out of doors.
<b>How the School will Evaluate the Progress of this Goal:</b>
Students' individual learning plans will guide students to seek opportunities to explore career options within their interests, survey data. College visits and speakers to campus and career oriented guest speakers and field trips and student interviews. Connect with local businesses and corporations for student opportunities to conduct career shadowing.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Explore additional online opportunities for students to explore careers and provide opportunities for students to hear speakers and go on field trips to colleges places which inform about careers						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students will attend College and Career fair, and participate in other career exploration opportunities such as online programs and cyber high courses.						
Provide counseling and mentoring from past students						
Field trips for college and career exploration and information.						
Purchase supplies and equipment to provide opportunities for students to experience art and music.						

## Planned Improvements in Student Performance

### School Goal #3

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Student, Staff, and Community Engagement</b>
<b>LEA/LCAP GOAL:</b>
Increase student engagement through Common Core State Standards aligned instruction, the offering of enrichment programs, and enhance school climate through increased campus supervision, and parental awareness/participation.
<b>SCHOOL GOAL #3:</b>
Identify and employ best teaching practices to improve student outcomes. The student will be viewed in a holistic manner with attention paid to the students' academic achievement as well as physical and emotional health. Students will have opportunities to participate in fine art, and activities during the regular school day. Students will have opportunities to seek counseling with a mental health counselor.
Use a variety of Communication tools to inform staff, students, parents, and community members of: district and school initiatives, events, academic and behavioral expectations, college and career readiness opportunities, CCSS curriculum and instruction, assessments, and student supports and interventions.
<b>Data Used to Form this Goal:</b>
Student writing samples, surveys, teacher observations, newsletters, website, event sign-in sheets, and feedback from all stakeholders. Information provided from the California Healthy Kids Survey
<b>Findings from the Analysis of this Data:</b>
Student enrollment/registration survey indicates a significant number of students experience trouble sleeping, anxiety, and depression.
<b>How the School will Evaluate the Progress of this Goal:</b>
Monitor students' credit earning, attendance, and surveys regarding effectiveness of offerings. Create opportunities for students to explore and experience career options in a knowledge-based global economy. Students will become aware they can experience success in careers they enjoy. Increase experiential learning options for all students by creating opportunities that provide students with information and direct experience in a variety of careers.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Independent Study students will meet with counselor and administrator in their 11th and 12th grade years regarding graduation plans and college.	Spring 2018 --	Principal, Counselor				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ensure that students have access to on site counseling services		Principal, Mental Health counselors				
Counselor will go to Willow High School to meet with students about their academic plans and ensure they are on track for graduation		Principal, Counselor				
Field trips for college and career exploration and information.						
Purchase supplies and equipment to provide opportunities for students to experience art and music.						

## Planned Improvements in Student Performance

### School Goal #4

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA/LCAP GOAL:</b>
<b>SCHOOL GOAL #4:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount



## Planned Improvements in Student Performance

### School Goal #5

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Increased Communication with all stakeholders</b>
<b>LEA/LCAP GOAL:</b>
<b>SCHOOL GOAL #5:</b>
Improve the ways in which we communicate with students, parents, staff, and the community; including information on student academic progress, graduation plans, post-graduation opportunities, curriculum, and assessments.
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improve website communication	2018-2019	Technology coordinator, Principal, site secretaries				
Utilize school all call system frequently to inform students and families about important events.	2018-2019	Technology coordinator, Principal, site secretaries				

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #1:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount



## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #2:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

<b>SUBJECT:</b> Centralized Services for Planned Improvements in Student Performance in
<b>SCHOOL GOAL #3:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #4

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #5

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

### Summary of Expenditures in this Plan

### **Total Allocations and Expenditures by Funding Source**

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Total Expenditures by Funding Source		
Funding Source	Total Expenditures	

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures

**Summary of Expenditures in this Plan**

**Total Expenditures by Object Type and Funding Source**

Object Type	Funding Source	Total Expenditures

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	



## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jeff Wallace	X				
Magret Nunes		X			
Tyler Flores					X
Shauna Flores				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA 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 SPSA was adopted by the SSC at a public meeting on 4/19/2018.

Attested:

Jeff Wallace

Typed Name of School Principal

Signature of School Principal

4/19/18  
Date

Shauna Flores

Typed Name of SSC Chairperson

Signature of SSC Chairperson

4/19/18  
Date