

The Single Plan for Student Achievement

Colusa High School

School Name

06-61598-0631259

CDS Code

Date of this revision: 1/8/2013

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal 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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Colusa Unified School District

School District

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The District Governing Board approved this revision of the School Plan on January 15, 2013.

II. School Vision and 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. 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.

III. 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 17 full-time teachers, 2 administrators and 1 counselor. Classified staff includes 2 Administrative Secretaries, 2 Attendance Clerks, 1 Career Tech, 3 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 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 350 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, Environmental Science Academy, and an Enrichment program 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 240 credits for graduation. These credit requirements include 40 credits in Language Arts, 40 in Social Science (the class of 2013 will need 30 plus an additional 10 electives), 10 in Vocational Education, 10 in Fine Arts/Foreign Language, 20 in Math (students must pass Algebra I), 20 in Physical Education, 20 in Science (10 in Physical and 10 in Life), 10 in Computer Literacy, and 60 Electives.

- Colusa High School requires students to complete a Senior Project
- Colusa High School students must pass both sections of the CAHSEE

Academic Honors and AP Courses -- Advanced and Honors courses are offered in Language Arts, Math, Foreign Language 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 -- 81% of the Colusa High School Class of 2012 entered college the year following graduation. Eight percent entered the Military and Trade Schools. Approximately 19% 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, wrestling and cross country.

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

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

Data from the CAHSEE, STAR and API programs have been analyzed as a component of the WASC self-study process and utilized in the development of this plan.

B. Surveys

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 parent perspective.

C. Classroom Observations

Classroom observations are conducted by the Principal on a weekly basis. Each teacher in every classroom is observed at least three times a month.

D. Student Work and School Documents

E. Analysis of Current Instructional Program (See Appendix B)

Data regarding the efficacy of the current instructional program is available in Appendix B. Please refer to that section.

V. Description of Barriers and Related School Goals

VI. Planned Improvements in Student Performance

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

SCHOOL GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages) After determining the needs of our school through the Action Team and School Site Council it has been determined that there is a need to significantly improve attendance at the high school. Attendance will improve from 93.81% last year to 94.31% this year. The goal is to improve overall attendance to over 95% by the end of the 2013/2014 school year. Attendance for seniors will be 95%.	
Student groups and grade levels to participate in this goal: All student groups and grade levels will participate in achieving this goal.	Anticipated annual performance growth for each group: It is anticipated that we will see an increase in attendance by at least .5% each year for the next three years. It is anticipated that the senior attendance will increase to 95% at the end of the 2012/2013 school year.
Means of evaluating progress toward this goal: The attendance clerk, vice-principal, and principal will meet monthly to evaluate attendance and ways to improve. The vice-principal will make 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.	Group data to be collected to measure academic gains: Each month we will monitor the attendance data sent to each school from the district office.

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
The attendance clerk will meet with the vice-principal and principal monthly to evaluate the students struggling with attendance.	Beginning August 2012 to June 2013.		\$0.00	N/A
The VP will make home visits to students who miss a significant amount of days from school.	Beginning August 2012 to June 2013.		\$0.00	N/A
Attendance data sent by the district office each month will be evaluated by the principal and attendance clerk.	Beginning August 2012 to June 2013.		0	N/A
Surveys will be given to parents at the end of each semester.	Beginning August 2012 to June 2013.		\$0.00	N/A

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) After reviewing the STAR data from the previous three years, our second goal is to improve proficiency in mathematics by 10% on the state standards test.	
Student groups and grade levels to participate in this goal: Student groups in grades 9-11 will benefit from establishing and meeting this goal.	Anticipated annual performance growth for each group: Over the past three years, 17% of 9th graders and 5% of 10th graders scored proficient or above in Algebra. Thirteen percent of 10th graders and 8 percent of 11th graders scored proficient or above in Geometry. Only 12 percent of 11th graders scored proficient or above over the past three years. The anticipated goal this year is to see growth in all mathematics subjects this year, totaling at least 10%.
Means of evaluating progress toward this goal: STAR data will be examined at the end of the school year. CAHSEE data will be analyzed at the end the school year.	Group data to be collected to measure academic gains:

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Considerable collaboration time will be given to the math department to continue to discuss teaching strategies, students, and assessments.	August 2012 to June 2013.		0	NA
Block schedule will be eliminated to ensure consistent instructional time for teachers.	August 2012		0	NA
Articulation with middle school will be planned and implemented throughout the school year.	August 2012 to June 2013.		0	NA
A survey will be given to students and parents at the end of the year.	January 2013 and June 2013.		0	NA
STAR and OARS data will be analyzed by all staff.	August 2012 to June 2013.	OARS	1100.00 annually.	General Fund

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) To improve communication to the board and school community.	
Student groups and grade levels to participate in this goal: All student groups and grade levels will participate in this goal.	Anticipated annual performance growth for each group: N/A
Means of evaluating progress toward this goal: A survey will be given to parents at the end of each semester. School Site Council meetings will discuss goals of the school during each meeting. Staff feedback will be given during each staff meeting.	Group data to be collected to measure academic gains: Surveys

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal	Start Date	Proposed Expenditures	Estimated Cost	Funding Source
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Completion Date			
The website will be updated daily to include important events for parents and the community.	August 2012 to June 2013.		0	NA
A monthly newsletter will be sent to inform the community of events and to celebrate success of school.	August 2012 to June 2013.		0	NA
The board will receive an updated list of students leaving and entering CHS with reasons why they left or entered the school.	August 2012 to June 2013.		0	NA
A winter "open house" will be established to open the campus to parents and the community.	August 2012 to December 2012.		0	NA

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages)	
Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
Means of evaluating progress toward this goal:	Group data to be collected to measure academic gains:

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages)	
Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
Means of evaluating progress toward this goal:	Group data to be collected to measure academic gains:

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	252	257	240	96	102	83	3	6	4	1	1	1
Growth API	717	737	722	784	799	835						
Base API	734	716	735	797	782	796						
Target	5	5	5	3	5	4						
Growth	-17	21	-13	-13	17	39						
Met Target	No	Yes	No	No	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	142	142	147	102	90	81	155	169	146	19	23	31
Growth API	670	702	668	632	650	586	683	699	663		437	468
Base API	696	669	701	656	631	647	686	682	697		490	438
Target	5	7	5	7	8	8	6	6	5			
Growth	-26	33	-33	-24	19	-61	-3	17	-34			
Met Target	No	Yes	No	No	Yes	No	No	Yes	No			

Appendix A - School and Student Performance Data (continued)

Table 2: Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	320	332	325
Percent with Prior Year Data	99	99.1	99.7
Number in Cohort	317	329	324
Number Met	191	135	186
Percent Met	60	41	57.4
NCLB Target	53.1	54.6	56.0
Met Target	Yes	No	Yes

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	242	154	231	171	230	166
Number Met	37	68	29	53	36	66
Percent Met	15.3	44.2	12.6	31	15.7	39.8
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	No	Yes	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	(Pending)	No	No
Met Target for AMAO 3	No	No	No

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	93	95	100	95	97	100	100	100	100	100	--	--
Number At or Above Proficient	50	44	36	23	23	22	--	--	--	--	--	--
Percent At or Above Proficient	60.2	52.4	47.4	71.9	74.2	73.3	--	--	--	--	--	--
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	Yes	No	No	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	92	93	100	90	95	100	92	94	100	50	40	100
Number At or Above Proficient	26	20	14	14	9	3	29	23	13	--	--	2
Percent At or Above Proficient	57.8	40.0	31.8	41.2	29.0	13.0	52.7	42.6	28.9	--	--	16.7
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
HS	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8	55.6	66.7	77.8
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	98	97	100	98	94	100	100	100	100	100	--	--
Number At or Above Proficient	44	41	31	21	15	20	--	--	--	--	--	--
Percent At or Above Proficient	50.0	47.7	40.8	63.6	50.0	66.7	--	--	--	--	--	--
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	Yes	No	No	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	98	99	100	98	100	100	97	99	100	100	100	100
Number At or Above Proficient	20	24	11	11	12	3	25	25	11	--	--	2
Percent At or Above Proficient	41.7	45.3	25.0	29.7	36.4	13.0	43.1	43.9	24.4	--	--	16.7
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
HS	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4	54.8	66.1	77.4
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	1	10	1	10	6	60	1	10	1	10	10
10	1	7	4	27	8	53	2	13			15
11	1	13	3	38	1	13	1	13	2	25	8
12			5	45	3	27	3	27			11
Total	3	7	13	30	18	41	7	16	3	7	44

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

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 was 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 (NCLB)

Instructors utilize a variety of sources, such as, the California English Language Development Test (CELDT), the California Standards Tests (CST), the Academic Performance Index (API), the Adequate Yearly Progress (AYP), and local benchmark assessments. The majority of this data is accessible through the Online Assessment and Reporting System (OARS).

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 (NCLB)

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

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

The Principal of the school has taken the AB75 Principal's training regarding adopted instructional materials.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

Colusa High School has sufficient credentialed teachers and they have had access to AB466 training.

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

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

Since our last accreditation teachers have had access to content experts Mary Camazon (ELA) and Pam Hutchison (Math) for consultation and assistance.

8. Teacher collaboration by grade level (EPC)

Weekly collaboration time is provided for teachers to interact with one another regarding curriculum and instructional strategies.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

Instructors have developed, through the assistance of instructional coaches, pacing guides that are in alignment with the NCLB standards.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

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

11. Lesson pacing schedule (EPC)

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

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

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

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

Opportunity and Equal Educational Access

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

Students have access to tutoring and assistance from teachers before and after school.

15. Research-based educational practices to raise student achievement at this school (NCLB)

16. Opportunities for increased learning time (Title I SWP and PI requirement)

17. Transition from preschool to kindergarten (Title I SWP)

Involvement

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

Assistance is available before and after school from individual teachers.

19. Strategies to increase parental involvement (Title I SWP)

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Parents, community representatives, classroom teachers and other school personnel are invited to participate in the planning, implementation and evaluation of consolidated application programs.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

22. Fiscal support (EPC)

Appendix C - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education):	\$
Total amount of state categorical funds allocated to this school	\$

Federal Programs under No Child Left Behind (NCLB)	Allocation
[] Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
[] Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
[X] Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$66,945
[] Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
[] Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
[] Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
[] Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
[] Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
[] Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
[] Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
[] Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
[X] Other Federal Funds (list and describe* Carl Perkins IV Career Technical Education	\$10,000
Total amount of federal categorical funds allocated to this school	\$76,945

Total amount of state and federal categorical funds allocated to this school	\$115,218
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* For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D – 2012-13 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation	28,273	66,945	19,333	
Carryover				
Indirect Costs				
Direct Costs	28,273	66,945	19,333	
Transfer to General Fund				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation	28,273	66,945	19,333	

2012-13 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.				
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support				
2442	Technician: Provides network support for language arts intervention programs				
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.				
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.			10000	
3000	Employee Benefits: Certificate and classified benefits				
4000	Supplies: Programming curriculum materials, office supplies, computer software				
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing				
	TOTALS			10000	

Appendix E - Recommendations and Assurances (Colusa High School)

The school site council (SSC) recommends this school plan and proposed expenditures 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)**:

- | | |
|--|---|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> English Learner Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Special Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Other committees established by the school or district (list): | <hr style="border: 0; border-top: 1px solid black;"/> 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: 12/6/2012

Attested:

Darren Brown		
Typed Name of School Principal	Signature of School Principal	Date

Lorie Meyers		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

Parents Pledge:

Staff Pledge:

Appendix G - School Site Council Membership: Colusa High School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Darren Brown	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sara Mendenhall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jennifer Correia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matt Giffin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lorie Meyers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brittanee Garcia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sandra Huff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Bethany Abele	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kim Olson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rebecca Changus	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bonnie Davies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	4	1	4	1

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