

The Single Plan for Student Achievement

School: Willits High School
CDS Code: 23-65623-2335487
District: Willits Unified School District
Principal: Robert Chavez
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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

Willits High School's Vision and Mission Statements

As a community of learners we value our mission statement: "Willits High School staff and students, in partnership with parents and community members, provide a challenging, caring and safe educational environment, which prepares students to be positive members of the community, effective communicators, problem solvers, and lifelong learners". Posted in the library and around the school our community has also adopted the saying "Today Determines Tomorrow", which is echoed through the generations of Willits High School Graduates.

School Profile

Willits High School serves the students of the city of Willits and the surrounding area. As of December 2015, Willits High School enrollment is slightly below 400 in a community that has a population of about 4,888, as of the 2010 census. There are 26 certificated full time teachers, 2 counselors, 1 psychologist, and 6 instructional assistants, 3 campus supervisors, 1 Dean of Students, and a principal serving the students of Willits High School.

Willits High School prides itself in its diverse course offerings, that include the essential core courses in college prep and basic English, social studies, science, and mathematics. Our student body is exposed to many electives that include: sequenced art courses, MESA, AVID, music, concert band, jazz band, sequenced wood shop, Spanish I-III, welding, physical education courses, and 8 sequenced agricultural classes. The commitment to athletic and extra-curricular programs is equally strong. Willits High School currently has football, basketball, wrestling, track and field, cross country, softball, baseball, tennis, cheer leading, golf and soccer programs. Willits High School has many clubs that students may participate in such as FFA (Future Farmers of America), Peace Club, Travel Club, spirit squad, CSF (California Scholastic Federation), rodeo, and MESA club (Mathematics, Engineering, Science, Achievement).

In addition to these diverse programs, WHS prides itself on aggressive efforts to promote a post secondary experience for graduates. To assist students selecting 2 or 4 year colleges or universities, military, or career technical field. Counselors assist the students filling out college applications, participating in career technical inventories that assist students with selecting a career field, and organizes internships for students. The guidance department is working towards building a new guidance program that empowers students to stay focused in school activities while learning the necessary steps in creating post secondary goals.

Willits High School implemented the LCAP (Local Control Accountability Plan). The plan has five goals with district funds affiliated with them. The five goals are: 1) All students will excel academically in their readiness for college and/or career. 2) All students will be provided an opportunity to develop English language proficiency, along with technological and mathematical literacy. 3) Student and families will be supported and encouraged to advocate healthy lifestyle choices. Each year the goals will build upon each other. When goals are met, they will be replaced with new goals each year, and monies will be allocated to support each goal.

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).

Willits High School staff and students participated in the California Healthy Kids Survey. The results of the survey are as follows:

- a. Students perceive this campus as safe.
- b. Students have a very positive relationship with adults at this school.
- c. Consumption of marijuana and alcohol are an ongoing concern. The data is even more alarming with data reflecting state trends showing Willits students using at much higher rates in grades 7 and 9.
- d. Students underestimate the danger of marijuana use.

e. Tobacco use also remains a concern.

f. A negative finding was that students over-estimate, significantly, the percentage of peers using alcohol and other drugs.

Classroom Observations

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

In the 2016-2017 school year numerous formal and informal teacher observations have been recorded. The majority of Willits High School staff have either been at the high school over ten years or under 5 years. There is an equal mix of veteran teachers and new teachers with minimal experience. In the 2017 year Willits High School hired several new classroom teachers within various subject areas. The teachers at Willits High School are very passionate about being at the high school and the institution as a whole. They work in their Professional Learning Communities, and the concepts from the PLC's are evident in their classroom teaching. New teachers receive support through BTSA Induction Program, and receive coaching from a peer coach.

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)

Up until the 2012-2013 school year, Willits High School participated in the STAR CST Assessments. Willits High School is very proud to say that in the 2012-2013 school year WHS had a 23 point gain in the STAR test, the last year it was administered. In the 2013-14 and 2014-2015 school year students in the 11th grade participated in the the Smarter Balanced Assessment, and 10th graders participated in the 10th grade science test. This assessment was only a field test and the scores were only used to create a baseline of scores in English Language Arts & Math.

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

Each core teacher at Willits High School is required to give quarterly benchmark assessments, and the teachers are responsible for discussing their results within their respected PLC's. In 9th grade physical education the students take the California Fitness Test. As the SBAC assessments become more available the results from this assessment will also be discussions in their respected PLC's.

Staffing and Professional Development

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

All but one teacher at the high school is highly qualified. The teacher that is not highly qualified has a county credential which makes her highly qualified for one year.

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

Teachers at Willits High School have a wide array of professional development in which they may attend. Teachers may attend county conferences, local conferences, and in state national conferences pertaining to their subject area.

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

All staff development is aligned with the current educational standards. Currently, the teachers are attending various conferences about the common core, and how to implement these new standards at a comprehensive high school. Furthermore, WHS is in the process of adopting new text books to replace our aging text books, these new textbooks better link the Common Core State Standards, and the Next Generation Science Standards.

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

The Mendocino County of Education (MCOE) provides content area instructional support and mentors for all teachers within the county. The teachers attend various workshops through out the year at MCOE. Other teachers attend local and state conferences in their specific field of study.

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

Willits High School participates in Professional Learning Communities. Each community is broken up by department. The elective teachers, and the Career Technical Education teachers are either put in with the core teachers, or they have their own PLC depending on the topic. The PLCs are designed to meet at least three times each month.

Teaching and Learning

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

All instructional materials are aligned with local, state, and national standards, and adopted by the Willits Unified School District Board of Trustees.

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

Willits High School has a six period day and each period is between 58-60 minutes in length. Willits High School is well above the recommended time of 62,949 instructional minutes per academic school year. Students are required to have 4 years of English and two years of math, two years of science, and three years of social science.

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

Each teacher at Willits High School has developed a pacing guide which is aligned within the course they teach. Currently, teachers are in the process of developing new pacing guides/curriculum maps that are aligned to the Common Core State Standards.

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

Willits High School is a Williams School. Each student is required to have the access to check out a book for home and at school. All materials are adopted by the Willits Unified School District Board of Trustees.

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)

Due to the constraints of our master schedule, limitations of teachers, and tight scheduling, Willits High School only offers ELL services, one period of Math intervention, and one period of English intervention. All materials are created by the teachers through the use of SBE-approved materials. As of the 2014-2015 school year the high school ELL courses implemented Rosetta Stone Learning Systems.

Opportunity and Equal Educational Access

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

Willits High School offers intervention classes in math, english, and after school tutoring. Any freshman that is not Algebra ready will be in Bridge to Algebra. If any student is still struggling in math or English, tutoring is offered after school. To recover credit, students are placed in our APEX online learning system and they may attend summer school

14. Research-based educational practices to raise student achievement

Willits High School utilizes Professional Learning Communities. The staff meets each week to discuss student achievement, illuminate benchmark assessments, updating pacing guides/curriculum maps,, and the implementation of the new Smarter Balanced Assessment.

Parental Involvement

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

Parent, teacher, and student representatives are elected to serve on the Willits High School Site Council, which helps guide school improvement efforts. This year the Site Council is focusing on the development of teaching all parents how to log in to the AERIES online grading system to check their students grades.

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, help chaperone dances and other school events, and support student learning in other ways. The WHS Boosters club is an excellent way for parents to actively support student activities at WHS. An ELAC committee collaborates to better meet the needs of hispanic students at WHS.

Funding

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

Willits High School is designated as a Schoolwide Title I school. Title I, EIA, CAHSEE Support and Class Size Reduction funds are utilized to employ certificated teaching staff.

18. Fiscal support (EPC)

Willits High School receives support from Willits Unified School District, and is considered a Average Daily Attendance (ADA) School. Willits High School also receives monies from the state lottery, WHS Boosters, Willits Educational Fund, Safeway, and other local agencies.

Description of Barriers and Related School Goals

Summary of Data:

1. The majority of school discipline comes from disrupting school activities while on campus.

2. Even though WHS has a high rate k and c referrals WHS is generally is a great place to be and work. The staff and students enjoy being on campus, and have a high rate of school pride. The community has a great sense of pride in its high school, and it is the center piece of town.

3. Healthy Kids Survey

a. The majority of our students perceive this campus as safe.

b. Students have a very positive relationship with adults at this school.

c. Consumption of marijuana and alcohol are a greater concern among our 11 grade students in comparison to our 9th graders.

f. A negative finding was that students over-estimate, significantly, the percentage of peers using alcohol and other drugs.

4. Attendance rate is based on ADA data indicates monthly rates of actual attendance is about 95%. After rising steadily for three years, the figure has plateaued.

5. No evidence of gang concerns exists. But suspensions measures should remain in place.

Even though Willits High School has multiple barriers, it is the goal of the administration to build trust within the school, school site council, faculty, and all stakeholders.

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	114	106	102	89	85	88	89.5	84
All Grades	114	106	102	89	85	88	89.5	84

* 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	2538.8	2540.4	4	11	24	25	28	31	27	33
All Grades	N/A	N/A	4	11	24	25	28	31	27	33

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	19	18	54	52	27	30
All Grades	19	18	54	52	27	30

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	8	15	46	48	45	38
All Grades	8	15	46	48	45	38

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	6	9	62	65	31	26
All Grades	6	9	62	65	31	26

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	13	15	53	63	33	23
All Grades	13	15	53	63	33	23

Conclusions based on this data:

1. One third of our students met standards in ELA, while the remaining were either near or below.
2. Our biggest challenge was in the writing component and our strongest was in the reading.

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	114	106	100	85	92	85	87.7	80.2
All Grades	114	106	100	85	92	85	87.7	80.2

* 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	2493.2	2541.8	3	8	11	16	16	22	62	53
All Grades	N/A	N/A	3	8	11	16	16	22	62	53

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	7	14	26	31	67	55
All Grades	7	14	26	31	67	55

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	4	8	37	41	59	51
All Grades	4	8	37	41	59	51

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	2	12	47	53	51	35
All Grades	2	12	47	53	51	35

Conclusions based on this data:

1. The majority of our students were below standard in math.
2. The area that we were close to achieving above standard was in communicating and reasoning while our weakest area was concepts and procedures.

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
9		13	14	25	50	43	50	25	29	25	13	14			
10		30	14	40	30	29	40	30	43	20	10	14			
11		20	30		40	30	***	20	20		20	20			
12				***	***	***			***				***		
Total		21	19	29	42	35	41	25	31	18	13	15	12		

Conclusions based on this data:

1. Willits High School needs a more diverse course offerings in the ELL department. In 2014-2015 the ELL teacher implemented Rosetta Stone. The majority of our students are in the advanced and early advanced range.
2. Students generally scored in the intermediate or the early advanced category. An ELL coordinator, that helps create an ELAC committee. This committee is address the concerns of the ELL programming at WHS.
3. Students were moved out of the beginning category and into the early intermediate or early advanced categories. English instruction to ELL students need to improve so that all students begin to score in the advanced category.

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
9	9	11	14	27	44	43	36	22	29	18	11	14	9	11	
10		27	14	33	27	29	33	27	43	17	9	14	17	9	
11		17	27	***	50	27	***	17	27		17	18			
12				***	***	***			***			***	***		
Total	5	19	18	32	41	32	32	22	32	14	11	18	18	7	

Conclusions based on this data:

1. More students need to be moving from the early intermediate/intermediate to the early advanced stage.
2. The majority of our students are in the advanced and early advanced ranges.
3. There are no EL students that took the CELDT in 12th grade, which means that they were reclassified before graduating.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	17	24	26
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	17	24	26
Number Met	--	18	16
Percent Met	--	75.0%	61.5%
NCLB Target	59.0	60.5	62.0%
Met Target	--	Yes	No

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	5	15	5	21	3	25
Number Met	--	--	--	14	--	12
Percent Met	--	--	--	66.7%	--	48.0%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	--	Yes	--	No

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:

- 24 students were tested in 2014-15 school year and 22.8% of the students with less than 5 years of English Instruction met the No Child Left Behind Target. 49% of students in this subgroup with 5 or more years of English Instruction met the No Child Left Behind Target.
- The annual growth of the ELL students that meet the overall No Child Left Behind requirements was 59%.
- Willits High School needs to continue to meet the needs of every student including the ELL students. More direct instruction in the English language needs to be provided to the English Learning Students.

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	60.5	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	24.2	50.9	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. Less than 10% of of the entire Willits Unified School District body is considered Title III students. The number of students tested and number of students in cohort has reduced.
2. In AMAO1 Willits Unified School district did not meet its objective, however 64% of the students met the annual growth. Within AMAO2 16.5% of students had less than 5 years of EL instruction, and 44.1% had more than five years of EL instruction. Neither growth rate was met.

3. The needs of students designated as Title III are not being met, however the district, and school sites are currently working towards them. Willits Unified School District needs to better train its teachers in pull out instruction, sheltered instruction, inclusionary instruction, and language development. The students need to be identified in each classroom, and the teachers need to be made aware of the CELDT levels and English proficiency levels.

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: STANDARDS –BASED STUDENT LEARNING: CURRICULUM, INSTRUCTION & ASSESSMENT AND ACCOUNTABILITY
LEA GOAL:
LCAP Goal #1: Students will be prepared to be college and or career ready.
SCHOOL GOAL #1:
All staff members will consistently demonstrate researched based instructional best practices.
Data Used to Form this Goal:
ESLRs Positive members of the community, effective communicators, problem solvers, & life-long learners
Findings from the Analysis of this Data:
Needs: Support high quality instruction and support academic standards for all students.
How the School will Evaluate the Progress of this Goal:
Assessments are listed below.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Establish a Professional Development Committee	August 2016 – ongoing	<ul style="list-style-type: none"> Principal & Dean Certificated Staff 	Resources <ul style="list-style-type: none"> personnel time Assess: Admin & teacher leaders will meet to establish PD planning committee Report: Committee formed Minutes from meeting.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Develop a schedule for interested staff to present Best Practices in a seminar setting and provide handouts for all staff.	August 2017 – on-going	Professional Development Committee	<p>Resources:</p> <ul style="list-style-type: none"> time <p>one work-day at beginning of year on the calendar</p> <p>Assess:</p> <p>Best Practice Seminars in various curricular areas</p> <p>Shared teaching methodologies</p> <p>Shared strategies for all students</p> <p>Report:</p> <p>Schedule for Professional Development Seminars</p> <p>Binder of teaching methodologies & strategies</p>
Provide Professional Develop in use of Chromebooks as a teaching tool	January 2017 on-going	<ul style="list-style-type: none"> Principal & Dean Teacher Leaders 	<p>Resources</p> <ul style="list-style-type: none"> time <p>technology</p> <p>Assess:</p> <p>Create a staff google classroom to share information & instructional practices</p> <p>Post all relevant PD videos on uses of chromebooks</p> <p>Teacher leaders teaching staff on implementing best practices with Chromebooks</p> <p>Implement faculty wide use of specifics apps in order to engage students with standardized practices</p> <p>Report:</p> <p>? Staff Google Classroom created</p> <p>? Classroom Observations</p> <p>? All staff creating google classrooms</p> <p>Staff PD meeting notes</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Promote AVID strategies schoolwide	January 2017 on-going	<ul style="list-style-type: none"> Principal, Dean, & AVID Coordinator AVID Trained Teachers 	<p>Resources</p> <ul style="list-style-type: none"> AVID Training AVID Instructional materials PD Time <p>Provide professional development for all teachers in the WHS RtI process.</p> <p>Assess: Staff developed AVID strategies binder AVID strategies evident in teacher observations Professional Development time allotted for AVID Instructional Strategies</p> <p>Report: AVID Binder in use in all classrooms PD meeting notes Classroom observation data Student Survey Teacher Survey</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Creation of Rotating schedule with teachers observing teachers	August 2017 – on-going	<ul style="list-style-type: none"> Principal & Dean Department Chairs 	Resources: <ul style="list-style-type: none"> Time Substitutes Calendar Assess: Create calendar Provide substitutes for class coverage Identify strategies to look for during observation Provide Collaboration time between teachers to discuss quality first instruction Report: Observation notes Collaborative Feedback notes Collection of schoolwide evidence from observations

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: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH
LEA GOAL:
LCAP Goal #2. Students will be provided academic support to promote language and mathematical and technology literacy.
SCHOOL GOAL #2:
All students will be provided a consistently supportive environment in order to achieve academically
Data Used to Form this Goal:
ESLR: Positive members of the community, effective communicators, & problem solvers
Findings from the Analysis of this Data:
Needs: All students will be provided a consistently supportive environment in order to achieve academically
How the School will Evaluate the Progress of this Goal:
Various described below.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Update student manual	March 2017 on-going	<ul style="list-style-type: none"> Principal & Dean Faculty Staff Students 	<ul style="list-style-type: none"> Resources: time staff input student input Admin input <p>Assess: Staff will be provided staff collaborative time to edit student manual Administration will review edited manual Student council will review edited manual</p> <p>Report: ? Revised and updated student manual</p>
Create teacher manual	June 2017 on-going	<ul style="list-style-type: none"> District staff Principal & Dean 	<p>Resources:</p> <ul style="list-style-type: none"> time funds <p>Assess: Standardize teacher expectations & classroom practices</p> <p>Report: ? Creation of teacher manual</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Increase student & parent participation in school extracurricular activities	August 2017 – on-going	<ul style="list-style-type: none"> • Principal & Dean • Activities Director • Athletic Director • Club Advisors • Faculty 	<p>Resources:</p> <ul style="list-style-type: none"> • time • budget • personnel • community support <p>Assess:</p> <p>Publicize the success of the school events</p> <p>Increase in number of clubs schoolwide</p> <p>Increase the number of students in extracurricular activities</p> <p>School clubs are led by a teacher & community member</p> <p>Continue to keep entrance fees free to community</p> <p>Create halftime activities that involve students & community during sporting events</p> <p>Report:</p> <ul style="list-style-type: none"> ? Articles in the local newspapers ? Quarterly School newspaper ? Halftime activities ? Growth in team size ? Increased number of school clubs ? Business sponsorship of halftime activities

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Implement Trimester Scheduling	August 2016-on-going	<ul style="list-style-type: none"> • District Staff • Principal & Dean • Faculty & Staff 	<p>Resources:</p> <ul style="list-style-type: none"> • Professional Development • Scheduling training • Time <p>Assess: Professional development in instructional strategies Curriculum course work on scope and sequence AERIES training for admin on scheduling</p> <p>Report: ? Trimesters schedule implemented in 2017/18 school year</p>
Create a student accountability program	May 2017-on-going	<ul style="list-style-type: none"> • Principal & Dean • District Staff • Teachers 	<p>Resources: Time</p> <ul style="list-style-type: none"> • Budget • Added personnel • Classroom <p>Assess: Hire a staff member to manage intervention program</p> <p>Report: Provide afterschool intervention ? Provide in school intervention ? Provide Saturday intervention</p>

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 CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH
LEA GOAL:
LCAP Goal #3: Student and families will be supported and encouraged to advocate healthy lifestyle choices.
SCHOOL GOAL #3:
WHS campus and facilities will be clean well maintained for all stakeholders, with classrooms organized and free of clutter.
Data Used to Form this Goal:
ESLR: Positive members of the community, problem solvers, and life-long learners
Findings from the Analysis of this Data:
Need to provide a clean, safe, and well maintained facility in order to maintain an orderly learning environment for all students.
How the School will Evaluate the Progress of this Goal:
Various methods as explained below.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Reassign or hire personnel to increase staffing in grounds/maintenance	May 2017 -ongoing	<ul style="list-style-type: none"> District Staff Principal 	Resources: <ul style="list-style-type: none"> time staff organization budget Assess: Hire a grounds & maintenance person who is assigned to WHS Report: Personnel hired Campus shows marked improvement in cleanliness
Create section within teacher manual that addresses standards for classroom organization & cleanliness	June 2017 - ongoing	<ul style="list-style-type: none"> Administration Faculty & Staff 	Resources: <ul style="list-style-type: none"> Time Assess: Faculty and staff will maintain a well-organized clean environment Report: Faculty & Staff survey Student Survey Site Inspection reports
Develop student expectations for a clean campus	August 2017 - ongoing	<ul style="list-style-type: none"> Administration Faculty Student Leadership 	Resources: Time Assess: Staff develop student expectations for a clean campus Report: Expectations are posted throughout campus & in classrooms

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)
			Description
Implement Community Service Campus Clean up	August 2017 – On-going	<ul style="list-style-type: none"> Principal & Dean Faculty 	<p>Resources:</p> <ul style="list-style-type: none"> Time Materials & Supplies <p>Assess: Faculty & Staff will host campus clean up days for students to earn community service hours or work off detention hours</p> <p>Report: Saturday Campus Clean Up sign-up sheets List of activities performed Write up in school newspaper</p>

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
Data Collection of Implementation of AVID	August, 2016	Principal and Teachers	Throughout the 2016/17 school year classroom, data will be collected through the use of focus walks to determine the use of AVID strategies and practices

Categorical Funding Allocated To Willits 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	124,211.00
<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: Title II: improving Teacher Quality/CSR	N/A
<i>Program Goal:</i> To provide teaching staff an opportunity for ongoing professional development based on a site or district specific needs assessment To increase student academic achievement by improving teacher quality. To ensure that administrators, teachers and paraprofessionals meet the definition of No Child Left Behind.	
Federal Program: Title II: Part D Enhancing Education Through Technology	N/A
<i>Program Goal:</i> <ul style="list-style-type: none"> • To provide funds for innovative initiatives to support the integration of educational technology into classrooms to improve teaching and learning. Activities may include professional development in technology integration and the use of the Internet; distance learning initiatives; acquiring educational technology; and using technology to enhance parental involvement. 	
Federal Program: Title III: Limited English Proficient (LEP)	Districtwide allocation

<p><i>Program Goal:</i> 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.</p>	
<p>Federal Program: Title IV (Safe and Drug Free Schools and Communities)</p>	<p>Districtwide allocation</p>
<p><i>Program Goal:</i> <ul style="list-style-type: none"> • To adopt and carry out a comprehensive drug and violence prevention program which will decrease drug abuse and violence among our students </p>	
<p>Federal Program: Title V (Innovative Strategies)</p>	<p>Districtwide allocation</p>
<p><i>Program Goal:</i> <ul style="list-style-type: none"> • To provide broad support for activities that encourage educational innovation and enhancement of learning through technology, library services, and instructional and media materials. • To meet the needs of at-risk students. </p>	

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. 	N/A
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. 	Districtwide allocation
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. 	N/A
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 	N/A
A. Agriculture Incentive Grant B. Carl Perkins Career Technical Education Grant C. CTEIG D. STEM Grant	A. \$13,436 B. \$16,146 C. \$25,000 D. Unknown E. Unknown
<i>Program Goal:</i> To provide programs for Agriculture, and Career- Technical education	

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 Academic Achievement
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
CASSPP ASSESSMENTS	Spring 2017	WHS Staff	Train all teachers in Common Core State Standards Train administration in Common Core State Standards Purchase online practice assessments and other educational supplies for teachers. Create a credit recovery summer program. Create a Credit recovery Saturday School program Train science teachers in Next Generation science Standards Create a freshman induction summer program
Continue to pilot textbooks adopted by the state for appropriate actions to adopt in 2017-18	Fall 2018	Curriculum Committee	Curriculum Committee meet regularly to review possible adoption text that meet Common Core State Standards and pilot text for future math adoption and ELA/ELD Supplemental/Concentration 50,000.
Provide professional development to all staff regarding Common Core implementation in ELA/ELD and math	Spring 2017	District and site administration	Provide consultants trained in Common Core and ELA/ELD framework to support classroom implementation. Supplemental/Concentration 121,912
Teacher Quality	On-going	District Leadership and Site Administration	Title II 122,765

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

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
Nicole Burke			X		
Kelly Case Bracket		X			
Colten Horger					X
Tatyana Guevara					X
Edward Cannon		X			
Mike Horger				X	
Jane Applebee		X			
Jessie Rees		X			
Cari Stiles			X		
Dan Vincent				X	
Tyler Vesey					X
Robert Chavez	X				
Bob Colvig				X	
Numbers of members of each category:	1	4	2	3	3

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)**:

X	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	_____ Signature
X	Special Education Advisory Committee	_____ Signature
X	Gifted and Talented Education Program Advisory Committee	_____ Signature
X	District/School Liaison Team for schools in Program Improvement	_____ Signature
X	Compensatory Education Advisory Committee	_____ Signature
X	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 05-8-2017.

Attested:

<u>Robert Chavez</u> _____ Typed Name of School Principal	_____ Signature of School Principal	_____ Date
_____ Typed Name of SSC Chairperson	_____ Signature of SSC Chairperson	_____ Date