

# The Single Plan for Student Achievement

**School:** Colusa High School  
**CDS Code:** 06-61598-0631259  
**District:** Colusa Unified School District  
**Principal:** Rebecca Changus  
**Revision Date:** 6/10/16

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

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

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**The District Governing Board approved this revision of the SPSA on January 15, 2015.**

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## School Vision and Mission

### Colusa High School's Vision and Mission Statements

Colusa High School is committed to the idea that all students can learn and should have the opportunity to achieve academic and co-curricular success. Colusa 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.

## School Profile

**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 Braves, the Egling Middle School's mascot is the Red and Colusa High School's is the RedHawks.

**CHS School Staff**--Credentialed staff includes 21 full-time teachers, 2 administrators and 1 counselor. Classified staff includes 2 Administrative Secretaries, 1 Attendance Clerk, 1 Career Technician, 5 Cafeteria and Custodial staff. Through ongoing staff development and curriculum leadership, we have continued to improve our programs, student relations and parent communications.

**Colusa High School** - The Colusa school community works cooperatively and continuously to fulfill our mission: Colusa High School is committed to the idea that all students can learn and should have the opportunity to achieve academic and co-curricular success. Colusa 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 396 students in grades 9-12. Colusa High School is a four-year, two semester comprehensive high school accredited by the Western Association of Schools and Colleges, having been awarded a six year term of accreditation with a three year review. Colusa High School has a number of special programs offered to students, including English Language Development, Sheltered classes, and the Environmental Science Academy to name a few. CHS also participates in an early outreach program, Upward Bound, with California State University, Chico.

**Graduation Requirements** - All students at Colusa High School must complete 250 credits for graduation. These credit requirements include 40 credits in Language Arts, 30 in Social Science, 10 in Vocational Education, 10 in Fine Arts/Foreign Language, 30 in Math, 30 in Physical Education, 20 in Science (10 in Physical and 10 in Life), 10 in Introduction to Business/Computer Literacy, 10 in Vocational Education (Career Technical Education), 10 in Personal Finance, 5 credits of Senior Project and 55 Electives.

**Academic Honors and AP Courses** - Advanced and Honors courses are offered in Language Arts, Math, Spanish and Social Sciences.

**Grading System** - Colusa High School uses both weighted (5.0) and un-weighted grade point averages. A = 90 – 100, B = 80-89, C = 70-79, D = 60-69

**Transcript:** Code of "P"; Courses with a "P" in the title are on the University of California/California State University approved list of courses that meet their admission requirements.

**Academic Achievement** - 88% of the Colusa High School Class of 2017 is entering college the year following graduation. Three percent entered the Military and Trade Schools. Approximately 33% entered a four-year college or university.

**Daily Schedule:** Traditional Schedule with a 7 period day.

#### Extra Curricular Activities Offered

Sports: Football, basketball, tennis, cheerleading, golf, soccer, softball, baseball, volleyball, track, and cross country.

Clubs: Associated Student Body Offices and Commissions, Associated Student Body, Student Council, Art Club, Band, California Scholarship Federation (CSF), Class Officer Positions, Future Business Leaders, Future Farmers of America, Friday Night Live, Spanish Club, Student Representatives to Colusa High Site Council, and Student Representatives to the Colusa Unified School District Board of Trustees.

## Comprehensive Needs Assessment Components

### Data Analysis

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

### Surveys

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

Semi-annually a survey of student perception regarding the discipline program at Colusa High School. Students are queried about their feeling about school-wide, as well as, classroom discipline. Annual parent surveys are also used to establish a confidential and honest line of communication. Parents, students and community members also served on committees throughout our 2017-2018 WASC accreditation.

### Classroom Observations

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

Classroom observations are conducted by the principal. Informally observations (Walk Through Visits) are organized weekly in order to assure visits to all classrooms by site administration.

### Analysis of Current Instructional Program

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

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

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

### Standards, Assessment, and Accountability

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

Instructors utilize a variety of sources, such as, benchmark assessments (midterms), SBAC scores, formal and informal assessments throughout the year.

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

Teachers use classroom benchmark assessments to monitor and adjust instruction.

## Staffing and Professional Development

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

All teachers meet the highly qualified teacher requirements of the No Child Left Behind (NCLB) Act.

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

Colusa High School has sufficient credentialed teachers and they have had access to training opportunities. Teachers who do not meet the requirements for highly qualified are working toward classification through coursework, and they are being closely monitored by administration.

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

Implementation of common core standards, pacing guides, benchmark assessments assist in the structure of courses offered at CHS. Course descriptions are included in our counseling office course catalog, and course syllabus documents are communicated to students and parents at the start of the year. Training in math to support the new math curriculum is provided at the beginning of the school year. Our ELA department has attended the AP training to offer consistency and foundation to the department. AP teachers have all attended their respective conferences, and they are encouraged to attend additional conferences and training opportunities if available in our area. Our science department has participated in multiple Next Generation Science Standards workshops, and the assistant principal at Egling Middle School is a former science teacher who is extremely instrumental in the transition to NGSS.

Subject specific workshops are offered at our surrounding county offices of education including CTE workshops. Strong communication regarding workshops, training and conference opportunities has resulted in high attendance by our staff.

Vertical collaboration occurs between Egling Middle School and Colusa High School in departments assisting in bridging the achievement gaps as well as easing the transition to high school.

Schoolwide data is utilized to inform classroom instruction. Data from classroom assessments is monitored in department levels. Instruction is adjusted to increase student achievement. Increased utilization of our Illuminate Assessment System has benefited departments as the system offers immediate feedback to teachers and students.

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

Colusa High School is currently utilizing the services of content experts. Veteran teachers guide our ELA department, and department goals provided unity and consistency. Department meetings occur providing teachers with time to collaborate. Curriculum Council provides our site with a team of experts focused on offering our students a well-rounded, challenging educational experience. New courses and guidelines are reviewed by curriculum council throughout the school year. Staff focuses on quality instruction, and they check for understanding. Three strategies in place schoolwide are bell to bell instruction, multiple student responses to check for understanding and timely transitions to utilize instructional minutes. Learning objectives, ESLRs and daily agendas are posted and referenced regularly. Our science department has participated in multiple Next Generation Science Standards workshops, and the assistant principal at Egling Middle School is a former science teacher who is extremely instrumental in the transition to NGSS.

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

Weekly collaboration time is provided for teachers to interact with one another regarding curriculum and instructional strategies. Teachers collaborate in departments, inter-departments and vertical collaboration with Egling Middle School. Discussion items at collaboration focus on instructional strategies, data, curriculum at grade levels and in departments, district mission and focus. Site goals and ESLRs are reviewed every year. A key area of focus revolves around attendance and a positive school culture. Individuals who attend conference offer our staff training and support in Illuminate, Infinite Campus, School Loop and SST Online.

## Teaching and Learning

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

Instructors have developed, through the assistance of instructional coaches, pacing guides that are in alignment with the Common Core standards. Pacing guides are adjusted toward the end of the school year to best meet the needs of our students. The focus of pacing guides centers around the subject curriculum, instructional strategies and materials utilized with the Common Core State Standards. Departments meet prior to the start of the upcoming school year to establish department goals and individual goals for the school year as well as department expectations and common assessments. Curriculum Council reviews all curriculum request needs for CHS. Additionally, Curriculum Council approves our curriculum including supplemental curriculum prior to board approval at the beginning of the school year.

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

The school meets the requirements for instructional minutes for ELA, mathematics and physical fitness. All graduating students meet the requirements of the local governing board and the State of California graduation requirements.

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

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

Appropriate standards-based instructional materials are available to all students across all grades.

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

All materials are approved by the local governing board prior to purchase.

## Opportunity and Equal Educational Access

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

Students have access to tutoring and assistance from teachers before and after school. Students in need of additional intervention have a Support Class built into their schedule. The teacher is able to assist them with complex assignments as well as monitoring their progress in all classes.

Special Education services students as indicated in their individualized education plan. Para-educators provide push-in support in core classes, and instructional support is provided in Basic Skill classes.

### 14. Research-based educational practices to raise student achievement

Research-based schoolwide procedures have been implemented. Three strategies (Bell to bell instruction, multiple response and transitions) are used consistently schoolwide. Clear learning objectives are posted in classrooms. Higher level thinking and questioning as well as discovery of learning are utilized in classes according to the need of a particular lesson plan. Staff participates in data meetings in order to focus on quality instruction, checking for understanding and assessing student achievement.

## Parental Involvement

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

Resources for under-achieving students are served with specific instruction and intervention materials. Increased learning time is available with teachers before school, after school and occasionally at lunch. Plans for additional support are often arranged at Parent Meetings. Teachers, counselors, administration, parents and students attend the parent meeting in order to offer thorough communication and support to struggling students. A cultural liaison from the Native American community provides tutoring to students in school as well as at home. A liaison from Migrant Education does academic counseling with migrant students. A liaison from CCOE provides support services for our homeless and foster care students. All freshmen use planners to stay organized and to keep track of assignments. Parents and students have access to School Loop and Infinite Campus online grade reporting systems and student information system.

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

Parents, community representatives, classroom teachers and other school personnel are invited to participate in the planning, implementation and evaluation of consolidated application programs. Colusa High School involves parents through School Site Council, English Language Acquisition Committee (ELAC), District English Language Acquisition Committee (DELAC), Illuminate, Infinite Campus, School Loop, Back to School Night, Parent Information Nights, CUSD community meetings, Winterfest, the school website, daily bulletin and Facebook. Teachers have input through district collaboration meetings and surveys, site collaboration meetings, department meetings and vertical collaboration meetings.

## Funding

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

### 18. Fiscal support (EPC)

## **Description of Barriers and Related School Goals**

Goal #1: Improve student achievement and close achievement gaps. Goal #2: Improve the atmosphere in our schools, and the communication between home and school. Goal #3: Improve access to, and use of, instructional technology and modern facilities.

Some of our challenges include bridging the achievement gap for our English Language Learners and socioeconomically disadvantaged students. Our test scores do indicate improvement in closing that achievement gap. Implementation of the Next Generation Science Standards will continue to be an area of focus. Teacher training opportunities and conference opportunities will be encouraged and attended by our science teachers. A new math curriculum aims to close the achievement gap in math along with our new three year math requirement. Technology use is increasing for classroom instruction (Google Classroom and Illuminate) and the Smarter Balance Assessment. Ongoing training for teachers and students will ensure students assimilate to the technology standards. Increased availability of technology has proven beneficial to students and teachers.

Schools remain hopeful that the transition to the Local Control Funding Formula and the Common Core Implementation Funds will help in serving all students.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 14-15                  | 15-16 | 16-17 | 14-15                | 15-16 | 16-17 | 14-15                     | 15-16 | 16-17 | 14-15                         | 15-16 | 16-17 |
| Grade 11                               | 77                     | 88    | 89    | 69                   | 85    | 82    | 68                        | 85    | 82    | 89.6                          | 96.6  | 92.1  |
| All Grades                             | 77                     | 88    | 89    | 69                   | 85    | 82    | 68                        | 85    | 82    | 89.6                          | 96.6  | 92.1  |

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

| Overall Achievement for All Students |                  |        |        |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|--------|--------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |        |        | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 14-15            | 15-16  | 16-17  | 14-15               | 15-16 | 16-17 | 14-15          | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15              | 15-16 | 16-17 |
| Grade 11                             | 2607.4           | 2592.6 | 2598.7 | 13                  | 9     | 14.63 | 52             | 51    | 53.66 | 23                    | 22    | 21.95 | 10                 | 18    | 9.76  |
| All Grades                           | N/A              | N/A    | N/A    | 13                  | 9     | 14.63 | 52             | 51    | 53.66 | 23                    | 22    | 21.95 | 10                 | 18    | 9.76  |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 11   | 28               | 25    | 29.27 | 57                    | 54    | 54.88 | 15               | 21    | 15.85 |
| All Grades   | 28               | 25    | 29.27 | 57                    | 54    | 54.88 | 15               | 21    | 15.85 |

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 11  | 21               | 29    | 24.69 | 71                    | 54    | 59.26 | 9                | 16    | 16.05 |
| All Grades  | 21               | 29    | 24.69 | 71                    | 54    | 59.26 | 9                | 16    | 16.05 |

| Listening<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 11  | 13               | 13    | 23.17 | 75                    | 79    | 64.63 | 12               | 8     | 12.20 |
| All Grades  | 13               | 13    | 23.17 | 75                    | 79    | 64.63 | 12               | 8     | 12.20 |



| <b>Research/Inquiry</b><br><b>Investigating, analyzing, and presenting information</b> |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| <b>Grade 11</b>  | 32               | 26    | 25.61 | 57                    | 60    | 56.10 | 10               | 14    | 18.29 |
| <b>All Grades</b>  | 32               | 26    | 25.61 | 57                    | 60    | 56.10 | 10               | 14    | 18.29 |

**Conclusions based on this data:**

1. The rigor, relevance and instruction provided at Colusa High School is set at a very high level.
2. Curriculum and pacing guides assist in preparing students for CAASPP testing.
3. Assessments given at midterms provide teachers with adequate guidance to continue preparing students and gauging their growth.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 14-15                  | 15-16 | 16-17 | 14-15                | 15-16 | 16-17 | 14-15                     | 15-16 | 16-17 | 14-15                         | 15-16 | 16-17 |
| Grade 11                               | 77                     | 88    | 89    | 70                   | 87    | 82    | 70                        | 86    | 82    | 90.9                          | 100   | 92.1  |
| All Grades                             | 77                     | 88    | 89    | 70                   | 87    | 82    | 70                        | 86    | 82    | 90.9                          | 100   | 92.1  |

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

| Overall Achievement for All Students |                  |        |        |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|--------|--------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |        |        | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 14-15            | 15-16  | 16-17  | 14-15               | 15-16 | 16-17 | 14-15          | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15              | 15-16 | 16-17 |
| Grade 11                             | 2566.4           | 2572.0 | 2574.5 | 4                   | 9     | 8.54  | 20             | 22    | 26.83 | 29                    | 28    | 25.61 | 47                 | 41    | 39.02 |
| All Grades                           | N/A              | N/A    | N/A    | 4                   | 9     | 8.54  | 20             | 22    | 26.83 | 29                    | 28    | 25.61 | 47                 | 41    | 39.02 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 11   | 11               | 12    | 17.07 | 34                    | 40    | 39.02 | 54               | 49    | 43.90 |
| All Grades   | 11               | 12    | 17.07 | 34                    | 40    | 39.02 | 54               | 49    | 43.90 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 11   | 11               | 13    | 18.29 | 63                    | 60    | 48.78 | 24               | 27    | 32.93 |
| All Grades   | 11               | 13    | 18.29 | 63                    | 60    | 48.78 | 24               | 27    | 32.93 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 14-15            | 15-16 | 16-17 | 14-15                 | 15-16 | 16-17 | 14-15            | 15-16 | 16-17 |
| Grade 11   | 11               | 13    | 17.07 | 73                    | 64    | 58.54 | 16               | 23    | 24.39 |
| All Grades   | 11               | 13    | 17.07 | 73                    | 64    | 58.54 | 16               | 23    | 24.39 |

#### Conclusions based on this data:

1. The rigor, relevance and instruction provided at Colusa High School is set at a very high level, and math continues to be an area of focused improvement.

2. Curriculum evaluation resulted in the implementation of new curriculum in the 2017 - 2018 school year.
3. Assessments given at midterms provide teachers with adequate guidance to continue preparing students and gauging their growth.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

| Grade | Percent of Students by Proficiency Level on CELDT Annual Assessment |       |       |                |       |       |              |       |       |                    |       |       |           |       |       |
|-------|---|-------|-------|----------------|-------|-------|--------------|-------|-------|--------------------|-------|-------|-----------|-------|-------|
|       | Advanced  |       |       | Early Advanced |       |       | Intermediate |       |       | Early Intermediate |       |       | Beginning |       |       |
|       | 14-15   | 15-16 | 16-17 | 14-15          | 15-16 | 16-17 | 14-15        | 15-16 | 16-17 | 14-15              | 15-16 | 16-17 | 14-15     | 15-16 | 16-17 |
| 9     |   |       |       | 20             | 12    | 42    | 45           | 53    | 21    | 10                 | 12    | 29    | 25        | 24    | 8     |
| 10    |   |       |       | 50             | 27    | 29    | 30           | 27    | 41    | 20                 | 27    | 18    |           | 20    | 12    |
| 11    | 15  |       | 13    | 31             | 44    | 50    | 31           | 44    |       | 15                 | 11    | 25    | 8         |       | 13    |
| 12    |   |       |       | 60             | 13    | 71    | 20           | 63    | 29    | 20                 | 13    |       |           | 13    |       |
| Total | 4   |       | 2     | 33             | 22    | 43    | 35           | 45    | 25    | 15                 | 16    | 21    | 13        | 16    | 9     |

#### Conclusions based on this data:

1. The majority of our students are at the Early-Advanced or Intermediate levels.

## School and Student Performance Data

### CELDT (All Assessment) Results

| Grade | Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined) |       |       |                |       |       |              |       |       |                    |       |       |           |       |       |
|-------|---|-------|-------|----------------|-------|-------|--------------|-------|-------|--------------------|-------|-------|-----------|-------|-------|
|       | Advanced  |       |       | Early Advanced |       |       | Intermediate |       |       | Early Intermediate |       |       | Beginning |       |       |
|       | 14-15   | 15-16 | 16-17 | 14-15          | 15-16 | 16-17 | 14-15        | 15-16 | 16-17 | 14-15              | 15-16 | 16-17 | 14-15     | 15-16 | 16-17 |
| 9     |   |       |       | 20             | 12    | 42    | 45           | 53    | 21    | 10                 | 12    | 29    | 25        | 24    | 8     |
| 10    |   |       |       | 50             | 27    | 30    | 30           | 27    | 35    | 20                 | 27    | 20    |           | 20    | 15    |
| 11    | 13  | 9     | 10    | 27             | 45    | 50    | 33           | 36    |       | 20                 | 9     | 20    | 7         |       | 20    |
| 12    | 17  |       |       | 50             | 13    | 67    | 17           | 63    | 33    | 17                 | 13    |       |           | 13    |       |
| Total | 6   | 2     | 2     | 31             | 24    | 43    | 35           | 43    | 24    | 16                 | 16    | 21    | 12        | 16    | 11    |

#### Conclusions based on this data:

1. The majority of our students are at the Early Advanced or Intermediate levels.

## Planned Improvements in Student Performance

### School Goal #1

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

|  |
|--|
| <b>SUBJECT: Math and ELA</b>   |
| <b>LEA GOAL:</b>   |
| Improve student achievement and close the achievement gap.   |
| <b>SCHOOL GOAL #1:</b>   |
| After determining the needs of our school through the Action Team and School Site Council it has been determined that there continues to be a need to improve attendance at the high school. Attendance will improve from 97.53% in 2017-2018 to 98% in the 2018-2019 school year. The goal is to improve overall attendance to over 98% by the end of the 2018/2019 school year. Attendance for seniors will be 98%.  |
| <b>Data Used to Form this Goal:</b>  |
| Data from a variety of sources is used for ongoing assessment to improve student achievement. Data from Illuminate benchmark grade level and subject area test and California Assessment for Student Performance and Progress (CAASPP) are available in our Illuminate data assessment system. Math proficiency proves to increase with regular attendance to master the various standards. The data from these assessments are used to guide instructional practices. |
| <b>Findings from the Analysis of this Data:</b>  |
| Math is an area of concern in need of improvement.   |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| The attendance clerk, vice principal, and principal will meet monthly to evaluate attendance and ways to improve. The vice principal will coordinate law enforcement home visits to students who are not regularly attending school. We will continue to send letters home, call parents, and notify students about attendance issues. The math department will breakdown math scores on grade level assessment, benchmark assessments and the CAASPP testing.         |

| Actions to be Taken to Reach This Goal  | Timeline                            | Person(s) Responsible                            | Proposed Expenditure(s) |      |                |        |
|---|-------------------------------------|--|-------------------------|------|----------------|--------|
|   |                                     |  | Description             | Type | Funding Source | Amount |
| The attendance clerk will meet with the vice-principal and principal monthly to evaluate the students struggling with attendance. | Beginning August 2018 to June 2019. | Attendance Clerk, Assistant Principal, Principal |                         |      |                |        |
| The VP will meet with students and parents who miss a significant amount of days from school.                                     | Beginning August 2018 to June 2019. | Assistant Principal                              |                         |      |                |        |

| Actions to be Taken to Reach This Goal  | Timeline                            | Person(s) Responsible       | Proposed Expenditure(s) |      |                |        |
|---|-------------------------------------|-----------------------------|-------------------------|------|----------------|--------|
|   |                                     |                             | Description             | Type | Funding Source | Amount |
| Attendance data sent by the district office each month will be evaluated by the principal and attendance clerk. | Beginning August 2018 to June 2019. | Attendance Clerk, Principal |                         |      |                |        |
| Surveys will be given to parents in the spring yearly.  | March/April 2019                    | Principal                   |                         |      |                |        |
| Collaboration time will be provided to CHS departments in order to analyze and review data.                     | September 2018/March 2019           | Principal, Teachers         |                         |      |                |        |

## Planned Improvements in Student Performance

### School Goal #2

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

|  |
|--|
| <b>SUBJECT: Math</b>   |
| <b>LEA GOAL:</b>   |
| Improve student achievement and close achievement gaps.  |
| <b>SCHOOL GOAL #2:</b>   |
| After reviewing the SBAC data from the previous two years, our second goal is to improve proficiency in mathematics by 5% in the upcoming SBAC test.   |
| <b>Data Used to Form this Goal:</b>  |
| Bridging the achievement gap in math, proves to be a need statewide based on the SBAC results. CHS results on the math portion of the CAASPP have shown improvement, yet attention and ongoing focus to continue taking strides are important. |
| <b>Findings from the Analysis of this Data:</b>  |
| Our math scores improved from 24% at met or exceeded standards in 2015 to 31% in 2016 to 34% in 2017, our math scores are still below the state average.   |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| SBAC data will be examined at the end of the school year. Midterms and/or benchmark exams have been implemented to analyze growth throughout the year.   |

| Actions to be Taken to Reach This Goal   | Timeline                  | Person(s) Responsible   | Proposed Expenditure(s) |                               |                 |        |
|--|---------------------------|-------------------------|-------------------------|-------------------------------|-----------------|--------|
|  |                           |                         | Description             | Type                          | Funding Source  | Amount |
| Considerable collaboration time will be given to the math department to continue to discuss teaching strategies, students, and assessments.  | August 2018 to June 2019. | Administration Teachers |                         |                               |                 |        |
| 3 year math requirement to graduate was approved by the CUSD board, and the requirement is now in effect starting with the Class of 2018. Monitoring the impact and effectiveness of the 3 year math requirement is necessary. | September 2018            | Administration Teachers |                         | 4000-4999: Books And Supplies | District Funded | 30,000 |



| Actions to be Taken to Reach This Goal  | Timeline                    | Person(s) Responsible                                       | Proposed Expenditure(s) |      |                |        |
|---|-----------------------------|---|-------------------------|------|----------------|--------|
|   |                             |   | Description             | Type | Funding Source | Amount |
| Implementation of our new math curriculum aims to increase student achievement.             | August 2017 to June 2019.   | Math Department; Administration                             |                         |      |                |        |
| Articulation with middle school will be planned and implemented throughout the school year. | August 2018 to June 2019.   | CHS and Egling Math Department Members; Site Administration |                         |      |                |        |
| A survey will be given to students and parents at the end of the year.                      | January 2018 and June 2019. | Administration<br>Students<br>Parents                       |                         |      |                |        |

## Planned Improvements in Student Performance

### School Goal #3

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

|  |
|--|
| <b>SUBJECT: Improve atmosphere in our school and improve communication between home and school.</b>  |
| <b>LEA GOAL:</b>   |
| Improve atmosphere in our school and improve communication between home and school.  |
| <b>SCHOOL GOAL #3:</b>   |
| Improve atmosphere in our school and improve communication between home and school. Parents need to have training to access student grades, data and testing results in Illuminate, and information in our student information systems, Infinite Campus. Parent communication in English and Spanish must consistently occur to keep our parents informed on the important information and events taking place at Colusa High School. Teacher will utilize the services of our bilingual liaison to translate course syllabus and other important documents. |
| <b>Data Used to Form this Goal:</b>  |
| Survey results from parents as well as feedback from ELAC and DELAC meetings were examined and valued in establishing this goal.   |
| <b>Findings from the Analysis of this Data:</b>  |
| There is a need to increase communication between home and school. Parents need training to utilize Illuminate, Infinite Campus and School Loop.   |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| A survey will be given to parents in the spring of each year. School Site Council, ELAC and Curriculum Council meetings will discuss goals of the school during each meeting. Staff feedback will be given during each staff meeting.  |

| Actions to be Taken to Reach This Goal   | Timeline                 | Person(s) Responsible                 | Proposed Expenditure(s) |      |                |        |
|--|--------------------------|---------------------------------------|-------------------------|------|----------------|--------|
|  |                          |                                       | Description             | Type | Funding Source | Amount |
| The website will be updated daily to include important events for parents and the community. The website has a feature translating the entire site by clicking the desired language at the bottom of the homepage. | August 2018 to June 2019 | Principal, Attendance Clerk, Teachers |                         |      |                |        |

| Actions to be Taken to Reach This Goal   | Timeline                     | Person(s) Responsible                  | Proposed Expenditure(s) |      |                |        |
|--|------------------------------|--|-------------------------|------|----------------|--------|
|  |                              |  | Description             | Type | Funding Source | Amount |
| Increased translation of documents at Back to School Night, 8th Grade Parent Night, 11th Grade Parent Night and Course Rules and Expectations will be a focus of our site. | August 2018 to June 2019     | Principal, Staff and Teachers          |                         |      |                |        |
| Winterfest will continue to be planned to open the campus to parents and the community.  | August 2018 to December 2018 | Principal; CHS Staff                   |                         |      |                |        |
| The school Facebook page will be updated regularly to include positive student news at CHS.  | August 2018 to June 2019     | Principal; CHS Leadership Team Members |                         |      |                |        |
| The school marquee will be updated regularly to include events around the CHS campus.  | August 2018 to June 2019     | Administrative Assistant               |                         |      |                |        |

## Planned Improvements in Student Performance

### School Goal #4

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

|  |
|--|
| <b>SUBJECT:</b>  |
| <b>LEA GOAL:</b>   |
|  |
| <b>SCHOOL GOAL #4:</b>   |
| Increased communication to celebrate student achievement will be communicated with parents and students. |
| <b>Data Used to Form this Goal:</b>  |
|  |
| <b>Findings from the Analysis of this Data:</b>  |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
|  |

| Actions to be Taken to Reach This Goal   | Timeline    | Person(s) Responsible | Proposed Expenditure(s) |      |                |        |
|--|-------------|-----------------------|-------------------------|------|----------------|--------|
|  |             |                       | Description             | Type | Funding Source | Amount |
| CHS will mail home awards and announce awards in rallies or assemblies. CHS will organize an academic assembly once a year to honor students. CHS will also facilitate a motivational rally once a year in preparation for CAASPP, and incentives will be highlighted to students. | Spring 2019 | CHS Staff             |                         |      |                |        |

## Planned Improvements in Student Performance

### School Goal #5

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

|  |
|--|
| <b>SUBJECT:</b>  |
| <b>LEA GOAL:</b>   |
|  |
| <b>SCHOOL GOAL #5:</b>   |
| CHS will utilize the whisper system at parent nights for Spanish speaking parents to strengthen communication. |
| <b>Data Used to Form this Goal:</b>  |
|  |
| <b>Findings from the Analysis of this Data:</b>  |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
|  |

| Actions to be Taken to Reach This Goal  | Timeline | Person(s) Responsible         | Proposed Expenditure(s) |      |                |        |
|---|----------|-------------------------------|-------------------------|------|----------------|--------|
|   |          |                               | Description             | Type | Funding Source | Amount |
| The whisper system will be updated in order to use efficiently by staff. Staff will be trained on the system in order to assist parents properly. | Ongoing  | CHS Staff & Bilingual Liaison |                         |      |                |        |

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

|  |
|--|
| SUBJECT: Centralized Services for Planned Improvements in Student Performance in |
| SCHOOL GOAL #1:  |
|  |

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

|  |
|--|
| SUBJECT: Centralized Services for Planned Improvements in Student Performance in |
| SCHOOL GOAL #2:  |
|  |

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

|  |
|--|
| SUBJECT: Centralized Services for Planned Improvements in Student Performance in |
| SCHOOL GOAL #3:  |
|  |

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |



Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

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

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

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

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

| Total Allocations by Funding Source |            |                                    |
|-------------------------------------|------------|------------------------------------|
| Funding Source                      | Allocation | Balance (Allocations-Expenditures) |
| Title I Part A: Allocation          | 52,416     | 52,416.00                          |
| LCFF-EL                             | 21,561     | 21,561.00                          |
| Agriculture Vocational Incentive    | 16,052     | 16,052.00                          |
| California Partnership Academies    | 74,970     | 74,970.00                          |
| Lottery: Instructional Materials    | 15,000     | 15,000.00                          |

| Total Expenditures by Funding Source |                    |
|--------------------------------------|--------------------|
| Funding Source                       | Total Expenditures |
| District Funded                      | 30,000.00          |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

| Object Type                   | Total Expenditures |
|-------------------------------|--------------------|
| 4000-4999: Books And Supplies | 30,000.00          |

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

| Object Type                   | Funding Source  | Total Expenditures |
|-------------------------------|-----------------|--------------------|
| 4000-4999: Books And Supplies | District Funded | 30,000.00          |

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 2      | 30,000.00          |

## School Site Council Membership

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

| Name of Members                             | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Rebecca Changus                             | X         |                   |                    |                            |                    |
| Colleen Wrynski                             |           |                   |                    | X                          |                    |
| Joe Williamson                              |           | X                 |                    |                            |                    |
| Eric Lay                                    |           | X                 |                    |                            |                    |
| Lorie Meyers                                |           |                   | X                  |                            |                    |
| Jessica Hickel                              |           |                   |                    |                            | X                  |
| Christian Reyna                             |           |                   |                    |                            | X                  |
| Chantelle Townsend                          |           |                   |                    | X                          |                    |
| Lori Tanner                                 |           |                   | X                  |                            |                    |
| John Ithurburn                              |           |                   | X                  |                            |                    |
| <b>Numbers of members of each category:</b> | <b>1</b>  | <b>4</b>          | <b>1</b>           | <b>4</b>                   | <b>1</b>           |

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

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

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

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 5/14/2018.

Attested:

Rebecca Changus

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Lorie Meyers

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date