

# The Single Plan for Student Achievement

WILLOWS INTERMEDIATE SCHOOL

11-62661-60611  
CDS Code

Date of this revision: January, 2011

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 March, 2011

### **School Description and Mission Statement**

Willows Intermediate School is in the Willows Unified School District serving all 5<sup>th</sup> through 8<sup>th</sup> 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 ***“Where All Can and Will,”*** 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/co/>.

#### **State Programs**

- Economic Impact Aid (EIA)

- School and Library Improvement Block Grant
- English Language Acquisition Program (ELAP)
- School Safety & Violence Prevention Act
- Instructional Materials Funding Realignment Program (IMFRP)

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
- Title IV, Part A, Safe & Drug-Free Schools & Communities

**Programs Included in this Plan and Funding**

State Programs	Allocation
X Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$ 109,817
X School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$ Tier III
X School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$ Tier III
X English Language Acquisition Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$ 7,013
Total amount of state categorical funds allocated to this school	\$ 116,830

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	\$ 118,163
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	\$ 7,254
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	\$ 6,169
X Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$ 2,683
Total amount of federal categorical funds allocated to this school	\$ 134,269
Total amount of state and federal categorical funds allocated to this school	<b>\$ 251,099</b>

**Demographic Data**

**Students by Ethnicity**  
**Willows Intermediate School, 2009-10**

	School		District
	Enrollment	Percent of Total	Percent of Total
American Indian	14	2.8%	
Asian	31	6.2%	
Pacific Islander	2	0.4%	
Hispanic	213	42.3%	
African American	8	1.6%	
White	236	46.8%	
<b>Total</b>	<b>504</b>		

**Languages of English Learner Students**  
**Willows Intermediate School, 2009-10**

	Number of Students
Spanish	52
Hmong	12
<b>Total</b>	<b>64</b>

**Special Programs**  
**Willows Intermediate School, 2009-10**

	School	District
	Number of Students	
English Learners	64	
Free/Reduced Price Meals <sup>1</sup>	416	
Compensatory Education	504	
Title I	Yes, Schoolwide Plan	

## **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:  
*Materials are readily available. Recent purchases of textbooks and materials have addressed the issue of availability of instructional materials. 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 include:*
  - *Technology Workshops*
  - *Curriculum Alignment to Standards*
  - *CLAD Certification*
  - *Writing for Excellence; Step Up To Writing*
  - *504 Training*
  - *BTSA*
  - *Data Analysis*
  - *Classroom Management; The Effective Teacher (Harry Wong)*
  - *Summer Workshops: Math, Language Arts, Social Studies*
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 5-8), 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 ELL 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. Each semester grade level review teams meet to focus*

*on our at-risk population.*

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 District sponsors a Parent Education Program through the CBET class and through the Glenn County Office of Education – Family Literacy Program. The GCOE provides an after school homework and activities program – Supporting Participation in Academics and Recreation for Kids (SPARK).*  
  
*WIS, in partnership with the City of Willows and the SPARK Program utilizing Federal Grant monies, implemented an after school Math and Language Arts Tutorial Enrichment Club for students who did not score Proficient or above on the most current CST in Math and Language Arts (grades 5-8).*
  
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 2003 through 2010

English Language Arts																									
% of Students	2003	2004	2005	2006	2007	2008	2009	2010		2003	2004	2005	2006	2007	2008	2009	2010		2003	2004	2005	2006	2007		
	<u>grade 5</u>	<u>grade 5</u>	<u>grade 5</u>	<u>grade 5</u>	<u>grade 5</u>	<u>grade 5</u>	<u>grade 5</u>	<u>grade 5</u>	-	<u>grade 6</u>	<u>grade 6</u>	<u>grade 6</u>	<u>grade 6</u>	<u>grade 6</u>	<u>grade 6</u>	<u>grade 6</u>	<u>grade 6</u>	-	<u>grade 7</u>	<u>grade 7</u>	<u>grade 7</u>	<u>grade 7</u>	<u>grade 7</u>		
Advanced	7	16	14	12	18	16	12	15		10	14	14	15	13	19	11	12		10	12	13	21	15		
Proficient	25	22	26	20	41	28	35	39		29	29	31	20	26	37	30	32		32	29	44	43	31		
Basic	37	42	4	42	33	37	36	34		37	34	38	38	38	30	31	40		39	37	33	23	39		
Below Basic	20	8	16	15	6	17	9	6		15	17	9	19	17	10	23	10		16	19	7	9	12		
Far Below Basic	12	13	10	10	2	2	8	5	-	10	6	7	8	6	4	5	7		2	3	2	3	3		
									-																
									-											2003	2004	2005	2006	2007	
									-											<u>grade 8</u>	<u>grade 8</u>	<u>grade 8</u>	<u>grade 8</u>	<u>grade 8</u>	
									-											5	16	16	27	21	
									-											29	29	28	28	35	
									-											44	35	41	27	32	
									-											14	14	12	14	6	
									-											9	6	4	4	5	
<b>Math</b>																									
% of Students	2003	2004	2005	2006	2007	2008	2009	2010		2003	2004	2005	2006	2007	2008	2009	2010		2003	2004	2005	2006	2007		
	<u>grade 5</u>	<u>grade 5</u>	<u>grade 5</u>	<u>grade 5</u>	<u>grade 5</u>	<u>grade 5</u>	<u>grade 5</u>	<u>grade 5</u>	-	<u>grade 6</u>	<u>grade 6</u>	<u>grade 6</u>	<u>grade 6</u>	<u>grade 6</u>	<u>grade 6</u>	<u>grade 6</u>	<u>grade 6</u>	-	<u>grade 7</u>	<u>grade 7</u>	<u>grade 7</u>	<u>grade 7</u>	<u>grade 7</u>		
Advanced	3	2	5	11	13	16	11	12		5	9	9	8	5	12	10	6		7	6	12	12	9		
Proficient	22	26	25	27	33	24	28	38		32	25	25	26	28	28	17	30		24	29	29	38	33		
Basic	28	35	34	33	34	39	39	29		39	41	39	29	38	36	39	26		43	37	37	29	30		
Below Basic	37	29	23	22	18	16	20	20		20	23	23	30	24	20	31	33		24	24	18	17	22		
Far Below Basic	11	8	13	8	2	4	2	2	-	5	2	4	8	5	5	3	6		2	5	4	4	6		
																					(General Math)				
																				2003	2004	2005	2006	2007	
																				<u>grade 8</u>	<u>grade 8</u>	<u>grade 8</u>	<u>grade 8</u>	<u>grade 8</u>	
																				5	1	4	9	4	
																				29	31	31	45	44	
																				41	45	47	31	35	
																				17	22	14	10	16	





- Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP:

No

Met AYP Criteria:

**English-Language Arts**

**Mathematics**

Participation Rate

Yes

Yes

Percent Proficient

No

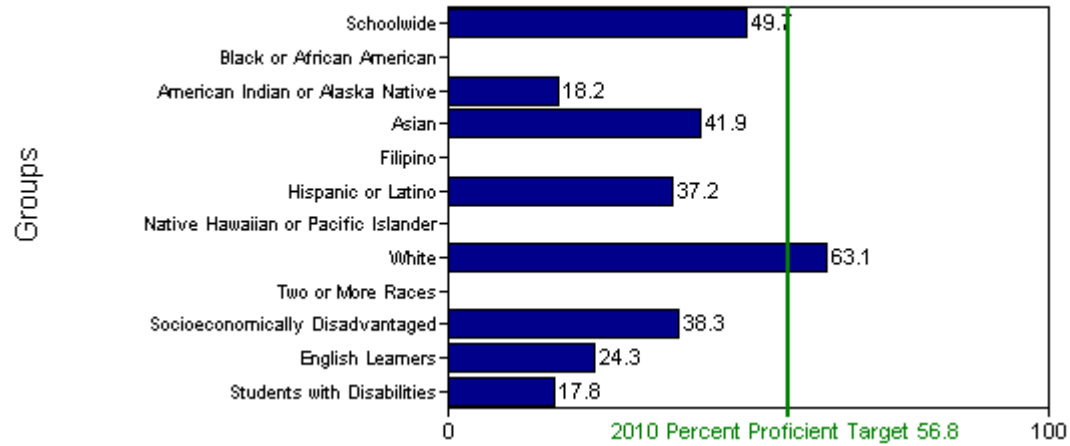
No

Academic Performance Index (API)

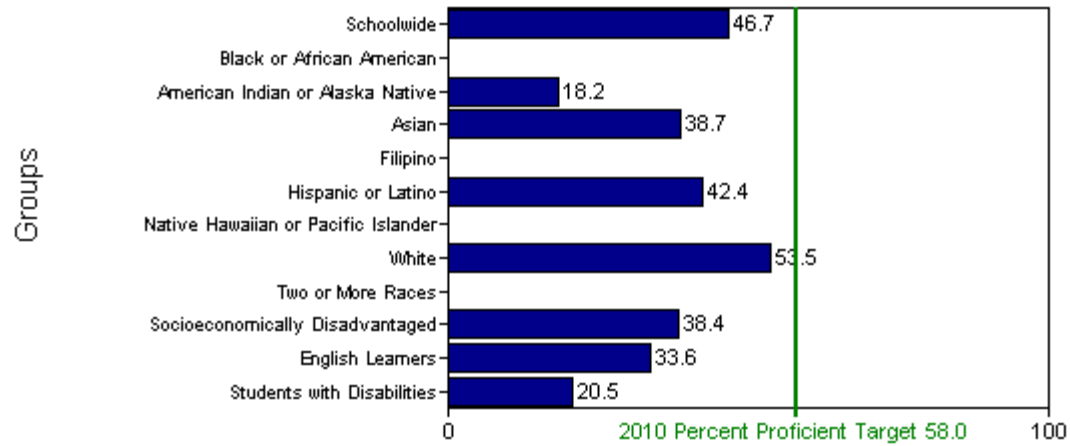
Yes

- Additional Indicator for AYP

English-Language Arts - Percent At or Above Proficient



### Mathematics - Percent At or Above Proficient



### **Conclusions from Student Performance Data:**

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.

Current research indicates the writing process is crucial to student performance; students who write proficiently are generally successful in most or all academic areas. We will continue with our current schoolwide writing programs and analyze the data generated on a regular basis. The results of our data analysis will drive a schoolwide writing program (instructional procedures and policies).

Student STAR data in Math and Language Arts indicates WIS fell short of the NCLB requirement for English Learners. We will continue to provide Math and Language Arts intervention, both in class and after school, and monitor them for effectiveness. Adjustments will be made as appropriate.

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

### **School Goals for Improving Student Achievement:**

**Goal #1: Improve student performance on STAR Assessments by meeting or surpassing targeted growth API - 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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

I. SCHOOL GOALS	SUGGESTED ACTION/STEPS FOR ACHIEVING THIS GOAL?	SUGGESTED PERSON TO DO THIS?	SUGGESTED TIMELINE?	PROGRAM/ COST?	EVALUATION PROCESS – HOW, WHO, WHEN?
<p><b>1. <u>Language Arts &amp; Math</u></b></p> <ul style="list-style-type: none"> <li>• <b>Improve student performance on STAR Assessments by meeting or surpassing targeted growth API - addressing the needs of all students (including At-risk, English learners, and Special Needs students)</b></li> </ul>	<ul style="list-style-type: none"> <li>-Identify students early in the school year who are at-risk and implement standards based intervention to enhance their classroom learning</li> <li>-Provide additional staffing for classroom assistance (Paraprofessionals I &amp; II)</li> <li>-Provide teachers and staff supplemental materials and supplies to promote different learning styles</li> <li>-Provide opportunities for teacher training and paraprofessional training</li> <li>-Provide opportunities for schoolwide and districtwide collaboration throughout the year</li> <li>-Provide and update Reading and Math Enhancement Programs</li> <li>-Continue to provide learning opportunities through technology for staff and students</li> <li>-Continue supporting the schoolwide writing program</li> </ul>	<ul style="list-style-type: none"> <li>-Teachers</li> <li>-Administration</li> <li>-Para-professionals I &amp; II</li> <li>-Technology Director &amp; Assistant</li> <li>-Categorical Director</li> </ul>	<ul style="list-style-type: none"> <li>-Before School Intervention</li> <li>-After School Intervention</li> <li>-Noon Time Intervention</li> <li>-Throughout the school year</li> </ul>	<p><b><u>Title I</u> - \$118,163 – teachers, paraprofessionals materials and supplies</b></p> <p><b><u>SIP</u> - \$– Counselor, materials and supplies</b></p> <p><b><u>EIA</u> \$109,817 – teacher, paraprofessionals materials and supplies</b></p>	<ul style="list-style-type: none"> <li>- At the end of each semester, staff will evaluate student progress and determine placement into supplemental programs</li> <li>- Annually, SSC will evaluate data from STAR and make recommendations for program direction</li> </ul>

<b>2. School Safety</b> <ul style="list-style-type: none"> <li>Continue to improve our safe school climate – maintaining a zero tolerance for drugs, weapons, violence, gang behavior, and bullying</li> </ul>	<ul style="list-style-type: none"> <li>Purchase and provide training for “Too Good for Drugs”, “Too Good for Violence” Program</li> <li>Provide materials, supplies, and programs necessary for tobacco awareness</li> <li>Surveillance equipment – lighting &amp; cameras</li> <li>Resource Officer</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Administration</li> <li>Counselors</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>10 weeks-annually for implementation of curriculum</li> </ul>	<b>Title IV</b> <b>\$2,683-</b> Curriculum <b>Safety</b> Determined by district-wide needs	<ul style="list-style-type: none"> <li>Annually -staff, teachers, admin. &amp; SSC will review Con App-UMIRS</li> <li>Staff will review curriculum annually to evaluate effectiveness and participate in the annual review of the School Safety Plan</li> </ul>
<b>3. Parent Involvement</b> <ul style="list-style-type: none"> <li>Develop a partnership with the community in developing greater cultural awareness, tolerance, and understanding</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunity for parents to receive training for supplemental services</li> <li>Support Glenn County Adult Literacy Program</li> <li>Support Community Based English Tutoring Program</li> <li>Provide opportunities for Parents to be involved in developing school policy</li> <li>Continue to promote communication between school and home</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Staff</li> <li>SSC</li> <li>Glenn County Office of Education Adult Program</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing workshops</li> <li>Community Based English Tutoring for Parents</li> <li>SSC monthly meetings</li> </ul>	<b>Title I –</b> <b>\$5,312 -</b> Parent Training, and materials	<ul style="list-style-type: none"> <li>Annually - Administration, staff, and SSC will review and update the direction for parent involvement and opportunities</li> </ul>

**WIS Site Budget**

PROGRAMS		2010-11	Prof. Dev.	Indirect Cost	Program	Parent Education	Class Size Red.	NET TO
	Code		10% - PI	8.60%	Coordination Costs	1.00%		Programs
				current year expenditures				
FEDERAL		(used 2009-10)						
TITLE I	3010	\$ 531,171	\$ 53,117	\$ 42,063	\$ 115,165	\$ 5,312		\$ 315,514
TITLE I/ARRA	3011	\$ 131,683	\$ 13,168	\$ 10,428		\$ 1,317		\$ 106,770
TITLE II - Improving Teacher Quality and CSR	4035	\$ 141,118		\$ 2,450			\$ 110,174	\$ 28,494
TITLE III - LEP Subgrant	4203-0	\$ 29,300		\$ 575				\$ 28,725
TITLE IV - Safe & Drug Free	3710	\$ 9,508		\$ 753				\$ 8,755
TITLE V - Innovative Programs	4110	\$ -		\$ -				\$ -

								\$ -
STATE								\$ -
EIA	7090	\$ 279,881		\$ 22,164	\$ -			\$ 257,717
ELAP (Grades 4-8)	6286	\$ 11,822		\$ 936				\$ 10,886
SCHOOL & LIBRARY IMPROVEMENT BLOCK GRANT	0	\$ -		\$ -	\$ -			\$ -
PUPIL RETENTION BLOCK GRANT	0	\$ -		\$ -			\$ -	\$ -
TOTALS		\$ 1,140,541	\$ 66,891	\$ 79,690	\$ 115,165	\$ 6,689		\$ 761,932

	Title I (3010)	EIA (7090)
<b>INCOME</b>	<b>\$ 118,163</b>	<b>\$ 109,817</b>
Teachers 1100	\$50,644	\$48,153
Counselors 1200	\$29,987	\$29,987
Instr Aides 2100/library	\$14,034	\$9,178
Total Salaries	94,664	87,317
STRS 3101	\$6,652	\$6,446
PERS 3202	\$983	\$983
FICA/MC 3301-3302	\$2,243	\$1,835
Health 3401-3402	\$5,933	\$5,933
Unempl 3501-3502	\$682	\$629
Work Comp 3601- 3602	\$2,273	\$2,096
Vac Payout		
opeb 3751-3752	\$4,734	\$4,366
PERS REDUCT 3802	\$0	\$212
Benefits	23,499	22,500
TOTAL Sal/Ben	118,163	109,817
Left to Allocate	-	-
	Title I	EIA
carryover	10,000	-
Total Discretionary	10,000	-

# ***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 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;
  - "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				
Nekki Bateman			X		
Lauren Albert		X			
Heidi Barley		X			
Mark Huntley		X			
Melanie Perrin		X			
Pam Steward		X			
Jen Carriere				X	
Adele Foley				X	
Natalie Wolder				X	
Cari Berlin				X	
Laura McClain				X	
Daryn Montz				X	
Numbers of members of each category	1	4	1	6	

**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

X 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: March, 2011.

Attested:

Steve Sailsbery  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal

March, 2011  
Date

Jen Carriere  
Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

March, 2011  
Date