

COLUSA UNIFIED SCHOOL DISTRICT

745 Tenth Street
Colusa, CA 95932
(530) 458-7791 FAX (530) 458-4030

AGENDA

Board of Trustees Regular Meeting DISTRICT OFFICE CONFERENCE ROOM

February 25, 2014

6:00 p.m. Open Session with Closed Session to follow

**PUBLIC COPY OF BOARD PACKET IS AVAILABLE FOR INSPECTION
AT THE CUSD DISTRICT OFFICE LOCATED AT 745 TENTH ST., COLUSA**

All meetings of the Governing Board are open to the general public, with the exception of the Closed Sessions, which are held to consider those items specifically exempt under the Ralph M. Brown Act. Anyone planning to attend a meeting who has a disability and needs special assistance should call the Superintendent's Office, 458-7791, at least 3 days in advance to make special arrangements.

Spanish translation is available at Regular Session Board Meetings. To arrange for translation services, please call the Superintendent's Office, 458-7791, at least 3 days in advance. [Se ofrece traducción en Español para la junta regular de la mesa directiva. Para solicitar servicios de traducción al español, por favor llame a la Oficina del Superintendente, al 458-7791, con 3 días de anticipación por lo menos.]

6:00 P.M. OPEN SESSION

A. Call to Order

B. Pledge of Allegiance

C. Hearing of Public

The Board encourages public comment concerning any item of importance and will recognize requests to speak before the item is voted upon. To assure your right to address any action item, please notify the Superintendent's Office of your desire to speak by noon of the day prior to the Board Meeting. Those requesting to address the Board in advance will be granted up to five minutes to speak. Others will be limited to a total of three minutes.

D. Reports:

1. Student's Report

2. Recognitions and Celebrations

3. President's Report

a. Board of Trustee Time – (This is a time for the Board of Trustees to bring up points of discussion, committee reports and/or items for future agendas.)

4. Superintendent's Report

a. Management – standing item

1) Facilities Needs Assessment Review

2) Prop 39 – Report on meeting with Terra Verde

b. Improving Achievement – standing item

1) Improvement plan progress

2) Results of Curriculum Leadership Committee meeting

3) Review of Staff survey results for PLC implementation

c. Budget – standing item

1) Update on the State budget projection

2) Discussion on early pay-off of Golden Handshakes - \$70,000 interest savings

d. Enrollment Report

- 5. Principal's Report
 - a. Egling Middle School
- E. CEA (Colusa Educators Association) Representative's Report
- F. CSEA (California School Employees Assn.) Rep's Report
- G. Discussion/Possible Action:
 - 1. Community School – discussion of moving this program to CUSD property
 - 2. Indicators of Excellence for District Improvement – Board suggestions for action items to include in the 2014/2015 LCAP
 - 3. Computer on Wheels Purchase for CHS – CCI Grant fund – NTE \$14,000
- H. Public Hearing for Intent to Adopt and Levy Increased Statutory Developer Fees
- I. Action Items:
 - 1. Consider approval of Resolution No. 2013-2014.06 Adoption of Developer Fees of \$3.36 per square ft. for residential development, and \$0.54 per square foot for commercial/industrial development.
 - 2. Consider approval of Resolution #2013-2014.08 Agreement with CUSD and CCOE to Operate a County Community School
 - 3. Consider approval of Delegate Jim Flurry for Subregion 4-C (Colusa, Sutter, Yuba Counties) for the 2014 CSBA Delegate Assembly Election
 - 4. Third Reading and Possible Adoption: BP 0460 Local Control and Accountability Plan
 - 5. Third Reading and Possible Adoption: BP 3100 Budget
 - 6. 2012-13 STRS Golden Handshake Payoff
- J. Motion to Consider Approval of Items on the Consent Action Agenda
 - 1. Consent Agenda: Regular and Customary Business Items:
 - a. Minutes of January 21, 2014 Regular Board Meeting
 - b. February Payroll
 - c. February Warrants: Batch #26 - 30
 - d. February Financial Statements
 - e. 2013-14 2nd Interim Report
 - f. 2013-14 Budget Revision
 - g. Personnel Assignment Order #2013/14.07
 - h. Approve FNL trip to REACH Youth (High School) Conference at Richardson's Springs, March 27 through March 29, 2014
 - i. Approve Club Live trip to REACH Youth (Middle School) Conference at Richardson's Springs, March 6 through March 8, 2014
 - j. 2012-2013 School Accountability Report Card for Burchfield Primary School
 - k. 2012-2013 School Accountability Report Card for Egling Middle School
 - l. 2012-2013 School Accountability Report Card for Colusa High School
 - m. 2012-2013 School Accountability Report Card for Colusa Alternative High School
 - n. 2012-2013 School Accountability Report Card for Colusa Alternative Home School
 - o. Adopt Resolution No. 2013-14.07 Volunteer Services Qualify for Workers' Compensation Insurance Coverage
- K. Hearing of Public for Matters on Closed Session Agenda

CLOSED SESSION

- L. Adjourn to Closed Session to consider and/or take action upon any of the following items:
 - 1. Student Matters:
 - a. Interdistrict Transfer Agreements
 - b. Out-of-School Suspensions
 - c. Consider approval of Administrative Hearing Panel's recommendation for Expulsion Case EH#2013-14.06
 - 2. Personnel Matters:
 - a. Public Employment – New Hires 2013-2014
 - b. Public Employee Discipline/Dismissal/Release
 - 1) Recommendation of Probationary Teacher non – reelection in accordance California Education Code provisions including, but not limited to, §44929.21 and §44954
 - c. Public Employee Resignations
 - 3. Negotiations:
 - a. Instructions to District Negotiators (Executive Session of School Board and its designated representatives for the purpose of discussing its position regarding matters within the scope of representation and instructing its designated representatives)
- M. Reconvene and Announce Action taken during Closed Session
 - 1. Possible action taken regarding Interdistrict Transfer Agreements
 - 2. Possible action taken regarding AHP recommendation for Expulsion Case EH#2013-14.06
 - 3. Possible action taken regarding non reelection of Probationary Teacher
- N. Adjournment of the Meeting

Posted: 2/20/14 1:12 PM

STRS Golden Handshake Costs

The total cost of the Golden Handshake for the 6 teachers who retired in 12-13 is	319,220
Total Budgeted in 13-14	-45,000
Balance of Incentive financed over 8 years at 7.5% Interest	274,220
Cost if Incentive is Paid off now	200,000
Savings (Interest being charged over 8 year period)	74,220

Multi-Year Projection Summary - February 25, 2014

Illustrating paying off the STRS Golden Handshake in the current year

	10/11 ACTUALS	11/12 ACTUALS	12/13 BUDGET	13/14 BUDGET	14/15 BUDGET	15/16 BUDGET	16/17 BUDGET
TOTAL REVENUES	10,970,119	10,691,259	10,608,377	11,493,505	12,019,457	12,232,582	12,469,082
TOTAL EXPENSES & TRANSFERS OUT	10,807,002	11,312,210	10,709,787	12,119,966	11,548,147	11,639,804	11,738,319
TOTAL REVENUES LESS EXPENDITURES	163,117	-620,951	-101,409	-626,461	471,310	592,778	730,763
GENERAL FUND BEGINNING BALANCE	1,894,582	2,057,699	1,436,748	1,335,339	708,878	1,180,188	1,772,965
LESS AMOUNT ABOVE REVENUES LESS EXP	163,117	-620,951	-101,409	-626,461	471,310	592,778	730,763
LESS SCHOOL CARRYOVER (In Ending Bal not Def Rev)	-37,835						
UNDISTRIBUTED GENERAL FUND RESERVE	2,019,864	1,436,748	1,335,339	708,878	1,180,188	1,772,965	2,503,729
% UNDISTRIBUTED RESERVE	18.69%	12.70%	12.47%	5.85%	10.22%	15.23%	21.33%
3% UNDISTRIBUTED RESERVE IS	324,210	339,366	321,294	363,599	346,444	349,194	352,150
AMOUNT ABOVE (-BELOW) 3%	1,695,654	1,097,382	1,014,045	345,279	833,743	1,423,771	2,151,579
5% UNDISTRIBUTED RESERVE IS	540,350	565,611	535,489	605,998	577,407	581,990	586,916
AMOUNT ABOVE (-BELOW) 5%	1,479,514	871,138	799,849	102,880	602,780	1,190,975	1,916,813

RECOMMENDED RESERVE 3% Plus one Year LCFF Growth			
LCFF Growth Amount over Prior Year	\$ 483,946	\$ 957,278	\$ 213,125
Plus 3% Reserve	\$ 363,599	\$ 346,444	\$ 349,194
Total Recommended Reserve	\$ 847,545	\$ 1,303,722	\$ 562,319
AMOUNT ABOVE (-BELOW) RECOMMENDED RESERVE	\$ (138,667)	\$ (123,535)	\$ 1,210,646

LCFF FUNDING ESTIMATE:

TOTAL ADA	1375.00	1375.00	1375.00	1375.00
multiply x SSC Calculated recommended amount per ADA	\$ 7,094	\$ 7,775	\$ 7,930	\$ 8,102.00
Total LCFF Funding Budgeted	\$ 9,754,250	\$10,690,625	\$ 10,903,750	\$ 11,140,250
% Increase over Prior Year	4.60%	9.60%	1.99%	2.17%

DISTRICT ENROLLMENT

The following chart represents the current enrollments in the district.

Program	2/8/13 Enrollment	2/7/14 Enrollment	Year-to-Date
Burchfield	463	472	9
Egling	501	531	30
CHS	342	338	-4
CAHS	27	31	4
Home School	87	73	-14
District Totals	1420	1445	25

I.I.

**BEFORE THE GOVERNING BOARD OF TRUSTEES OF THE
COLUSA UNIFIED SCHOOL DISTRICT
COLUSA COUNTY, CALIFORNIA**

In the Matter of Adopting Development
Fees on Residential and Commercial and
Industrial Development to Fund the
Construction or Reconstruction of School
Facilities

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RESOLUTION
NO. 2013-2014.06

WHEREAS, Education Code section 17620 et seq. and Government Code section 65995, authorize the governing board of any school district to levy a fee, charge, dedication, or other form of requirement (hereinafter "fee" or "fees"), in the maximum amounts specified therein, against residential, commercial and industrial development projects occurring within the boundaries of the district (hereinafter "development"), for the purpose of funding the construction or reconstruction of school facilities; and

WHEREAS, this Board has previously resolved to levy fees on development projects pursuant to this authority; and

WHEREAS, Government Code section 65995 provides that the maximum fees which may be levied on development projects shall be increased in 2000 and every two years thereafter according to the adjustment for inflation set forth in the statewide cost index for Class B construction as determined by the State Allocation Board "SAB" and to become effective at its January meeting; and

WHEREAS, the SAB at its January 22, 2014 meeting, set the maximum fee to \$3.36 per square foot for residential development and to \$0.54 per square foot for commercial/industrial development; and

WHEREAS, the new Fees are an increase of what is currently being collected by Colusa Unified School District. A copy of the Study is attached hereto, marked Exhibit "A," and incorporated herein by this reference; and

WHEREAS, in the judgment of this Board it is necessary and appropriate, and in the best interests of the District and its students, to levy fees for the purpose of funding the construction or reconstruction of school facilities necessary to serve the students generated by new development occurring within the District;

NOW, THEREFORE, BE IT RESOLVED, ORDERED AND FOUND by this Board as follows:

The foregoing recitals are true and correct.

This Board approves and adopts the Study and recommendation of the District Superintendent, or designee, to levy fees in the maximum amounts authorized on new residential, commercial and industrial development that occurs within the District, and based upon the Study and recommendations, and upon all other written and oral information presented to this Board concerning this matter, makes the following findings:

**BEFORE THE GOVERNING BOARD OF TRUSTEES OF THE
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COLUSA COUNTY, CALIFORNIA**

A. The purpose of the fees is to finance the construction and reconstruction of school facilities in order to provide adequate school facilities for the students of the District who will be generated by new residential and commercial/industrial development taking place in the District;

B. The construction or reconstruction of school facilities is necessary to mitigate student overcrowding which exists, or is projected to exist in the District, for the following reasons:

(1) New residential and commercial and industrial development is projected to occur within the District within the next five years which will generate additional school-aged children;

(2) Additional students projected from new development may exceed the capacity of existing school facilities although the District is fully utilizing all existing school facilities to the extent deemed educationally feasible;

(3) Existing school facilities in the District are in need of, or will be in need of, reconstruction or modernization. New development will generate students who will attend District schools and be housed in existing facilities. These students cannot be housed without maintaining existing school facilities, ultimately making reconstruction or modernization of such facilities necessary;

(4) Both existing students and new students generated by future development occurring within the district will need to be housed and served in existing school facilities, as well as new and additional school facilities necessary to serve the increasing student population.

(5) As commercial and industrial development occurs, new jobs are created. Many of the people hired for these jobs move into the community, thereby increasing the need for residential development which generates additional students adding to the impact on the school facilities of the District. The maximum fee that can be levied against residential development is insufficient to cover the full cost of the new or reconstructed school facilities needed by the district to house students generated from new residential development, and therefore justifies a separate fee against commercial and industrial development in the maximum amount allowed by law.

C. Without the addition of new school facilities and/or the reconstruction and modernization of existing facilities, the District will be unable to adequately house and serve additional students generated by new development which will impair or adversely impact the normal functioning of educational programs and services of the District;

D. The District has no, or limited revenue sources available for funding the construction or reconstruction of school facilities attributable to new development;

E. The fees adopted herein bear a reasonable relationship to the need for, and the estimated cost of, the construction or reconstruction of school facilities attributable to the type of new development on which the fees will be imposed;

F. The cost of providing for the construction and/or reconstruction of school facilities attributable to the type of new development occurring in the District will exceed the revenues reasonably anticipated from fees;

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COLUSA COUNTY, CALIFORNIA**

G. Existing students will benefit from the use of developer fees for new school facilities. Conversely, students generated from new development will occupy existing school facilities and will benefit from the use of fees to reconstruct or modernize those facilities. Therefore, it is appropriate to use developer fees for existing facilities to the extent of the estimated use of such facilities by students generated by new development.

Based on the foregoing, this Board hereby determines:

A. To levy a fee on any new or on other residential development, as described in Education Code § 17620(a), occurring within the District, in the maximum amount currently authorized by law of \$3.36 per square foot of assessable space as such space is defined in Government Code § 65995(b)(1).

B. To levy a fee on categories of new commercial or industrial development, as described in Education Code § 17620(a), occurring within the boundaries of the District, in the maximum amount currently authorized by law of \$0.54 per square foot of chargeable covered and enclosed space as such space is defined in Government Code § 65995(b)(2), except for Rental Self-Storage projects in which a fee of **\$0.22** per square foot is justified.

The fee provisions of this Resolution are not exclusive, and this Board specifically reserves authority to undertake other or additional methods to finance school facilities in partial or complete substitution for, or in conjunction with, the fee provisions set forth therein, as authorized by law. This Board reserves the authority, in its discretion, to substitute the dedication of land or other form of requirement in lieu of fees to be levied pursuant to this Resolution.

The District intends to utilize fees for new construction of school facilities, reconstruction or modernization of existing facilities, purchase, lease or lease-purchase of portable or relocatable classrooms and related facilities as interim school facilities to house students pending the construction of permanent facilities, or the purchase, lease or lease-purchase of land for school facilities. This includes all associated costs to plan and execute school facilities projects including, but not limited to, architectural and engineering costs, testing and inspection costs, permits and plan checking, and other administrative costs related to the provision of school facilities. Construction, reconstruction or modernization of school facilities includes, but is not limited to, classrooms and equipment and furnishings for classrooms, and all other reasonable and customary auxiliary, accessory, adjunct, or other supportive facilities for classrooms such as restrooms, gymnasiums, administrative offices, cafeterias, libraries, multi-purpose rooms, maintenance and storage rooms, walkways, overhangs, parking lots, landscaping, and all other similar facilities. Finally, fees may be used for studies and reports necessary to make the findings and determinations required by law for the collection of fees which may include the school facilities needs analysis described in Government Code section 65995.6, for reimbursement of administrative costs to collect fees, and for such other purposes consistent with the purpose and intent of this Resolution, or authorized by law, or deemed necessary or appropriate by this governing board.

**BEFORE THE GOVERNING BOARD OF TRUSTEES OF THE
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COLUSA COUNTY, CALIFORNIA**

The Superintendent, or designee, is authorized to certify compliance of a particular development project with the fee or other requirement levied by this Board, or to certify where appropriate that a project is fully or partially exempt from fees in appropriate circumstances. Any certification of compliance for a particular residential construction project is expressly conditioned upon the continued satisfaction by that project of the requirements for that certification and failure to meet those requirements in the future may result in the revocation of such certification and enforcement of the appropriate fee requirement for the project.

Pursuant to Education Code § 17621(c), this board determines that the fee levied on residential development is not subject to the restrictions set forth in subdivision (a) of Government Code § 66007 and, pursuant to Education Code § 17620(b), shall be collected at the time of issuance of the building or similar permit required for a particular development project.

Pursuant to Government Code section 66001(d), the Superintendent or his designee shall review the Fund established pursuant to this Resolution for the fifth fiscal year following the first deposit of fees in the Fund, and every five years thereafter, and with respect to any portion of a fee remaining unspent five or more years after deposit, the Superintendent or his designee shall report to this Board which shall either make the findings required by section 66001(d) for said unspent fees, or direct the refund of such fees in the manner provided in 66001(e) and (f).

Pursuant to Government Code section 66001(e), the Superintendent or designee, shall advise this board whenever it appears sufficient fees have been collected to complete financing on incomplete public improvements that have been identified in the Study. This board shall then make a determination whether or not sufficient fees have been collected for a particular project, and when a determination is made by this board that sufficient fees have been collected, this Board shall identify, within 180 days of the determination, an approximate date by which the construction of the public improvement will be commenced, or shall refund the fees as provided in said section, unless the provisions of section 66001(f) are deemed to apply.

The fees adopted herein are effective sixty (60) days after the approval of this Resolution.

The Superintendent or his designee is hereby authorized and directed to do the following:

A. As required by Government Code § 66006(a), to establish a separate capital facilities fund (herein "Fund") into which the fees received by the District shall be deposited and shall not be commingled with other revenues and funds of the District. The fees, and any interest earned thereon, shall be expended only for the purpose of funding the construction or reconstruction of school facilities or such other purposes as are permitted by law and authorized by this Board.

B. If applicable, negotiate agreements with other school district(s) with common territorial boundaries ensuring that the total fees collected by each school district does not exceed the maximum fees allowed by law for residential and commercial and industrial development and providing for an equitable division of the fees with such other school district(s). As required by

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Education Code section § 17623(a), copies of such agreement(s) shall be transmitted to the State Allocation Board, and shall also be sent to any county or city planning agency which is calculating or collecting fees on behalf of the District.

C. Take such further action as is necessary or appropriate to carry out the purpose and intent of this Resolution.

I, Dwayne Newman, Secretary to the Board of Trustees of the Colusa Unified School District, do hereby certify that the foregoing Resolution was proposed by Board member _____, seconded by Board member _____, and was duly passed and adopted, by vote of said Board, at an official and public meeting thereof held on February 25, 2014, as follows:

AYES:

NOES:

ABSENT:

ABSTAIN:

Dated: February 25, 2014

Secretary to the Board of Trustees

COLUSA UNIFIED SCHOOL DISTRICT
745 Tenth Street
Colusa, CA 95932

RESOLUTION #2013-2014.08

**AGREEMENT WITH COLUSA UNIFIED SCHOOL DISTRICT,
 COLUSA COUNTY SUPERINTENDENT OF SCHOOLS
 AND COLUSA COUNTY BOARD OF EDUCATION
 TO OPERATE A COUNTY COMMUNITY SCHOOL**

1. WHEREAS, the Colusa Unified School District Board of Trustees, hereinafter call the **Board**, recognizes the desire and need to provide alternative education programs, and
2. WHEREAS, the operation of a Community School is one form of an alternative education program that can be used to meet students needs, and
3. WHEREAS, the Board is working in cooperation with the Colusa County Superintendent of Schools, hereinafter called the **County Superintendent** and the Colusa County Board of Education, hereinafter called **County Board**, to provide a Community School as a service to the students;
4. NOW, THEREFORE, BE IT RESOLVED, that the County Superintendent and County Board are willing to operate a Community School on behalf of the District.
5. Furthermore, the County Superintendent agrees to assign administrative duties to the Director of Student Support Services for the operation of the Community School and to pay for that administrative time out of the base funding received for the operation of a Community School.
6. Furthermore, the County Superintendent agrees to hire a teacher, instructional assistant, and a clerical assistant and to provide for all classroom materials, equipment, rent, utility and custodial costs for the Community School and to pay for these costs out of the base funding received for the operation of a Community School.
7. Furthermore, the County Superintendent agrees to restrict the balance of any funds from the Community School base funding, less the current state approved indirect cost rate applied to total program expenditures, to the Community School operations. In addition, any unexpended funds will be carried over and maintained in a restricted program account.
8. Furthermore, the Community School will be organized to accommodate terminating all financial obligations within a 60 calendar day period from the date the County Office of Education takes action, if necessary, to close the Community School. The criteria will be based on financial indications that income will not be able to meet obligations. These financial obligations include certificated and classified staff, rents and leases, utilities, etc.
9. Furthermore, the Director of Student Support Services will report monthly to the Superintendents Council and the Colusa County Board of Education, to review projected revenues, expenditures, ADA, ending balances, etc., and will include the most current County Board approved Community School budget.
10. Furthermore, it is agreed that the District shall indicate its support for the Community School by placing funds in a restricted reserve for economic uncertainties, the amount to be determined by each District Superintendent and District Board, to be used only if base funding for the Community School is less than adequate to cover expenses.
11. Furthermore, it is agreed the districts shall be responsible for the unfunded portion of the program costs and hold harmless the County Superintendent and County Board.
12. Furthermore, it is acknowledged that this agreement is for the 2014-2015 school year.

This agreement can be extended from year to year upon approval of the County Superintendent, County Board and District Board prior to February 1st of each preceding year.

NOW, THEREFORE, BE IT RESOLVED that the Colusa Unified School District passed and adopted this resolution this 25th day of February, 2014 by the following vote:

Ayes:

Noes:

Absent:

Dwayne Newman, Superintendent
Colusa Unified School District

Charles Yerxa, President
Colusa Unified School District



California School Boards Association

TIME SENSITIVE, REQUIRES BOARD ACTION
DEADLINE MONDAY, MARCH 17, 2014

January 31, 2014

MEMORANDUM

To: All Board Presidents and Superintendents
 CSBA Member Boards of Education

From: Josephine Lucey, President

Re: 2014 CSBA Delegate Assembly Election
 U.S. Postmark Deadline – Monday, March 17, 2014

Enclosed is the ballot material for election of a representative to the CSBA Delegate Assembly from your region or subregion. The material consists of the ballot (on red paper), required candidate biographical sketch form, and if submitted, résumé for each candidate. In addition, we are including a “copy” of the ballot on white paper so that it may be included in board agenda packets, if you choose to do so. **Only the ballot on red paper is to be completed and returned.**

The board as a whole may vote for up to the number of vacancies in the region or subregion as indicated on the ballot. For example, if there are three vacancies in the region or subregion, the board may vote for up to three individuals. Regardless of the number of vacancies, each board may cast no more than one vote for any one candidate. (The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.)

The ballot must be signed by the Superintendent or Board Clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district’s stationery; please write **DELEGATE ELECTION** prominently on the envelope with the region or subregion number on the bottom left corner. **Ballots must be postmarked by the U.S. Post Office on or before Monday, March 17. No exceptions are allowed.**

Election results will be available no later than Tuesday, April 1. If there is a tie vote, a run-off election will be held. All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2014 – March 31, 2016. The next meeting of the Delegate Assembly is on Saturday, May 17 – Sunday, May 18 at the Hyatt Regency in Sacramento.

The names of all Delegates will be available on CSBA’s website no later than Tuesday, April 1. Please do not hesitate to contact Charlyn Tuter in the Leadership Services Department at (800) 266-3382 ext. 3281 should you have any questions. Thank you.

2014 Delegate Assembly Candidate Biographical Sketch Form



DUE: Tuesday, January 7, 2014 (U.S.P.S.)

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax 916.371.3407

Please complete, sign and date this **required one page** candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this **one page** candidate form will **not** be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department. Late submissions will not be accepted.

Name: <u>James C. Flurry</u>	CSBA Region: <u>Region 4/C</u>
District or COE: <u>Marysville Joint Unified School District</u>	Years on board: <u>9.5 year ADA 9500</u>
Contact Number: <u>530-741-0808</u>	E-mail: <u>JimFlurry@hotmail.com</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>4 years</u>	

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

- 1.) To develop policies and leadership in political positions for the enhancement of our Boards and Districts for the top educational experiences and outcomes of our students and the facilitation of their thriving lives. This fosters the mission of CSBA.
- 2.) To develop improved communications between CSBA for collaborations between the association and the schools. This will yield more effective schools and a continued CSBA mission fulfilled.
- 3.) To explore the feasibility and implementation of CSBA becoming a grant-writing and administering agent for the Districts across California. Our smaller Districts are seldom able to afford grant writers, though vast sums are available. Modest administrative fees can be allocated in grant funding to cover the writer staff and operations team.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.

In my work as an elected Trustee and citizen, I represent and convey CSBA values and services through these involvements: Among my civic services is my service on the District Budget Committee (6years with layoffs of teachers to zero); United Way allocations board; Life-Coach for youth at the request of school administrators; Serve in planning committee for county-wide health and wellness projects; local Exchange Club allocations board; ACE Award chairperson assisting youth with hardships; supports schools and law enforcement halting child abuse and bullying; serve a church community guiding a 2,000 person congregation and outreach which helps homeless people and under-privileged children; enjoy visiting all our 26 school sites and attend District-wide events from academic to sports gatherings.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

I will function as a positive PR agent on behalf of CSBA among all possible entities in our region. I will convey updates of CSBA services and policy to my fellow Trustees through our region and express feedback from the public and the education professionals I work beside.

My employment with our district began 50 years ago as a school bus driver on my 18th birthday.

Since that starting point some of the positions and duties held have been: teacher, activities director, assistant principal, principal, Operating Engineer for classified employees, and holding various positions in the teacher's union (including vice president and president). I retired from teaching and school administration in 2004 and won an elected position on the board along with another teacher. In 2006 and 2008 we made history by campaigning for and winning the votes for two bonds to renovate and build new schools. I have a genuine commitment to our district, students, and staff.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: James C. Flurry

Date: 12-29-2013

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **MONDAY, MARCH 17, 2014**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box.

A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.

OFFICIAL 2014 DELEGATE ASSEMBLY BALLOT
SUBREGION 4-C
(Colusa, Sutter, Yuba Counties)

Number of vacancies: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2014 – March 31, 2016

**denotes incumbent*

☐ James C. Flurry (Marysville Joint USD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District/COE Name

Date of Board Action

See reverse side for a current list of all Delegates in your Region.

Region 4 – Paige K. Stauss, Director (Roseville Joint Union HSD)
8 Delegates (8 elected)

Below is a list of all the current Delegates from this Region.

Subregion A

Barbara McIver (Red Bluff Joint Union HSD), term expires 2014

Subregion B

Mary Ellen Garrahy, (Oroville City ESD), term expires 2015

Subregion C

Jim Flurry (Marysville Joint USD), term expires 2014

Sharman Kobayashi (Yuba City USD), term expires 2015

Subregion D

Trish Gerving (Nevada City USD), term expires 2015

Lynn MacDonald (Placer Union HSD), term expires 2014

Vacant, term expires 2015

County Delegate

Lynn M. Oliver (Placer COE), term expires 2014

Counties

Glenn, Tehama (Subregion A)

Butte (Subregion B)

Colusa, Sutter, Yuba (Subregion C)

Nevada, Placer, Sierra (Subregion D)

Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0460(a)

LOCAL CONTROL AND ACCOUNTABILITY PLAN

The Governing Board desires to ensure the most effective use of available state funding to improve outcomes for all students. A community-based, comprehensive, data-driven planning process shall be used to identify annual goals and specific actions aligned with state and local priorities and to facilitate continuous improvement of district practices.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

The Board shall adopt a districtwide local control and accountability plan (LCAP), using the template provided by the State Board of Education, which addresses the state priorities specified in Education Code 52060. The LCAP shall be effective for three years and shall be updated on or before July 1 of each year. (Education Code 52060)

In addition, the LCAP shall address any local priorities adopted by the Board.

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" and other underperforming students.

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth and are counted only once for purposes of the local control funding formula. (Education Code 42238.02)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Language Learners)

To minimize duplication of effort and provide clear direction for program implementation, the LCAP and other district and school plans shall be aligned to the extent possible.

(cf. 0400 - Comprehensive Plans)

(cf. 0440 - District Technology Plan)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5030 - Student Wellness)

(cf. 6171 - Title I Programs)

(cf. 7110 - Facilities Master Plan)

The Superintendent or designee shall review the single plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP or the annual update are consistent with strategies included in the SPSA. (Education Code 52062)

(cf. 0420 - School Plans/Site Councils)

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

(cf. 1312.3 - Uniform Complaint Procedures)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

Plan Development

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the numbers of students in various student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. (Education Code 52060)

(cf. 1220 - Citizen Advisory Committees)
(cf. 4140/4240/4340 - Bargaining Units)
(cf. 4143/4243 - Negotiations/Consultation)
(cf. 6020 - Parent Involvement)

Public Review and Input

The Board shall establish the following committee(s) to review and comment on the LCAP: (Education Code 52063)

1. A parent advisory committee including at least one parent/guardian of unduplicated students as defined above
2. An English learner parent advisory committee whenever district enrollment includes at least 15 percent English learners and at least 50 students who are English learners

The Superintendent or designee shall present the LCAP or the annual update to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s). (Education Code 52062)

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP or the annual update to the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP or the annual update shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP or the annual update. The public hearing shall be held at the same meeting as the public hearing required prior to the adoption of the district budget in accordance with Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

(cf. 9320 - Meetings and Notices)

Adoption of the Plan

Prior to adopting the district budget, but at the same public meeting, the Board shall adopt the LCAP or the annual update. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

Submission of Plan to County Superintendent of Schools

Not later than five days after adoption of the LCAP or the annual update to the LCAP, the Board shall file the LCAP or the annual update with the County Superintendent of Schools. (Education Code 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP or the annual update, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

Monitoring Progress

The Superintendent or designee shall report to the Board, at least **monthly** in accordance with the timeline and indicators established by him/her and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. **During the November, March and June meetings the Board will extensively review student achievement data, survey data, and other evidence that the plan is being implemented as written.** Evaluation data shall be used to recommend any necessary revisions to the LCAP.

(cf. 0500 - Accountability)

Technical Assistance/Intervention

When it is in the best interest of the district, the Board may submit a request to the County Superintendent for technical assistance, including, but not limited to: (Education Code 52071)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

1. Assistance in the identification of district strengths and weaknesses in regard to state priorities and review of effective, evidence-based programs that apply to the district's goals
2. Assistance from an academic expert, team of academic experts, or another district in the county in identifying and implementing effective programs to improve the outcomes for student subgroups
3. Advice and assistance from the California Collaborative for Educational Excellence established pursuant to Education Code 52074

In the event that the County Superintendent requires the district to receive technical assistance pursuant to Education Code 52071, the Board shall review all recommendations received from the County Superintendent or other advisor and shall consider revisions to the LCAP as appropriate in accordance with the process specified in Education Code 52062.

If the Superintendent of Public Instruction (SPI) identifies the district as needing intervention pursuant to Education Code 52072, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following:

1. Revision of the district's LCAP
2. Revision of the district's budget in accordance with changes in the LCAP
3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

Legal Reference:

EDUCATION CODE

17002 State School Building Lease-Purchase Law, including definition of good repair

41020 Audits

42127 Public hearing on budget adoption

42238.01-42238.07 Local control funding formula

44258.9 County superintendent review of teacher assignment

48985 Parental notices in languages other than English

51210 Course of study for grades 1-6

51220 Course of study for grades 7-12

52052 Academic Performance Index; numerically significant student subgroups

52060-52077 Local control and accountability plan

52302 Regional occupational centers and programs

52372.5 Linked learning pilot program

54692 Partnership academies

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

Legal Reference continued:

60119 Sufficiency of textbooks and instructional materials; hearing and resolution
60605.8 California Assessment of Academic Achievement; Academic Content Standards Commission
60811.3 Assessment of language development
64001 Single plan for student achievement
99300-99301 Early Assessment Program
UNITED STATES CODE, TITLE 20
6312 Local educational agency plan
6826 Title III funds, local plans

Management Resources:

CSBA PUBLICATIONS

Impact of Local Control Funding Formula on Board Policies, November 2013

Local Control Funding Formula 2013, Governance Brief, August 2013

State Priorities for Funding: The Need for Local Control and Accountability Plans, Fact Sheet, August 2013

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Business and Noninstructional Operations

BP 3100(a)

BUDGET

The Governing Board recognizes its critical responsibility for adopting a sound budget for each fiscal year which is aligned with the district's vision, goals, priorities, and comprehensive plans. The district budget shall guide administrative decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the district.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0400 - Comprehensive Plans)

(cf. 3000 - Concepts and Roles)

(cf. 3300 - Expenditures and Purchases)

(cf. 3460 - Financial Reports and Accountability)

(cf. 9000 - Role of the Board)

The district budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations subject to limitation as determined pursuant to Government Code 7900-7914. (Education Code 42122)

The Board shall adopt the budget only after a local control and accountability plan (LCAP) developed pursuant to Education Code 52060-52077 or an annual update to the LCAP is in place for the budget year. Expenditures necessary to implement the LCAP or the annual update during the subsequent fiscal year shall be included in the budget. (Education Code 42127)

(cf. 0460 - Local Control and Accountability Plan)

Single Budget Adoption Process

The Superintendent or designee shall establish an annual budget development process and calendar in accordance with the single budget adoption process described in Education Code 42127(i). He/she shall annually notify the County Superintendent of Schools of the district's decision to use the single budget adoption process in the subsequent year. (Education Code 42127)

In order to provide guidance in the development of the budget, the Board shall annually establish budget priorities based on identified district needs and goals and on realistic projections of available funds.

The Superintendent or designee shall oversee the preparation of a proposed district budget for approval by the Board and shall involve appropriate staff in the development of budget projections.

The Board encourages public input in the budget development process and shall hold a public hearing on the proposed budget in accordance with Education Code 42103 and 42127.

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

BUDGET (continued)

(cf. 9323 - Meeting Conduct)

The budget that is formally adopted by the Board shall be in the format prescribed by the Superintendent of Public Instruction. The Superintendent or designee may supplement this format with additional information as necessary to effectively communicate the budget to the Board, staff, and public.

Budget Advisory Committee

The Superintendent or designee may appoint a budget advisory committee composed of staff, Board representatives, and/or members of the community.

The committee shall develop recommendations during the budget development process and its duties shall be assigned each year based on district needs. All recommendations of the committee shall be advisory only and shall not be binding on the Board or the Superintendent or designee.

(cf. 1220 - Citizen Advisory Committees)

(cf. 2230 - Representative and Deliberative Groups)

(cf. 3350 - Travel Expenses)

(cf. 9130 - Board Committees)

(cf. 9140 - Board Representatives)

Budget Criteria and Standards

The Superintendent or designee shall develop a district budget in accordance with criteria and standards adopted by the State Board of Education (SBE). (Education Code 33127, 33128, 33128.3, 33129; 5 CCR 15440-15451)

The budget shall provide that funding received through state supplemental and concentration grants pursuant to Education Code 42238.02 and 42238.03 shall be used in accordance with regulations adopted by the SBE for schoolwide or districtwide purposes to increase or improve services for students who are English learners, eligible for free or reduced-price meals, and/or foster youth at least in proportion to the increase to the district's revenue generated from such funds. (Education Code 42238.07)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Language Learners)

The Board may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, categorical program requirements, and any other factors necessary to ensure that the budget is a realistic plan for district revenues and expenditures.

BUDGET (continued)

(cf. 2210 - Administrative Discretion Regarding Board Policy)

(cf. 3110 - Transfer of Funds)

Fund Balance

The district shall classify fund balances in compliance with Governmental Accounting Standards Board (GASB) Statement 54, as follows:

1. *Nonspendable fund balance* includes amounts that are not expected to be converted to cash, such as resources that are not in a spendable form (e.g., inventories and prepaids) or that are legally or contractually required to be maintained intact.
2. *Restricted fund balance* includes amounts constrained to specific purposes by their providers or by law.
3. *Committed fund balance* includes amounts constrained to specific purposes by the Board.

For this purpose, all commitments of funds shall be approved by a majority vote of the Board. The constraints shall be imposed no later than the end of the reporting period of June 30, although the actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements.

4. *Assigned fund balance* includes amounts which the Board or its designee intends to use for a specific purpose.

The Board delegates authority to assign funds to the assigned fund balance to the Superintendent or designee and authorizes the assignment of such funds to be made any time prior to the issuance of the financial statements.

5. *Unassigned fund balance* includes amounts that are available for any purpose.

When multiple types of funds are available for an expenditure, the district shall first utilize funds from the restricted fund balance as appropriate, then from the committed fund balance, then from the assigned fund balance, and lastly from the unassigned fund balance.

To protect the district against unforeseen circumstances such as revenue shortfalls and unanticipated expenditures, the Board intends to maintain a minimum unassigned fund balance which includes a reserve for economic uncertainties equal to at least two months of general fund operating expenditures, or **Five (5) percent** of general fund expenditures and other financing uses.

If the unassigned fund balance falls below this level due to an emergency situation, unexpected expenditures, or revenue shortfalls, the Board shall develop a plan to recover the fund balance which may include dedicating new unrestricted revenues, reducing expenditures, and/or increasing revenues or pursuing other funding sources.

BUDGET (continued)**Long-Term Financial Obligations**

The district's current-year budget and multi-year projections shall include adequate provisions for addressing the district's long-term financial obligations, including, but not limited to, long-term obligations resulting from collective bargaining agreements, financing of facilities projects, unfunded or future liability for retiree benefits, and accrued workers' compensation claims.

(cf. 4141/4241 - Collective Bargaining Agreement)
(cf. 4143/4243 - Negotiations/Consultation)
(cf. 4154/4254/4354 - Health and Welfare Benefits)
(cf. 7210 - Facilities Financing)
(cf. 9250 - Remuneration, Reimbursement and Other Benefits)

if it is otherwise decreasing the amount in its workers' compensation reserve fund. The Board shall annually certify to the County Superintendent the amount, if any, that it has decided to reserve in the budget for these costs. The Board shall submit to the County Superintendent any budget revisions that may be necessary to account for this budget reserve. (Education Code 42141)

Budget Amendments

Whenever revenues and expenditures change significantly throughout the year, the Superintendent or designee shall recommend budget amendments to ensure accurate projections of the district's net ending balance. When final figures for the prior-year budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures.

In addition, budget amendments shall be submitted for Board approval as necessary when the state budget is adopted, collective bargaining agreements are accepted, district income declines, increased revenues or unanticipated savings are made available to the district, program proposals are significantly different from those approved during budget adoption, interfund transfers are needed to meet actual program expenditures, and/or other significant changes occur that impact budget projections.

*Legal Reference:***EDUCATION CODE**

1240 Duties of county superintendent of schools
33127-33131 Standards and criteria for local budgets and expenditures
35035 Powers and duties of superintendent
35161 Powers and duties, generally, of governing boards
42103 Public hearing on proposed budget; requirements for content of proposed budget
42122-42129 Budget requirements
42130-42134 Financial certifications
42140-42141 Disclosure of fiscal obligations

BUDGET (continued)

42238-42251 *Apportionments to districts, especially:*
42238.01-42238.07 *Local control funding formula*
42602 *Use of unbudgeted funds*
42605 *Tier 3 categorical flexibility*
42610 *Appropriation of excess funds and limitation thereon*
45253 *Annual budget of personnel commission*
45254 *First year budget of personnel commission*
52060-52077 *Local control and accountability plan*

GOVERNMENT CODE

7900-7914 *Appropriations limit*
CODE OF REGULATIONS, TITLE 5
15060 *Standardized account code structure*
15440-15451 *Criteria and standards for school district budgets*

Management Resources:

CSBA PUBLICATIONS

Local Control Funding Formula 2013, Governance Brief, August 2013
State Priorities for Funding: The Need for Local Control and Accountability Plans, Fact Sheet, August 2013

School Finance CD-ROM, 2005

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

New Requirements for Reporting Fund Balance in Governmental Funds, January 7, 2011

FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONS

Fiscal Oversight Guide for AB 1200, AB 2756 and Subsequent Related Legislation, September 2006

GOVERNMENT FINANCE OFFICERS ASSOCIATION

Best Practice: Appropriate Level of Unrestricted Fund Balance in the General Fund, 2009

GOVERNMENTAL ACCOUNTING STANDARDS BOARD STATEMENTS

Statement 54, Fund Balance Reporting and Governmental Fund Type Definitions, March 2009

Statement 45, Accounting and Financial Reporting by Employers for Post-employment Benefits Other Than Pensions, June 2004

Statement 34, Basic Financial Statements and Management's Discussion and Analysis - For State and Local Governments, June 1999

WEB SITES

CSBA: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org>

California Department of Education, Finance and Grants: <http://www.cde.ca.gov/fg>

California Department of Finance: <http://www.dof.ca.gov>

Fiscal Crisis and Management Assistance Team: <http://www.fcmat.org>

Government Finance Officers Association: <http://www.gfoa.org>

Governmental Accounting Standards Board: <http://www.gasb.org>

Legislative Analyst's Office: <http://www.lao.ca.gov>

School Services of California, Inc.: <http://www.sscal.com>

COLUSA UNIFIED SCHOOL DISTRICT

745 Tenth Street

Colusa, CA 95932

UNOFFICIAL MINUTES**Board of Trustees Regular Meeting**

January 21, 2014, 6:00 p.m.

**OPEN SESSION
CALL TO ORDER**

The meeting was called to order at 6:00 p.m. in the Colusa Unified School District Conference Room by Board President Charles Yerxa, and established a quorum was present. Attending were Charles Yerxa, Kelli Griffith-Garcia, Lincoln Forry, Don Bransford and Terry Bressler. Also in attendance were Superintendent Dwayne Newman, and Business Manager Sheryl Bailey; students and staff. School Administrators Jody Johnston, Dave Tarr and Darren Brown were absent.

PLEDGE OF ALLEGIANCE

Taylor Davies led the Pledge of Allegiance.

HEARING OF PUBLIC

Mike West, Assistant Principal at Colusa High School, announced he is running for Colusa County Superintendent of Schools.

STUDENT'S REPORT

Taylor Davies reported on upcoming activities at Colusa High School, which included basketball homecoming week, senior project deadlines and sports highlights.

RECOGNITIONS AND CELEBRATIONS

This month the following were honored for making the district better in some way: In the absence of the Principals Mr. Newman presented a certificate of appreciation on behalf of Ms. Johnston, Egling Middle School Principal, to Gavin Gerrard who was instrumental in planning and organizing the painting of Egling's playground lines and Nicholas Moresco who planned and organized the planting of new plants and putting bark in the flowerbeds in the front of Egling Middle School.

PRESIDENT'S REPORT

None

BOARD OF TRUSTEE TIME

None

**ESTABLISH BOARD COMMITTEES FOR
2014**

The board elected to keep the same board representatives for the following committees: CRAF – Charles Yerxa; FOM – Don Bransford; FOA – Lincoln Forry and Kelli Griffith-Garcia; Grounds – Lincoln Forry and Terry Bressler and SELPA – Don Bransford and Terry Bressler.

SUPERINTENDENT'S REPORT

- Improvement Plan Progress Update: The survey went out to staff last week and they have until the end of this week to complete the survey. It will tell us how we're progressing as far as building a professional learning community. The next step on our improvement plan is to start building a plan for next year.
- Governor's Budget initial budget proposal: Mr. Newman reported the news has been good with regards to the Governor's budget. He said we would probably be getting anywhere between a 8.8% – 10.2% budget increase next year. Mr. Newman said we are finally in a good place to start expanding student services to kids next year. Sheryl attended a budget workshop and learned that the Governor's main objective is money for education but not new programs. He's concentrating on the LCFF and student achievement. Sheryl said all consulting firms are advising districts have a 3% reserve plus 1 year's

growth, which per our budget, is 1 million dollars next year. Mr. Newman does not agree with that theory. He thinks that's encouraged just in case the bottom falls out of the economy. A discussion was held. Mr. Newman wants it in Policy to determine what a reasonable amount over the 3% reserve will be and stick to that amount.

- SELPA Update: Mr. Newman reported we received an official notice from the County saying they will no longer administer the SELPA as of June 30, 2015. He stated we need to think about revising the SELPA for moving the SELPA under the umbrella of a surrounding SELPA based on what happens with the election. With a new superintendent of schools and a rewrite of the governance section it will save everybody a lot of time and effort and have a highly functioning governance section. Mr. Newman stated if we move the SELPA from Colusa to a surrounding county, we will be drain over \$380,000 a year from our local economy. He thinks we need to look at every opportunity we can to keep that from happening. Mr. Bransford suggested Mr. Newman get together with the other 3 Superintendents in the county to write a new SELPA governance plan before they leave for the year. Mr. Newman said he would try and make that happen.
- Community Day School: Mr. Newman received information from our CBO and our MOT Director and received budget numbers from the existing program through the county office and has determined, after the comparison, we would save approximately \$50,000 if we took over the Community Day School. We will take action on this subject at the February meeting.
- Facilities Assessment and Survey: Mr. Bransford asked Mr. Newman if he signed off on the questionnaire that was sent to parents & staff. Mr. Newman replied that he had. Mr. Bransford questioned one of the survey questions regarding asbestos and that it infers that our schools are not safe. Mr. Newman said he asked the survey writers about that question and they said they were trying to discern what items are of great importance to the community. Mr. Newman reported the Facilities Needs Assessment documents over 35M dollars of needed facilities improvements currently exist in the district. The needs are categorized as critical, potentially critical, necessary, and recommended. Mr. Newman stated our "critical" needs add up to about 7.1M dollars, which reinforces our need for a bond measure.
- Enrollment: Our enrollment is down slightly, but our A.D.A. is good.

PRINCIPAL'S REPORT

Mr. Brown was to report on the CAHS, but due to his absence the CAHS report will be given in the near future.

CEA REPORT

None

CSEA REPORT

None

INFORMATION/ DISCUSSION/
POSSIBLE ACTION:
TESTING

Last month Mr. Yerxa requested an explanation of how Mr. Newman planned to measure test results and develop clear standards. Mr. Newman stated he and the administrators met to figure out how they were going to measure improvement. He said the CASP is the new STAR test and that there will be a field test this spring that will give no results...it will just be testing the test. Mr. Newman said there are many ways to test improvement: CELDT, high school Exit Exam, English Language check list

that we use for our ELL students, the historical STAR data, Accelerated Reader and Accelerated Math growth assessments, California Treasures Comprehensive tests, writing assessments in grades 4-8, high frequency words test, text level reading test, data on graduation drop-out rates, and many more grade level tests. Mr. Newman said we will hold ourselves accountable by looking at all the different types of tests listed. At the high school we will look at GPA and how much students have improved their GPA; look at attendance; and reading level assessment.

ACTION ITEM - COMMUNITY DAY
SCHOOL

No action taken. To be brought back in February.

ACTION ITEM #131445

Motion was made by Don Bransford, seconded by Terry Bressler to approve and adopt the second reading of AR 0420.4 Charter School Authorization.

Vote: Unanimous

ACTION ITEM #131446

Motion was made by Don Bransford, seconded by Terry Bressler to approve and adopt the second reading of BP/E 0420.41 Charter School Oversight.

Vote: Unanimous

ACTION ITEM

No action taken.

Board members were not comfortable with the second reading language for BP/AR 0460 Local Control and Accountability Plan. They asked Mr. Newman to amend the language and state the Superintendent or designee shall report to the Board monthly along with an annual report.

ACTION ITEM #131447

Motion was made by Don Bransford, seconded by Terry Bressler to approve and adopt the second reading of BP 0500 Accountability.

Vote: Unanimous

ACTION ITEM #131448

Motion was made by Don Bransford, seconded by Kelli Griffith-Garcia to amend the wording of BP/AR 3100 Budget to state the district will maintain a 5% reserve.

Vote: Ayes – 4
Noes – 1 (Bressler)

ACTION ITEM #131449

Motion was made by Don Bransford, seconded by Kelli Griffith-Garcia to approve and adopt the second reading of BP 3110 Transfer of Funds.

Vote: Unanimous

CONSENT AGENDA
ACTION ITEM #131450

Consider Approval of Consent Agenda: Regular and Customary Business Items:

- a. Minutes of December 17, 2013 Regular Board Meeting
- b. Minutes of January 9, 2014 Special Board Meeting, BPS Visitation
- c. January Payroll
- d. January Warrants: Batch #23 - 25
- e. January Financial Statements

- f. Miscellaneous Funds Budget Revision
- g. 2013-14 Budget Revision
- h. Personnel Assignment Order #2013/14.06
- i. Contracts
 - 1) Renewal of Lease Agreement between CUSD and Mitel Leasing, Inc. (office phones)
 - 2) Agreement between CUSD and Gene Bregman & Associates (Public Opinion Survey for bond measure)
- j. Approve Thomas Critchfield's travel to New York City on February 6 through February 10 to play at Carnegie Hall
- k. Williams Complaint Quarterly Report for October 1, 2013 through December 30, 2013
- l. Approve MOT and EMS Surplus Equipment Recommendation

Motion was made by Terry Bressler, seconded by Lincoln Forry to approve the Consent Agenda without exception.

Vote: Unanimous

HEARING OF PUBLIC FOR MATTERS
ON CLOSED SESSION AGENDA

None

ADJOURN TO CLOSED SESSION

The Board adjourned to Closed Session at 7:30 p.m. to consider and/or take action upon any of the following items:

- 1. Student Matters:
 - a. Out of School Suspensions
 - b. Inter-district Transfer Agreements
- 2. Personnel Matters:
 - a. Public Employment – New Hires 2013-2014
 - b. Public Employee Discipline/Dismissal/Release
- 3. Negotiations:
 - a. Instructions to District negotiators

RECONVENE FROM CLOSED SESSION

The Board reconvened from Closed Session at 9:05 P.M. Board President Charles Yerxa reported out the Board reviewed the Out of School Suspension Report, and the Inter-district Transfer Request.

ACTION ITEM # 131451

Motion was made by Don Bransford, seconded by Lincoln Forry to approve the Inter-district Transfer Agreement requests.

Vote: Unanimous

ADJOURNMENT

The meeting adjourned at 9:10 p.m.

APPROVED BY:

J.l.c.

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE RELEASED JANUARY 24, 2014			BATCH 26
REF #	VENDOR	AMOUNT	FUND	LOC	DESCRIPTION
689	ALHAMBRA	\$ 61.02	01	DO/MOT	WATER
705	AMADOR STAGELINES	\$ 4,242.96	01	CHS	ESA TRIP TO YOSEMITE
696	CHRISTINA BAILEY	\$ 15.22	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
695	TIFFANY BAILEY	\$ 153.34	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
704	CVT	\$ 97,657.27	01	DO	FEBRUARY HEALTH INSURANCE PREMIUMS
691	CHUNG SUN MARKET	\$ 62.78	01	CHS	SUPPLIES
703	COLUSA COUNTY PUBLIC WORKS	\$ 72.73	01	MOT	DUMP FEES
692	COLUSA DAIRY	\$ 69.88	01	BPS	POPSICLES FOR FUNDRAISER
702	CUSD CAFETERIA FUND	\$ 36.00	01	EMS	COOKIES
701	DAVIES CHEVRON	\$ 33.00	01	MOT	VEHICLE WASHES
686	JACKS GLASS	\$ 242.70	01	MOT	GLASS REPLACEMENT/REPAIR
693	COURTNEY LEMENAGER	\$ 197.21	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
694	JULIE PETERSON	\$ 39.00	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
700	BARBARA REECE	\$ 153.64	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
688	SPURR	\$ 4,556.00	01	ALL	NATURAL GAS BILLING
699	KIM STEIDLMAYER	\$ 953.23	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
687	US BANK EQUIPMENT FINANCE	\$ 2,101.63	01	ALL	COPIER LEASES
698	SOCORRO VARGAS	\$ 220.95	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
697	WILLIAMSON, MELISSA	\$ 206.52	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
	GENERAL FUND TOTAL 01	\$ 111,075.08			
	CAFETERIA FUND 13	\$ -			
684	GOV FINANCIAL STRATEGIES	\$ 10,479.71	25	DEVFEE	FINANCIAL ADVISOR SERVICES
	CAPITAL FACILITIES FUND 25	\$ 4,750.00			
690	CHUNG SUN MARKET	\$ 72.32	95	CHS	SUPPLIES
685	NORTH STATE SCREENPRINT	\$ 246.01	95	EMS	SWEATSHIRTS
	STUDENT BODY FUND 95	\$ 318.33			
	TOTAL ACCOUNTS PAYABLE	\$ 121,873.12			

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE RELEASED JANUARY 31, 2014			BATCH 27
REF #	VENDOR	AMOUNT	FUND	LOC	DESCRIPTION
710	CHRISTINA BAILEY	\$ 28.69	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
735	BAXTER AUTO PARTS	\$ 129.40	01	MOT	VEHICLE MAINTENANCE SUPPLIES
717	CASCADE ATHLETICS	\$ 220.21	01	SPORTS	SUPPLIES
708	ELLEN CENAMI	\$ 29.00	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
707	CHEVRON & TEXACO	\$ 156.61	01	MOT	FUEL
712	CHUNG SUN MARKET	\$ 26.94	01	BPS	SUPPLIES
734	CHUNG SUN MARKET	\$ 34.02	01	DO	DELAC SUPPLIES
715	CCOE	\$ 25.00	01	DO	WORKSHOP FEE
731	COLUSA MOTOR SALES	\$ 104.64	01	MOT	VEHICLE MAINTENANCE SUPPLIES
RC58	CUSD EMER FUND - US BANK CALCARD VISA	\$ 8,043.08	01	ALL	SEE ATTACHED
724	CONTINENTAL ATHLETIC SUPPLY	\$ 415.61	01	SPORTS	SUPPLIES
732	CSUF FOUNDATION	\$ 1,360.00	01	BPS/CHS	WORKSHOP FEE
730	ROBERTA JAMES	\$ 131.04	01	HMS	REIMBURSE MILEAGE
713	LARA KELLEHER	\$ 56.64	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
719	ROCHELLE LAIRD	\$ 112.00	01	MOT	BUS DRIVER TRAINER
721	SHANON LAUX	\$ 98.17	01	DO	REIMBURSE MILEAGE
722	MERIDIAN DIESEL	\$ 781.07	01	MOT	BUS SERVICE
711	NORTH WOODWINDS	\$ 321.53	01	CHS	INSTRUMENT REPAIR
706	PIERCE HIGH SCHOOL	\$ 100.00	01	EMS	SPORTS ENTRY FEE
723	BARBARA REECE	\$ 85.28	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
725	RIVERBANK PIZZA	\$ 547.38	01	CHS	ESA AWARDS NIGHT
709	SCHOOL SPECIALTY	\$ 1,400.03	01	BPS	TABLES
718	RON SIMMONS	\$ 50.00	01	CHS	TUNE PIANO FOR FOM
720	STANDARD INSURANCE COMPANY	\$ 1,623.78	01	DO	INCOME PROTECTION PREMIUMS
	GENERAL FUND TOTAL 01	\$ 16,050.45			
RC57	CUSD EMER FUND - US BANK CALCARD VISA	\$ 583.92	13	CAFÉ	SEE ATTACHED
714	SLIC CO-OP	\$ 50.00	13	CAFÉ	MEMBERSHIP FEE
	CAFETERIA FUND 13	\$ 633.92			
733	GENE BREGMAN & ASSOCIATES	\$ 4,750.00	25	DEVFEE	POLLING SERVICES FINAL PAYMENT
	CAPITAL FACILITIES FUND 25	\$ 4,750.00			
716	CA ASSN FFA	\$ 150.00	95	CHS	ENTRY FEE
727	COCA COLA BOTTLING	\$ 158.88	95	EMS	DRINK MACHINES
RC59	CUSD EMER FUND - US BANK CALCARD VISA	\$ 1,417.45	95	EMS/CHS	SEE ATTACHED
728	ERIKA LEMENAGER	\$ 70.56	95	EMS	REIMBURSE FOR SUPPLIES PURCHASED
726	US AWARDS	\$ 19.40	95	CHS	SUPPLIES
	STUDENT BODY FUND 95	\$ 1,816.29			
	TOTAL ACCOUNTS PAYABLE	\$ 28,000.66			

CUSD EMERGENCY FUND CHECK 4645 - US BANK CALCARD VISA

Sheryl Bailey

FD01-RC58 FD13-RC57 FD95-RC59

16-Jan	FLORA FRESH	\$72.19	\$72.19			CHS FLORAL DESIGN SUPPLIES
14-Jan	SCHOOL HEALTH CORP	\$240.65	\$240.65			DO NURSING SUPPLIES

Mike Phenicie

21-Jan	LA QUINTA INNS 0625	\$138.88	\$138.88			FOM HOTEL FOR MUSIC COMPETITION
13-Jan	ASSOCIATED SOUND	\$882.93	\$882.93			FOM SUPPLIES

Jim LaGrone

16-Jan	HD SUPPLY FACILITIES MTNC	\$318.82	\$318.82			MOT MAINTENANCE SUPPLIES
16-Jan	HILLYARD INC SACRAMENTO	\$43.35	\$43.35			MOT MAINTENANCE SUPPLIES
13-Jan	LOWES #01933*	\$156.74	\$156.74			MOT MAINTENANCE SUPPLIES
13-Jan	OFFICE DEPOT #2287	\$12.88	\$12.88			MOT OFFICE SUPPLIES

Dave Tarr

17-Jan	SAV-MOR FOODS	\$42.09	\$42.09			BPS SUPPLIES
16-Jan	SSI*CLASSROOM DIRECT	\$90.56	\$90.56			BPS SUPPLIES
16-Jan	GBC*ECOMMERCE	\$315.57	\$315.57			BPS BINDING MACHINE MAINTENANCE
14-Jan	REI*GREENWOODHEINEMANN	\$189.00	\$189.00			BPS WORKSHOP FEE
14-Jan	REI*GREENWOODHEINEMANN	\$189.00	\$189.00			BPS WORKSHOP FEE
14-Jan	REI*GREENWOODHEINEMANN	\$189.00	\$189.00			BPS WORKSHOP FEE
13-Jan	SAV-MOR FOODS	\$28.62	\$28.62			BPS SUPPLIES

Leasa Hill

15-Jan	CASHNCARRY572 51705721	\$506.23		\$506.23		CAFETERIA SUPPLIES
13-Jan	ROCCOS BAR GRILL	\$77.69		\$77.69		CAFETERIA STAFF MEETING

Dwayne Newman

13-Jan	VISTAPR*VISTAPRINT.COM	\$40.02	\$40.02			DO BUSINESS CARDS FOR TECH
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Darren Brown

22-Jan	SPORTDECALS	\$458.82	\$458.82			CHS ESA SHIRTS
22-Jan	NATIONAL FFA	\$298.96			\$298.96	CHS FFA SUPPLIES
22-Jan	CPS 1142 SACRAMENTO	\$534.00	\$534.00			CHS WORKSHOP FEE
20-Jan	RLI*RENAISSANCE LEARN	\$330.38	\$330.38			CHS SCANNER
20-Jan	BYU CONTINUING ED2	\$136.00	\$136.00			CHS STUDENT ONLINE CLASS
20-Jan	EVERBIND	\$920.70	\$920.70			CHS SUPPLIES
20-Jan	NASCO MAIL ORDER	\$117.61	\$117.61			CHS SUPPLIES
17-Jan	REGISTRATIONS FOR YOU	\$1,125.00	\$1,125.00			CHS WORKSHOP FEE
17-Jan	AMAZON MKTPLACE PMTS	\$42.45	\$42.45			CHS SUPPLIES
17-Jan	QUILL CORPORATION	\$230.31	\$230.31			CHS SUPPLIES
16-Jan	QUILL CORPORATION	\$319.18	\$319.18			CHS SUPPLIES
16-Jan	SURVEYMONKEY.COM	\$300.00	\$300.00			DO SUBSCRIPTION
16-Jan	GLAZIER CLINICS	\$369.00			\$369.00	CHS ASB FTBALL CLINIC REGISTRATION
16-Jan	STU*STUMPS	\$43.94			\$43.94	CHS ASB SUPPLIES
16-Jan	UNIFORMS EXPRESS CHULA V	\$533.95			\$533.95	CHS ASB SUPPLIES
15-Jan	JUST BUTTONS	\$142.02			\$142.02	CHS ASB SUPPLIES

Jody Johnston

21-Jan	FOLLETT EDUCATIONAL SERVI	\$62.72	\$62.72			EMS BOOKS
16-Jan	SSI*SCHOOL SPECIALTY	\$29.58			\$29.58	EMS ASB SUPPLIES
22-Jan	QUILL CORPORATION	\$4.82	\$4.82			EMS SUPPLIES
14-Jan	QUILL CORPORATION	\$510.79	\$510.79			EMS SUPPLIES

\$10,044.45 \$8,043.08 \$583.92 \$1,417.45

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE RELEASED FEBRUARY 7, 2014			BATCH 28
REF #	VENDOR	AMOUNT	FUND	LOC	DESCRIPTION
758	KATHY APLANALP	\$ 125.78	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
755	JENNIFER BARBEE	\$ 288.06	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
736	BOGGS EQUIPMENT & ENGINEERING	\$ 427.64	01	MOT	SUPPLIES
738	CASCADE ATHLETIC	\$ 527.39	01	SPORTS	SUPPLIES
753	CITY OF COLUSA	\$ 6,355.30	01	ALL	WATER,SEWER BILLING
745	COLUSA COUNTY OFFICE OF EDUCATION	\$ 334,873.00	01	DO	50% BUDGETED SELPA DEFICIT
760	COLUSA DAIRY	\$ 77.64	01	BPS	SUPPLIES
744	CUSD CAFETERIA FUND	\$ 45.00	01	DO	LUNCHES FOR 2 NEGOTIATION SESSIONS
750	CUSD CAFETERIA FUND	\$ 60.00	01	BPS/EMS	REWARDS PARTY FOR STUDENTS
RC60	CUSD EMERGENCY FD-CMEA NS	\$ 162.00	01	CHS	MUSIC COMPETITION ENTRY FEE
RC60	CUSD EMERGENCY FD-JEREMY MILLER	\$ 397.20	01	DO	REIMBURSE MILEAGE /MEALS AT WORKSHOP
RC60	CUSD EMERGENCY FD-CUSD PETTY CASH	\$ 188.24	01	DO	POSTAGE/SUPPLIES/FINGERPRINT FEES
RC60	CUSD EMERGENCY FD-YUBA COLLEGE	\$ 270.00	01	MOT	BUS DRIVER CLASS
RC60	CUSD EMERGENCY FD-CMEA NS	\$ 573.00	01	CHS	MUSIC COMPETITION ENTRY FEE
742	GOLDEN BEAR ALARMS	\$ 125.00	01	MOT	ALARM MONITORING
757	MARIBEL HUGHES	\$ 15.62	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
740	JODY JOHNSTON	\$ 54.00	01	EMS	REIMBURSE MEALS AT WORKSHOP
756	BOBBY KIRKMAN	\$ 49.98	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
751	LCMS AWARDS	\$ 7.53	01	DO	SUPPLIES
739	ERIKA LEMENAGER	\$ 328.40	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
749	MORROWS AUTO REPAIR	\$ 362.92	01	MOT	VEHICLE REPAIR
759	KAREN NOBLES	\$ 65.75	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
743	PG&E	\$ 12,673.82	01	ALL	ELECTRIC BILLING
741	SUTTER COE	\$ 2,000.00	01	OLL	PARTIAL BTSA ENROLLMENT FEE
747	TEACHER'S BOOK CONNECTION	\$ 52.60	01	CHS	BOOKS
748	TWIN CITIES EQUIPMENT RENTAL	\$ 275.00	01	MOT	EQUIPMENT RENTAL
	GENERAL FUND TOTAL 01	\$ 360,380.87			
RC62	CUSD EMER FD-CSNA	\$ 55.00	13	CAFÉ	MEMBERSHIP FEE
761	ED JONES FOOD SERVICE	\$ 4,397.63	13	CAFÉ	FOOD
754	GENERAL PRODUCE	\$ 5,208.89	13	CAFÉ	FOOD
737	STAFFORD MEAT COMPANY	\$ 480.00	13	CAFÉ	FOOD
	CAFETERIA FUND 13	\$ 10,141.52			
	CAPITAL FACILITIES FUND 25	\$ -			
752	CRAF	\$ 45.00	95	CHS	SPLIT PROCEEDS FROM RETRO UNIFORM SALE
RC61	CUSD EMER FD-JIM PINGREY	\$ 531.36	95	CHS	REIMBURSE HOTEL ROOMS FOR SPORTS
RC61	CUSD EMER FD-SHANE SASO	\$ 25.00	95	CHS	REFUND FEE
RC61	CUSD EMER FD-CA FBLA	\$ 120.00	95	CHS	FBLA REGISTRATION
746	DAVISON DRUG	\$ 17.95	95	CHS	SUPPLIES
	STUDENT BODY FUND 95	\$ 739.31			
	TOTAL ACCOUNTS PAYABLE	\$ 371,261.70			

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE RELEASED FEBRUARY 14, 2014			BATCH 29
REF #	VENDOR	AMOUNT	FUND	LOC	DESCRIPTION
773	A BEKA	\$ 692.14	01	HMS	BOOKS
763	APPEAL DEMOCRAT	\$ 120.00	01	DO	HELP WANTED ADS
782	CHUNG SUN MARKET	\$ 39.41	01	BPS	SUPPLIES
789	COLUSA REGIONAL MEDICAL CENTER	\$ 30.00	01	MOT	DMV PHYSICAL EYE TEST FOLLOWUP
768	DAVIES OIL	\$ 2,096.13	01	MOT	FUEL FOR VEHICLES
786	FRONTIER	\$ 1,601.86	01	ALL	PHONE AND DATA LINES
766	GRIFF'S FEED AND SEED	\$ 207.55	01	MOT	SUPPLIES
777	INTERQUEST DETECTION CANINES	\$ 350.00	01	EMS	DRUG DOG VISIT
784	JODY JOHNSTON	\$ 76.10	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
764	KELLEHER PAINT	\$ 3,916.71	01	MOT	MAINTENANCE SUPPLIES
772	LARA KELLEHER	\$ 121.28	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
769	BOB KIRKMAN	\$ 71.29	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
776	LIFETIME LEARNING	\$ 750.00	01	HMS	LEARNING SOFTWARE LICENSES
774	PACHECO PANTHERS	\$ 650.00	01	SPORTS	ENTRY FEE
788	PROGRESS PUBLICATIONS	\$ 432.00	01	BPS	STUDENT FOLDERS
765	SORENSEN PEST CONTROL	\$ 258.00	01	ALL	PEST CONTROL SERVICE
780	SPURR	\$ 7,413.33	01	ALL	NATURAL GAS BILLING
775	SUTTER HIGH SCHOOL	\$ 300.00	01	SPORTS	ENTRY FEE
787	VOLTAGE SPECIALISTS	\$ 615.00	01	MOT	ELECTRICAL REPAIRS
767	YUBA SAFE & LOCK	\$ 430.75	01	MOT	LOCK REPAIR/SERVICE
	GENERAL FUND TOTAL 01	\$ 20,171.55			
778	CRYSTAL CREAMERY	\$ 4,012.64	13	CAFÉ	FOOD
762	DANIELSEN	\$ 4,599.38	13	CAFÉ	FOOD
779	SYSCO	\$ 1,219.01	13	CAFÉ	FOOD
	CAFETERIA FUND 13	\$ 9,831.03			
	CAPITAL FACILITIES FUND 25	\$ -			
771	COKER PRECISION GRAPHICS	\$ 258.00	95	CHS	SUPPLIES
785	COLUSA LINEN	\$ 90.00	95	CHS	SUPPLIES FOR SNOWBALL
781	ERIN KALFSBEEK	\$ 269.77	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED
770	NSCIF	\$ 139.11	95	CHS	SUPPLIES
	STUDENT BODY FUND 95	\$ 756.88			
	TOTAL ACCOUNTS PAYABLE	\$ 30,759.46			

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE RELEASED FEBRUARY 21, 2014			BATCH 30
REF #	VENDOR	AMOUNT	FUND	LOC	DESCRIPTION
808	KATHY APLANALP	\$ 33.01	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
790	CA DEPT OF JUSTICE	\$ 277.00	01	DO	FINGERPRINT FEES
805	CASCADE ATHLETIC SUPPLY	\$ 138.58	01	SPORTS	SUPPLIES
792	COLUSA COUNTY FARM SUPPLY	\$ 578.12	01	MOT	GROUPS SUPPLIES
794	CCOE	\$ 25.00	01	DO	WORKSHOP REGISTRATION FEE
803	JOHNSON PRINTING	\$ 103.20	01	EMS	SUPPLIES
801	LARA KELLEHER	\$ 38.65	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
798	M& K HARVESTING	\$ 347.14	01	MOT	MAINTENANCE SUPPLIES
791	MERIDIAN DIESEL	\$ 1,097.14	01	MOT	BUS REPAIR AND SERVICE
793	THREE B'S TOILET RENTALAS	\$ 225.75	01	MOT	PORTABLE TOILET RENTALS
820	US BANK FINANCE	\$ 2,101.63	01	ALL	COPIER LEASES
RC63	US BANK CAL CARD VISA	\$ 50,144.04	01	ALL	SEE ATTACHED
807	VICTORIA ZUMWALT	\$ 154.03	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
	GENERAL FUND TOTAL 01	\$ 55,263.29			
802	LEASA HILL	\$ 182.00	13	CAFÉ	REIMBURSE MILEAGE
RC64	US BANK CAL CARD VISA	\$ 3,599.03	13	CAFÉ	SEE ATTACHED
	CAFETERIA FUND 13	\$ 3,781.03			
797	GOV FINANCIAL STRATEGIES	\$ 2,550.01	25	DEVFEE	FINANCIAL ADVISOR FEES
	CAPITAL FACILITIES FUND 25	\$ 2,550.01			
796	CA ASSN FFA	\$ 780.00	95	CHS	FFA REGISTRATION
804	CASCADE ATHLETIC SUPPLY	\$ 4,013.37	95	CHS	UNIFORMS
809	GENERATIONS	\$ 191.00	95	CHS	SHIRTS
799	GOLDEN SIERRA HIGH SCHOOL	\$ 275.00	95	CHS	TOURNEY FEE
806	ERIKA LEMENAGER	\$ 58.59	95	EMS	REIMBURSE FOR SUPPLIES PURCHASED
795	PIERCE HIGH SCHOOL	\$ 32.00	95	CHS	ENTRY FEE
RC65	US BANK CAL CARD VISA	\$ 1,429.21	95	EMS/CHS	SEE ATTACHED
	STUDENT BODY FUND 95	\$ 6,779.17			
	TOTAL ACCOUNTS PAYABLE	\$ 68,373.50			

US BANK CALCARD -VISA

Sheryl Bailey

FD01-RC63 FD13-RC64 FD95-RC65

12-Feb	J W PEPPER	\$38.64	\$38.64			CHS MUSIC SUPPLIES
12-Feb	MESSICK ACE HARDWARE	\$1,977.71	\$1,977.71			MOT MAINTENANCE SUPPLIES
11-Feb	JW WOOD CO INC	\$229.07	\$229.07			MOT MAINTENANCE SUPPLIES
11-Feb	QUILL CORPORATION	\$2,089.55	\$2,089.55			DO OFFICE SUPPLIES
11-Feb	ND CENTER FOR DISTANCE ED	\$148.40	\$148.40			HMS BOOKS
10-Feb	ARC*SERVICES/TRAINING	\$57.00	\$57.00			RED CROSS FIRST AID CLASS
10-Feb	ALL METALS SUPPLY INC	\$219.60	\$219.60			CHS AG SHOP SUPPLIES
7-Feb	APL*APPLE ITUNES STORE	\$20.95	\$20.95			HMS SOFTWARE
7-Feb	APL*APPLE ITUNES STORE	\$14.95	\$14.95			HMS SOFTWARE
7-Feb	EARTHGRAINS BAKING CO	\$149.60		\$149.60		CAFET FOOD
7-Feb	EARTHGRAINS BAKING CO	\$117.04		\$117.04		CAFET FOOD
7-Feb	EARTHGRAINS BAKING CO	\$314.00		\$314.00		CAFET FOOD
6-Feb	FLORA FRESH	\$237.74	\$237.74			HS FLORAL DESIGN SUPPLIES
5-Feb	ACT*ACTIVE NETWORK INV	\$1,493.00	\$1,493.00			EMS/CHS/BPS RECEIPTING SOFTWARE
7-Feb	CDW GOVERNMENT	\$1,800.00	\$1,800.00			TECH COMPUTER LAB
4-Feb	CDW GOVERNMENT	\$17,246.06	\$17,246.06			TECH COMPUTER LAB
3-Feb	RLI*RENAISSANCE LEARN	\$2,902.80	\$2,902.80			OLL SOFTWARE
3-Feb	RECOLOGY BUTTE COLUSA	\$2,567.37	\$2,567.37			ALL GARBAGE FEES
3-Feb	SUPERIOR TIRE SERVICE	\$466.73	\$466.73			MOT TIRE REPAIR/SUPPLIES
31-Jan	SIMPLEX GRINNELL WEB P	\$608.49	\$608.49			MOT FIRE ALARM MAINT.
31-Jan	CDW GOVERNMENT	\$413.88	\$413.88			CHS COMPUTER PROJECTOR
29-Jan	VZWRLSS*MY VZ VB P	\$108.42	\$108.42			ALL CELL PHONES
29-Jan	ADVANCED DOCUMENT CONC	\$1,430.30	\$1,430.30			ALL COPIER MAINT FEES
27-Jan	ZENNI OPTICAL	\$77.80	\$77.80			GLASSES FOR NEEDY STUDENT
30-Jan	ALIBRIS*BOOKS	(\$5.05)	(\$5.05)			HMS BOOK ORDER
28-Jan	ALIBRIS*BOOKS	(\$6.76)	(\$6.76)			HMS BOOK ORDER
27-Jan	ALIBRIS*BOOKS	\$370.19	\$370.19			HMS BOOK ORDER
24-Jan	USPS.COM CLICK66100611	\$18.11	\$18.11			DO POSTAGE

Mike Phenicie

4-Feb	MUSIC IN THE PARKS	\$100.00	\$100.00			CHS REGISTRATION FEE
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Jim LaGrone

10-Feb	PAYPAL *NEW MGMT	\$117.50	\$117.50			MOT SUPPLIES
10-Feb	USA TRAFFIC SIGNS	\$59.81	\$59.81			MOT SUPPLIES
7-Feb	HD SUPPLY FACILITIES MTNC	\$324.63	\$324.63			MOT SUPPLIES
6-Feb	HILLYARD INC SACRAMENTO	\$2,848.81	\$2,848.81			MOT SUPPLIES
5-Feb	ILIGHTDEPOT	\$56.85	\$56.85			MOT SUPPLIES
5-Feb	CLEARLAKE LAVA INC	\$1,154.17	\$1,154.17			MOT BASEBALL FIELD BASE
31-Jan	WW GRAINGER	\$254.87	\$254.87			MOT SUPPLIES
30-Jan	ADAMS MAGNETIC	\$66.23	\$66.23			MOT SUPPLIES
29-Jan	HD SUPPLY FACILITIES MTNC	\$290.22	\$290.22			MOT SUPPLIES
27-Jan	PAYPAL *NEW MGMT	\$230.00	\$230.00			MOT SUPPLIES
23-Jan	HILLYARD INC SACRAMENTO	\$0.18	\$0.18			MOT SUPPLIES

Dave Tarr

27-Jan	QUILL CORPORATION	\$40.14	\$40.14			BPS OFFICE SUPPLIES
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Leasa Hill

3-Feb	TRIMARK ERF, INC.	\$2,554.20		\$2,554.20		CAFET EQUIPMENT AND SUPPLIES
31-Jan	WAL-MART #2053	\$26.84		\$26.84		CAFET SUPPLIES
30-Jan	LEARNINGZONEXPRESS COM	\$427.03		\$427.03		CAFET SUPPLIES
27-Jan	WAL-MART #2053	\$10.32		\$10.32		CAFET SUPPLIES

Dwayne Newman

10-Feb	TCT*OFFICIALCOSTUMES	\$1,818.82	\$1,818.82			FRAUD ON CREDIT CARD WILL BE CREDITED BACK
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Darren Brown

12-Feb	QUILL CORPORATION	\$59.69	\$59.69			CHS SUPPLIES
7-Feb	W SACTO RIVERCATS TIX	\$250.00			\$250.00	CHS ASB FUNDRAISER
7-Feb	CAROLINA BIOLOGIC SUPPLY	\$174.61	\$174.61			CHS SCIENCE SUPPLIES
6-Feb	QUILL CORPORATION	\$93.17	\$93.17			CHS SUPPLIES
31-Jan	AMAZON MKTPLACE PMTS	\$59.09	\$59.09			CHS BOOKS

31-Jan	SPORTDECALS	\$434.52			\$434.52	CHS SHIRTS
29-Jan	RIVERBANK PIZZA COMPANY	\$47.91			\$47.91	CHS ASB PIZZ
29-Jan	PROQUEST	\$680.00	\$680.00			CHS SUPPLIES
29-Jan	GREATPRINTERDEALS.C	\$159.00	\$159.00			CHS LASERPRINTER SUPPLIES
28-Jan	CB GRADUATION ANNOUNCEMEN	\$402.53			\$402.53	CHS SUPPLIES
28-Jan	CAROLINA BIOLOGIC SUPPLY	\$149.47	\$149.47			CHS SCIENCE SUPPLIES
28-Jan	FOUNDATION FOR ADVANCED	\$149.50	\$149.50			CHS WORKSHOP REGISTRATION
28-Jan	FOUNDATION FOR ADVANCED	\$149.50	\$149.50			CHS WORKSHOP REGISTRATION
27-Jan	REGISTRATIONS FOR YOU	\$195.00	\$195.00			CHS WORKSHOP REGISTRATION
27-Jan	JUNIOR LIBRARY GUI	\$1,983.00	\$1,983.00			CHS LIBRARY BOOKS
24-Jan	MAGNATAGVISIBLESYSTEMS	\$786.28	\$786.28			CHS SUPPLIES
24-Jan	AMAZON.COM	\$14.61	\$14.61			CHS BOOKS
24-Jan	AMAZON.COM	\$102.95	\$102.95			CHS BOOKS
23-Jan	FUTURE BUSINESS LEADERS	\$132.00			\$132.00	CHS FBLA REGISTRATION
23-Jan	EVERBIND	\$920.70	\$920.70			CHS SUPPLIES
23-Jan	COACHES CHOICE HEALTHY	\$65.00	\$65.00			CHS REGISTRATION FEE
23-Jan	COACHES CHOICE HEALTHY	\$65.00	\$65.00			CHS REGISTRATION FEE

Jeremy Miller

24-Jan	APL*APPLE ONLINE STORE	\$106.43	\$106.43			TCH SUPPLIES
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Nick Schantz

10-Feb	WWW.EXITLIGHTCO.COM	\$436.17	\$436.17			MOT SUPPLIES
5-Feb	WW GRAINGER	\$87.71	\$87.71			MOT SUPPLIES

Jody Johnston

10-Feb	ADVANCED DOCUMENT CONC	\$106.28	\$106.28			EMS STAPLES FOR COPIER
6-Feb	QUILL CORPORATION	\$67.70	\$67.70			EMS SUPPLIES
31-Jan	FOLLETT EDUCATIONAL SERVI	\$46.00	\$46.00			EMS BOOKS
30-Jan	TPC*GOPHER	\$921.58	\$921.58			EMS PE SUPPLIES
4-Feb	ORIENTAL TRADNG CO	\$42.00			\$42.00	EMS ASB SUPPLIES
30-Jan	ORIENTAL TRADNG CO	\$120.25			\$120.25	EMS ASB SUPPLIES
28-Jan	QUILL CORPORATION	\$425.25	\$425.25			EMS SUPPLIES
27-Jan	SSI*PREMIER HAM&STEPH	\$129.19	\$129.19			EMS SUPPLIES
27-Jan	IPEVO INC	\$123.98	\$123.98			EMS SUPPLIES

55172.28 50144.04 3599.03 1429.21

Associated Student Body Fund

Egling Middle School and Colusa High School
as of November 12, 2013

J.L.D.

Colusa High School

Account	Name of Club	Balance
800	Colusa HS ASB	\$ 1,397.39
801	ASB Football Concessions	\$ -
802	ASB Student Store	\$ 7,085.46
811	Art Club	\$ 715.78
812	Ashland Shakespeare Trip	\$ 237.64
820	Block C - Other	\$ -
821	Block C - Baseball	\$ 4,404.38
822	Block C - Boys Basketball	\$ 1,906.74
823	Block C - Boys Soccer	\$ 176.60
825	Block C - Cross Country	\$ 40.79
826	Block C - Football	\$ 5,092.42
827	Block C - Girls Basketball	\$ 76.64
828	Block C - Girls Soccer	\$ 396.99
829	Block C - Girls Tennis	\$ (32.37)
830	Block C - Golf	\$ -
832	Block C - Softball	\$ 1,043.73
833	Block C - Track and Field	\$ 515.35
834	Block C - Volleyball	\$ 2,787.05
835	Block C - Wrestling	\$ 20.00
835	Block C - Weight Room	\$ (277.16)
836	Block C - JV Boys Basketball	\$ -
838	Block C - JV Softball	\$ -
845	Class of 2014	\$ 4,543.83
846	Class of 2015	\$ 1,744.55
847	Class of 2016	\$ 1,136.87
848	Class of 2017	\$ -
860	COLUS Yearbook	\$ 17,062.97
863	CSF	\$ 1,058.54
865	FBLA	\$ 6,338.52
870	FFA	\$ 4,188.79
885	Friday Night Live	\$ 1,757.21
887	Spanish Club	\$ 144.81
888	Spirit Club	\$ 1,236.51
890	Cooking Club	\$ 952.68
892	Science Club	\$ 91.52
TOTAL CHS		\$ 65,844.23

Egling Middle School

950	Egling MS ASB	\$ 316.89
955	Club Live	\$ 214.62
960	Kids Can Save	\$ 266.00
965	Library	\$ 397.29
985	Sweatshirts	\$ 185.67
990	Yearbook	\$ 1,752.09
995	8th Grade	\$ 105.60
TOTAL EMS		\$ 3,238.16
TOTAL FUND 95 ASB		\$ 69,082.39

Colusa Unified School District

745 10th Street

Colusa, California 95932

2013-14 2nd Interim Report

February 25, 2014

Entire report prepared with State of California SACS Software is available for inspection at District Office
and on the District Website: www.colusa.k12.ca.us

Departments/Business Services/Budget Reports

NOTICE OF CRITERIA AND STANDARDS REVIEW. This interim report was based upon and reviewed using the state-adopted Criteria and Standards. (Pursuant to Education Code (EC) sections 33129 and 42130)

Signed: _____

Date: _____

District Superintendent or Designee

NOTICE OF INTERIM REVIEW. All action shall be taken on this report during a regular or authorized special meeting of the governing board.

To the County Superintendent of Schools:

This interim report and certification of financial condition are hereby filed by the governing board of the school district. (Pursuant to EC Section 42131)

Meeting Date: February 25, 2014

Signed: _____

President of the Governing Board

CERTIFICATION OF FINANCIAL CONDITION

X POSITIVE CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

_____ QUALIFIED CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

_____ NEGATIVE CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

Name: Sheryl Bailey

Telephone: 530-458-7791x14119

Title: Chief Business Official

E-mail: sbailey@colusa.k12.ca.us

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review form (Form 01CSI). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern, which could affect the interim report certification, and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Funded ADA for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.		X

COLUSA UNIFIED SCHOOL DISTRICT

J. I. f.

2013-14 BUDGET REVISION

February 25, 2014

2013-14 BEGINNING BALANCE	1,335,339
ESTIMATED INCOME	<u>11,359,013</u>
TOTAL INCOME/BEGINNING BALANCE	12,694,352

Resource Code and Program

0000 Add Alumni Donation	11,904
0000 Increase LCFF for additional Estimated ADA	121,990
3550 Increase Perkins	598
REVISED TOTAL INCOME	11,493,505
REVISED TOTAL INCOME + BEGINNING BALANCE	12,828,844

EXPENDITURES

Current Expenditure Budget	11,907,399	
Reserve for Revolving Cash	20,350	
Undistributed Reserve	<u>766,603</u>	<u>786,953</u>
		12,694,352
0000 Add Alumni Donation		11,904
0000 Increase Indirect from Perkins		65
3550 Increase Perkins		598

Revised Expenditure Budget	11,919,966	
Reserve for Revolving Cash	20,350	
Undistributed Reserve	<u>888,528</u>	<u>908,878</u>
		12,828,844

PASSED AND ADOPTED this 25th Day of February, 2014 at a meeting of the Board of Trustees of Colusa Unified School District.

AYES:

NOES:

ABSENT:

Dwayne Newman, Superintendent

Multi-Year Projection Summary - February 25, 2014
Added Information from Governor's 14-15 Proposed Budget

	10/11 ACTUALS	11/12 ACTUALS	12/13 BUDGET	13/14 BUDGET	14/15 BUDGET	15/16 BUDGET	16/17 BUDGET
TOTAL REVENUES	10,970,119	10,691,259	10,608,377	11,493,505	12,019,457	12,232,582	12,469,082
TOTAL EXPENSES & TRANSFERS OUT	10,807,002	11,312,210	10,709,787	11,919,966	11,588,147	11,678,911	11,761,469
TOTAL REVENUES LESS EXPENDITURES	163,117	-620,951	-101,409	-426,461	431,310	553,671	707,613
GENERAL FUND BEGINNING BALANCE	1,894,582	2,057,699	1,436,748	1,335,339	908,878	1,340,188	1,893,858
LESS AMOUNT ABOVE REVENUES LESS EXP	163,117	-620,951	-101,409	-426,461	431,310	553,671	707,613
LESS SCHOOL CARRYOVER (In Ending Bal not Def Rev)	-37,835						
UNDISTRIBUTED GENERAL FUND RESERVE	2,019,864	1,436,748	1,335,339	908,878	1,340,188	1,893,858	2,601,472
% UNDISTRIBUTED RESERVE	18.69%	12.70%	12.47%	7.62%	11.57%	16.22%	22.12%
3% UNDISTRIBUTED RESERVE IS	324,210	339,366	321,294	357,599	347,644	350,367	352,844
AMOUNT ABOVE (-BELOW) 3%	1,695,654	1,097,382	1,014,045	551,279	992,543	1,543,491	2,248,627
5% UNDISTRIBUTED RESERVE IS	540,350	565,611	535,489	595,998	579,407	583,946	588,073
AMOUNT ABOVE (-BELOW) 5%	1,479,514	871,138	799,849	312,880	760,780	1,309,913	2,013,398

RECOMMENDED RESERVE 3% Plus one Year LCFF Growth							
LCFF Growth Amount over Prior Year				\$ 483,946	\$ 957,278	\$ 213,125	\$ 236,500
Plus 3% Reserve				\$ 357,599	\$ 347,644	\$ 350,367	\$ 352,844
Total Recommended Reserve				\$ 841,545	\$ 1,304,922	\$ 563,492	\$ 589,344
AMOUNT ABOVE (-BELOW) RECOMMENDED RESERVE				\$ 67,333	\$ 35,265	\$ 1,330,366	\$ 2,012,127

LCFF FUNDING ESTIMATE:

TOTAL ADA	1375.00	1375.00	1375.00	1375.00
multiply x SSC Calculated recommended amount per ADA	\$ 7,094	\$ 7,775	\$ 7,930	\$ 8,102.00
Total LCFF Funding Budgeted	\$ 9,754,250	\$10,690,625	\$ 10,903,750	\$ 11,140,250
% Increase over Prior Year	4.60%	9.60%	1.99%	2.17%

Colusa Unified School District
Personnel Assignment Order
2013-2014 #7

EMPLOYMENT, RESIGNATIONS, AND OTHER

CERTIFICATED

<u>Name</u>	<u>Position</u>	<u>Status</u>	<u>Salary</u>	<u>Date</u>
<u>Employment / Appointments:</u>				
Andrew Lerner	CHS Science	Long Term Sub	\$236.97/day	2/24/2014
<u>Resignation:</u>				
Joe Williamson	JV Baseball	Coach	\$2098.00	1/17/2014
Jennifer Holland	8 th Gr Science	Prob II	\$48,778	5/30/2014
<u>Leaves:</u>				
Ashley Martinez	3 rd Grade Teacher	Maternity Leave	46,543	04/01/2013
<u>Retirement:</u>				
<u>Terminated:</u>				
<u>Non-Reelection:</u>				
<u>Transfers:</u>				
(Requests approved by Superintendent)				

CLASSIFIED

<u>Name</u>	<u>Position</u>	<u>Date</u>
<u>Employment / Appointments:</u>		
Lupe Villanueva	BPS Bilingual Paraeducator	1/27/2014
Michael Cox	Café Sub	1/30/2014
Maria Torro	Café & MOT Sub	1/31/2014
Brooke Luna	Café Sub	1/31/2014
Maribel Valdez	Café Sub	1/31/2014
Kayla Cunha	JV Softball Coach	2/1/2014
<u>Resignation:</u>		
Sonny Badaluco	JV Football Coach	1/28/2014
Felisa Martell	BPS Paraeducator	2/14/2014
<u>Increase of Hours:</u>		
Toni Apaseo	Office Clerk/Office Assistant-BPS	2/1/2014
Sue Correa	Yard Duty – EMS	2/10/2014

Leaves:
Retirement:
Job transfer:



January 29, 2014

To: Board of Trustees
Colusa Unified School District

From: Barbara Hankins, RN, PHN, Advisor
CHS Friday Night Live Club/EMS Club Live

Re: Request for Overnight Travel

I am requesting approval for the following over-night trips for Friday Night Live (CHS) and Club Live (EMS) students to attend:

- **REACH 2014 High School (FNL) Youth Conference** at Richardson's Springs, near Chico. Students and chaperones will leave the morning of Thursday, March 27, 2014 and return the afternoon of Saturday, March 29, 2014. Chaperones for this trip will be myself, Mark McGregor, Matt Garcia from Behavioral Health and one other TBA. We will be transporting in district and county vehicles. Approximately 20 youth will be attending.
- **REACH 2014 Middle School (Club Live) Youth Conference** at Richardson's Springs, near Chico. Students and chaperones will leave the morning of Thursday, March 6, 2014 and return the afternoon of Saturday, March 8, 2014. Chaperones will be Mark McGregor and Matt Garcia from Behavioral Health and Toni Rangel. We will be transporting students in district and county vans.

Colusa County Behavioral Health has been very supportive of our clubs by paying for all registration costs for our members and adult advisors, using prevention funds from their agency. Transportation costs will be shared using club funds.

REACH

RFTF

FOR THE FUTURE

BUTTE COUNTY
Friday
Night
Live
PARTNERSHIP

CLUB
WAVE

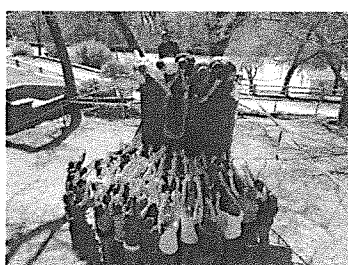
A - TEAM



TALENT SHOW



ODYSSEY



CHALLENGE DAY



JUNIOR HIGH CONFERENCE

THURSDAY MARCH 7TH - SATURDAY MARCH 9TH

HIGH SCHOOL CONFERENCE

THURSDAY MARCH 28TH - SATURDAY MARCH 30TH

REACH FOR THE FUTURE FILLS UP VERY QUICKLY. REGISTRATION IS ON A FIRST COME FIRST SERVE BASIS. YOU WILL BE REGISTERED AFTER ALL FORMS ARE COMPLETED AND PAYMENT IS RECEIVED! IF REGISTRATION IS NOT RECEIVED BY 12/13/13 YOUR T-SHIRT SIZE WILL NOT BE GUARANTEED. IF YOU DO NOT MARK A T-SHIRT SIZE YOU WILL RECEIVE WHATEVER SIZE IS AVAILABLE.



DANCE



WORKSHOPS



SPEAKERS



YOUTH LED

THE REACH CONFERENCE IS BASED ON A YOUTH DEVELOPMENT FRAMEWORK, PROVIDING LEADERSHIP SKILLS, SUPPORT, AND OPPORTUNITIES FOR YOUNG PEOPLE.

This conference location is the Youth With A Mission Conference Grounds in Richardson Springs
15850 Richardson Springs Road - Approximately 5 miles outside of Chico
Youth With A Mission phone number (530) 893 - 6750

COLUSA UNIFIED SCHOOL DISTRICT

RESOLUTION # 2013-14.07

RESOLUTION DESIGNATING PERSONS PERFORMING VOLUNTEER SERVICES WITHOUT PAY FOR THE COLUSA UNIFIED SCHOOL DISTRICT AS EMPLOYEES FOR THE LIMITED PURPOSE OF QUALIFYING FOR WORKERS' COMPENSATION INSURANCE COVERAGE UNDER CALIFORNIA LABOR CODE SECTIONS 3200, ET SEQ.

WHEREAS, persons who perform volunteer services without pay for the Colusa Unified School District are not currently covered by Workers' Compensation insurance since they do not fall within the definition of "employee" as defined by California Labor Code, section 3351 and 3351.5, which governs eligibility for Workers' Compensation Insurance coverage, and are in fact specifically excluded from such designation by Labor Code section 3352, subdivision (i); and

WHEREAS, the state legislature has seen fit, by passing Labor Code section 3364.5, to provide that in certain circumstances where persons perform volunteer services for a school district, such persons may be deemed employees of the school district while performing such service in order to qualify for Workers' Compensation Insurance coverage, provided the governing body of the school district has adopted a resolution so declaring; and

WHEREAS, this school district desires to provide, as authorized by the Labor Code, Workers' Compensation Insurance coverage to persons who perform volunteer services without pay on its behalf;

NOW, THEREFORE, BE IT RESOLVED that the governing board of the Colusa Unified School District, under the Authority of California labor Code 3364.5 adopts and declares the following:

All persons who perform volunteer services without pay for the Colusa Unified School District are, while performing such volunteer services, hereby designated "employees" of the Colusa Unified School District for the limited purpose of qualifying for Workers' Compensation Insurance coverage under California Labor Code sections 3200, et seq.

BE IT FURTHER RESOLVED that "volunteer services without pay" is defined for purposes of this resolution as services performed by any person who receives no remuneration other than remuneration for meals, transportation, lodging, or reimbursement of any other incidental expenses associated with such volunteer services.

AND BE IT FURTHER RESOLVED that the effective date of the Resolution shall be February 25, 2014.

PASSED AND ADOPTED this 25th day of February, 2014, by the following vote:

Ayes: _____

Signed: _____

Noes: _____

Absent: _____

Signed: _____

J.L.J

James M. Burchfield Primary School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	James M. Burchfield Primary School
Street	400 Fremont Street
City, State, Zip	Colusa, CA 95932
Phone Number	(530) 458-5853
Principal	Dave Tarr
E-mail Address	dtarr@colusa.k12.ca.us
CDS Code	06-61598-6003495

District Contact Information	
District Name	Colusa Unified School District
Phone Number	(530) 458-7791
Web Site	www.colusa.k12.ca.us
Superintendent	Dwayne Newman
E-mail Address	dnewman@colusa.k12.ca.us

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

James M. Burchfield is the only primary school in the Colusa Unified School District. It serves children in kindergarten through third grades. The students, staff and parents of Burchfield Primary School are committed to creating the best possible learning environment for our children.

Our Mission

In conjunction with our district mission statement of "Provide a safe, student-centered, high quality education for ALL students," we at Burchfield Primary School are continually striving to improve our programs and meet the challenging needs of our diverse population. Parents, teachers, and students working as a team offer the best opportunity for success. We are dedicated to helping our students achieve academic excellence, learn respect for themselves and others, and develop a sense of integrity.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents are encouraged to participate in all school activities and to communicate with teachers and administrators regularly. Parent conferences are held at the end of the first trimester for every student. Burchfield Primary School has a very active parent club that promotes many activities. Parents participate in several activities that are coordinated by parents that include student involvement. Our school also encourages parental involvement in the classroom as well as throughout our school. We hold an annual Back to School Night in the fall, an annual Open House in the spring, winter and spring student music performances, family nights with entertainment and a book fair, and student achievement assemblies at the end of each trimester.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	42	41	39	42	44	46	54	56	55
Mathematics	58	49	60	38	42	45	49	50	50
Science				45	44	51	57	60	59
History-Social Science	N/A	N/A	N/A	34	36	44	48	49	49

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	46	45	51	N/A
All Student at the School	39	60		N/A
Male	35	54		N/A
Female	43	66		N/A
Black or African American				N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino				N/A
Hispanic or Latino	31	53		N/A
Native Hawaiian/Pacific Islander				N/A
White	64	83		N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	30	53		N/A
English Learners	15	35		N/A
Students with Disabilities	3	15		N/A
Students Receiving Migrant Education Services	6	44		N/A

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	2	2	2
Similar Schools	2	2	2

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	16	-3	-7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	3	-10	-10
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	14	-4	-14
English Learners	-12	-18	-4
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	196	728	979	736	4,655,989	790
Black or African American	2		9		296,463	708
American Indian or Alaska Native	5		29	736	30,394	743
Asian	3		8		406,527	906
Filipino	0		2		121,054	867
Hispanic or Latino	140	677	648	694	2,438,951	744
Native Hawaiian/Pacific Islander	0		3		25,351	774
White	45	877	276	838	1,200,127	853
Two or More Races	1		4		125,025	824
Socioeconomically Disadvantaged	155	684	691	690	2,774,640	743
English Learners	106	652	416	660	1,482,316	721
Students with Disabilities	37	461	174	465	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2011-2012
Year in Program Improvement	Year 5	Year 2
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Currently in Program Improvement	---	75.0

V. School Climate**Student Enrollment by Grade Level (School Year 2012-13)**

Grade Level	Number of Students
Kindergarten	135
Grade 1	113
Grade 2	91
Grade 3	114
Total Enrollment	453

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.4	White	21.4
American Indian or Alaska Native	3.5	Two or More Races	0.9
Asian	1.1	Socioeconomically Disadvantaged	71.5
Filipino	0.0	English Learners	52.8
Hispanic or Latino	72.6	Students with Disabilities	9.9
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.3	6	0	0	22.2	3	3	0	23	1	5	
1	19.8	6	0	0	18.2	5	0	0	23		5	
2	20	5	0	0	19.8	6	0	0	23		4	
3	20	5	0	0	20.4	5	0	0	23		5	

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Student safety is one of the highest priorities at Burchfield Primary School. We have a locked campus and all visitors are required to report to the office for permission to be on campus and to receive a visitor's badge. All staff on campus are asked to wear school ID badges. Students are expected to remain on campus during school hours. Campus supervision is provided before school, during school recesses, and after school. First aid kits are carried by yard duty personnel and taken on all field trips.

There are duty monitors to ensure student safety before school, after school, and at each recess. Our school is a closed campus and both fire and police respond to emergencies within minutes.

Our school safety plan was last updated in August of 2012. It includes procedures for emergencies such as fire, earthquake, bomb threat, chemical spills, flood, etc. Earthquake drills are practiced twice annually, while fire drills are conducted monthly. In addition, the district has adopted the Standard Response Protocol. The premise of SRP is simple - there are four specific actions that can be performed during an incident. When communicating these actions, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0%	2.12%	0%	8.51%	4%	4%
Expulsions	0%	0%	0%	0.95%	2%	1%

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

Burchfield Primary School takes pride in its well maintained campus, employing a full-time custodian to keep up the campus environment, as well as a cleaning crew consisting of 2 part-time custodians that clean each classroom nightly. It is important that the facilities of our school reflect our pride and caring. We have four buildings on campus ranging in age from 50 years old to our latest building constructed in 1976, not to mention 12 portable classrooms as old as 20 years. We strive to maintain clean and beautiful grounds and updated maintenance. In the past five years, the complete heating/air conditioning system has been replaced at our school.

We have 25 classrooms, a library and a cafeteria. Our library has approximately 6,500 books. Each classroom and the library are equipped with Internet access. We have an average of three student computers per classroom.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14) Year and month in which data were collected: October 15, 2012				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	Missing electrical cover plate. Replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	27	23	25	70
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	96.4	3.6
High-Poverty Schools in District	96.3	3.7
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	453
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	0.4	---
Social Worker		---
Nurse	0.4	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist	1	---
Other	1	---

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2012

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill California Treasures 2010 ELD: Kdg-3rd Macmillan/McGraw-Hill California Treasures English Language Development 2010	Yes	0%
Mathematics	Harcourt Brace - CA HSP Math, 2008	Yes	0%
Science	Delta Education - FOSS Science - 2007	Yes	0%
History-Social Science	Scott Foresman - Scott Foresman History-Social Studies, 2007	Yes	0%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,269	\$3,153	\$5,116	\$57,664
District	---	---	\$5,534	\$61,828
Percent Difference: School Site and District	---	---	-8	-2%
State	---	---	\$5,537	\$58,606
Percent Difference: School Site and State	---	---	-7%	2%

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

- Instructional Assistants: Small reading group instruction for struggling readers.
- Bilingual Instructional Assistants: Small reading group instruction for struggling readers and ELD development.
- Library Services: Students are provided a library section each week for a Language Arts lesson, as well as offering open library to provide opportunities to check out books throughout the week.
- Spanish Literature Library: Our Spanish Library is open each morning and afternoon to provide opportunities for students to check out books in Spanish and English.
- School Nurse: A school nurse is provided two days a week for direct student services and record keeping.
- Academic Counselor: A 50% counselor daily to assist students with academics, attendance, and personal support or group lessons e.g. life skills.
- Reading Specialist: A full time specialist that supervises the intervention program as well as providing direct small group instruction to struggling readers.
- Gifted and Talented Program: Additional learning services for advanced learners.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$41,581	\$38,390
Mid-Range Teacher Salary	\$55,816	\$55,793
Highest Teacher Salary	\$73,471	\$72,306
Average Principal Salary (Elementary)	\$98,054	\$88,846
Average Principal Salary (Middle)	\$90,465	\$92,801
Average Principal Salary (High)	\$110,752	\$95,916
Superintendent Salary	\$138,201	\$116,026
Percent of Budget for Teacher Salaries	39.6%	34.0%
Percent of Budget for Administrative Salaries	6.4%	6.6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

The district has increased its effort in providing teachers with additional training needed to keep abreast of the changes in education. Staff development activities are organized at three levels. The district level focuses on implementation and monitoring of high quality instruction. Consultants have been hired in math and language arts to assist with pacing guides, assessments and engagement techniques and further training for teaching EL students and implementing the new Common Core Standards is currently being planned. Each school designs staff development activities to meet specific needs of staff at their school and each teacher develops a personal plan for professional growth. Teachers are encouraged to attend conferences and workshops, which address specific needs of the District, school or teacher. For example, some of the workshops various members of our staff attended include Common Core Standards, writing instruction, teaching strategies for ELD students, positive classroom management, high quality instruction and response to intervention. The Beginning Teacher Support and Assessment Programs are provided for new teachers. The focus of their in-service is on effective teacher strategies and peer coaching.

George T. Egling Middle School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	George T. Egling Middle School
Street	813 Webster Street
City, State, Zip	Colusa, CA 95932
Phone Number	(530) 458-7631
Principal	Jody Johnston
E-mail Address	jjohnston@colusa.k12.ca.us
CDS Code	06-61598-6057152

District Contact Information	
District Name	Colusa Unified School District
Phone Number	(530) 458-7791
Web Site	www.colusa.k12.ca.us
Superintendent	Dwayne Newman
E-mail Address	dnewman@colusa.k12.ca.us

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

Colusa Community - Situated along the Sacramento River, Colusa is a quiet and serene community. Colusa County is one of the original 27 California counties created in 1850. Located along the Pacific Flyway, this city is 120 miles north of San Francisco, and 69 miles northwest of Sacramento. The city benefits from an excellent location, with Interstate 5, the major northwest transportation quarter for the West Coast, passing within nine miles of the city. Much of the land area around the city is devoted to agriculture-the primary economic activity and major source of commerce and employment.

Colusa Unified School District--The district consists of three comprehensive schools: Colusa High School, Egling Middle School and Burchfield Primary School. Additionally, to meet the needs of those who wish an alternative to these schools the district offers the Colusa Alternative Home School which assists families with the desire to educate children at home and Colusa Alternative High school which assists students in completing deficient credits. The Burchfield Primary School's mascot is the BraveHawks, the Egling Middle School's mascot is the RiverHawks and Colusa High School's is the RedHawks.

Egling Middle School serves 505 students in grades 4-8. Egling Middle School has a number of special programs offered to students, including a 4-8 grade After-School Program, GATE, leadership Classes, Choir, Band, Language Development classes, and 6th grade involvement in environmental education school at Shady Creek. A variety of sports are offered at 7th and 8th grade including girls and boys basketball, girls' volley ball, boys' flag football, girls and boys soccer. 7th and 8th Grade students may hold Associated Student Body Offices. California Junior Scholarship Federation (CJSF) and Club Live are also offered.

Egling Middle School Staff--Credentialed staff includes 29 full-time teachers including 4 Special Education staff members, 1 administrator, 1 half time Vice Principal, 1 Reading Specialist and 1 counselor. Classified staff includes 1 Administrative Secretary, 1 Attendance Clerk, 1 Reading/ Computer Instructional assistant, 1 EL Instructional Assistant, 3 Reading Instructional Assistants, 3.5 Duty Supervisors, 5 Cafeteria and Custodial staff members.

The Egling Middle School community works cooperatively and continuously to fulfill our mission. High Expectations are set for all students to maximize their potential. All students have the ability to learn and no student has the right to fail. Students needing help in achieving the Common Core State Standards receive support from the entire community. The school environment is safe, positive and caring. the environment supports the uniqueness of upper elementary and middle school students. Students are respected and valued by the school community. All students are engaged in a rigorous, Common Core State Standards based curriculum. Strong exploratory and enrichment activities help students learn to make informed decisions. Instruction is differentiated to meet the learning needs of students with a wide range of abilities, allowing them to build upon their personal strengths. The school community understands and appreciates the diversity of our students in their talents, personal characteristics, language backgrounds, ethnic or racial heritage and cultural traditions.

Graduation Requirements -- Egling Middle School has a trimester grading system. Students receive grade reports at 6 week, 9 week and 12 week periods. Parents may access students grading and assignments on line through our grade reporting system, School Loop. Parent conferences are held in November for all 4-6 grade students as well as on a when needed basis. 7th and 8th grade students and parents at Egling Middle School meet our academic counselor as needed throughout the year. 7th and 8th grade students must not receive more than three F grades within the year. They also may not receive two F grades in the same subject within the year. A tutoring and grade make up session is offered through our After School Program.

Academic Achievement -- 99% of the Egling Middle School 8th grade class of 2013 graduated.

Daily Schedule: School begins at 8:13. 4th - 6th grades' day ends at 2:30. 7th and 8th grades' day ends at 2:45. 7th and 8th graders have a Block Schedule with an alternating 8 period schedule. Odd numbered classes are offered on Monday, Thursday. Even numbered classes are offered on Tuesday and Friday. All classes are offered on Wednesday.

Mission- Colusa Unified School District's mission to provide a safe, student-centered, high quality education for ALL students.

Vision - Colusa Unified School District's mission to provide, in cooperation with our families, an excellent, well balanced education where all students gain skills necessary for success in an ever changing world.

Guiding Principles -

- Egling Middle School is a professional learning community dedicated to the success of all students. A professional and caring staff along with responsible and respectful students are essential components of our success.
- Egling Middle School is a place where the school community empowers students to develop their skills and talents.
- High Expectations: are set for all students to maximize their potential. All students have the ability to learn and no student has the right to fail. Students who need help in achieving the standards receive support from the entire community.
- Positive and Caring School Community : The school environment is safe, positive and caring it supports the uniqueness of upper elementary and middle school students. Students are respected and valued by the school community.
- Quality Curriculum: All students are engaged in a rigorous, standards-based curriculum. Strong exploratory and enrichment activities help students learn to make informed decisions.
- Meeting Diverse Abilities and Cultural Needs: Instruction is differentiated to meet the learning needs of students with a wide range of abilities, allowing them to build upon their personal strengths. The school community understands and appreciates the diversity of our students in their talents, personal characteristics, language backgrounds, ethnic or racial heritage and cultural traditions.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parent involvement opportunities include the Art Docent Program, field trip chaperones, classroom volunteers, fund-raising, School Site Council, Parent Club, District English Language Advisory Committee (DELAC), Friends of Music, Club Live and many others. Local organizations and businesses support our activities throughout the year.

Egling Middle School has an active Parent Club which meets monthly. Parent club is actively involved in fund raising and in educational activities. Our parent club facilitates opportunities for parents to become involved in our school activities and programs.

Parents are encouraged to use our on-line student information system , School Loop, which allows parents to monitor their student's progress. Teachers, administrators and our counselor contact parents to discuss successes and areas of concern regarding student's academics and behavior. They work together to develop strategies to benefit students.

A weekly bulletin is emailed home to inform parents of upcoming events. A school news letter is sent home monthly.

For more information on how to become involved, contact (530) 458-7631.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	44	47	46	42	44	46	54	56	55
Mathematics	41	46	47	38	42	45	49	50	50
Science	46	42	56	45	44	51	57	60	59
History-Social Science	43	39	56	34	36	44	48	49	49

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	46	45	51	44
All Student at the School	46	47	55	56
Male	41	45	49	60
Female	52	50	61	53
Black or African American				
American Indian or Alaska Native	37	53		
Asian				
Filipino				
Hispanic or Latino	39	40	45	47
Native Hawaiian/Pacific Islander				
White	64	66	76	68
Two or More Races				
Socioeconomically Disadvantaged	38	39	43	46
English Learners	11	20	11	7
Students with Disabilities	13	16	8	
Students Receiving Migrant Education Services	37	42		

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.8	17.7	22.9
7	17.5	24.7	13.4

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	3	3	3
Similar Schools	3	1	2

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-7	20	13
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	7	13	14
Native Hawaiian/Pacific Islander			
White	-19	33	7
Two or More Races			
Socioeconomically Disadvantaged	-13	21	13
English Learners	-3	0	25
Students with Disabilities		67	-5

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	481	754	979	736	4,655,989	790
Black or African American	4		9		296,463	708
American Indian or Alaska Native	15	808	29	736	30,394	743
Asian	4		8		406,527	906
Filipino	2		2		121,054	867
Hispanic or Latino	325	712	648	694	2,438,951	744
Native Hawaiian/Pacific Islander	2		3		25,351	774
White	129	849	276	838	1,200,127	853
Two or More Races	0		4		125,025	824
Socioeconomically Disadvantaged	342	708	691	690	2,774,640	743
English Learners	200	661	416	660	1,482,316	721
Students with Disabilities	95	483	174	465	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2011-2012
Year in Program Improvement	Year 5	Year 2
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Currently in Program Improvement	---	75.0

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 4	99
Grade 5	104
Grade 6	105
Grade 7	103
Grade 8	94
Total Enrollment	505

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.8	White	27.5
American Indian or Alaska Native	3.6	Two or More Races	0.0
Asian	1.0	Socioeconomically Disadvantaged	64.8
Filipino	0.4	English Learners	40.0
Hispanic or Latino	66.3	Students with Disabilities	16.4
Native Hawaiian/Pacific Islander	0.4		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
4									33		8	1
5									25	1	13	2
6									28	2	10	2

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21.5	7	8	0	22.8	4	4	0	21	3	6	
Mathematics	20.9	7	2	0	22.9	4	4	0	24	3	5	
Science	21.9	5	3	0	24.4	2	6	0	25	3	5	
Social Science	21.9	4	4	0	24.9	2	6	0	25	3	5	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

School safety is the highest priority at our school. Egling Middle School has a closed campus policy and all visitors are required to report to the office for permission to be on campus and receive a visitor's badge. All staff on campus wear school ID badges. We provide adequate adult supervision for the lunch and playground, and other areas immediately before and after school. The principal, vice principal and counselor regularly assist with student supervision. Our After School Program is offered to all 4th - 8th grade students and runs at capacity. The program includes homework assistance, a healthy snack and extracurricular activities. The program supervises students from the end of the regular school day until 6:00 p.m.

The School Safety plan is updated annually in accordance with Senate Bill 187. The key elements of the plan include traumatic incidents, imminent danger procedure, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. Drills are practiced quarterly. The staff participates in emergency scenarios in order to maintain decision-making and communication procedures for a given emergency.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	8.13%	6%	7%	8.51%	4%	4%
Expulsions	0.83%	1%	1%	0.95%	2%	1%

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

It is important that the facilities at our school reflect our pride and caring. We strive to maintain clean and beautiful grounds. Buildings and grounds receive regular maintenance. The district provides Egling 2 full time day custodian and 2 part time custodians to meet our facility needs. In recent years, complete roof and heating/air conditioning systems have been replaced.

Custodians and administrators identify long-term maintenance needs and determine when to schedule necessary repairs. Work identified as a major repair is handled through a district work-order process. Site custodians do minor repairs and maintenance such as painting and furniture upkeep. Emergency repairs are given highest priority. The administrators work with the custodial staff to develop a cleaning schedule to ensure a clean and safe school.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: October 12, 2012				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	Missing outlet cover plate in gym. Replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	Loose door handle. Tightened.

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers**Teacher Credentials**

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	22	23	24	70
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.0	3.0
All Schools in District	96.4	3.6
High-Poverty Schools in District	96.3	3.7
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program.

Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.50	505
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	0.4	---
Social Worker		---
Nurse	0.4	---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist		---
Other		---

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 2013 , October

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Colusa Unified School District selects textbooks and other instructional materials from these state adoptions. Subjects are reviewed on a seven-year cycle. All of the textbooks currently in use meet these standards. They were selected to match the needs of Egling students by a Task Force comprised of teachers and administrators and approved by the State Board of Education. Egling is currently transitioning to meet the Common Core State Standard expectations.

All students have state adopted texts and state approved intervention programs are being implemented.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	4th-6th gr.: California Treasurers, Macmillan/McGraw Hill, 2010 7th-8th gr.: Holt Literature, Holt McDougal, 2010 California Spelling Lessons and Activities 4th-8th gr. ELD: Language! Sopris West - 2004	Yes	0%
Mathematics	4th-5th gr.: Harcourt CA HSP Math - 2008 6th-8th gr: Math Concepts & Skills and Problem Solving, Glencoe-McGraw Hill - 2008 8th gr.: Algebra I Concepts & Skills, Glencoe-McGraw Hill, 2008	Yes	0%
Science	4th-5th gr: Delta Education Science - FOSS Science - 2007 6th gr.: Earth Science, Prentice Hall - 2008 7th gr.: Life Science, Prentice Hall - 2008 8th gr.: Physical Science, Prentice Hall - 2008	Yes	0%
History-Social Science	4th-5th gr.: California Vistas, Macmillan/McGraw Hill - 2007 6th gr.: History Alive! , Curriculum Institute - 2006 7th gr.: Medieval World and Beyond, Curriculum Institute - 2006 8th gr.: U.S. Through Industrialization, Curriculum Institute - 2006	Yes	0%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,720	\$2,327	\$5,393	\$57,577
District	---	---	\$5,534	\$61,828
Percent Difference: School Site and District	---	---	-2.5	-6.9
State	---	---	\$5,537	\$58,606
Percent Difference: School Site and State	---	---	-2.6	-1.8

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

- Title 1 Reading Intervention: Small reading group instruction for struggling readers.
- Services for English Learners: English Language Development and classroom assistance provided.
- Computer Labs (2): Updated computers provided for computer applications and programs such as typing, Accelerated Reader and Accelerated Math.
- After School Tutoring in Reading and Math: A tutoring component is part of our After School Safety and Enrichment Program (ASES). 7-8th Students can make up failing grades during (ASES).
-

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$41,581	\$38,390
Mid-Range Teacher Salary	\$55,816	\$55,793
Highest Teacher Salary	\$73,471	\$72,306
Average Principal Salary (Elementary)	\$98,054	\$88,846
Average Principal Salary (Middle)	\$90,465	\$92,801
Average Principal Salary (High)	\$110,752	\$95,916
Superintendent Salary	\$138,201	\$116,026
Percent of Budget for Teacher Salaries	39.6%	34.0%
Percent of Budget for Administrative Salaries	6.4%	6.6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

The district has increased its efforts in providing teachers with additional training needed to keep abreast of the changes in education. Staff development activities and training include implementation of newly adopted textbooks, instructional practices and curriculum and Professional Learning Communities. Teachers work with a math consultant and our Reading Specialist in language arts to refine teaching and curriculum. Our district has implemented teacher collaboration time every Wednesday afternoon where students are excused 30 minutes early and teachers have additional time to collaborate on instructional and curricular needs. We also have three training days before school that provide teachers with additional skills in technology, curriculum and effective teaching strategies.

Colusa High School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Colusa High School
Street	901 Colusa Avenue
City, State, Zip	Colusa, CA 95932
Phone Number	(530) 458-2156
Principal	Darren Brown
E-mail Address	dbrown@colusa.k12.ca.us
CDS Code	06-61598-0631259

District Contact Information	
District Name	Colusa Unified School District
Phone Number	(530) 458-7791
Web Site	www.colusa.k12.ca.us
Superintendent	Dwayne Newman
E-mail Address	dnewman@colusa.k12.ca.us

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

Welcome to Colusa High School and its many rich traditions which reach back over 100 years. The Colusa school community works cooperatively and continuously to fulfill our mission: Colusa High School is committed to the belief that all students can learn and should have the opportunity to achieve academic and co-curricular success. Our high school holds high academic expectations for all students. We believe that high expectations for behavior and attendance lead to higher achievement. We value cultural diversity and welcome community involvement in all school programs.

Located in the rural, agricultural city of Colusa on the Sacramento River, CHS serves 347 students in grades 9-12 through our comprehensive secondary programs (college preparatory, School to Career, pre-vocational). Of the 63 students graduating in the Class of 2012, 13% (8) are attending a campus of California State University, 3% (2) are attending a University of California campus, 3% (2) are attending private four year colleges, 3% (2) are attending an out of state university, 72% (45) are attending a California Community College, 6% (4) enlisted in the Armed Forces, and 3% (2) enrolled in trade schools.

Colusa High School is fully accredited by the Western Association of Schools and Colleges, having been awarded a six year term of accreditation with a three year review, in June of 2009.

It is a goal of Colusa High School that students are prepared to partake in post-secondary education and/or training, or to enter the workforce.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

We welcome and encourage parental involvement through a variety of organizations and activities. There are numerous opportunities for parents to serve on committees such as School Site Council, WASC Action Teams and the English Learner Advisory Committee. Parents also are encouraged to join such organizations as Friends of the Library, Friends of Music, Friends of Agriculture, Colusa Redhawks Athletic Foundation, the Environmental Sciences Academy, and Grad Night Parents; to assist by chaperoning dances and field trips; to serve on Senior Project panels; and help with senior interviews. If you would like to volunteer please contact either Darren Brown, Principal or Lori Tanner, Counselor at (530) 458-2156.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	43	47	54	42	44	46	54	56	55
Mathematics	21	33	31	38	42	45	49	50	50
Science	50	57	47	45	44	51	57	60	59
History-Social Science	36	43	43	34	36	44	48	49	49

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	46	45	51	44
All Student at the School	54	31	48	43
Male	46	30	52	44
Female	66	31	42	42
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	45	27	37	35
Native Hawaiian/Pacific Islander				
White	72	37	70	56
Two or More Races				
Socioeconomically Disadvantaged	47	28	34	34
English Learners	22	12		18
Students with Disabilities	16	12		
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	52	47	62	49	43	60	59	56	57
Mathematics	47	42	59	46	41	57	56	58	60

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	40	29	30	43	36	21
All Students at the School	38	28	34	41	37	22
Male	46	23	31	43	31	27
Female	29	33	38	38	45	17
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	44	35	21	47	41	12
Native Hawaiian/Pacific Islander						
White	21	14	64	29	36	36
Two or More Races						
Socioeconomically Disadvantaged	48	29	23	43	40	17
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	23.7	28.9	17.5

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	4	5	4
Similar Schools	4	4	6

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	21	-12	26
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	33	-33	43
Native Hawaiian/Pacific Islander			
White	17	39	-6
Two or More Races			
Socioeconomically Disadvantaged	17	-33	34
English Learners	19	-59	108
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	242	749	979	736	4,655,989	790
Black or African American	3		9		296,463	708
American Indian or Alaska Native	6		29	736	30,394	743
Asian	1		8		406,527	906
Filipino	0		2		121,054	867
Hispanic or Latino	147	712	648	694	2,438,951	744
Native Hawaiian/Pacific Islander	1		3		25,351	774
White	84	829	276	838	1,200,127	853
Two or More Races	0		4		125,025	824
Socioeconomically Disadvantaged	164	698	691	690	2,774,640	743
English Learners	93	696	416	660	1,482,316	721
Students with Disabilities	33	435	174	465	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2011-2012
Year in Program Improvement	Year 1	Year 2
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Currently in Program Improvement	---	75.0

V. School Climate**Student Enrollment by Grade Level (School Year 2012-13)**

Grade Level	Number of Students
Grade 9	98
Grade 10	95
Grade 11	71
Grade 12	82
Total Enrollment	346

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.4	White	34.1
American Indian or Alaska Native	2.0	Two or More Races	0.0
Asian	0.3	Socioeconomically Disadvantaged	61.6
Filipino	0.0	English Learners	36.4
Hispanic or Latino	61.6	Students with Disabilities	13.3
Native Hawaiian/Pacific Islander	0.6		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.9	7	7	1	22.9	13	8	0	15	14	7	
Mathematics	24.6	4	6	0	26.2	3	7	2	21	7	8	
Science	24.2	3	6	1	21.8	8	4	0	22	8	4	
Social Science	25.2	2	9	1	22.8	6	6	1	21	9	4	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The Colusa High School Safety Plan is reviewed annually by administration with staff and by staff with students. Responses to emergency situations such as fire, earthquake, flooding, bomb threat, and intruder on campus are addressed in the plan and in drills conducted with students. All visitors are required to check in at the main office upon arrival and to wear visitor badges while on campus. There is zero tolerance for fighting and when fights do occur, which is rarely, police are called and the combatants are issued five days suspension. There are relatively few instances of graffiti and vandalism, with repainting and repairs made as soon as possible. All buildings are fully alarmed and monitored by the Bay Alarm security company.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	19.48%	7%	5%	8.51%	4%	4%
Expulsions	2.33%	5%	2%	0.95%	2%	1%

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

The present Colusa High School campus is approximately 45 years old with most buildings constructed prior to 1964. Generally in good repair, the facilities include 22 classrooms, administrative and counseling offices, a career center, a gymnasium and cafeteria/foyer, music room/stage, locker rooms for boys and girls, four tennis courts, two soccer fields and two practice fields, two baseball fields, an outdoor track, and a five-acre school farm with animal barn. Football games are now played at the new Colusa High School Football Stadium and graduation was held there for the first time in school history in 2008.

The school library, housed in the administrative wing, has a collection of 16,655 books, online card catalog, and Internet access on 30 student computers. Campus wide there are 261 computers (PCs). All of our staff computers are networked and have Internet access as well.

A staff of one full-time custodian and a two-person custodial crew maintain the property with a district groundskeeper responsible for mowing and watering lawns. During passing periods, at lunch, and immediately before and after school, two administrators share responsibilities for student supervision on the grounds.

Ongoing efforts are underway to acquire modernization funding to make facility repairs needed as a result of aging buildings, and to complete the stadium project. Colusa High School was a recipient of a \$50,000.00 grant from the Baseball For Tomorrow Foundation for the renovation of its two baseball fields. This project was completed prior to the beginning of the 2010 baseball season.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: November 9, 2012				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	Light fixture not working. Replaced ballast.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers**Teacher Credentials**

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	18	18	18	70
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments	1	1	0
Vacant Teacher Positions	0	0	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.1	2.9
All Schools in District	96.4	3.6
High-Poverty Schools in District	96.3	3.7
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program.

Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	351
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	0.2	---
Social Worker	0	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	0.25	---
Other	0	---

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 18, 2012

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Language of Literature 9, McDougal Littell - 2000 Language of Literature 10, McDougal Littell - 2000 Language of Literature 11, McDougal Littell - 1997 British and World Literature, Southwestern Educational Pub. - 1997 College Board Course for English 4, The College Board, 2001</p> <p>Supplemental: Accelerated Reading, Renaissance Learning, 2003 Pacesetter English 1 & 4, The College Board, 2003 Gale Databases, Cengage Learning, 2009 CQ Researcher, CQ Press, 2009</p> <p>ELD Grades 9 - 12: At Home in Two Lands, Heinle & Heinle, 1991 The American Heritage Spanish Dictionary, Berkley, 2000 The New Grammar in Action -- Book 1 & 2, Heinle & Heinle, 1997, 1998</p>		0%
Mathematics	<p>Algebra I: Concepts and Skills, McDougal Littell- 2001 Geometry, Prentice Hall - 2004 Algebra 2, Prentice Hall - 2004 Precalculus, Brooks/Cole - 2012 Calculus, Houghton Mifflin - 2006 Mathematical Models with Applications, Freeman - 2002</p> <p>Supplemental: Accelerated Math, Renaissance, 2003</p>		0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Agriscience, Interstate Publishers, Inc. - 2003 Biology, William C. Brown - 1996 Introduction to Biology, Teaching Point - 2008 Modern Biology, Holt, Rinehart & Winston - 2002 BSCS Biology: An Ecological Approach, Kendall/Hunt - 2007 Chemistry, Prentice Hall - 2008 Conceptual Physics, Addison Wesley, 2007 Sustaining the Earth, Brooks/Cole - 2007 Supplemental: Gale Databases, Cengage Learning, 2009 CQ Researcher, CQ Press, 2009		0%
History-Social Science	Modern World History, McDougal Littell - 2006 The Americans, McDougal Littell - 2006 Civics in Amerca, McDougal Littell - 2003 The American Pageant (AP), McDougal Littell - 2006 American Government (AP), McDougal Littell - 2006 Economics (AP), McDougal Littell - 2005 Economics, New Ways of Thinking, EMC Publishing - 2007 Supplemental: Gale Databases, Cengage Learning, 2012 CQ Researcher, CQ Press - 2009		0%
Foreign Language	Spanish: Realidades I, Pearson-Prentice Hall - 2008 Realidades II, Pearson-Prentice Hall - 2008 Entre Mundos, Pearson-Prentice Hall - 2004 Nuestro Mundo, Holt-McDougal - 2002		0%
Health	Study Skills, Grand Lighthouse - 2011		0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)	Science Laboratory Equipment (Gr. 9-12) is provided through site and categorical funding.		0%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,147	\$2,176	\$5,971	\$61,087
District	---	---	\$5,534	\$61,828
Percent Difference: School Site and District	---	---	+8%	4%
State	---	---	\$5,537	\$58,606
Percent Difference: School Site and State	---	---	+9%	8%

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

ADA state funding is used to provide basic, comprehensive educational programs for students. This includes staffing, facilities and instructional materials. Supplemental funding for school improvement activities, staff development, field trips, equipment, and enrichment programs is provided through state and federal categorical funds.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,581	\$38,390
Mid-Range Teacher Salary	\$55,816	\$55,793
Highest Teacher Salary	\$73,471	\$72,306
Average Principal Salary (Elementary)	\$98,054	\$88,846
Average Principal Salary (Middle)	\$90,465	\$92,801
Average Principal Salary (High)	\$110,752	\$95,916
Superintendent Salary	\$138,201	\$116,026
Percent of Budget for Teacher Salaries	39.6%	34.0%
Percent of Budget for Administrative Salaries	6.4%	6.6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	4.50	6.80	8.60	19.60	13.00	17.50	16.60	14.70	13.10
Graduation Rate	95.52	89.19	91.36	79.05	79.00	76.32	80.53	77.14	78.73

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	73	96	418,598
Black or African American			28,078
American Indian or Alaska Native	2	3	3,123
Asian	1	1	41,700
Filipino			12,745
Hispanic or Latino	35	47	193,516
Native Hawaiian/Pacific Islander	3	3	2,585
White	32	42	127,801
Two or More Races			6,790
Socioeconomically Disadvantaged	45	58	217,915
English Learners	22	30	93,297
Students with Disabilities	5	8	31,683

Career Technical Education Programs (School Year 2012-13)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

A Career Pathway is offered in Agriculture and Natural Resources. Agriculture students may take courses in Beginning and Advanced Farm Mechanics, Integrated Ag Biology, Floral Design, Ag Science I & II, and a capstone course in Farm Business Management. We are in the process of developing additional Career Pathways.

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	142
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	60

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	58.7
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	24.7

Advanced Placement Courses (School Year 2011-12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts	1	---
Foreign Language		---
Mathematics	1	---
Science		---
Social Science		---
All courses	4	1.4

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Teachers are required to complete three days of pre-service professional activity days. Two of the days are before the school year begins and one day is held mid-November. Additionally, teachers are required to participate in collaboration activities on a weekly basis each Wednesday. Teachers are afforded the opportunity to attend professional conferences and workshops, according to the needs of the individual teacher and the school improvement plan.

Colusa Alternative High School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Colusa Alternative High School
Street	817 Colusa Avenue
City, State, Zip	Colusa, CA 95932
Phone Number	(530) 458-2232
Principal	Darren Brown
E-mail Address	dbrown@colusa.k12.ca.us
CDS Code	06-61598-0630012

District Contact Information	
District Name	Colusa Unified School District
Phone Number	(530) 458-7791
Web Site	www.colusa.k12.ca.us
Superintendent	Dwayne Newman
E-mail Address	dnewman@colusa.k12.ca.us

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

Colusa Alternative High School (CAHS) is a Colusa Unified School District school of choice. CAHS primarily serves 16-18 year olds. At the time of enrollment, most students transfer due to credit deficiency. CAHS instructors utilize a variety of instructional strategies for delivering a core curriculum. Students are held accountable for meeting state standards and consistent expectations academically, vocationally, and socially. They are encouraged to pursue areas of interest, develop their talents, and acquire employment skills. Students may either work toward a diploma through CAHS or transfer to the comprehensive high school at semester if they have sufficient credits and have taken or made up courses required for graduation. A dedicated and caring staff is committed to fulfilling the school's mission: Colusa Alternative High School will provide an environment that enables all learners to reach their individual potentials, including the literacy, knowledge, and skills necessary to compete in a global economy, and to exercise the rights and responsibilities of citizenship.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

A Fall Back to School Night and Spring Open House are held to inform parents about school activities and opportunities for involvement. Parents are invited to visit classes any time, chaperone school trips, serve on Site Council, assist with community service projects, and serve as Senior Project judges. Those interested in getting involved should contact staff or faculty members, Administrative Assistant Lorie Meyers, or Principal Darren Brown at 458-2156.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	9	7	7	42	44	46	54	56	55
Mathematics				38	42	45	49	50	50
Science				45	44	51	57	60	59
History-Social Science	0	0	7	34	36	44	48	49	49

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	46	45	51	44
All Student at the School	7			7
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian/Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts				49	43	60	59	56	57
Mathematics				46	41	57	56	58	60

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	40	29	30	43	36	21
All Students at the School	0			0		
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	B		
Similar Schools	B		

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School			979	736	4,655,989	790
Black or African American			9		296,463	708
American Indian or Alaska Native			29	736	30,394	743
Asian			8		406,527	906
Filipino			2		121,054	867
Hispanic or Latino			648	694	2,438,951	744
Native Hawaiian/Pacific Islander			3		25,351	774
White			276	838	1,200,127	853
Two or More Races			4		125,025	824
Socioeconomically Disadvantaged			691	690	2,774,640	743
English Learners			416	660	1,482,316	721
Students with Disabilities			174	465	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	N/A	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Currently in Program Improvement	---	75.0

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 10	4
Grade 11	11
Grade 12	10
Total Enrollment	25

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	4.0	White	28.0
American Indian or Alaska Native	8.0	Two or More Races	0.0
Asian	0.0	Socioeconomically Disadvantaged	88.0
Filipino	0.0	English Learners	56.0
Hispanic or Latino	60.0	Students with Disabilities	16.0
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11			2011-12			2012-13		
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size
		1-22	23-32	33+		1-22	23-32	33+	
English					24.5	0	2	0	25
Mathematics					24.5	0	2	0	25
Science					0	0	0	0	25
Social Science					24.5	0	2	0	25

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The Colusa Alternative High School Safety Plan is reviewed annually by administration with staff, and by staff with students. Responses to emergency situations such as fire, earthquake, flooding, bomb threat, and intruder on campus are addressed in the plan and in drills conducted with students. All visitors are required to check in at the school office upon arrival and to wear visitor badges while on campus. There is zero tolerance for fighting and when fights do occur, which is rarely, police are called and the combatants are issued five days suspension. All buildings are fully alarmed and monitored by the Bay Alarm security company.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	40%	4%	32%	8.51%	4%	4%
Expulsions	4%	0%	8%	0.95%	2%	1%

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

The CAHS facilities include a classroom on the high school site, a staff work area and break/lunch room. An Opportunity Class operated by the Colusa County Superintendent of Schools is conducted in one of the classrooms of this facility. The facilities are in good repair; the custodial and teaching staffs keep the facilities clean, orderly, and inviting so that students feel very much at home. In addition to taking their classes at the CAHS site, students may eat in the school cafeteria if they choose, and participate in various CHS activities including rallies, assemblies, and dances.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14) Year and month in which data were collected: January 30, 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	

School Facility Good Repair Status (School Year 2013-14) Year and month in which data were collected: January 30, 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	3	1	1	70
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	01	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	96.4	3.6
High-Poverty Schools in District	96.3	3.7
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.1	26
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)		---
Psychologist	0.2	---
Social Worker		---
Nurse	0.2	---
Speech/Language/Hearing Specialist		---
Resource Specialist		---
Other		---

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 2013 January

All curriculum materials utilized by students and staff are similar to those used at the comprehensive high school, Colusa High School.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Language of Literature 9, McDougal Littell - 2000 Language of Literature 10, McDougal Littell - 2000 Language of Literature 11, McDougal Littell - 1997 British and World Literature, Southwestern Educational Pub. - 1997 College Board Course for English 4, The College Board, 2001</p> <p>Supplemental: Accelerated Reading, Renaissance Learning, 2003 Pacesetter English 1 & 4, The College Board, 2003 Gale Databases, Cengage Learning, 2009 CQ Researcher, CQ Press, 2009</p> <p>ELD Grades 9 - 12: At Home in Two Lands, Heinle & Heinle, 1991 The American Heritage Spanish Dictionary, Berkley, 2000 The New Grammar in Action -- Book 1 & 2, Heinle & Heinle, 1997, 1998</p>	Yes	0%
Mathematics	<p>Algebra I: Concepts and Skills, McDougal Littell- 2001 Geometry, Prentice Hall - 2004 Algebra 2, Prentice Hall - 2004 Precalculus, Houghton Mifflin - 2004 Calculus, Houghton Mifflin - 2006 Mathematical Models with Applications, Freeman - 2002</p> <p>Supplemental: Accelerated Math, Renaissance, 2003</p>	Yes	0%
Science	<p>Agriscience, Interstate Publishers, Inc. - 2003 Biology, William C. Brown - 1996 Introduction to Biology, Teaching Point - 2008 Modern Biology, Holt, Rinehart & Winston - 2002 BSCS Biology: An Ecological Approach, Kendall/Hunt - 2007 Chemistry, Prentice Hall - 2008 Conceptual Physics, Addison Wesley, 2007 Sustaining the Earth, Brooks/Cole - 2007</p> <p>Supplemental: Gale Databases, Cengage Learning - 2009 CQ Researcher, CQ Press - 2009</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Modern World History, McDougal Littell - 2006 The Americans, McDougal Littell - 2006 Civics in Amerca, McDougal Littell - 2003 The American Pageant (AP), McDougal Littell - 2006 American Government (AP), McDougal Littell - 2006 Economics (AP), McDougal Littell - 2005 Economics, New Ways of Thinking, EMC Publishing - 2007 Supplemental: Gale Databases, Cengage Learning, - 2009 CQ Researcher, CQ Press - 2009	Yes	0%
Foreign Language	Spanish: Realidades I, Pearson-Prentice Hall - 2008 Realidades II, Pearson-Prentice Hall - 2008 Entre Mundos, Pearson-Prentice Hall - 2004 Nuestro Mundo, Holt-McDougal - 2002	Yes	0%
Health	Study Skills, Grand Lighthouse - 2011	Yes	0%
Science Laboratory Equipment (grades 9-12)	Science Laboratory Equipment (Gr. 9-12) Essential laboratory equipment is provided through site and categorical funding.	Yes	0%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,852	\$73	\$9,780	\$66,920
District	---	---	\$6,055	\$61,828
Percent Difference: School Site and District	---	---	38%	12%
State	---	---	\$5,537	\$58,606
Percent Difference: School Site and State	---	---	44%	16%

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

ADA state funding is used to provide basic, comprehensive educational programs for students. This includes staffing, facilities and instructional materials. Supplemental funding for school improvement activities, staff development, field trips, equipment, and enrichment programs is provided through state and federal categorical funds.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,581	\$38,390
Mid-Range Teacher Salary	\$55,816	\$55,793
Highest Teacher Salary	\$73,471	\$72,306
Average Principal Salary (Elementary)	\$98,054	\$88,846
Average Principal Salary (Middle)	\$90,465	\$92,801
Average Principal Salary (High)	\$110,752	\$95,916
Superintendent Salary	\$138,201	\$116,026
Percent of Budget for Teacher Salaries	39.6%	34.0%
Percent of Budget for Administrative Salaries	6.4%	6.6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	19.60	13.00	17.50	19.60	13.00	17.50	16.60	14.70	13.10
Graduation Rate				79.05	79.00	76.32	80.53	77.14	78.73

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	8	96	418,598
Black or African American			28,078
American Indian or Alaska Native	1	3	3,123
Asian		1	41,700
Filipino			12,745
Hispanic or Latino	6	47	193,516
Native Hawaiian/Pacific Islander		3	2,585
White	1	42	127,801
Two or More Races			6,790
Socioeconomically Disadvantaged	5	58	217,915
English Learners	4	30	93,297
Students with Disabilities	1	8	31,683

Career Technical Education Programs (School Year 2012-13)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

The Colusa Alternative High School does not offer any approved CTE courses, at this time. We are developing plans so that students at the CAHS may be able to access CTE courses at Colusa High School.

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	0

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

There were three days allocated for professional development activities, two prior to the start of school and one in the month of November. Additionally, time is banked and 2:30 pm to 3:30 pm, each Wednesday, is set aside for collaboration between staff . Every two weeks, the counselor and the principal meet with each student to monitor progress, attendance and discipline. Each student signs a contract and each meeting sets goals and checks progress toward those set goals.

Colusa Alternative Home School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Colusa Alternative Home School
Street	745 10th Street
City, State, Zip	Colusa, CA 95932
Phone Number	(530) 458-7791
Principal	Darren Brown
E-mail Address	dbrown@colusa.k12.ca.us
CDS Code	06-61598-0630046

District Contact Information	
District Name	Colusa Unified School District
Phone Number	(530) 458-7791
Web Site	www.colusa.k12.ca.us
Superintendent	Dwayne Newman
E-mail Address	dnewman@colusa.k12.ca.us

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

Colusa Alternative Home School is a K-12 Independent Study program that focuses on delivering high quality educational experiences in a Home School environment. Students and parents, with the support of district staff and curriculum, are offered a variety of approved classes to meet the needs of the learner. Parents and students have the option of completing their studies at home and utilizing the Home School resource center that was established during the 2004-05 school year. District teaching staff meets with each student and parent a minimum of one hour per week to review work completed and provide materials for future assignments.

The mission of Colusa Alternative Home School is to support families in the educational programs for their K-12 grade level students by providing state adopted curriculum and resources to meet current instructional standards and graduation requirements.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents are key partners in the delivery of a Home School education. They are actively involved in their child's education through daily assignments, educational field trips and district sponsored activities. The nature of this program thrives on parent support and involvement. Parents are also invited to visit the Home School resource center to utilize additional resources and provide support to other parents.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	25	33	39	42	44	46	54	56	55
Mathematics	8	12	10	38	42	45	49	50	50
Science	13	23	31	45	44	51	57	60	59
History-Social Science	8	10	24	34	36	44	48	49	49

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	46	45	51	44
All Student at the School	39	10	31	24
Male	45	8		
Female	33	13		7
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	33			
Native Hawaiian/Pacific Islander				
White	50	27		
Two or More Races				
Socioeconomically Disadvantaged	24			
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts		15		49	43	60	59	56	57
Mathematics		33		46	41	57	56	58	60

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	40	29	30	43	36	21
All Students at the School	0	0		0	0	0
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	2	1	1
Similar Schools			

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-30	3	7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	34	627	979	736	4,655,989	790
Black or African American	0		9		296,463	708
American Indian or Alaska Native	1		29	736	30,394	743
Asian	0		8		406,527	906
Filipino	0		2		121,054	867
Hispanic or Latino	19	575	648	694	2,438,951	744
Native Hawaiian/Pacific Islander	0		3		25,351	774
White	13	739	276	838	1,200,127	853
Two or More Races	1		4		125,025	824
Socioeconomically Disadvantaged	9		691	690	2,774,640	743
English Learners	6		416	660	1,482,316	721
Students with Disabilities	3		174	465	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	N/A	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Currently in Program Improvement	---	75.0

V. School Climate**Student Enrollment by Grade Level (School Year 2012-13)**

Grade Level	Number of Students
Kindergarten	1
Grade 1	2
Grade 2	4
Grade 3	1
Grade 4	1
Grade 5	3
Grade 6	1
Grade 7	4
Grade 8	3
Grade 9	12
Grade 10	10
Grade 11	16
Grade 12	21
Total Enrollment	79

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.0	White	50.6
American Indian or Alaska Native	2.5	Two or More Races	0.0
Asian	0.0	Socioeconomically Disadvantaged	39.2
Filipino	0.0	English Learners	19.0
Hispanic or Latino	46.8	Students with Disabilities	7.6
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K									1	1		
1									1	2		
2									1	3		
3									1	1		
4									1	1		
5									1	3		
6									1	1		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The nature of the Home School does not create the same need for a safety plan as the students and parents do the majority of their activities in their homes. When students are involved in regular school programs and activities, they are under the plans of the school they are attending at the time. All schools in the Colusa Unified School District have adopted safety plans which are reviewed on an annual basis.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	0%	3%	0%	8.51%	4%	4%
Expulsions	0%	0	0%	0.95%	2%	1%

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

The nature of Home School programs does not deal with school facilities due to the fact that most of their activities are done at home. When Home School students are involved in regular school activities, the facilities are under the responsibility of that school site and are reported in that school's accountability report. The exception to this is the new Home School resource center that was developed during the 2004-05 school year, which is maintained for safety, cleanliness and in good repair.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14) Year and month in which data were collected: N/A				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers**Teacher Credentials**

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	3	3	2	70
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments		0	0
Vacant Teacher Positions		0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	96.4	3.6
High-Poverty Schools in District	96.3	3.7
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff**Academic Counselors and Other Support Staff (School Year 2012-13)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	As Needed	As Needed
Counselor (Social/Behavioral or Career Development)	As Needed	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	0	---
Social Worker	As Needed	---
Nurse	As Needed	---
Speech/Language/Hearing Specialist	As Needed	---
Resource Specialist	As Needed	---
Other	0	---

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

IX. Curriculum and Instructional Materials**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)**

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: JAN 2013

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	* Note: The Home School program enjoys a combination of instructional materials which includes an adequate supply of all state-adopted textbooks that are purchased and adopted through appropriate grade level activities at regular education sites in the Colusa Unified School District.	Yes	0%
Mathematics	Same as above.	Yes	0%
Science	Same as above.	Yes	0%
History-Social Science	Same as above.	Yes	0%
Foreign Language	Rosetta Stone LTD, Spanish - 2008	Yes	0%
Health	Same as note above.	Yes	0%
Visual and Performing Arts	Home School students have the opportunity to participate in classes offered at age-appropriate sites in the district, as well as a limited number of private lessons offered through Art & Music Grant funds.	Yes	0%
Science Laboratory Equipment (grades 9-12)	Home School students have the option of attending Lab Science courses at Egling Middle School and Colusa High School where adequate facilities are maintained.	Yes	0%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5891	1393	4498	66533
District	---	---	5534	\$61,828
Percent Difference: School Site and District	---	---	-18.7	11.4
State	---	---	\$5,537	\$58,606
Percent Difference: School Site and State	---	---	-17.5	14.8

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Colusa Alternative Home School spends its funds as follows: Teacher and Administrative Pay include the salaries and benefits for teachers, superintendents, principals, and other directors or supervisors. Direct Instruction includes instructional aides, textbooks, field trips, music and art consultants and other instructional materials. Instructional Support includes all clerical and support staff. Pupil Services includes physical and mental health professionals and attendance clerks. Maintenance and Operations covers the costs of repair, replacement, and upkeep of the buildings and grounds. Transportation includes the cost of bus drivers and other transportation costs.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,581	\$38,390
Mid-Range Teacher Salary	\$55,816	\$55,793
Highest Teacher Salary	\$73,471	\$72,306
Average Principal Salary (Elementary)	\$98,054	\$88,846
Average Principal Salary (Middle)	\$90,465	\$92,801
Average Principal Salary (High)	\$110,752	\$95,916
Superintendent Salary	\$138,201	\$116,026
Percent of Budget for Teacher Salaries	39.6%	34.0%
Percent of Budget for Administrative Salaries	6.4%	6.6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	29.40	11.80	27.80	19.60	13.00	17.50	16.60	14.70	13.10
Graduation Rate		76.47	50.00	79.05	79.00	76.32	80.53	77.14	78.73

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	15	96	418,598
Black or African American			28,078
American Indian or Alaska Native		3	3,123
Asian		1	41,700
Filipino			12,745
Hispanic or Latino	6	47	193,516
Native Hawaiian/Pacific Islander		3	2,585
White	9	42	127,801
Two or More Races			6,790
Socioeconomically Disadvantaged	8	58	217,915
English Learners	4	30	93,297
Students with Disabilities	2	8	31,683

Career Technical Education Programs (School Year 2012-13)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses		

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Staff development during the 2012-13 school year was provided during 3 district pre-service days, 3 state-funded buyback days, Wednesday collaboration activities, and through various opportunities incorporated into the district's K-12 Staff Development Plans. In addition, Home School staff pursued a variety of workshops and graduate courses specific to their subject areas taught and professional goals.

The primary focus during 12/13 was instructional improvements. Teachers are working on strategies to implement best practice instruction in the classroom, increase engagement, and scaffold learning for higher achievement. Teacher support is provided through a system of peer and Principal feedback.