



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Colusa High School	06-61598-0631259	January 8, 2026	February 9, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Colusa High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Colusa High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

At Colusa High School, we are unwavering in our commitment to the belief that every student possesses the potential to learn and excel. We firmly hold the conviction that each individual, regardless of their background or circumstance, should have the opportunity to not only achieve academic success but also grow socially and emotionally while exploring a world of co-curricular opportunities.

Our Mission

Provide a safe, student-centered, high quality education for ALL students.

A Safe and Student-Centered Environment

At the heart of Colusa High School is a safe, student-centered environment where every student is encouraged to flourish. We recognize that a secure and welcoming atmosphere is the foundation for effective learning and personal growth. Our dedicated staff and faculty work tirelessly to foster a supportive community that nurtures the unique talents and aspirations of each student.

Academic Excellence through High Expectations

We firmly believe that setting high expectations for behavior and attendance is the cornerstone of achieving academic and social success. By instilling a sense of responsibility and accountability in our students, we equip them with the tools they need to thrive in both their academic pursuits and interpersonal relationships. Our commitment to excellence is unwavering, and we believe that it empowers our students to reach their full potential.

Celebrating Cultural Diversity

At Colusa High School, we embrace and celebrate cultural diversity. We understand the richness that comes from different perspectives, backgrounds, and experiences. Our commitment to diversity extends beyond the classroom, and we actively encourage an inclusive and accepting environment where every student feels valued and respected.

Community Involvement and Partnerships

We believe in the power of community involvement and collaboration. Colusa High School welcomes and actively seeks partnerships with local businesses and higher education institutions to create diverse learning opportunities for our students. By fostering these connections, we ensure that our students have access to a wide range of experiences that prepare them for success in an ever-changing world.

At Colusa High School, we are not just an educational institution; we are a place where dreams take shape, where potential is realized, and where every student is empowered to reach for the stars. Join us on this journey of learning, growth, and excellence, and together, we will build brighter futures for all our students.

Educational Partner Involvement

How, when, and with whom did Colusa High 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 Single Plan for Student Achievement (SPSA) are reviewed collaboratively by CHS staff, the CHS Leadership Team, the Curriculum Council, the School Site Council, and members of the English Language Acquisition Committee. This inclusive review process ensures that multiple perspectives are considered when analyzing student data, identifying areas of need, and determining targeted actions and supports.

Input and feedback from these stakeholder groups are critical to the development, implementation, and refinement of the SPSA. Engaging a broad range of voices allows CHS to make informed decisions that are responsive to student needs and aligned with district goals, while strengthening partnerships with families and the school community. This

collaborative process is essential to ensuring that resources, interventions, and instructional strategies are effectively designed to support student success.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Red-Math All Subgroups- California Dashboard: Orange performance level indicators are reported for six student subgroups. Two subgroups, Hispanic and Socioeconomically Disadvantaged are identified in academic performance indicators. Three subgroups, English Learners, Long-Term English Learners, and Students with Disabilities are identified in the Suspension Rate indicator.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Math

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Colusa High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	2.77%	3.49%	2.55%	13	16	11
African American	1.28%	0.65%	0.70%	6	3	3
Asian	0.85%	0.65%	0.93%	4	3	4
Filipino	0.21%	0.22%	0.23%	1	1	1
Hispanic/Latino	72.55%	72.98%	75.41%	341	335	325
Pacific Islander	0.64%	0.65%	0.70%	3	3	3
White	20.21%	19.39%	17.63%	95	89	76
Two or More Races	1.49%	1.74%	1.62%	7	8	7
Not Reported	0%	0.22%	0.23%	0	1	1
Total Enrollment				470	459	431

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 9	131	98	112
Grade 10	147	135	91
Grade 11	108	129	119
Grade 12	84	97	109
Total Enrollment	470	459	431

Conclusions based on this data:

1. CHS enrollment numbers have started to decline.
2. Some students find greater success in one of our two alternative programs by their junior or senior year.
3. Our Hispanic/Latino population continues to increase 75.41%

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	73	57	41	15.5%	12.4%	9.5%
Fluent English Proficient (FEP)	174	185	194	37.0%	40.3%	45.0%

Conclusions based on this data:

1. Our Multilingual Learner numbers continue to decrease from over this three year span.
2. Increased ELD support, ELD para educators, and Sheltered classes have been implemented into the master schedule for English, Math, and Social Studies.
3. Continuing our district Reclassification Ceremony has increased student effort, knowledge, and awareness. With the assistance of our ELD Site Coordinator, two ELD paraeducators along with a Spanish Speaking Liaison we are hitting the mark.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	99	125	109	96	123	107	96	123	107	97.0	98.4	98.2
All Grades	99	125	109	96	123	107	96	123	107	97.0	98.4	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2564.	2569.	2581.	15.63	20.33	21.50	32.29	26.02	33.64	21.88	28.46	23.36	30.21	25.20	21.50
All Grades	N/A	N/A	N/A	15.63	20.33	21.50	32.29	26.02	33.64	21.88	28.46	23.36	30.21	25.20	21.50

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	21.88	17.07	16.82	56.25	54.47	65.42	21.88	28.46	17.76
All Grades	21.88	17.07	16.82	56.25	54.47	65.42	21.88	28.46	17.76

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	22.92	21.14	25.47	47.92	50.41	50.94	29.17	28.46	23.58
All Grades	22.92	21.14	25.47	47.92	50.41	50.94	29.17	28.46	23.58

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	4.17	17.07	14.02	85.42	65.85	70.09	10.42	17.07	15.89
All Grades	4.17	17.07	14.02	85.42	65.85	70.09	10.42	17.07	15.89

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	12.50	15.45	24.30	68.75	69.11	61.68	18.75	15.45	14.02
All Grades	12.50	15.45	24.30	68.75	69.11	61.68	18.75	15.45	14.02

Conclusions based on this data:

1. Colusa High School must maintain a focused and intentional effort to ensure all students participating in the CAASPP English assessment are supported in meeting or exceeding grade-level standards. By strengthening instructional practices, targeted interventions, and collaborative supports, CHS is committed to improving English Language Arts achievement and increasing the percentage of students performing at or above standard.
2. Colusa High School will continue to reassess and refine curriculum alignment, assessments, practice tests, and pacing guides to better prepare students for success on the CAASPP assessment. By ensuring students have the tools, resources, and instructional support needed to meet or exceed standards in English Language Arts, CHS remains committed to improving student achievement for all learners.
3. Colusa High School implements an annual CAASPP incentive and recognition system to motivate all students and celebrate achievement in English, Mathematics, and Science. This program supports the district's goals of improving academic outcomes, closing achievement gaps, and ensuring every student has the opportunity and encouragement to reach or exceed grade-level standards.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	99	125	109	95	122	107	95	122	107	96.0	97.6	98.2
All Grades	99	125	109	95	122	107	95	122	107	96.0	97.6	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2527.	2516.	2506.	5.26	8.20	5.61	13.68	9.84	8.41	26.32	19.67	19.63	54.74	62.30	66.36
All Grades	N/A	N/A	N/A	5.26	8.20	5.61	13.68	9.84	8.41	26.32	19.67	19.63	54.74	62.30	66.36

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	12.63	11.48	8.41	34.74	33.61	28.97	52.63	54.92	62.62
All Grades	12.63	11.48	8.41	34.74	33.61	28.97	52.63	54.92	62.62

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	7.37	9.02	4.67	60.00	52.46	48.60	32.63	38.52	46.73
All Grades	7.37	9.02	4.67	60.00	52.46	48.60	32.63	38.52	46.73

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	6.32	6.56	2.80	61.05	51.64	60.75	32.63	41.80	36.45
All Grades	6.32	6.56	2.80	61.05	51.64	60.75	32.63	41.80	36.45

Conclusions based on this data:

1. Recent CAASPP Mathematics results indicate a significant decline in student performance, highlighting a critical need to address gaps in instruction and support. Colusa High School is committed to implementing targeted interventions, refining curriculum alignment, and providing professional development to strengthen teachers' strategies in Math instruction.
2. Our focus will be on ensuring students have access to the tools, resources, and guided practice necessary to meet or exceed grade-level standards. By closely monitoring progress and providing timely supports, CHS aims to improve Mathematics achievement and foster greater student confidence and success in this subject area.
3. A yearly CAASPP recognition program promotes student achievement in Math 3 and now includes the newly added Computer Science and Business Finance courses, encouraging student participation and academic growth.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1534.8	*	*	1525.1	*	*	1543.9	*	*	14	11	4
10	1520.9	1496.2	*	1494.8	1483.3	*	1546.6	1508.6	*	17	12	9
11	1544.6	1539.1	*	1520.2	1538.2	*	1568.5	1539.4	*	12	17	7
12	*	1546.5	1512.3	*	1536.1	1501.9	*	1556.6	1522.1	4	11	11
All Grades										47	51	31

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	21.43	*	*	28.57	*	*	21.43	*	*	28.57	*	*	14	*	*
10	5.88	8.33	*	23.53	25.00	*	47.06	16.67	*	23.53	50.00	*	17	12	*
11	0.00	0.00	*	58.33	47.06	*	33.33	35.29	*	8.33	17.65	*	12	17	*
12	*	9.09	0.00	*	36.36	36.36	*	45.45	27.27	*	9.09	36.36	*	11	11
All Grades	10.64	4.00	6.45	36.17	38.00	29.03	31.91	30.00	25.81	21.28	28.00	38.71	47	50	31

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	28.57	*	*	28.57	*	*	14.29	*	*	28.57	*	*	14	*	*
10	5.88	8.33	*	29.41	41.67	*	41.18	8.33	*	23.53	41.67	*	17	12	*
11	8.33	23.53	*	50.00	47.06	*	33.33	17.65	*	8.33	11.76	*	12	17	*
12	*	27.27	27.27	*	63.64	27.27	*	0.00	18.18	*	9.09	27.27	*	11	11
All Grades	14.89	16.00	25.81	36.17	48.00	25.81	27.66	14.00	12.90	21.28	22.00	35.48	47	50	31

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	7.14	*	*	21.43	*	*	50.00	*	*	21.43	*	*	14	*	*
10	5.88	0.00	*	23.53	8.33	*	29.41	50.00	*	41.18	41.67	*	17	12	*
11	0.00	0.00	*	25.00	11.76	*	58.33	52.94	*	16.67	35.29	*	12	17	*
12	*	9.09	0.00	*	0.00	18.18	*	63.64	36.36	*	27.27	45.45	*	11	11
All Grades	4.26	2.00	0.00	25.53	6.00	19.35	42.55	54.00	35.48	27.66	38.00	45.16	47	50	31

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	21.43	*	*	50.00	*	*	28.57	*	*	14	*	*
10	11.76	0.00	*	52.94	50.00	*	35.29	50.00	*	17	12	*
11	0.00	5.88	*	91.67	64.71	*	8.33	29.41	*	12	17	*
12	*	0.00	9.09	*	90.91	45.45	*	9.09	45.45	*	11	11
All Grades	10.64	2.00	3.23	63.83	68.00	54.84	25.53	30.00	41.94	47	50	31

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	50.00	*	*	21.43	*	*	28.57	*	*	14	*	*
10	23.53	50.00	*	52.94	0.00	*	23.53	50.00	*	17	12	*
11	33.33	64.71	*	58.33	23.53	*	8.33	11.76	*	12	17	*
12	*	63.64	54.55	*	27.27	27.27	*	9.09	18.18	*	11	11
All Grades	34.04	56.00	51.61	46.81	20.00	16.13	19.15	24.00	32.26	47	50	31

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	14.29	*	*	64.29	*	*	21.43	*	*	14	*	*
10	17.65	0.00	*	41.18	41.67	*	41.18	58.33	*	17	12	*
11	0.00	0.00	*	83.33	52.94	*	16.67	47.06	*	12	17	*
12	*	9.09	0.00	*	63.64	45.45	*	27.27	54.55	*	11	11
All Grades	12.77	2.00	3.23	59.57	52.00	38.71	27.66	46.00	58.06	47	50	31

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	0.00	*	*	71.43	*	*	28.57	*	*	14	*	*
10	0.00	8.33	*	82.35	50.00	*	17.65	41.67	*	17	12	*
11	16.67	0.00	*	58.33	82.35	*	25.00	17.65	*	12	17	*
12	*	0.00	0.00	*	72.73	54.55	*	27.27	45.45	*	11	11
All Grades	4.26	2.00	0.00	74.47	68.00	61.29	21.28	30.00	38.71	47	50	31

Conclusions based on this data:

1. Supporting the growth and achievement of our EL/ML students continues to be a central focus of our instructional and intervention efforts.
2. Our district and site bilingual liaisons ensure clear and effective communication between school and families. To further support our students and families, one of the district’s bilingual liaisons is stationed at CHS.
3. Colusa High School employs two EL/ML paraprofessionals to provide in-class support and before- and after-school tutoring. These targeted supports are designed to strengthen language development and increase student achievement on the ELPAC summative assessment.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
431	69.8%	9.5%	0.5%
Total Number of Students enrolled in Colusa High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	41	9.5%
Foster Youth	2	0.5%
Homeless	15	3.5%
Socioeconomically Disadvantaged	301	69.8%
Students with Disabilities	42	9.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.7%
American Indian	11	2.6%
Asian	4	0.9%
Filipino	1	0.2%
Hispanic	325	75.4%
Two or More Races	7	1.6%
Pacific Islander	3	0.7%
White	76	17.6%

Conclusions based on this data:

1. Colusa High School centers its focus on addressing the unique needs of our student population while providing strong support to families. With 325 Hispanic students and 301 students from socioeconomically disadvantaged

backgrounds, we are committed to implementing culturally relevant strategies, language support services, and resources that promote equity and academic achievement.

2. To better support our EL/ML Learners, Colusa High School has added sheltered courses across English and other core academic subjects to the master schedule. These courses provide targeted instruction to help students develop the skills needed to graduate and succeed academically.
3. Colusa High School works closely with local community and county organizations to offer enhanced academic supports and social-emotional services, ensuring students have the resources they need to succeed both in and out of the classroom.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Academic Engagement

Graduation Rate



Green

Conditions & Climate

Suspension Rate



Green

Mathematics



Red

English Learner Progress



No Performance Color

College/Career



Green

Conclusions based on this data:

1. CAASPP Mathematics performance is currently below standard and represents a major area of focus for students, teachers, and administration at CHS. The school is committed to implementing additional instructional strategies, interventions, and supports to strengthen mathematics skills and increase the percentage of students meeting or exceeding grade-level expectations.
2. Colusa High School maintains a progressive discipline approach grounded in restorative practices. This approach has helped reduce suspensions while promoting accountability, personal growth, and positive student behavior.
3. Colusa High School continues to enhance college and career readiness by providing robust counseling services and a range of Dual Enrollment courses. These programs are designed to support student aspirations and ensure pathways to postsecondary success.

School and Student Performance Data

Academic Performance English Language Arts

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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>1.1 points below standard</p> <p>Increased 6.3 points</p> <p>108 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>25.4 points below standard</p> <p>Increased 52.7 points</p> <p>28 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>0.7 points above standard</p> <p>Increased 14.9 points</p> <p>80 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>76.9 points below standard</p> <p>Increased 49.1 points</p> <p>15 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>American Indian</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Filipino</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p> <p> Yellow</p> <p>10 points below standard</p> <p>Increased 21.7 points</p> <p>82 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p> <p> No Performance Color</p> <p>9.3 points above standard</p> <p>Declined 59.3 points</p> <p>16 Students</p>

Conclusions based on this data:

1. At Colusa High School, teachers review assessment data before and after instruction, in alignment with performance standards, to adjust curriculum and assessments for all students. This process is especially important for EL/ ML Learners, where targeted supports are needed to address current achievement gaps.
2. CHS teachers continue to engage in professional development focused on effective strategies to support all students in improving performance on future English assessments.
3. Educational partners, including the School Site Council (SSC), English Learner Advisory Committee (ELAC), and staff, regularly review dashboard data to identify trends and areas for continuous improvement.

School and Student Performance Data

Academic Performance Mathematics

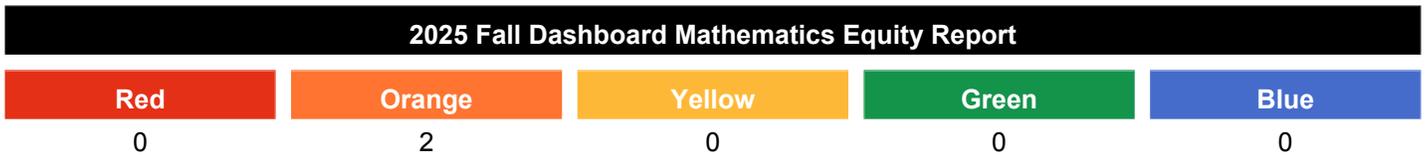
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>120.6 points below standard</p> <p>Declined 8.2 points</p> <p>108 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>146.6 points below standard</p> <p>Increased 7.4 points</p> <p>28 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>120.2 points below standard</p> <p>Increased 10.7 points</p> <p>80 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>156.6 points below standard</p> <p>Increased 79.9 points</p> <p>15 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Orange</p> <p>121 points below standard</p> <p>Increased 7.9 points</p> <p>82 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>117.3 points below standard</p> <p>Declined 60 points</p> <p>16 Students</p>

Conclusions based on this data:

1. CHS teachers will continue to engage in ongoing, targeted professional development aligned to the LCAP goals of increasing student achievement. This training will focus on effective instructional strategies, particularly in Mathematics, to ensure all students including EL/ML Learners and other identified subgroups show improved performance on future assessments.
2. In conclusion, the CHS Math Department will continue implementing Interim CAASPP assessments for all students in grades 9–11. These assessments provide ongoing data to measure student progress toward standards mastery, identify learning gaps, and guide teachers in refining instruction. The consistent use of these interim assessments strengthens our ability to monitor growth, target interventions, and align classroom practices with state expectations supporting our broader goal of improving student performance on future CAASPP Mathematics assessments.
3. We need to meet students where they are and build upon their existing knowledge to ensure they are fully prepared for the CAASPP Mathematics assessment.

School and Student Performance Data

Academic Performance Science

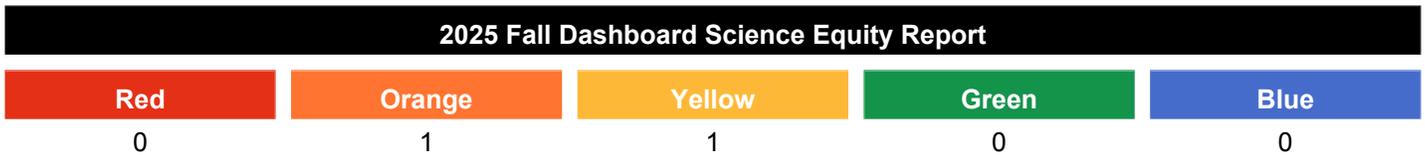
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>41 science points</p> <p>Maintained 0.5 points</p> <p>108 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>34.1 science points</p> <p>Increased 2 points</p> <p>29 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>41.9 science points</p> <p>Increased 3.7 points</p> <p>79 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>38.5 science points</p> <p>Increased 14.6 points</p> <p>15 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>American Indian</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Filipino</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p> <p> Orange</p> <p>39 science points</p> <p>Maintained 1.6 points</p> <p>82 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p> <p> No Performance Color</p> <p>47.2 science points</p> <p>Declined 2.9 points</p> <p>15 Students</p>

Conclusions based on this data:

1. Science performance on the CAASPP assessment continues on an upward trend, with students consistently maintaining or improving their achievement levels.
2. As part of our LCAP goals, our Hispanic students have maintained their performance on the CAASPP assessment, showing 1.6 points of growth and resulting in 82 students meeting grade-level standards. This data will continue to guide targeted supports and instructional strategies to further increase achievement and close any remaining gaps.
3. As part of our LCAP goals, our White students experienced a decline of 2.9 points on CAASPP grade-level standards, resulting in 15 students meeting the standard. This data highlights the need for targeted interventions and instructional strategies to support improvement and increase student achievement.

School and Student Performance Data

Academic Performance English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 40.7 making progress. Number Students: 27 Students	Long-Term English Learner Progress  No Performance Color 52.9 making progress. Number Students: 17 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 14.8%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 44.4%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 40.7%

Conclusions based on this data:

- Currently, 40.7% of our EL/ML Learners are making progress toward English language proficiency, while 52.9% of our Long-Term English Learners (LTELs) are demonstrating progress. These data indicate a need to strengthen our designated and integrated ELD supports, increase academic interventions, and continue refining instructional practices to ensure improved outcomes for all EL/ML Learners.
- CHS currently employs two Spanish bilingual paraprofessionals and has established both district- and site-level Spanish bilingual liaison positions to strengthen communication with families. These supports are designed to enhance engagement and improve access to academic services. Our goal is to increase EL/ML Learner achievement on the ELPAC Summative Assessment by providing more effective language development support and strengthening home-school communication.
- The implementation of our Reclassification Ceremony has increased student effort, motivation, and awareness of reclassification criteria. This celebration has helped reinforce the importance of progressing toward English proficiency and has strengthened family engagement in the reclassification process.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

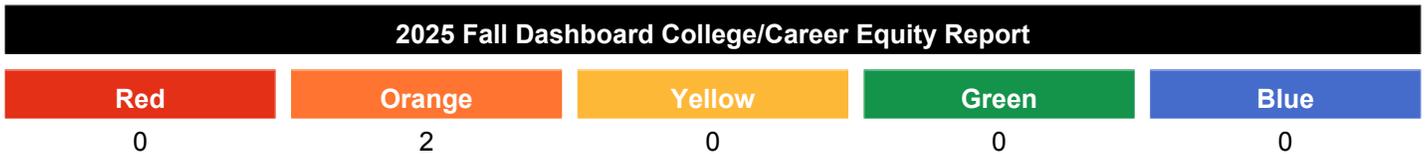
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>Prepared 52.8%</p> <p>Increased 10.2%</p> <p>108 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Prepared 40.9%</p> <p>Increased 20.9%</p> <p>22 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Prepared 47.4%</p> <p>Increased 28.6%</p> <p>19 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>Prepared 47.7%</p> <p>Increased 11.4%</p> <p>86 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>Prepared 0%</p> <p>Declined 6.7%</p> <p>12 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>American Indian</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p> <p> Green</p> <p>Prepared 49.4%</p> <p>Increased 13.4%</p> <p>77 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p> <p> No Performance Color</p> <p>Prepared 61.5%</p> <p>Maintained -1.6%</p> <p>26 Students</p>

Conclusions based on this data:

1. College and Career Readiness has been a strong focus for all CHS students. Our diverse course offerings including dual enrollment courses, and co-curricular opportunities, along with our community and higher education partnerships have increased our student's college and career readiness.
2. College and Career Readiness continues to improved with our diverse course offerings and increased dual enrollment courses.
3. This data indicates that all student groups are demonstrating progress in this performance category on our School Dashboard, with an overall increase of 10.2%.

School and Student Performance Data

Academic Engagement Graduation Rate

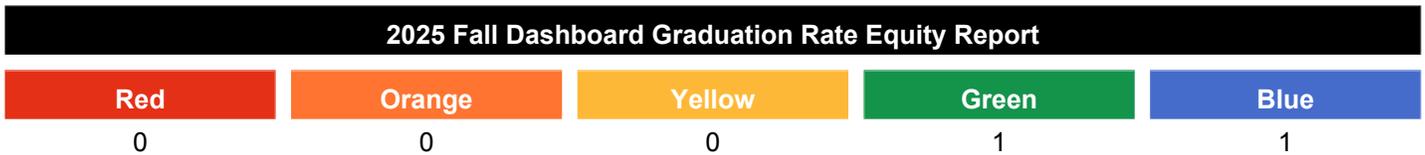
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>94.4% graduated</p> <p>Maintained 0.2%</p> <p>108 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>95.5% graduated</p> <p>Declined 4.5%</p> <p>22 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>100% graduated</p> <p>Maintained 0%</p> <p>19 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>94.2% graduated</p> <p>Increased 1.4%</p> <p>86 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>75% graduated</p> <p>Increased 1.7%</p> <p>12 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>96.1% graduated</p> <p>Increased 3.9%</p> <p>77 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>92.3% graduated</p> <p>Declined 7.7%</p> <p>26 Students</p>

Conclusions based on this data:

1. Colusa High School will continue to implement strategies and supports aimed at improving our graduation rate, ensuring that all students have the resources and guidance needed to successfully complete their high school education.
2. Colusa High School continues to offer a course and credit recovery program both during the school day and through our summer school program to support students in earning required credits and to promote increased graduation rates for the 2025–2026 school year.
3. Graduation rates have increased for both socioeconomically disadvantaged and Hispanic students, reflecting the impact of targeted supports and programs designed to help all students successfully complete their high school education.

School and Student Performance Data

Conditions & Climate Suspension Rate

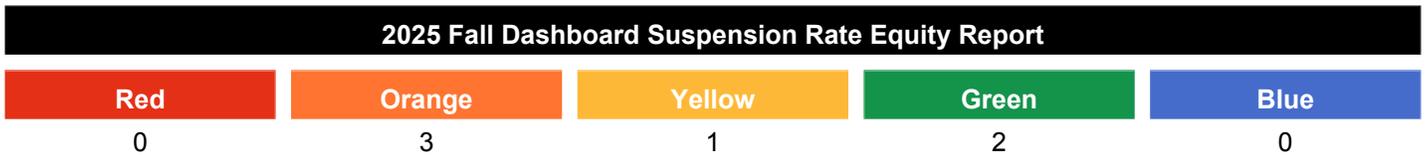
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>2.6% suspended at least one day</p> <p>Declined 0.7%</p> <p>458 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>6.4% suspended at least one day</p> <p>Increased 2%</p> <p>47 Students</p>	<p>Long-Term English Learners</p>  <p>Orange</p> <p>9.4% suspended at least one day</p> <p>Increased 3.1%</p> <p>32 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>17 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>2.6% suspended at least one day</p> <p>Declined 0.9%</p> <p>340 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>6.7% suspended at least one day</p> <p>Maintained 0.2%</p> <p>45 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 5.9%</p> <p>12 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Yellow</p> <p>2.9% suspended at least one day</p> <p>Maintained -0.2%</p> <p>342 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>White</p>  <p>Green</p> <p>1.2% suspended at least one day</p> <p>Declined 3%</p> <p>83 Students</p>

Conclusions based on this data:

1. Suspensions are steadily decreasing across all student groups, reflecting the effectiveness of our progressive discipline approach and restorative practices.
2. Colusa High School is collaborating with community and county support services to enhance social-emotional supports and resources for our students.
3. Students at CHS are aware of and uphold the school's high behavioral expectations. Our supportive staff fosters a positive school climate, ensuring students have the guidance and resources they need to succeed socially and academically.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increased access to academic tutoring and intervention services for all students at Colusa High School.
 After assessing our school's needs through the School Site Council, English Learner Advisory Committee, and other educational partners, it has been determined that academic tutoring services are essential for all students. The goal for the 2025–2026 school year is to expand access to tutoring across diverse curricula, providing targeted support to help students strengthen skills, improve academic outcomes, and achieve grade-level standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Improve student outcomes for all students, in all grades, and in all content areas.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increased student achievement and academic support for students at all grade levels.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic tutoring services offered to all students at Colusa High School	Academic tutoring sessions implemented during the 2020-21 school year, and sessions have been maintained.	Increased student achievement/less remediation in all courses.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Academic tutoring services will be offered to all students for 3 hours each week after school.	All students at Colusa High School will have access to academic tutoring services during the 2025-2026 school year.	0
1.2	Attendance sheets and grades will be evaluated by the administration and our counseling services to see if students are utilizing the tutoring services.	All students at Colusa High School will have access to academic tutoring services during the 2025-2026 school year.	0
1.3	Student information systems will be evaluated by administration and counseling to see if student achievement is increasing in all courses.	All students at Colusa High School will have access to academic	0

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
		tutoring services during the 2025-26 school year.	
1.4	Collaboration time is provided to CHS departments in order to analyze and review data.		0
1.5			0

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The implementation of strategies to increase access to academic tutoring and intervention services at Colusa High School has been effective in providing targeted support to students, improving academic performance, and fostering equitable opportunities for success.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

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.

As a result of this analysis, changes to the goal will include implementing targeted outreach to specific student populations to ensure equitable access to tutoring and intervention services; adjustments to annual outcomes, metrics, and strategies/activities can be found in the SPSA under the sections for Goal 1: Increased Access to Academic Support and Planned Strategies/Activities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase diverse course offerings at Colusa High School.
Implement more Dual Enrollment course offerings with our community colleges in the Master Schedule

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Engage parents, students, community organizations, businesses, and higher learning institutions in the development of meaningful partnerships to support classroom learning.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase college and career readiness opportunities for all students at Colusa High School.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased diverse course offerings at Colusa High School.	Discussion for adding more dual enrollment courses to Master Schedule	Increase college and career readiness for graduating seniors at Colusa High School.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Increase dual enrollment course offerings at Colusa High School.	All students will have the opportunity to enroll in a dual enrollment or concurrent enrollment course at Colusa High School.	0
2.2	Increase the awareness of concurrent college enrollment opportunities during the school year.	All students will have access to increased course offerings at Colusa High School.	None Specified None Specified
2.3			0
2.4			0

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The partnership with Woodland Community College and Yuba City Community College has successfully expanded our Dual Enrollment course offerings each year, providing students with increased access to college-level coursework and valuable opportunities to earn college credits while in high school.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

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.

Moving forward, CHS will explore additional student enrichment opportunities, such as adding career-focused courses, increasing course offerings in STEM and CTE fields, and enhancing outreach efforts to ensure all students are aware of and can access these programs.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Improve atmosphere in our school and improve communication between students and community
Continue to improve upon school culture and improve communication between students and educational partners.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Create safe, welcoming learning environments that support the social emotional development of all students and increase school connectedness among students and families.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Colusa High School strives to create a welcoming environment where all students are safe and eager to learn. We believe educating the 'whole' student is essential in creating a learning environment where all students can succeed.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student engagement	All students participate in an annual Student Climate Survey.	All students will have their social emotional and learning needs met.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	In collaboration with the School Site Council and Associated Student Body Executive Board members, a Student Climate Survey will be proctored during the 2025-2026 school year. This survey will increase communication between students, parents, and other district educational partners to meet student's social-emotional and learning needs.	All Colusa High School students will participate in a Student Climate Survey during the 2025-26 school year.	0
3.2	School Site Council, English Language Advisory Committee, Curriculum Council, Associated Student Body, School Leadership/Curriculum Council, and other relevant organizations will evaluate the results of the Student Climate Survey.	All Colusa High School students will participate in a Student Climate Survey during the 2025-26 school year.	0
3.3			0
3.4			0

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.5			0

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The implementation of strategies to improve school culture and communication between students and educational partners has been effective, as demonstrated through events such as guest and motivational speakers, 9/11 remembrance assemblies, enhanced student recognition programs, and increased involvement with ASB. These activities have fostered a positive school environment, promoted student engagement, and strengthened connections between students, staff, and the broader school community.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Moving forward, we will actively search for funding sources to sustain and expand these valuable programs, with budgeted expenditures outlined in the SPSA under Goal 3: School Culture and Communication and the Budgeted Expenditures section.

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.

New strategies and activities will be evaluated each year.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

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	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$0.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
None Specified		

Expenditures by Funding Source

Funding Source	Amount
	0.00

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	0.00
Goal 2	0.00
Goal 3	0.00
Goal 4	0.00
Goal 5	0.00

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
- 3 Classroom Teachers
- 3 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
David Johnstone	Principal
Trevor Platt	Other School Staff
Eric Lay	Classroom Teacher
Melisa Michalk	Classroom Teacher
Jessica Hickel	Classroom Teacher
Sham Deras	Other School Staff
Liz Berry	Parent or Community Member
Karen Garofalo	Parent or Community Member
Harmony Guzman	Secondary Student
Lisa Miller	Parent or Community Member
Jessie Proctor	Other School Staff
Maci Garafalo	Secondary Student
Peyton Miller	Secondary Student

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
	Other: Site Council

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 January 8, 2026.

Attested:

	Principal, David Johnstone on January 8, 2026
	SSC Chairperson, Sham Deras on January 8, 2026

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The 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. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and 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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. 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. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal 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. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** 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 receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - 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.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. 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).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. 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:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. 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.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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