

The Single Plan for Student Achievement

WILLOWS INTERMEDIATE SCHOOL

11-62661-60611
CDS Code

Date of this revision: January 2018

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 Every Student Succeeds Act (ESSA) 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 ESSA 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 1, 2018.

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 that 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>.

Every Student Succeeds Act (ESSA) Programs

Information and CDE contacts for ESSA programs are available at <https://www.cde.ca.gov/re/es/>.

- Title I, Part A, Basic Grant
- Title II, Part A, Teacher & Principal Training & Recruiting
- Title III, LEP Students

Analysis of Current Instructional Program

The following statements characterize educational 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 supported by the district, to include but not limited to the following:
 - Technology Workshops
 - Curriculum Alignment to Standards
 - 504 Training
 - CTI (California Teacher Induction)
 - Workshops: Math, Language Arts, Social Studies, Science, Band, and Alternative Ed.
 - SIP (Sound Instructional Practices)

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, teacher observations, IEPs, and 504 Plans.*
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: a Second Language Aide, Intervention, ELD Classes, and Opportunity Aide.*
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. 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 (ASAP-After School Academic Program).*
8. School, district and community barriers to improvements in student achievement:
 - High Percentage of Low Socio Economic Population
 - English Learners
 - Special Needs students
9. Limitations of the current program to enable Underperforming students to meet standards:
 - Lack of Opportunity Class
 - Lack of Remedial Classes
 - Large Class Size
 - Need more Technology (one on one)
 - Lack of Classroom Aides
 - Small Classroom Budgets

Analysis of Student Performance Data

Percentage of Students at each Performance Level from 2017 CAASPP ENGLISH

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	125	102	110	N/A	337
# of Students Tested	N/A	N/A	N/A	120	94	108	N/A	322
# of Students With Scores	N/A	N/A	N/A	120	94	108	N/A	322
Mean Scale Score	N/A	N/A	N/A	2487.3	2506.8	2526.2	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	5.00 %	1.06 %	6.48 %	N/A	4.35 %
Standard Met: Level 3	N/A	N/A	N/A	22.50 %	35.11 %	19.44 %	N/A	25.16 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	40.00 %	26.60 %	46.30 %	N/A	38.20 %
Standard Not Met: Level 1	N/A	N/A	N/A	32.50 %	37.23 %	27.78 %	N/A	32.30 %

English Language Arts/Literacy Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


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

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	7.50 %	10.64 %	12.04 %	N/A	9.94 %
Near Standard	N/A	N/A	N/A	54.17 %	47.87 %	50.00 %	N/A	50.93 %
Below Standard	N/A	N/A	N/A	38.33 %	41.49 %	37.96 %	N/A	39.13 %

WRITING: How well do students communicate in writing?


Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	7.50 %	8.51 %	11.11 %	N/A	9.01 %
Near Standard	N/A	N/A	N/A	50.00 %	53.19 %	52.78 %	N/A	51.86 %
Below Standard	N/A	N/A	N/A	42.50 %	38.30 %	36.11 %	N/A	39.13 %

LISTENING: How well do students understand spoken information?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	5.83 %	4.26 %	11.11 %	N/A	7.14 %
Near Standard	N/A	N/A	N/A	70.83 %	57.45 %	63.89 %	N/A	64.60 %
Below Standard	N/A	N/A	N/A	23.33 %	38.30 %	25.00 %	N/A	28.26 %

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



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	9.17 %	13.83 %	12.04 %	N/A	11.49 %
Near Standard	N/A	N/A	N/A	59.17 %	62.77 %	54.63 %	N/A	58.70 %
Below Standard	N/A	N/A	N/A	31.67 %	23.40 %	33.33 %	N/A	29.81 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

Percentage of Students at each Performance Level from 2017 CAASPP Math

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	126	102	111	N/A	339
# of Students Tested	N/A	N/A	N/A	121	94	108	N/A	323
# of Students With Scores	N/A	N/A	N/A	121	94	108	N/A	323
Mean Scale Score	N/A	N/A	N/A	2477.0	2499.9	2503.9	N/A	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	3.31 %	6.38 %	11.11 %	N/A	6.81 %
Standard Met: Level 3	N/A	N/A	N/A	14.88 %	18.09 %	14.81 %	N/A	15.79 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	33.06 %	34.04 %	25.93 %	N/A	30.96 %
Standard Not Met: Level 1	N/A	N/A	N/A	48.76 %	41.49 %	48.15 %	N/A	46.44 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

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

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	6.61 %	12.77 %	14.81 %	N/A	11.15 %
Near Standard	N/A	N/A	N/A	31.40 %	38.30 %	32.41 %	N/A	33.75 %
Below Standard	N/A	N/A	N/A	61.98 %	48.94 %	52.78 %	N/A	55.11 %

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

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	4.96 %	7.45 %	12.96 %	N/A	8.36 %
Near Standard	N/A	N/A	N/A	38.84 %	52.13 %	38.89 %	N/A	42.72 %
Below Standard	N/A	N/A	N/A	56.20 %	40.43 %	48.15 %	N/A	48.92 %

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

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	4.96 %	8.51 %	11.11 %	N/A	8.05 %
Near Standard	N/A	N/A	N/A	48.76 %	71.28 %	44.44 %	N/A	53.87 %
Below Standard	N/A	N/A	N/A	46.28 %	20.21 %	44.44 %	N/A	38.08 %

Mathematics Area Achievement Level Descriptors

Conclusions from Student Performance Data:

Results on the 2016-2017 CAASPP for English Language Arts indicate 29.51% of the students met or exceeded the standard. This is a decrease of 3.49% from the previous year's results. When breaking the scores down, 39.13% in Reading, 39.13% in Writing, 28.26% in Listening, and 29.81% in Research/Inquiry indicate that our students are still scoring below standard. Results on the 2016-2017 CAASPP for Mathematics indicate that only 22.6% of the students met or exceeded the standard. This is a decrease of 1.40% from the previous year's results. When breaking down the scores, 55.11% of the students scored below standard in concepts & procedures, 48.92% of the students scored below standard in problem solving and modeling data analysis, and 38.08% of the students scored below standard in communicating reasoning.

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 include but not be limited to curriculum, instructional strategies, differentiated instruction and individual modifications as needed and as the State requires.

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 failing to meet growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

Goal 1: Improve student performance on assessments by meeting or exceeding the standards- address the needs of all students (including At-risk, English Learners, and Special needs students).

Goal Applies to: All Students

Applicable Pupil Subgroups: All student subgroups

Expected Annual measurable Outcomes: Students will continue to receive CCSS aligned instruction and will show a 1% increase over the previous years' results in Language Arts and Math.

Actual Annual Measurable Outcomes: Overall proficiency (percentage of students meeting standards) decreased by 3.49% in ELA and decreased by 1.40% in Mathematics.

Analysis of the Goal Data: When comparing CAASPP Results from 2015-2016 to 2016-2017, it showed in ELA that 6th grade had no change, 7th grade had a decrease of 3.94%, and 8th grade increased by 1.84%. In Math, 6th grade increased by .31%, 7th grade decreased by 2.62%, and 8th grade increased by 1.11%.

Actions/Activities	Was this action/activity implemented and to what extent?	Who monitored implementation?	What data were used to measure the effectiveness of this action/activity?	Who analyzed the data?	Was this action/activity effective in increasing student achievement?	What modifications, if any, are necessary to continue this action/activity? Or will this action/activity be discontinued?
1. Identify students early in the school year who are at-risk and implement	Yes- on an as need basis, teachers provide in class and out of class interventions	-Teachers	-Classroom Assessments -Grades	The teachers analyzed the data.	Yes, for some of the students, grades went up as well as students' comprehension of	If there was anything needed, re-teaching was incorporated to continue to support

standards based intervention to enhance their classroom learning	for math & ELA.					those who were struggling.	the content.
2. Provide additional staffing for classroom assistance (Paraprofessionals I & II)	Yes, the school was able to have a part-time ELD aide and Opportunity Aide.	-ELD Teacher	-Classroom Assessments -Grades -Beginning ELs were able to transition to a mainstream math class successfully.	The ELD teacher analyzed the student data to show the effectiveness of the aide.	Yes, EL students received additional support.	Pending on funds, hire ELD aide time.	
3. Provide teachers and staff supplemental materials and supplies to promote different learning styles	Yes- 6 th grade teachers implemented Elmos and new novels were purchased for ELA courses for all grade levels.	-Teachers -Administration	-More student engagement	Teacher Observations	Yes, using a variety of materials allow students to be creative in solving solutions for different problems.	The goal is to provide all teachers with Elmos who request them.	
4. Provide opportunities for teacher training and paraprofessional training (CPM Math, CAASPP Workshop, NGSS Symposium, Autism Awareness Workshop)	Teachers were able to participate in many PD such as C2TC, CPM Training, NGSS, coaching, etc.	-Teachers -Administration	-Grades -Student Performance -Administration Observation	Teachers along with admins work together to make sure teachers are provided with the resources that they need to help students succeed.	Yes, it is always important to grow as a professional that support quality pedagogy.	Continue ongoing professional development for effective instruction.	
5. Provide opportunities for schoolwide and districtwide	WUSD has a collaboration schedule where teachers meet	-Teachers -Administration -Director of State & Federal	-Student Performance -Grades -Teacher	Teachers collaborate with each other every other Wednesday	Yes, it is always important to grow as a professional that support	There needs to be a focus. The accountability piece is important to	

collaboration throughout the year	every other Wednesday to share best practices.	Programs	observation/feedback	to share ideas and best practices.	quality pedagogy.	show that our scores represent what we say we do. Modifications will be needed along the way-pending on data analysis of grades, scores, etc.
6. Continue to provide learning opportunities through technology and after - school/outdoor education programs for staff and students	Yes, River Jim is a crucial outdoor curriculum for grades 6-8. Glenn County is available to offer technology training for our teachers as well as PD such as C2TC, etc.	-Teachers -Administration	-Teacher and student confidence -Student observations	As per the LCAP.	Yes. This allows our students to be connected with the world and the chance to be prepared for their future in this increasing digital economy. Students connected via improve teacher-student relationships.	WIS will need to have more PD for technology as this is a concept that is forever changing. Provide more opportunities for positive student teacher relationships (i.e. Fun days)

<p>Goal 2: Continue to improve our safe school climate – maintaining a zero tolerance for drugs, weapons, violence, gang behavior, and bullying.</p> <p>Goal Applies to: All Students</p> <p>Applicable Pupil Subgroups: All student subgroups</p> <p>Expected Annual measurable Outcomes: 2016-2017 Baseline data from CA Dashboard in Suspension rates- Students will decrease suspension rate by at least 1% for the 2017-2018 school year as reported on the CA dashboard.</p> <p>Actual Annual Measurable Outcomes: Willows Intermediate School increased significantly in the “All student” performance by 9.1% in Suspension as indicated on the CA School Dashboard.</p>						
<p>Analysis of the Goal Data: Waiting for the CA Dashboard 2017-2018 data.</p>						
Actions/Activities	Was this action/activity implemented and to what extend?	Who monitored implementation?	What data were used to measure the effectiveness of this action/activity?	Who analyzed the data?	Was this action/activity effective in increasing student achievement?	What modifications, if any, are necessary to continue this action/activity? Or will this action/activity be discontinued?
1. Purchase materials and provide trainings for safety (Catapult)	Yes- training was provided from the company.	- Teachers - Administration	-The program Catapult EMS was measured for its fast and quick speed of delivering messages to all schools. The results of training and drills prove how effective teachers and admins are when faced upon an emergency crisis.	-Administration	Yes, this helped teachers and students be cautious and alert of their school surrounding and safety zone for continuing their academic success.	No modifications are needed- only PD for new teachers and PD if there are new updates. Drills were practiced throughout the school year using Catapult.

2. Provide materials, supplies, and programs necessary for tobacco and drug awareness	This was implemented through GCOE's SWAT (Students Working Against Tobacco). We also utilized ALERT Curriculum and the Friday Night Live Curriculum.	GCOE shared the data with WIS at a staff meeting.	Students in SWAT did research through GCOE and also looked at the CA Healthy Kids Survey.	GCOE SWAT analyzed the data.	It was more for student awareness.	Provide more opportunities for tobacco awareness such as assemblies or inviting guest speakers. Focus more on drug awareness.
3. Surveillance equipment – lighting & cameras	Yes- more cameras will be provided.	Admins and District	-Administration and Observation and number of incidents	Admins and District Office people analyzed the data to see if new purchases need to be made or replaced.	It was more for school safety.	Need more lighting pending upon available funds.
4. Provide anti-bullying assemblies	Yes- happens at least once a year.	- Teachers - Administration	-Student records	Admins analyzed the data.	Some students are not afraid to report it.	Provide more guest speakers as well as create a Hot List of "At-Risk" students to connect with Staff volunteers.
5. Provide opportunities for students to use Catapult (online reporting)	Yes- there's also a red drop box for students to confidentially report an incident.	- Teachers - Administration - Counselors	-Student records	Admins analyzed the data.	Some students are not afraid to report it.	Provide guest speakers.

<p>Goal 3: Develop a partnership with the community in developing greater cultural awareness, tolerance, and understanding.</p> <p>Goal Applies to: All Students</p> <p>Applicable Pupil Subgroups: All student subgroups</p> <p>Expected Annual measurable Outcomes: WIS will examine existing committees and develop a plan to include additional parents from various groups in the decision making process.</p> <p>Actual Annual Measurable Outcomes: It is difficult to get parents from various groups to attend parent meetings. This year we did not get a good turnout for our DELAC and ELAC.</p> <p>Analysis of the Goal Data: We are looking into hiring interpreters during these orientations/meetings and providing more opportunities for parents to be heard: surveys, Black board Connect, etc.</p>							
Actions/Activities	Was this action/activity implemented and to what extend?	Who monitored implementation?	What data were used to measure the effectiveness of this action/activity?	Who analyzed the data?	Was this action/activity effective in increasing student achievement?	What modifications, if any, are necessary to continue this action/activity? Or will this action/activity be discontinued?	
1. Provide opportunity for parents to receive training for supplemental services	Yes- during DELAC, parents were provided with information and services.	-Teachers -Administration -Director of State & Federal Programs	-Sign in Rosters (Parents)	Admins & Director of State & Federal Programs	This would help the parents understand what is going on at their child's school and an opportunity to be involved.	Hoping to host more Parent Education Night(s) in WUSD.	
2. Provide opportunities for Parents to be involved in developing school policy and culture	Here is what we have done so far: -ELAC/DELAC -Back to School Night -Open House	-Teachers -Administration -Director of State & Federal Programs	-Sign in sheets and the involvement of parents	Admins	Yes. Children's positive attitude about school often results in improved behavior in school	Hoping to host more Parent Education Night(s) in WUSD and opportunities for them to be	

<p>3. Continue to promote communication between school and home (Blackboard Connect-in English & Spanish)</p>	<p>-Freshman Orientation -LCAP Community Stakeholder's Meeting/surveys -Board meetings -Site Councils -PTO -Sports Boosters -Band Boosters -Parent-teacher conferences</p>	<p>Admins and teachers</p>	<p>-Phone calls -emails -Surveys</p>	<p>Admins and teachers</p>	<p>and less suspension for disciplinary reasons. Children from diverse cultural backgrounds tend to do better when parents and professionals work together to bridge the gap between the culture at home and the culture in school.</p>	<p>engaged in the school.</p>
<p>3. Continue to promote communication between school and home (Blackboard Connect-in English & Spanish)</p>	<p>Yes- all year long through -phone calls -emails (Blackboard Connect-in English & Spanish) -Teacher communication home -all information mail sent home -conferences</p>	<p>Admins and teachers</p>	<p>-Phone calls -emails -Surveys</p>	<p>Admins and teachers</p>	<p>This is always effective in keeping parents involved and up to date. It also allows for parents to interact with their child at home.</p>	<p>Always looking for other ways to improve communication and develop better relationships.</p>

WILLOWSINTERMEDIATE
SCHOOL SITE BUDGET
2017-2018

	<u>AMOUNT</u>		<u>DISCRETIONARY?</u>
	\$300.00	Opp M&S	NO
	\$500.00	Library Books	NO
	\$500.00	CTE M&S "New"	NO
	\$1,000.00	Principals Budget	YES
	\$1,500.00	Dist. Share of Office Supplies	NO
F	\$1,500.00	Music M&S	NO
	\$1,540.00	Teacher Budgets	YES
	\$2,500.00	Textbooks	
C	\$2,500.00	River Jim Dist. Contra	YES/NO
A	\$3,360.00	Interventions + \$5/student	YES/NO
B	\$7,721.00	Formerly TIII Share	YES
	\$8,000.00	Athletics	NO
D	\$14,050.00	Site Discretionary	YES
	\$4,000.00	20% Staff Computer Rotation	NO
	\$250.00	Dist. Share of Postage	NO
B	\$500.00	Accelerated Reader Set Aside	NO
	\$4,400.00	Induction Program X 2 Teachers	NO
	\$1,770.00	Yearbook Advisor Stipend	NO
	\$2,160.00	Saturday School 15 X 4 Hrs	NO
	\$2,700.00	Cardinal Band Advisor Stipend	NO
	\$3,200.00	Induction Program Mentor Stipends X 2	NO
E	\$4,000.00	Teacher Stipends	NO
	\$6,990.00	C2Core Day Teacher Stipends	NO
	\$20,000.00	Teacher Subs	NO
	\$500.00	Site Secretary OT	NO
	\$22,260.00	Yard Duty/Crossing Guards	NO

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
 - Parent Academic Portal
 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 (114)(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.
 - Parent Academic Portal
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 SPSSA 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:


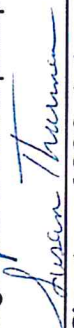
Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Steve Sailsbery	X				
Stephanie Southam			X		
Maria Briones		X			
Heidi Barley		X			
Bill Shively		X			
Cheryl Huffman				X	
Gerard Millen				X	
Susan Thurman				X	
Monica Garcia				X	
Jennifer Flowerdew				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: January 25, 2018.

Attested:

<u>Steve Sailsbery</u> Typed name of school principal	 Signature of school principal	<u>1/25/2018</u> Date
<u>Susan Thurman</u> Typed name of SSC chairperson	 Signature of SSC chairperson	<u>1/25/18</u> Date