School Year: **2018-19**

School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Colusa High School
Address	901 Colus Avenue Colusa, CA. 95932
County-District-School (CDS) Code	06-61598-0631259
Principal	Rebecca Changus
District Name	Colusa Unified School District
SPSA Revision Date	March 5, 2019
Schoolsite Council (SSC) Approval Date	March 18, 2019
Local Board Approval Date	June 17, 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

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. Colusa High School holds high academic expectations for all students. We believe that high expectations for behavior and attendance lead to higher achievement academically. 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 22 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 398 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

Academic Achievement - 83% of the Colusa High School Class of 2018 enrolled in college the year following graduation. 13% entered the Military and Trade Schools. Approximately 34% 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 of America, Future Farmers of America, Friday Night Live, Spanish Club, Colusa County Ducks Shooting Club, Student Representatives to Colusa High Site Council and Student Representatives to the Colusa Unified School District Board of Trustees.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The various components of the Colusa High School SPSA are reviewed by CHS staff, CHS leadership team, CHS curriculum council, School Site Council and our English Language Acquisition Committee members. It is critical to gain feedback and insight from all of the above groups in order to best serve our students, so the process is highly valued in all focus group settings.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	3.3%	2.50%		13	10
African American	%	0.3%	0.25%		1	1
Asian	%	1.0%	0.75%		4	3
Filipino	%	%	%			
Hispanic/Latino	%	63.0%	65.50%		252	262
Pacific Islander	%	%	0.25%			1
White	%	32.5%	30.75%		130	123
Multiple/No Response	%	%	%			
			Total Enrollment		400	400

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 9		117	112
Grade 10		102	114
Grade 11		89	91
Grade 12		92	83
Total Enrollment		400	400

Conclusions based on this data:

1. CHS enrollment numbers have remained steady.

2. Some students find greater success in one of our two alternative programs by their junior or senior year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners	55	68	73	14.8%	17.0%	18.3%
Fluent English Proficient (FEP)	128	133	131	34.5%	33.3%	32.8%
Reclassified Fluent English Proficient (RFEP)	7	2	13	13.5%	3.6%	17.8%

Conclusions based on this data:

1. Our EL numbers have steadily increased.

2. Adjustments were made to our master schedule to increase EL course offerings.

3. Implementation of Reclassification Ceremony have increased student effort, knowledge and awareness.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	88	89	88	85	82	86	85	82	86	96.6	92.1	97.7
All Grades	88	89	88	85	82	86	85	82	86	96.6	92.1	97.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2592.	2598.	2579.	9	14.63	19.77	51	53.66	34.88	22	21.95	24.42	18	9.76	20.93
All Grades	N/A	N/A	N/A	9	14.63	19.77	51	53.66	34.88	22	21.95	24.42	18	9.76	20.93

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	25	29.27	33.72	54	54.88	44.19	21	15.85	22.09
All Grades	25	29.27	33.72	54	54.88	44.19	21	15.85	22.09

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	29	24.69	22.09	54	59.26	43.02	16	16.05	34.88
All Grades	29	24.69	22.09	54	59.26	43.02	16	16.05	34.88

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	13	23.17	23.26	79	64.63	56.98	8	12.20	19.77
All Grades	13	23.17	23.26	79	64.63	56.98	8	12.20	19.77

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	26	25.61	24.42	60	56.10	51.16	14	18.29	24.42
All Grades	26	25.61	24.42	60	56.10	51.16	14	18.29	24.42

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 as midterms provide teachers with adequate guidance to continue preparing students and gauging their growth.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	88	89	88	87	82	87	86	82	87	98.9	92.1	98.9
All Grades	88	89	88	87	82	87	86	82	87	98.9	92.1	98.9

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2572.	2574.	2563.	9	8.54	9.20	22	26.83	22.99	28	25.61	25.29	41	39.02	42.53
All Grades	N/A	N/A	N/A	9	8.54	9.20	22	26.83	22.99	28	25.61	25.29	41	39.02	42.53

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	12	17.07	17.24	40	39.02	28.74	49	43.90	54.02
All Grades	12	17.07	17.24	40	39.02	28.74	49	43.90	54.02

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	13	18.29	16.09	60	48.78	45.98	27	32.93	37.93
All Grades	13	18.29	16.09	60	48.78	45.98	27	32.93	37.93

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	13	17.07	12.64	64	58.54	63.22	23	24.39	24.14
All Grades	13	17.07	12.64	64	58.54	63.22	23	24.39	24.14

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 as midterms provide teachers with adequate guidance to continue preparing students and gauging their growth.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1540.0	1524.2	1555.4	25
Grade 10	1517.6	1501.6	1533.1	16
Grade 11	1498.6	1496.4	1500.7	11
Grade 12	*	*	*	*
All Grades				60

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	11	44.00	*	*	*	*	25
Grade 10	*	*	*	*	*	*	*	*	16
Grade 11	*	*	*	*	*	*	*	*	11
Grade 12	*	*					*	*	*
All Grades	*	*	18	30.00	14	23.33	18	30.00	60

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*	*	*	25
Grade 10	*	*	*	*	*	*	*	*	16
Grade 11	*	*	*	*	*	*	*	*	11
Grade 12	*	*			*	*	*	*	*
All Grades	16	26.67	20	33.33	18	30.00	*	*	60

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*	*	*	25
Grade 10	*	*	*	*	*	*	*	*	16
Grade 11			*	*	*	*	*	*	11
Grade 12	*	*	*	*			*	*	*
All Grades	*	*	13	21.67	16	26.67	23	38.33	60

	Listening Domain Number and Percentage of Students by Domain Performance Level for All Students						
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade 9	13	52.00	*	*	*	*	25
Grade 10	*	*	11	68.75	*	*	16
Grade 11	*	*	*	*	*	*	11
Grade 12	*	*	*	*	*	*	*
All Grades	20	33.33	23	38.33	17	28.33	60

	Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students						
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade 9	*	*	13	52.00	*	*	25
Grade 10	*	*	11	68.75	*	*	16
Grade 11	*	*	*	*	*	*	11
Grade 12	*	*	*	*	*	*	*
All Grades	24	40.00	31	51.67	*	*	60

	Reading Domain Number and Percentage of Students by Domain Performance Level for All Students						
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade 9	*	*	*	*	13	52.00	25
Grade 10	*	*	*	*	*	*	16
Grade 11			*	*	*	*	11
Grade 12	*	*	*	*	*	*	*
All Grades	*	*	18	30.00	32	53.33	60

	Writing Domain Number and Percentage of Students by Domain Performance Level for All Students						
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade 9	*	*	18	72.00	*	*	25
Grade 10	*	*	*	*	*	*	16
Grade 11	*	*	*	*	*	*	11
Grade 12	*	*	*	*	*	*	*
All Grades	*	*	38	63.33	13	21.67	60

Conclusions based on this data:

1. Increased staffing to properly prepare students has proven to be a positive factor.

2. Our bilingual liaison also provides strong communication between school and home.

3. The test is stronger than the older version, so the transition has been positively received by students.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
400	**63.3%**	**18.3%**	**0.5%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	73	18.3%
Foster Youth	2	0.5%
Homeless	1	0.3%
Socioeconomically Disadvantaged	253	63.3%
Students with Disabilities	20	5.0%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.3%
American Indian	10	2.5%
Asian	3	0.8%
Hispanic	262	65.5%
Pacific Islander	1	0.3%
White	123	30.8%

Conclusions based on this data:

1. Our areas of focus are centered around our current population to serve our students and families at the highest level.

2. Increased EL courses are noted in our master schedule.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate

Academic Performance

English Language Arts
Yellow

Mathematics
Yellow

English Learner Progress
No Performance Color

College/Career
Orange

Academic Engagement

Graduation Rate
Yellow

Conditions & Climate

Suspension Rate
Green

Conclusions based on this data:

1. Our transition to Infinite Campus is geared to improving accuracy of our CALPADS numbers.

2. We expect our graduation rate and college/career ready categories to improve once data accuracy improves.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance					Highest Performance
	Red	Orange	Yellow	Green	Blue

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	No Performance Color	No Performance Color
0.7 points above standard	98.3 points below standard	0 Students
Declined -14.6 points	Declined -23.6 points	
84 students	14 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
0 Students	23.8 points below standard	152.3 points below standard
	Declined -19.9 points	12 students
	51 students	

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
	1 students	1 students	

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
24.5 points below standard	0 Students	0 Students	61.3 points above standard
Declined -22.6 points			Increased 27.7 points
58 students			24 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	30.7 points above standard
10 students	4 students	Maintained 2.1 points
		39 students

Conclusions based on this data:

1. Ongoing monitoring of data entry to verify accuracy is a focus point for our district.

2. Training for Infinite Campus has continued for increased improvement.

3. Stakeholders review dashboard data at necessary meetings and provide improvement plans to constantly improve and provide the best educational opportunity for our students.
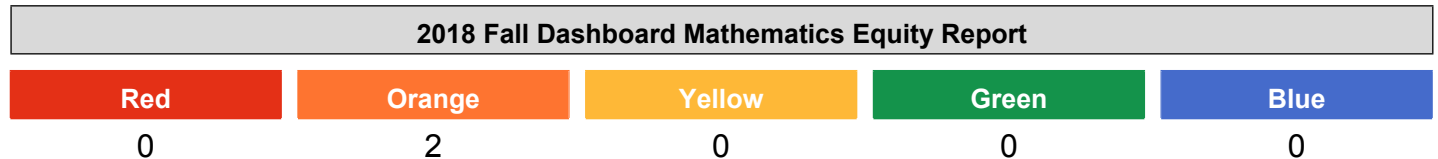
School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	No Performance Color	No Performance Color
59.3 points below standard	157.7 points below standard	0 Students
Declined -8.4 points	Maintained 1.6 points	
85 students	15 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
0 Students	89.4 points below standard	201.2 points below standard
	Declined -28.1 points	13 students
	52 students	

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
	1 students	1 students	

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
86.5 points below standard	0 Students	0 Students	10.9 points above standard
Declined -17.1 points			Increased
59 students			45.2 points 24 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
204.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	19.4 points below standard
11 students	4 students	Increased
		16.7 points 39 students

Conclusions based on this data:

1. Ongoing monitoring of data entry to verify accuracy is a focus point for our district.

2. Training for Infinite Campus has continued for increased improvement.

3. Stakeholders review dashboard data at necessary meetings and provide improvement plans to constantly improve and provide the best educational opportunity for our students.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
60	16.7%	30%	23.3%	30%

Conclusions based on this data:

1. Our EL numbers have steadily increased.

2. Adjustments were made to our master schedule to increase EL course offerings.

3. Implementation of Reclassification Ceremony have increased student effort, knowledge and awareness.
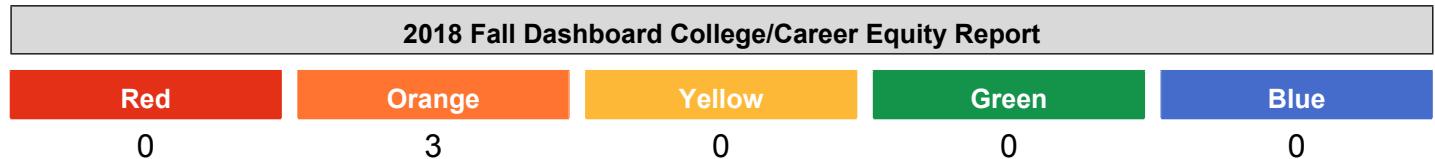
School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance					Highest Performance
	Red	Orange	Yellow	Green	Blue

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	0	0

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	No Performance Color	No Performance Color
48.1% prepared	23.1% prepared	Less than 11 Students - Data Not Displayed for Privacy
Declined -43%	Declined -61.5%	1 students
79 students	13 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	38.5% prepared	Less than 11 Students - Data Not Displayed for Privacy
1 students	Declined -49%	6 students
	52 students	

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
	3 students	1 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
39.5% prepared	0 Students	0 Students	56.3% prepared
Declined -49.6%			Declined -37.3%
43 students			32 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	**Class of 2017**	**Class of 2018**
46.9% **Prepared**	91.1 **Prepared**	48.1 **Prepared**
39.5% **Approaching Prepared**	3.3 **Approaching Prepared**	19 **Approaching Prepared**
13.6% **Not Prepared**	5.6 **Not Prepared**	32.9 **Not Prepared**

Conclusions based on this data:

1. Our transition to Infinite Campus is geared to improving accuracy of our CALPADS numbers.

2. We expect our graduation rate and college/career ready categories to improve once data accuracy improves.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

| Red | Orange | Yellow | Green | Blue |

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

Conclusions based on this data:

1. Data Lacking - N/A

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	0	0	1
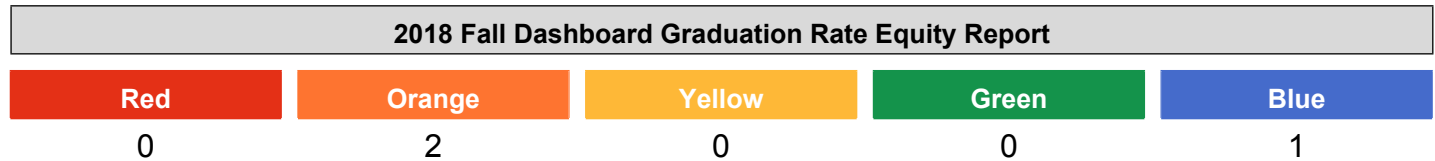
This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	No Performance Color	No Performance Color
91.1% graduated	61.5% graduated	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.5%	Declined -23.1%	
79 students	13 students	1 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	86.5% graduated	Less than 11 Students - Data Not Displayed for Privacy
	Declined -8.1%	
1 students	52 students	6 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
	3 students	1 students	

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Blue
83.7% graduated	0 Students	0 Students	100% graduated
Declined -12.6%			Increased +3.2%
43 students			32 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	**2018**
96.7% graduated	91.1% graduated

Conclusions based on this data:

1. Our transition to Infinite Campus is geared to improving accuracy of our CALPADS numbers.

2. We expect our graduation rate and college/career ready categories to improve once data accuracy improves.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	4	0
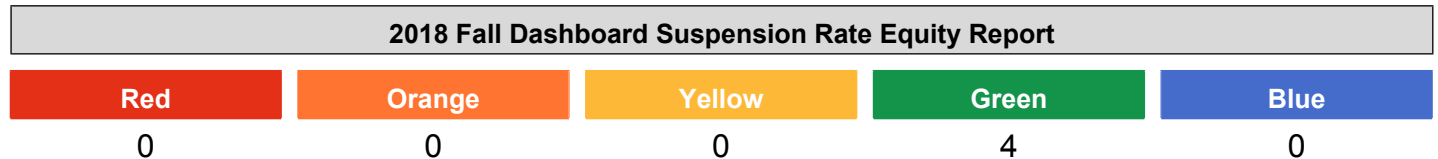
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
1.7% suspended at least once	4.1% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
Declined -9.4%	Declined -9.6%	3 students
410 students	73 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	1.9% suspended at least once	0% suspended at least once
1 students	Declined -11.1%	Declined -15.4%
	259 students	46 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data 1 students	Less than 11 Students - Data 10 students	Less than 11 Students - Data 3 students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
2.2% suspended at least once	0 Students	Less than 11 Students - Data 1 students	0.8% suspended at least once
Declined -11%			Declined -6.8%
267 students			128 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
6.6% suspended at least once	11.1% suspended at least once	1.7% suspended at least once

Conclusions based on this data:

1. Our transition to Infinite Campus is improving our accuracy of CALPADS numbers regarding suspensions.

2. Intervention strategies have proven successful.

3. Students understand our high expectations in regards to behavior.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Math and ELA

Goal Statement

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 2019/2020 school year. Attendance for seniors will be 98%.

LCAP Goal

Improve student achievement and close the achievement gap.

Basis for this Goal

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.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism	Monthly Attendance Reports & DART	Increased Attendance Rate
CAASPP Scores - Met and Exceeded	Math Scores to Increase by 5%	Improvement as Transition and Gap from CST to CAASPP Lessens

Planned Strategies/Activities

Strategy/Activity 1

The attendance clerk will meet with the assistant principal and principal monthly to evaluate the students struggling with attendance.

Students to be Served by this Strategy/Activity

Timeline

Beginning August 2019 to June 2020

Person(s) Responsible

Attendance Clerk, Assistant Principal, Principal

Proposed Expenditures for this Strategy/Activity

Amount	
	0

Strategy/Activity 2

The VP will meet with students and parents who miss a significant amount of days from school.

Students to be Served by this Strategy/Activity

Timeline

Beginning August 2019 to June 2020

Person(s) Responsible

Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount	
0	

Strategy/Activity 3

Attendance data sent by the district office each month will be evaluated by the principal and attendance clerk.

Students to be Served by this Strategy/Activity

Timeline

Beginning August 2019 to June 2020

Person(s) Responsible

Attendance Clerk, Principal

Proposed Expenditures for this Strategy/Activity

Amount	
0	

Strategy/Activity 4

Surveys will be given to parents in the spring yearly.

Students to be Served by this Strategy/Activity

Timeline

March/April 2019

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	
0	

Strategy/Activity 5

Collaboration time will be provided to CHS departments in order to analyze and review data.

Students to be Served by this Strategy/Activity

Timeline

September 2019/March 2020

Person(s) Responsible

Principal,
Teachers

Proposed Expenditures for this Strategy/Activity

Amount   0

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Math

Goal Statement

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.

LCAP Goal

Improve student achievement and close achievement gaps.

Basis for this Goal

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.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Scores	Previous Results and District Trends	Ongoing Improvement in Math Scores

Planned Strategies/Activities

Strategy/Activity 1

Considerable collaboration time will be given to the math department to continue to discuss teaching strategies, students, and assessments.

Students to be Served by this Strategy/Activity

Timeline

August 2019 to June 2020

Person(s) Responsible

Administration
Teachers

Proposed Expenditures for this Strategy/Activity

Amount   0

Strategy/Activity 2

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.

Students to be Served by this Strategy/Activity

Timeline

September 2019

Person(s) Responsible

Administration
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	20,000
Source	District Funded
Budget Reference	4000-4999: Books And Supplies

Strategy/Activity 3

Implementation of our new math curriculum aims to increase student achievement.

Students to be Served by this Strategy/Activity

Timeline

August 2017 to June 2020

Person(s) Responsible

Math Department; Administration

Proposed Expenditures for this Strategy/Activity

Amount	0

Strategy/Activity 4

Articulation with middle school will be planned and implemented throughout the school year.

Students to be Served by this Strategy/Activity

Timeline

August 2019 to June 2020

Person(s) Responsible

CHS and Egling Math Department Members;
Site Administration

Proposed Expenditures for this Strategy/Activity

Amount	0

Strategy/Activity 5

A survey will be given to students and parents at the end of the year.

Students to be Served by this Strategy/Activity

Timeline

January 2019 and June 2020

Person(s) Responsible

Administration
Students
Parents

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Improve atmosphere in our school and improve communication between home and school.

Goal Statement

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 utilizes the services of our bilingual liaison to translate course syllabus and other important documents.

LCAP Goal

Improve atmosphere in our school and improve communication between home and school.

Basis for this Goal

Survey results from parents as well as feedback from ELAC and DELAC meetings were examined and valued in establishing this goal.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent Engagement	Survey Results and Communication Participation	Request Increases for Electronic Communication

Planned Strategies/Activities

Strategy/Activity 1

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.

Students to be Served by this Strategy/Activity

Timeline

August 2019 to June 2020

Person(s) Responsible

Principal, Attendance Clerk, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0

Strategy/Activity 2

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.

Students to be Served by this Strategy/Activity

Timeline

August 2019 to June 2020

Person(s) Responsible

Principal, Staff and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0

Strategy/Activity 3

Winterfest will continue to be planned to open the campus to parents and the community.

Students to be Served by this Strategy/Activity

Timeline

August 2019 to December 2019

Person(s) Responsible

Principal; CHS Staff

Proposed Expenditures for this Strategy/Activity

Amount	0

Strategy/Activity 4

The school Facebook page will be updated regularly to include positive student news at CHS.

Students to be Served by this Strategy/Activity

Timeline

August 2019 to June 2020

Person(s) Responsible

Principal; CHS Leadership Team Members

Proposed Expenditures for this Strategy/Activity

Amount	0

Strategy/Activity 5

The school marquee will be updated regularly to include events around the CHS campus.

Students to be Served by this Strategy/Activity

Timeline

August 2019 to June 2020

Person(s) Responsible

Administrative Assistant

Proposed Expenditures for this Strategy/Activity

Amount   0

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

School Culture and Positive Atmosphere

Goal Statement

Increased communication to celebrate student achievement will be communicated with parents and students. Our ELAC and School Site Council committees will generate ideas for school wide procedures relating to positive behavior, character building and student responsibility. Parent feedback indicates gratitude at the increased efforts including mailing home certificates of achievement. Ongoing efforts to continue improving are discussed throughout the year. In the 2018-2019 school year, teachers participated in a "Be Great" activity with our broadcasting students. The activity resulted in increased positive connections between students and teachers.

LCAP Goal

Improvement in communication between home and school.

Basis for this Goal

Parent, student and teacher surveys were reviewed in establishing this goal.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent Engagement Surveys & Feedback	ELAC and SSC Needs Assessment	Increased Attendance & Email Communication

Planned Strategies/Activities

Strategy/Activity 1

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.

Students to be Served by this Strategy/Activity

9th Grade Orientation
Back to School Night
Winterfest
Infinite Campus Training
Illuminate Training
Dangers of Technology Assembly and Parent Night
Academic Achievement Assemblies and Senior Awards Night
8th and 11th Grade Parent Nights

Timeline

Spring 2020

Person(s) Responsible

CHS Staff

Proposed Expenditures for this Strategy/Activity

Amount   0

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Improve atmosphere in our school and increase communication between home and school.

Goal Statement

CHS will utilize the whisper system at parent nights for Spanish speaking parents to strengthen communication.

LCAP Goal

Improve atmosphere in our school and increase communication between home and school.

Basis for this Goal

Student, parent and staff surveys were evaluated.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Engagement Surveys & Parent Feedback	ELAC & School Site Council	Increased Attendance at Parent Nights

Planned Strategies/Activities

Strategy/Activity 1

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.

Students to be Served by this Strategy/Activity

Advanced Spanish will assist with translation at other CUSD functions as a component of their community service.

Timeline

Ongoing

Person(s) Responsible

CHS Staff & Bilingual Liaison

Proposed Expenditures for this Strategy/Activity

Amount	
	0

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

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 2019/2020 school year. Attendance for seniors will be 98%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism	Consistent Data System of Evaluation	Increased Daily Attendance of Students

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The attendance clerk will meet with the assistant principal and principal monthly to evaluate the students struggling with attendance.	The attendance clerk met with the assistant principal and principal monthly to evaluate the students struggling with attendance.		
The assistant principal will meet with students and parents who miss a significant amount of days from school.	The assistant principal met with students and parents who miss a significant amount of days from school.		
Attendance data sent by the district office each month will be evaluated by the principal and attendance clerk.	Attendance data sent by the district office each month is evaluated by the principal and attendance clerk.		
Surveys will be given to parents in the spring yearly.	Surveys is given to parents in the spring yearly.		
Collaboration time will be provided to CHS departments in order to analyze and review data.	Collaboration time is provided to CHS departments in order to analyze and review data.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Attendance is understood to be of high importance. Our DART process provides a consistent district wide system of accuracy. Parents strongly communicate with our administrative assistant indicating understanding and value of attendance.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Our positive school culture is a key factor in our high attendance rate. Our policies are clearly communicated in our handbook and parent nights. The parent survey results are reviewed by staff at collaboration as we strive for constant and ongoing improvement as a school site.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The only change to our attendance goal would be our monthly attendance report data collection process. It is now completed at the site level rather than the district level. This year serves as our base year for data collection.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Dashboard Indicator	32.19% at level 3 and 4	37% at level 3 and 4

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Considerable collaboration time will be given to the math department to continue to discuss teaching strategies, students and assessments.	Considerable collaboration time is given to the math department to continue to discuss teaching strategies, students and assessments.		
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. Increased accessibility to technology is a critical piece of effective implementation.	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. Increased computer carts (COWs) have been purchased as technology is a critical piece of effective implementation.	4000-4999: Books And Supplies District Funded 20,000.00	4000-4999: Books And Supplies District Funded 18629.00
Implementation of our new math curriculum aims to increase student achievement.	Implementation of our new math curriculum aims to increase student achievement. Math I, Math II and Math III have now all transitioned to the adopted math program in the 2019/2020		
Articulation with middle school will be planned and implemented	Articulation with middle school is be planned and		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
throughout the school year.	implemented throughout the school year.		
A survey will be given to students and parents at the end of the year.	A survey is given to students and parents at the end of the year.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Test data shows there is a slow increase in ELA scores with a slight decrease in 2018. The implementation of the new math program including the computer based assessment component will provide students with more exposure to tests similar to the CAASPP.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Implementing three years of math as a graduation requirement is being evaluated ongoing. Increased exposure to math during a student's junior year is likely to have a positive impact on scores.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The quote from the company was slightly adjusted upon finalizing the order.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A monitor system will be implemented in 2019/2020 to increase our online assessment system. We believe this will have a positive impact on student achievement.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

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 utilizes the services of our bilingual liaison to translate course syllabus and other important documents.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Engagement Surveys & Parent Feedback	Increased Attendance & Email Communication	Ongoing Increased Attendance & Email Communication

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	The website is 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.		
Increased translation of documents at Back to School Night, 8th Grade Parent Night, 11th Grade Parent Night and Course Rules and Expectations will be an ongoing focus of our site.	Increased translation of documents at Back to School Night, 8th Grade Parent Night, 11th Grade Parent Night and Course Rules and Expectations is an ongoing focus of our site.		
Winterfest will continue to be planned to open the campus to parents and the community.	Winterfest continues to be planned to open the campus to parents and the community.		
The school Facebook page will be updated regularly to include positive student news at CHS.	The school Facebook page is updated regularly to include positive student news at CHS.		
The school marquee will be updated regularly to	The school marquee is updated regularly to		

Planned Actions/Services	**Actual Actions/Services**	**Proposed Expenditures**	**Estimated Actual Expenditures**
include events around the CHS campus.	include events around the CHS campus.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Parents seem to appreciate the option of daily email correspondence (bulletin/scholarships/important information). CHS Leadership has placed increased attention on celebrating students from all programs on our CHS website and Facebook.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Parents and students share positive comments about School Loop as a grading system. Our parent email list continues to grow displaying an increase in electronic communication.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Student are now able to utilize Illuminate to view their results of assessments in this program. The goal is for the parent portal to be fully implemented in the upcoming school year. The ability to complete this task will be easier the more email addresses parents provided. We are working collaboratively with our technology department on this item.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Increased communication to celebrate student achievement will be communicated with parents and students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Engagement Surveys & Parent Feedback	Increased Attendance & Email Communication	Ongoing Increased Attendance & Email Communication

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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 testing, and incentives will be highlighted to students.	CHS mails home awards and announce awards in rallies or assemblies. CHS organizes an academic assembly once a year to honor students. CHS facilitates a motivational rally once a year in preparation for CAASPP testing, and incentives are highlighted to students.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The increased recognition and celebration of our students has been wonderful and easy to increase.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students share positive feedback particularly on the honor roll assembly and the testing assembly.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue with our celebrations, and we will constantly explore new ways to celebrate the good work and efforts of our students.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

CHS will utilize the whisper system at parent nights for Spanish speaking parents to strengthen communication.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Engagement Surveys & Parent Feedback	Increased Attendance & Email Communication	Ongoing Increased Attendance & Email Communication

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The whisper system will be updated in order to use efficiently by staff. Staff has been trained on the system in order to assist parents properly.	The whisper system has been updated in order to use efficiently by staff. Our bilingual liaison is trained on the system in order to assist parents properly. We have utilized the system on multiple occasions.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The system is shared by our school sites, and we communicate in advance. As a result, it has been extremely effective implementing the use of the whisper system at events.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Parents are appreciative of the system, and stronger communication has been an instant result.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to utilize the system in order for parents to be thoroughly informed on relevant and important information.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	20,000.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	52,416.00	52,416.00
LCFF-EL	21,561.00	21,561.00
Agriculture Vocational Incentive	16,052.00	16,052.00
California Partnership Academies	74,970.00	74,970.00
Lottery: Instructional Materials	15,000.00	15,000.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	20,000.00

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	20,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	District Funded	20,000.00

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:

1 School Principal

2 Classroom Teachers

3 Other School Staff

4 Parent or Community Members

2 Secondary Students

Name of Members	Role
Rebecca Changus	Principal
Colleen Wrysinski	Parent or Community Member
Joe Williamson	Classroom Teacher
Eric Lay	Classroom Teacher
Lorie Meyers	Other School Staff
Jessica Hickel	Secondary Student
Christian Reyna	Secondary Student
Chantelle Townsend	Parent or Community Member
Lori Tanner	Other School Staff
Casey Johnson	Other School Staff
Lisa Koregelos	Parent or Community Member
Gretchen Carrere	Parent or Community Member

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 5/20/2019.

Attested:

Principal, Rebecca Changus on
SSC Chairperson, Lorie Meyers on

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal
State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal
Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities
Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.
- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:
- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
   a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      i. strategies to improve students' skills outside the academic subject areas;
      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs
Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs
After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program