

The Single Plan for Student Achievement

WILLOWS INTERMEDIATE SCHOOL

11-62661-60611
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:

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Willows Unified School District

The District Governing Board approved this revision of the School Plan on February 4, 2016.

School Description and Mission Statement

Willows Intermediate School is in the Willows Unified School District serving all 6th through 8th grade students in the community. Willows Intermediate School is a school-wide program striving to meet the needs of all students. With the influx of a variety of cultures, our school faces the challenge of providing for those divergent needs of our total school population. It is the philosophy of the school there be high expectations for all of its students; a sense of collegiality, community and high standards for order and discipline; and support and involvement of parents in the school.

Coinciding with the district goal of making Willows Unified a place ***“Preparing today’s students for tomorrow’s challenges,”*** Willows Intermediate School will *strive for the reality of being a true school of achievement*. It is the desire of our school community to provide a safe and enriched, student learning environment where each student can:

- Realize his/her full academic potential
- Develop his/her individual talents and abilities
- Develop respect for self and others
- Become an involved, responsible citizen.

We are dedicated to maximizing the expertise and human potential of every teacher because we recognize that an exemplary staff, working as partners with parents, is the key to student development.

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 Programs Funded through the Consolidated Application
- Programs Included in this Plan and Funding
- Analyze Current Instructional Program
- Analyze Demographic Data
- Analyze Student Performance
- Conclusion of Student Performance
- Goals

Programs Funded through the Consolidated Application

The following programs are reported in the Consolidated Application. Information on the Consolidated Application and program profiles are available at <http://www.cde.ca.gov/fg/aa/col>.

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
X	Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$ 102,215
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	\$ 7,200
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	\$ 4,827.76
Total amount of federal categorical funds allocated to this school		\$ 114,242.76

Analysis of Current Instructional Program

The following statements characterize educational practice at this school:

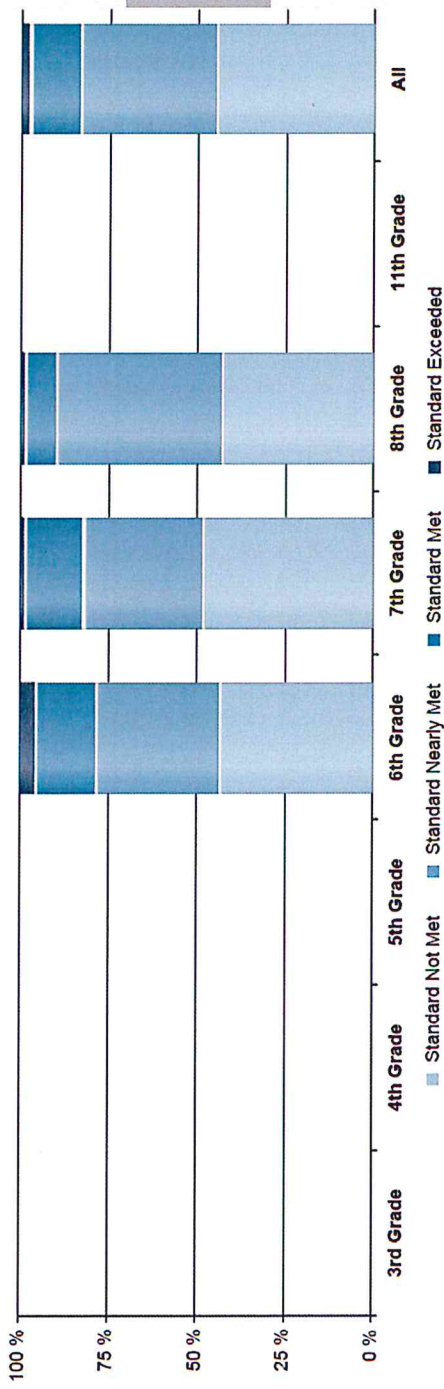
1. Alignment of curriculum, instruction and materials to content and performance standards:
Instruction and materials are aligned with California State Standards. This is an ongoing process.
2. Availability of standards-based instructional materials appropriate to all student groups:
State adopted Standards-based textbooks and materials that are available, have been purchased to meet the needs of all students. This will continue to be our practice.
3. Alignment of staff development to standards, assessed student performance and professional needs:
Collaboration meetings at grade and department levels have provided opportunities for teachers to analyze and interpret assessment data, align instruction to standards and content needs. Schoolwide professional development has focused on standards implementations with support from the District. In-services have include:
 - Technology Workshops
 - Curriculum Alignment to Standards
 - 504 Training
 - BTSA
 - Data Analysis
 - Summer Workshops: Math, Language Arts, Social Studies, Science
 - EDI (Explicit Direct Instruction)
4. Services provided by the regular program to enable Underperforming students to meet standards:
Teachers work to provide differentiated instruction in the regular education classroom (grades 6-8), based on need as indicated by assessments.
5. Services provided by categorical funds to enable Underperforming students to meet standards:
Our Schoolwide Plan provides a wide range of intervention personnel and programs targeted to meet Student needs: Second Language Aides, Intervention and Tutorial programs, Reading and Math Enrichment Classes, and ELD Classes.
6. Use of state and local assessments to modify instruction and improve student achievement:
State and local assessments data is used for analysis of student performance (individual and targeted groups). Schoolwide and grade/department level collaboration is ongoing throughout the school year. Reinstating the practice of grade level review teams meeting to evaluate our at-risk population continues to be our focus.

7. Number and percentage of teachers in academic areas experiencing low student performance: *There are students in all classes whose scores are below "basic" on STAR Assessments.*
8. Family, school, district and community resources available to assist these students: *Categorical funds, Business Partnerships in our community, all play a role as stakeholders in our students' success. The GCOE provides an after school homework and activities program – Supporting Participation in Academics and Recreation for Kids (SPARK).*
9. School, district and community barriers to improvements in student achievement: *A high percentage of low socio-economic population and lack of education as a primary focus for some families continue to be a challenge for the Willows Intermediate and the District.*
10. Limitations of the current program to enable Underperforming students to meet standards: *Some students come to school unprepared. Managing small groups and individualized instruction continue to be a primary focus for our staff.*

Analysis of Student Performance Data

Percentage of Students at each Performance Level from CAASPP ENGLISH

Achievement Level Distribution




Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	102	119	114	N/A	335
Number of Students Tested	N/A	N/A	N/A	98	117	101	N/A	316
Percent of Enrolled Students Tested	N/A	N/A	N/A	96.1 %	98.3 %	88.6 %	N/A	94.3 %
Number of Students With Scores	N/A	N/A	N/A	98	117	101	N/A	316
Mean Scale Score	N/A	N/A	N/A	2479.8	2481.9	2486.7	N/A	N/A
Standard Exceeded	N/A	N/A	N/A	4 %	1 %	1 %	N/A	2 %
Standard Met	N/A	N/A	N/A	17 %	16 %	8 %	N/A	14 %
Standard Nearly Met	N/A	N/A	N/A	35 %	34 %	48 %	N/A	39 %
Standard Not Met	N/A	N/A	N/A	44 %	49 %	44 %	N/A	46 %

English Language Arts/Literacy Scale Score Ranges


Reading: Demonstrating understanding of literary and non-fictional texts

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	N/A	N/A	N/A	9 %	4 %	5 %	N/A	6 %
At or Near Standard	N/A	N/A	N/A	42 %	46 %	42 %	N/A	43 %
Below Standard	N/A	N/A	N/A	49 %	50 %	53 %	N/A	51 %

Writing: Producing clear and purposeful writing

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	N/A	N/A	N/A	7 %	3 %	2 %	N/A	4 %
At or Near Standard	N/A	N/A	N/A	43 %	46 %	46 %	N/A	45 %
Below Standard	N/A	N/A	N/A	50 %	50 %	52 %	N/A	51 %

Listening: Demonstrating effective communication skills

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	N/A	N/A	N/A	8 %	4 %	4 %	N/A	5 %
At or Near Standard	N/A	N/A	N/A	76 %	68 %	63 %	N/A	69 %
Below Standard	N/A	N/A	N/A	16 %	27 %	33 %	N/A	26 %

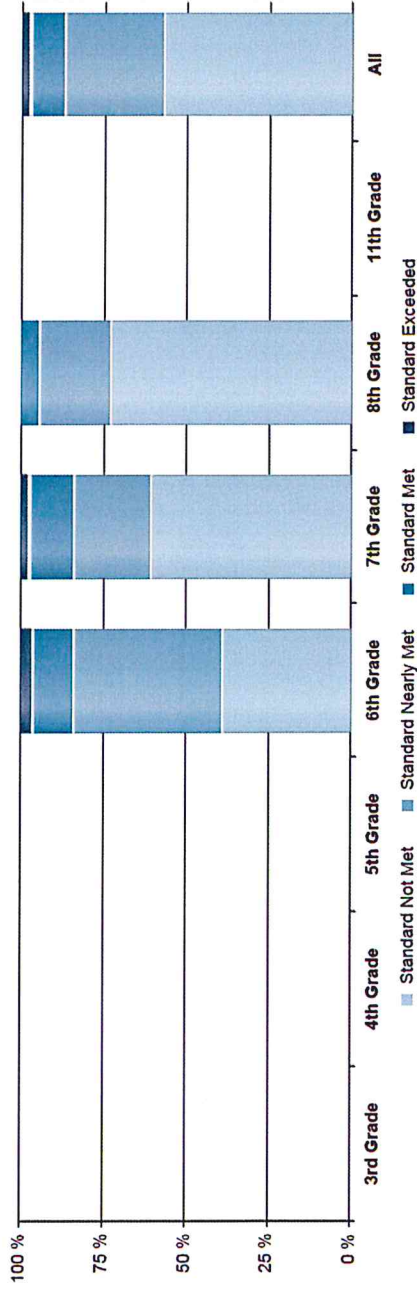
Research/Inquiry: Investigating, analyzing, and presenting information

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	N/A	N/A	N/A	8 %	6 %	2 %	N/A	5 %
At or Near Standard	N/A	N/A	N/A	62 %	53 %	50 %	N/A	55 %
Below Standard	N/A	N/A	N/A	30 %	41 %	48 %	N/A	40 %

Percentage of Students at each Performance Level from CAASPP MATH

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Achievement Level Distribution



Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	102	119	114	N/A	335
Number of Students Tested	N/A	N/A	N/A	101	116	101	N/A	318
Percent of Enrolled Students Tested	N/A	N/A	N/A	99.0 %	97.5 %	88.6 %	N/A	94.9 %
Number of Students With Scores	N/A	N/A	N/A	101	116	101	N/A	318
Mean Scale Score	N/A	N/A	N/A	2483.2	2455.1	2441.2	N/A	N/A
Standard Exceeded	N/A	N/A	N/A	3 %	2 %	0 %	N/A	2 %
Standard Met	N/A	N/A	N/A	12 %	13 %	5 %	N/A	10 %
Standard Nearly Met	N/A	N/A	N/A	46 %	23 %	21 %	N/A	30 %
Standard Not Met	N/A	N/A	N/A	40 %	62 %	74 %	N/A	59 %


[Mathematics Scale Score Ranges](#)

Areas

CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	N/A	N/A	N/A	10 %	6 %	1 %	N/A	6 %
At or Near Standard	N/A	N/A	N/A	43 %	25 %	19 %	N/A	29 %
Below Standard	N/A	N/A	N/A	48 %	69 %	79 %	N/A	65 %

PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	N/A	N/A	N/A	5 %	3 %	3 %	N/A	3 %
At or Near Standard	N/A	N/A	N/A	46 %	36 %	46 %	N/A	42 %
Below Standard	N/A	N/A	N/A	50 %	61 %	51 %	N/A	54 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	N/A	N/A	N/A	4 %	4 %	0 %	N/A	3 %
At or Near Standard	N/A	N/A	N/A	50 %	61 %	37 %	N/A	50 %
Below Standard	N/A	N/A	N/A	47 %	34 %	63 %	N/A	47 %

[Mathematics Area Achievement Level Descriptors](#)

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested				81			88		113	
% of Enrollment				91.0 %			77.2 %		91.9 %	
Students with Scores				80			88		113	
Mean Scale Score				323.1			341.9		327.0	
% Advanced				4 %			18 %		5 %	
% Proficient				27 %			23 %		25 %	
% Basic				40 %			26 %		42 %	
% Below Basic				17 %			22 %		20 %	
% Far Below Basic				11 %			11 %		8 %	

Schools	Strengths & Areas of Improvement for English	Strengths & Areas of Improvement for Math
WIS	<p>60%-Research/Inquiry: Investigating, analyzing, and presenting information</p> <p>51%-Writing: Producing clear and purposeful writing AND</p> <p>51% Reading: Demonstrating understanding of literary and non-fictional texts</p>	<p>53%- Communicating Reasoning: demonstrating ability to support mathematical conclusions</p> <p>65%-Concepts & Procedures: Applying mathematical concepts and procedures</p>

Participation Rate: Targets and Met Criteria

2015 AYP Participation Rate

Content Area	Target	Met
English Language Arts/Literacy (ELA)	95%	Yes
Mathematics	95%	Yes

Participation Rate: Schoolwide and Student Groups

Student Groups	ELA Enrollment	ELA Number of Students Tested	ELA Rate	ELA Met 2015 Criteria	ELA Alternative Method	Math Enrollment	Math Number of Students Tested	Math Rate	Math Met 2015 Criteria	Math Alternative Method
Schoolwide	338	322	95	Yes	--	338	325	96	Yes	--
Black or African American	6	5	84	--	--	6	5	84	--	--
American Indian or Alaska Native	12	11	92	--	--	12	11	92	--	--
Asian	17	17	100	--	--	17	17	100	--	--

Filipino	1	1	100	--	--	1	1	100	--
Hispanic or Latino	160	157	98	Yes	--	160	157	98	Yes
Native Hawaiian or Pacific Islander	1	1	100	--	--	1	1	100	--
White	138	128	93	Yes	<u>Y2</u>	138	130	94	Yes
Two or More Races	3	2	67	--	--	3	3	100	--
Socioeconomically Disadvantaged	228	218	96	Yes	--	228	220	96	Yes
English Learners	99	97	98	Yes	<u>ER</u>	99	97	98	Yes
Students with Disabilities	42	40	96	--	--	42	40	96	--

Attendance Rate Target: 90 Percent

<u>Average Daily Attendance</u>	<u>School Attendance Enrollment</u>	<u>Met Criteria</u>
96%	--	Yes

Conclusions from Student Performance Data:

Results from the AYP for the 2014-15 school year indicates the State and Federal targets for both English-Language Arts and Mathematics were met for all subgroups. Results on the CAASPP English Language Arts indicates that 60% of our students met or exceeded the standard for "Research/Inquiry: Investigating, analyzing, and presenting information", while 51% of our students still need improvement in "Writing: producing clear and purposeful writing, and Reading: Demonstrating understanding of literary and non-fictional texts." Results on the CAASPP for Mathematics indicates that 53% of our students met or exceeded the standard for "Communicating Reasoning: demonstrating ability to support mathematical conclusions", while 65% of our students still need improvement in "Concepts & Procedures: Applying mathematical concepts and procedures."

An analysis of the data indicates we need to continue to focus in the areas of reading, writing and mathematics. For students below standard, we need to continue our intervention options and monitor them for effectiveness. Adjustments to our intervention options will be made as results of our data analysis.

Professional development needs to remain focused, primarily on instructional strategies, to include differentiated instruction and individual modifications as needed.

School Goals for Improving Student Achievement:

Goal #1: Improve student performance on school, district, and state assessments by meeting or exceeding the standards - addressing the needs of all students (including At-risk, English learners, and special needs students).

Goal #2: Continue to improve our safe school climate - maintaining a zero tolerance for drugs, weapons, violence, gang behavior, and bullying.

Goal #3: Develop a partnership with the community in developing greater cultural awareness, tolerance, and understanding.

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 according to AYP and CAASPP scores. 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:

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. <u>Language Arts & Math</u></p> <ul style="list-style-type: none"> Improve student performance on assessments by meeting or exceeding the standards- address the needs of all students (including At-risk, English Learners, and Special needs students). 	<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 assistants (Paraprofessionals I & II) Provide teachers and staff supplemental materials and supplies to promote different learning styles Provide opportunities for teacher training and paraprofessional training 	<ul style="list-style-type: none"> Teachers Administration Paraprofessionals II Director of State & Federal Programs 	<ul style="list-style-type: none"> Before School Intervention After School Intervention Noon Time Intervention Throughout the school year 	<p>Title I - \$102,215--</p> <p>Teachers, Paraprofessional, materials and supplies, Counselor, materials and supplies</p> <p>General Fund - LCFF - Teacher, Paraprofessional, materials and</p>	<p>At the end of each semester, staff will evaluate student progress and determine placement into supplemental programs</p> <p>- Annually, SSC will evaluate data from CAASPP and make recommendations for program direction</p>

<p>2. <u>School Safety</u></p> <ul style="list-style-type: none"> Continue to improve our safe school climate – maintaining a zero tolerance for drugs, weapons, violence, gang behavior, and bullying. 	<ul style="list-style-type: none"> -Provide opportunities for schoolwide and districtwide collaboration throughout the year -Provide and update Reading and Math Enhancement Programs -Continue to provide learning opportunities through technology and after - school/outdoor education programs for staff and students 	<ul style="list-style-type: none"> - Teachers - Administration - Counselors 	<ul style="list-style-type: none"> -Ongoing - Implementation of curriculum 	<p>supplies</p> <p><u>General Fund - LCFF</u></p>	<ul style="list-style-type: none"> -Annually -staff, teachers, admin. & SSC will review Con App annually to evaluate effectiveness and participate in the annual review of the School Safety Plan
<p>3. <u>Parent Involvement</u></p> <ul style="list-style-type: none"> Develop a partnership with the community in developing greater cultural awareness, tolerance, and understanding. 	<ul style="list-style-type: none"> -Purchase materials and provide trainings for safety prevention (Catapult) -Provide materials, supplies, and programs necessary for tobacco and drug awareness -Surveillance equipment – lighting & cameras -Provide anti-bullying assemblies -Provide opportunities for students to call bullying hotline: Sprigeo -Provide opportunity for parents to receive training for supplemental services -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 promote communication between school and home (Blackboard Connect- in English & Spanish) -Parent access to Aeries Portal 	<ul style="list-style-type: none"> -Administration -Staff -SSC -Glenn County Office of Education Adult Program 	<ul style="list-style-type: none"> -Ongoing workshops -Parent Education Classes -SSC monthly meetings 	<p><u>General Fund - LCFF</u></p> <p>Parent Training, and materials</p>	<ul style="list-style-type: none"> -Annually - Administration, staff, and SSC will review and update the direction for parent involvement and opportunities

WIS SITE BUDGET 2015-16

		DISCRETIONARY?
Principal Discretionary	2,107.00	YES
Teacher Allocation @ \$100/Each	1,400.00	YES
Office Supplies District Share	1,500.00	NO
Copies Budget	4,000.00	NO
*Based upon \$55 X 346	11,135.00	YES
Copier Lease	3,895.00	NO
Library	500.00	YES
Interventions	2,420.00	YES
PAR Carryover	3,493.82	NO
Opportunity Classroom Supplies	500.00	NO
WUTA MAA Carryover	4,398.66	NO
Music M&S	1,000.00	NO
River Jim Start Up Budget	2,500.00	NO

MISC. SALARY ACCOUNT STRINGS

Substitute Teachers	19,500.00
Teachers Aeries & C2TC Day	13,410.00

ADDITIONAL SUPPORT ADDED IN 2015-16

Maintain 2 Sections Music		13,500.00
Shared teacher with WHS for Math Intervention	Buy Out Music Teacher Prep	46,760.00
Access Points	60% of contract	5,000.00

(1) Increased from \$500 to \$1,000 in 15/16 \$ plus \$1,107 in copies carryover from 14/15.

(2) Per student allocation \$55 X 346 (14/15 Cal Pads), less copier lease & copies budgets.

(3) Can be used for any intervention purpose. However, needs to be moved via BT where you want to spend.

(4) As in the past 2 years, the district will cover the first \$1,500 for office supplies. Spend these \$'s first.

TITLE 1 3010 (No Carryover from Prior Year)

TEACHER SAL & BENEFITS \$43,270.00
 COUNSELOR SAL & BENEFITS \$49,059.00
 LIBRARY MEDIA SAL & BENEFITS \$7,754.00
 \$100,083.00

DESCRETIIONARY **\$2,132.00** **SPENT** **\$0.00** **BALANCE** **\$2,132.00**

Site receives 26% of 2015-16 allocation.

TITLE II 4035 (For Professional Development)

Discretionary with Site Council/Admin Approval:

Substitute Teachers \$1,000.00
 Stipends for Teachers \$2,500.00
 Travel & Conferences \$3,000.00
 Mileage \$300.00
 Hotels/Meals \$400.00
 \$7,200.00

SPENT **\$219.00** **BALANCE**
 \$1,000.00
 \$2,500.00
 \$2,781.00
 \$300.00
 \$348.45

These funds may be used for any professional development opportunity with Site Council/
 Cat Prog Director approval. Move budget as needed.

TITLE III 4203 English Learners

Discretionary with Site Council/Admin Approval:

Share of 2014-15 Carryover:
 56 English Learners @ \$86.21 = \$4,827.76

Currently Budgeted in 01-4203-5-1110-1000-7699-004-448-00000

Funds must be moved into the budget areas of need prior to spending.

TITLE IV 4126 Rural Education

2015-16 Allocation = \$34,775 100% of this funding is used to cover 30% of MESWIS Asst.
 Principal Salary and Benefits.

For Information Only - Does not require Site Council Approval

SUPPLEMENTAL/CONCENTRATION-Formerly Paid from EIA

TEACHER SAL & BENEFITS
COUNSELOR SAL & BENEFITS
LIBRARY MEDIA SAL & BENEFITS

\$43,269.00
\$49,059.00
\$11,630.00
\$103,958.00

SPENT BALANCE
\$0.00 \$2,420.00

Discretionary for Interventions:

Currently Budgeted in 01-0001-0-1110-1000-4390-004-447-00000

Funds must be moved into the budget areas of need prior to spending.

Willows Intermediate

School Parental Involvement Policy

Part I: General Expectations

Willows Intermediate 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 Intermediate*** 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 District and School site webpage, Blackboard Connect, 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 Intermediate** 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 Intermediate** will provide information about Title I programs to parents of participating children in a timely manner:
 - Newsletters;
 - "Back to School" Night;
 - Parent-Teacher Conferences;
 - "Open House";
 - School Site Council;
 - First Day Packets;
 - DELAC (District English Learner Advisory Committee) Meetings;
 4. **Willows Intermediate** 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);
 - DELAC (District English Learner Advisory Committee) Meetings;
 - SST (Student Study Team)
 - Needs Assessment Surveys.
 5. **Willows Intermediate** 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 Intermediate** 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;
 - 6th Grade Orientation
 - "Back to School" Night;
 - Parent-Teacher Conferences;
 - "Open House";
 - School Site Council;
 - First Day Packets;
 - DELAC (District English Learner Advisory Committee) Meetings.
2. **Willows Intermediate** 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 Intermediate** 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 Intermediate** 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
Steve Sailsbery	X				
Stephanie Southam			X		
Maria Briones		X			
Inette Howard		X			
Karen Furtado		X			
Jennifer Isola				X	
Gerrard Millen				X	
Trisha Nissen				X	
Jennifer Peters				X	
Jessica Tapia				X	
Numbers of members of each category	1	3	1	5	

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: Thursday, January 21, 2016.

Attested:

Steve Sailsbery
Typed name of school principal


Signature of school principal

1/21/16
Date

Gerrard Millen
Typed name of SSC chairperson


Signature of SSC chairperson

1/21/16
Date