

WILLOWS COMMUNITY HIGH SCHOOL

Program Restructuring Proposal

Submitted To	Board of Trustees — Willows Unified School District
Prepared By	Bibiana McNeil, School Counselor
Date	2025–2026 School Year
Status	Pending Board Approval

1. Executive Summary

Purpose

This proposal requests Board approval to revamp the Willows Community High School (WCHS) program. The restructured program will provide greater direct instruction, expanded opportunities for job shadowing, vocational training, and meaningful community engagement.

Intended Outcomes

The proposed changes are designed to directly address the following school-wide priorities:

- Strengthen academic integrity
- Increase student engagement and daily attendance
- Ensure graduates are college- and career-ready

Key Structural Changes

Summary of Proposed Changes

- Full-time teacher assigned exclusively to WCHS
- Designated subject periods with direct instruction and extended school day
- Essential standards alignment with Willows High School (WHS)
- Revised attendance and credit-earning policies
- Integration of CTE pathways and dual enrollment through Butte College

2. School Hours & Attendance

Required Daily Schedule

All students are required to attend campus during the following hours:

Core Instructional Hours	8:30 AM – 11:45 AM (Monday – Friday)
Credit Recovery Hours	12:30 PM – 2:30 PM (Monday – Thursday)

A full bell schedule and master schedule for direct instruction are included as attachments to this proposal.

3. Academic and Career Opportunities

Daily In-Class Instruction

Students will attend five academic periods each day they are on campus. The weekly schedule is structured as follows:

- Monday / Wednesday / Friday — Core academic requirements for graduation
- Tuesday / Thursday — Elective coursework

Credit Recovery (Subject Ai)

All credit recovery courses are completed through the Subject Ai platform during the afternoon session. Courses are structured as either:

- 1-unit (1 credit) courses, or
- Semester-length courses (5 credits)

Work Experience

Students will have the opportunity to job shadowing opportunities and work experience will continue to be developed through existing district partnerships, including:

- Food Service assistance
- Student aides at Murdock (and other district sites)

4. Grading & Credit Policy

Four-Week Grading Periods

WCHS uses four-week grading periods rather than the traditional semester model used at WHS. This model benefits alternative education students in the following ways:

- Credits are posted to student transcripts every three to four weeks.
- Once credits are earned, they remain on the transcript regardless of performance in future grading periods.
- This grading structure applies to both current junior/senior coursework and credit recovery courses.

Credit Earning

Students can earn 1 credit per class every grading period for MWF Classes and .5 for T/TH classes. Credits are based on attending class and **completing the class assignment** for the day. If a student has 75% work completion/attendance then they will only earn .75 credits for that (MWF) class. If they have 100% attendance, they will earn 1.2 credits as an attendance incentive.

Credit Recovery — Subject Ai Standards

- Students scoring 90% or above on a unit receive 1.2 credits for that unit.
- All written responses must score 70% or higher; work below this threshold will be returned for resubmission.
- All tests must be taken on campus during credit recovery hours — no tests will be opened for at-home completion.
- Grading reflects effort: minimum effort earns minimum credit; optimum effort earns maximum credit.

A full grading period schedule is included as an attachment.

Attendance Recovery

Students who have unexcused absences or tardies will be mandated to participate in Attendance Recovery on Friday from 12:30-2:30.

5. Assignment Policy

Two Assignment Types

Students enrolled at WCHS will complete two categories of assignments:

- Daily Classwork — must be submitted at the end of each period for credit.

- Online Independent Assignments / Projects — completed for semester credit through Subject Ai. Missing assignments in Subject Ai credit recovery courses may result in a lower or failing course grade.

Make-Up Work

Students who are absent for an approved reason (per the Attendance Policy) are granted the same number of days absent to make up and submit classwork. For example:

- A student absent Monday and Tuesday may obtain missed assignments on Wednesday. All make-up work is due by the end of school on Thursday to receive academic credit.

6. Attachments

The following supporting documents are included with this proposal for Board review:

- Bell Schedule
- Grading Period Schedule
- WCHS Course Descriptions

Regular Days + Collab (M, T, W,Th)

Period	Time
1	8:30-9:15am
2	9:15am-10:00am
Break	10:00-10:15
3	10:15:10:45
4	10:45-11:15
5	11:15-11:45
Lunch	11:45-12:30
Credit Recovery	12:30-2:30

Friday

Period	Time
1	8:30-9:15am
2	9:15am-10:00am
Break	10:00-10:15
3	10:15:10:45
4	10:45-11:15
5	11:15-11:45
Lunch:	11:45-12:30
Attendance Recovery	12:30-2:30

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Grading Periods
2026-2027**

Fall:

1st: 8/6- 9/4 4 weeks

2nd: 9/7-9/25 3 weeks

3rd: 10/5-10/30 4 weeks

4th: 11/2-11/20 3 weeks

5th: 11/30-12/18 3 weeks

Spring:

6th: 1/5-1/29 4 weeks

7th: 2/1- 2/26 3 weeks

8th: 3-1-3/26 4 weeks

9th: 3/29- 4/30 4 weeks

10th: 5/3-5/28 4 weeks

Credit Recovery Week: 5/31- 6-4

How credits work:

Students can earn 1 credit per class every grading period for MWF Classes and .5 for T/TH classes. Credits are based on attending class and completing the class assignment for the day. If a student has 75% work completion/attendance then they will only earn .75 credits for that (MWF) class. If they have 100% attendance, they will earn 1.2 credits as an attendance incentive.

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Course Descriptions

ERWC 11

ERWC 12

Subject Area: English

This rhetoric-based course is designed to increase students' awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing. Students will read closely and analyze the impact of structural and rhetorical strategies, as well as examine the social, political, and philosophical assumptions that underlie the text. They will also examine the relationship between an author's argument or theme and their intended audience and purpose. By the end of the course, students will be expected to use the process of rhetorical analysis independently when reading unfamiliar texts and writing in response to them. This course provides college-bound seniors with the necessary skills and tools to succeed in higher education and beyond, through a focus on rhetorical analysis, critical thinking, and independent learning.

U.S. History

Subject Area: Social Studies

This course studies major turning points in American History. A brief review of colonialism and the building of U.S. democratic ideals will lead to the continued study of global industrialism from World History and the emergence of the U.S. industrial power. The study of corporate economy, the change of ethnic composition, new technology, equal rights for women and minorities, as well as the emergence of the U.S. as a world power will be explored. The expanded role of the federal government and courts and the continuing tension between the individual and state will be investigated. The causes of major social problems will be traced and students will learn the U.S. is a model for other nations, and rights and freedoms are to be preserved through educated citizenry and civil duty.

Government

Subject Area: Social Studies

In this course students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government. In addition, they draw on their studies of American history and of other societies to compare different systems of government in the world today. This course should be viewed as the culmination of the civic literacy strand that prepares students to vote, to reflect on their responsibilities, and to participate in community activities.

Economics

Subject Area: Social Studies

This course will cover fundamental economic concepts, microeconomic concepts, macroeconomic concepts and international economic concepts as they pertain to the current state standards. The student will deepen his/her understanding of economic problems and institutions, the economic environment in which they live and learn to make reasoned decisions on consumer economic issues.

Personal Finance

Subject Area: Math

The Full-Year personal finance course covers all of the essential personal finance topics necessary to become a financially capable student. Topics include banking, credit, budgeting, investing, career, and more. By the end of this course, students will have a thorough understanding of personal finance topics and be prepared to handle the financial responsibilities that exist after graduation.

Nutrition and Fitness

Subject Area: Non-departmental

This course examines contemporary health and social issues in American society, looks into such issues as the American Family Unit, the concept of role models in society, social pressure to conform versus personal desire to pursue individuality, and the power of the media. Also included are units dealing with a healthy personality, emotions, stress, tobacco, alcohol and drug education, teenage pregnancy, and socially transmitted diseases (STD), lifelong fitness, nutrition and planning a diet. Associated materials such as excerpts from various books/texts, guest speakers, and feature films will be used.

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Integrated Science 1

Subject Area: Science

Integrated Physical Science is a course that immerses students in the topic areas of Chemistry, Physics, and Earth and Space Sciences. This comprehensive view gives the students an understanding of the concepts and principles of science and provides fundamental skills in scientific inquiry, problem-solving and technological skills necessary to compete successfully in the 21st century. Some areas of study include atomic structure, periodic table, astronomy, force and motion, cycling of matter, and relationships with Earth systems.

Reading

Subject Area: English Elective

This course will focus on word analysis, vocabulary, and fluency. Students will work on improving their literal, interpretive and evaluative comprehension. Students will read a variety of literature in class and be required to read independently from self-selected books. The goal of this class is to help the student become an engaged, fluent and competent reader of the variety of texts they will have to understand in their personal academic and professional lives.

Work Experience/Seminar

Subject Area: Elective

Senior Portfolio Project: This comprehensive program component often necessitates a career research project, career readiness documents and a formal exit interview. **College and Career Readiness:** Activities encompass the development of college application essays, professional resume creation, interview skills training, in-depth career exploration, and the formulation of a strategic post-graduation plan. **Life Skills Development:** Instruction is provided on essential practical competencies for adulthood, including personal financial management, effective time allocation strategies, and comprehension of workplace benefits packages.

Civic Engagement- New

Subject Area: Social Studies

Introduction to community service as it relates to community organizations, businesses or civic institutions allowing students to gain skills in advocacy and civic engagement through community service experiences, research and reflection. Students explore experiential education, theories of service and service learning, strategies for facilitation and effective practice. The course integrates practical experience in leading service learning projects. The course allows students to balance action with critical reflection in service learning practice.

CTE Child Development I and II

Subject Area: CTE Elective

This course addresses the specialized content area of child development and guidance. It will expand the knowledge, skills, and attitudes learned in the comprehensive core curriculum, while enabling the student to gain depth in the study of child development. The content of this course covers theories that will prepare students to understand the physical, intellectual, emotional, social and moral development and growth of the child from conception to adolescence, as well as their care and guidance. Through classroom instruction, combined with supervised observation and actual experiences, the skills and knowledge taught in this course will enable students to understand creativity, play, health, safety, learning experiences, needs of the special child, and how development and growth are influenced by today's society, environment and heredity. Assigned projects will include the creation and presentation of age appropriate activities for children in the areas of nutrition, storytelling and play. The Real Care Baby simulation will also be assigned.

Child Development II focuses on preparing students to work with children or to enter the teaching profession as a part of the career pathway standards. It will expand the knowledge, skills and attitudes taught in the specialized content area of child development. It will offer practical experience working with children in various child care and educational capacities. Community classroom environments will include private and public preschools and Willows Unified School District Kindergarten and primary classrooms, where students will be placed for a one to two block period, two to three days a week. Students will be responsible for weekly written and applicable assignments, projects, attending

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field trips, and tests on an independent study basis. Students can earn a CPR/First Aid certificate by passing the course/exam.

Butte CSL 20 Identity, Culture and Education

Subject Area: College Credit Elective

Students will address the challenges and transitions associated with life and the college years. Issues related to diversity, gender and how each influences the individual and group physically, socially, personally, and educationally will be studied. This class will examine the psycho-social issues and the development of individual identities to advance learning in all American communities. Students will be exposed to educational theories that affect college students. Community and campus resources will be utilized to support students in their learning and development as a whole person. Emphasis will be placed on the importance of understanding and balancing all aspects of self.

Butte Hlth 2 Health and Wellness

Subject Area: College Credit Elective

This course focuses on the exploration of major health issues and behaviors in the various dimensions of health. Emphasis is placed on individual responsibility for personal health and the promotion of informed, positive health behaviors. Topics include nutrition, exercise, weight control, mental health, stress management, violence, substance abuse, reproductive health, disease prevention, aging, healthcare, and environmental hazards and safety.