

The Single Plan for Student Achievement

School: Sanhedrin High School
CDS Code: 23 65623 2330066
District: Willits Unified School District
Principal: Robert Chavez
Revision Date: May 4, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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School Vision and Mission

Sanhedrin High School's Vision and Mission Statements

The staff and students of Willits Alternative Schools Sanhedrin High School, Willits Community Day School, and New Horizons Independent Study, in a community of caring relationships, promote a safe, respectful, and nurturing alternative learning environment. We support individualized academic and personal growth with the goal of becoming critical thinkers and informed active citizens.

School Profile

Sanhedrin High School serves as the Willits Unified School District continuation high school and primarily serves students in grades 10-12. It is located one block south of Willits High School on Highway 101. It has one main building that houses the office, a kitchen, 5 classrooms and 1 small library. The main office for both New Horizons Independent Study and the Secondary Community Day School is located at Sanhedrin. There are 2 full time teachers with a maximum population of 40 students.

Willits Alternative Schools (Sanhedrin, Community Day, and New Horizons) utilizes instruction that is individualized and personalized, the classes must be small. The programs provide structured environments that strengthen academic and social skills to enable students to obtain a high school diploma, prepare for high school equivalency tests, and/or return to our traditional high school to complete their high school education. In order to accomplish these goals, there is a focus on individual needs and the building of self-esteem and self-worth. The intended outcome for students is academic achievement, productive contributions to society, and positive self-worth through success in school and in the community.

Graduates from Willits Alternative Schools are required to meet all the criteria, regulations, mandates and requirements to earn a high school diploma as set by the State of California and the Willits Unified School District Board of Education. Students graduating from Willits Alternative Schools are required to complete 230 units which match the units required for graduation from Willits High School

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Parents, teachers, and students participated in the California Healthy Kids Survey.

Classroom Observations

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

Multiple classroom observations have taken place during the 2015-2016 school year. The classrooms appear to have a conducive learning environment.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The CAASPP has been given to all students attending Willits Unified School District. Due to the small numbers attending these programs and the large numbers of waivers, the academic evidence received from this test does not clearly represent the academic strengths and weaknesses of the students. This data was used to implement pacing guides at all sites with appropriate assessments as well as providing interventions for struggling students. A local assessment was implemented last year district wide of which the alternative students did not score well or adequately per their grade level.

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

The current pacing guides/templates for all programs involve an assessment component both curriculum embedded as well as teacher created. The staff meets regularly to discuss student progress (challenges and strengths) in order to develop and provide an academic program that ensures student success with an increased expectation of academic performance. In the continuation the students continue to require support in basic reading, writing and math. Assessments have been developed to give to students prior to entering the program to determine requisite areas of need.

Staffing and Professional Development

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

The staff at Sanhedrin High School are highly qualified in their subject areas.

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

Professional development is provided at the start of the school year to review, refine and provide support in current curriculums. The staff at the alternative programs have begun using new and updated curriculums to realign their student academic expectations based upon Common Core State Standards. The staff continues work together so that curriculum is aligned with each and fidelity is established. A teacher on site has expertise in professional development in the area of Common Core State Standards for reading and she provides continuous support to all staff.

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

Staff development this year has been around implementing the Common Core State Standards. At the alternative sites, the focus is currently on the English Language Arts standards. Teachers have designed means of checking for understanding as well as viewing rubrics to use for assessing student performance. The staff at the alternative sites have spent much time this year (2015-2016) developing a higher level of academics/expectations in the different programs which has been met with some resistance from the students.

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

Willits Unified School District in conjunction with Mendocino County of Education provide workshops and staff development opportunities on best practices, benchmark assessments, and development of pacing guides/curriculum guides.

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

Teachers collaborate weekly at PLC meetings reviewing student data, curriculum, behavior and providing additional intervention supports for students.

Teaching and Learning

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

Current curriculum at the alternative sites are adjusted to align with the Common Core State Standards. Instructional strategies align with the Willits Instructional Model and are consistent with implementation of the CCSS. Teachers are currently investigating materials that support CCSS (specifically in Reading Anchor standard 10) as well as all Writing standards for grades 9-12.

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

The independent study program provides the state approved numbers of minutes for independent study students. Through creative master scheduling and credit recovery students at Sanhedrin High School meet the approved number of instructional minutes for each student.

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

The independent study program along with the alternative site is able to provide intervention on an as needed basis for the students.

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

Current standards based materials are available based upon the content standards and frameworks. As CCSS curriculum becomes available, this will be implemented into all programs. Staff is aligning current curriculum with CCSS as is possible.

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

1. The independent study program uses the same instructional materials as Willits High School. The instructional materials are being re-aligned at the continuation/community day school program to increase the level of academic expectation, provide support in needed areas, assist in changing the culture to one of academic success.

2. Expository Reading and Writing Curriculum Units (ERWC) developed by the California State University System

Opportunity and Equal Educational Access

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

1. Small class size at the alternative sites provide for individual support as is needed by the students. The state testing results indicate that much academic support is needed at the continuation school program. This has lead the new staff to investigate instructional programs that will provide support for students at all levels academically.

2. One-on-one writing support during the regular school day

3. Use of the California Education and the Environment Initiative to address varied reading levels

14. Research-based educational practices to raise student achievement

1. Implementation of Willits Instructional Model (direct instruction, group practice, collaborative practice, independent practice, assessment, checking for understanding)
2. Small class size offering 1-1 instruction
3. Collaborative/cooperative strategies used in all classrooms
4. Tutoring before and after school

Parental Involvement

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

Parents are involved in the child's education through parent teacher conferences. The principal also meets with parents regularly through entrance, progress monitoring, attendance, and exit meetings.

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

Parents are welcome to volunteer in classrooms, serve as guest speakers, participate in School Site Council meetings, and support student learning in other ways.

Funding

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

District office supported funding meets the needs of the standards.

18. Fiscal support (EPC)

District Office Support EPC funding.

Description of Barriers and Related School Goals

Description of Barriers

Sanhedrin Continuation High School

1. Students that have been referred to this program are delinquent in earning credits towards graduation, and may have been issued truancy warrants, and or have participated previously in a continuation school environment that allowed a magnanimous amount of freedom in terms of : class attendance, credit accrual, task completion, appropriate school behavior.
2. Behavioral counseling is supported through Willits High School, School Psychologist.
3. A percentage of students attending the school are homeless and the site struggles with attendance on a daily basis.
4. The students that have been sent to the site to accelerate their credit accrual may not be earning credits to satisfy this requirement.
5. The students are developing a sense of responsibility towards self, others or accountability for their academics.
6. Changing the culture of the school towards one that is responsible, respectful, focused upon academic success while providing social/emotional support is difficult---this is the emphasis for the year.
7. Providing A-G components for students with two teachers is a challenge.
8. Curriculum that is challenging and appropriate for continuation students and aligned with CCSS.

Goals Report

Sanhedrin High School

- Racial demographics vary widely due to the small student population. CBEDS enrollment was 36 students. This is an increase over last year.
- San Hedrin is increasing availability of technology in the classroom and providing a more hands-on experience to engage students to maintain attendance.
- Academically, some students continue to struggle. The low attendance negatively impacts academics. This data is achieved through analysis of student transcripts.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	12	23	4	4	3	0	33.3	17.4
All Grades	12	23	4	4	3	0	33.3	17.4

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	*	*	*	*	*	*	*	*

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	*	*	*	*	*	*	
All Grades	*	*	*	*	*	*	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	*	*	*	*	*	*
All Grades	*	*	*	*	*	*

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	*	*	*	*	*	*
All Grades	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	*	*	*	*	*	*
All Grades	*	*	*	*	*	*

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		# of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	12	23	5	0	1	0	41.7	0
All Grades	12	23	5	0	1	0	41.7	0

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	*	*	*	*	*	*	*	*

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	*	*	*	*	*	*
All Grades	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	*	*	*	*	*	*
All Grades	*	*	*	*	*	*

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
12						***			***						
Total						50			50						

Conclusions based on this data:

1. There were no students in the alternative programs that took the CELDT last year-2014.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
12						***			***						
Total						50			50						

Conclusions based on this data:

1. There were no students in the alternative programs that took the CELDT.

School and Student Performance Data

Title III Accountability (School Data)

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

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

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

Conclusions based on this data:

1. There is no student data from the alternative sites for this report.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	117	106	150
Percent with Prior Year Data	93.2	95.3	99.3
Number in Cohort	109	101	149
Number Met	61	65	76
Percent Met	56.0	64.4	51
NCLB Target	59.0		62.0%
Met Target	No	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	120	46	115	59	103	66
Number Met	16	14	19	26	21	26
Percent Met	13.3	30.4	16.5	44.1	20.4	39.4
NCLB Target	22.8	49.0			25.4%	52.8%
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	94	
Met Percent Proficient or Above	Yes	N/A	
Mathematics			
Met Participation Rate	Yes	94	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. Targets were not met for AMAO 1, but did increase.
2. Targets were not met for AMAO 2. Percentages however in both less than and more than 5 years continues to improve each year.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Achievement
LEA GOAL:
LCAP Goal #1: Students will be prepared to be college and or career ready.
SCHOOL GOAL #1:
All teachers will be provided professional developments and/or support in the classroom using research based strategies and practices.
Data Used to Form this Goal:
The number of students passing their course work towards graduation and A-G requirements.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
The evaluation will be the increase of students passing their course work towards graduation and A-G requirements.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Hire and Train Academic Coach	June 2016	Principal	Develop the interview process for the hiring of the Academic Coach. Train the academic coach.
Professional Development	June 2016	Academic Coach and principal	Providing professional development for staff in the use of research based strategies and practices.

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Intervention
LEA GOAL:
LCAP Goal #2. Students will be provided academic support to promote language and mathematical and technology literacy.
SCHOOL GOAL #2:
Increase the technological use in the classroom in all core subject areas.
Data Used to Form this Goal:
Students have minimal or no use of technology in core subject areas.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated through observations of the number of students using technology on a regular basis and improvement in student performance.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Purchase Technology (Chrome Books)	September 2016	Principal and the technology team	Students will have accessible technology in the classroom. Professional development in using best practices in the use of technology in the classroom.
Professional Development	December 2016	IT Department	Professional development in using best practices in the use of technology in the classroom.

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate
LEA GOAL:
LCAP Goal #3: Students and families will be supported and encouraged to advocate healthy lifestyle choices.
SCHOOL GOAL #3:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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

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

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Categorical Funding Allocated To Sanhedrin High School

The following state and federal categorical funds are preliminary allocations to this school through the Consolidated Application, Spring Release. Additional funds may be allocated to the school in accordance with district policy. Projected allocations may include any carry over from prior years

Federal Programs

	Allocation
Federal Program: Title I: Schoolwide Assistance Program	\$10,992
<i>Program Goal:</i> To improve teaching and learning to help low-achieving students meet the same challenging state content and performance standards that apply to all students.	
Federal Program:	
<i>Program Goal:</i>	
Federal Program:	
<i>Program Goal:</i>	
Federal Program:	District Support
<i>Program Goal:</i> <ul style="list-style-type: none"> • To provide supplementary programs and services for LEP students to enable them to meet grade level requirements. • To provide instruction and instructional support services to promote English language development and academic progress in the core curriculum. 	
Federal Program:	

<i>Program Goal:</i>	
Federal Program:	
<i>Program Goal:</i>	

State Programs

	Allocation
Economic Impact Aid (EIA) English Language Acquisition Program (ELL) <i>Program Goal:</i> <ul style="list-style-type: none"> To develop fluency in English in each student as effectively and efficiently as possible and provide equal opportunity for academic achievement. 	0
Gifted and Talented Education (GATE) <i>Program Goal:</i> <ul style="list-style-type: none"> To identify gifted and talented students and provide high-quality differentiated opportunities that meet the students' particular abilities and talents at all sites. 	0
Tobacco Use Prevention Education (TUPE) <i>Program Goal:</i> <ul style="list-style-type: none"> To educate our students regarding the deleterious effects of tobacco products and give them skills to resist the pressures to begin or provide counseling to help them stop through the Mendocino County Youth Project. 	0
School & Library Improvement Block Grant (SLIBG) <i>Program Goal:</i> <ul style="list-style-type: none"> To meet the educational needs of all students, including student achievement and improved environment. To support and sustain high quality professional development To support the school library program 	0
<i>Program Goal:</i>	

Willits Unified School District 2012-2015 Goals in LCAP Action Plan*

Strategy 1:	Improve the quality and effectiveness of instruction
Strategy 2:	Improve the alignment between what is supposed to be taught, what is taught, and what is tested
Strategy 3:	Increase the intervention system effectiveness
Strategy 4:	Continue to implement supports for students health and safety
Strategy 5:	Implement other recommendations made by the technical assistance team in the needs assessment report

*For a detailed listing of the goals and action steps for each priority, please refer to the Willits Unified School District LEA Action Plan which is available at www.willitsunified.net.

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:
LCAP Goal #1. Students will be prepared to be college and or career ready.

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Academic Intervention
SCHOOL GOAL #2:
LCAP Goal #2. Students will be provided academic support to promote language and mathematical and technology literacy.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Class size reduction	2016-2017 Sch. Year	District Leadership Team	Reduce class size to promote more quality instructional time per student at Kindergarten. \$96,329 at Brookside Elementary. Title II
Implement READ 180 for Grades 6-12	Fall 2016	District Leadership Team	Purchase and implement Scholastic READ 180 for language arts instruction for struggling readers. \$107,570 Baechtel Grove MS and WHS. Title I
Supplemental math enrichment	Fall 2016	District Leadership Team	Based on low performing math scores at BGMS a remediation class was created and taught by a certified teacher for one class period daily. \$12,929 Title II
Supplemental ELA enrichment	Fall 2016	District Leadership Team	Based on low performing reading scores at BGMS a remediation class was created and taught by a certified teacher for one class period daily. \$14,621 Title VI
Remediation for ELA and Math	Fall 2016	District Leadership Team	Based on a multi age classroom of grades 3-5 the teacher provides additional instruction time to students based on need in ELA and Math. Sherwood Elementary \$13,600 Title VI
Math remediation	Fall 2016	District Leadership Team	Blosser Elementary (grades 3-5) will be using a part-time instructional aide to support math remediation. \$1,778 Title VI
ELD support	Fall 2016	District Leadership Team	Brookside Elementary is supporting English Language Learners with additional support with a .22 FTE certified teacher. \$19,498 Title III

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in School Climate
SCHOOL GOAL #3:
LCAP Goal #3: Students and families will be supported and encouraged to advocate healthy lifestyle choices.

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

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

Centralized Services Expenditures

The following services in support of this plan are **to be provided by district staff** from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites. (List here proposed expenditures for administration, assessment, training, instruction, or support activities to be managed by district staff from funds allocated to the school through the Consolidated Application.)

Proposed Expenditures	Estimated Cost	Funding Source
Professional Development	132,486	Title 1
Administrative Support – Superintendent	32,480	EIA, Title 1
Business Services	63,320	Various

*Indicates that the service benefits all sites in the District.

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Robert Chavez	X				
Yuliya Ritchley		X			
John Horton		X			
Janele Leal			X		
Numbers of members of each category:	1	2	1		

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Robert Chavez

Typed Name of School Principal

Signature of School Principal

Date

Yuliya Ritchley

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date