

Colusa Alternative Home School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2017-18)

| School Contact Information | |
|-----------------------------------|--------------------------------|
| School Name | Colusa Alternative Home School |
| Street | 745 10th Street |
| City, State, Zip | Colusa, CA 95932 |
| Phone Number | 530-458-7791 |
| Principal | Rebecca Changus |
| E-mail Address | rchangus@colusa.k12.ca.us |
| Web Site | |
| CDS Code | 06-61598-0630046 |

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

School Description and Mission Statement (School Year 2017-18)

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

The mission of Colusa Alternative Home School is to support families in the educational programs for their K-12 grade level students by providing state adopted curriculum and resources to meet current instructional standards and graduation requirements. Students and families requesting an educational opportunity at Colusa Alternative Home School meet with administration as well as a Colusa Alternative Home School representative to hear the needs of the student and family.

Student Enrollment by Grade Level (School Year 2016-17)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 3 |
| Grade 3 | 2 |
| Grade 4 | 1 |
| Grade 5 | 3 |
| Grade 6 | 2 |
| Grade 7 | 4 |
| Grade 8 | 3 |
| Grade 9 | 6 |
| Grade 10 | 9 |
| Grade 11 | 18 |
| Grade 12 | 14 |
| Total Enrollment | 65 |

Student Enrollment by Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0 |
| American Indian or Alaska Native | 7.7 |
| Asian | 1.5 |
| Filipino | 0 |
| Hispanic or Latino | 46.2 |
| Native Hawaiian or Pacific Islander | 0 |
| White | 44.6 |
| Two or More Races | 0 |
| Socioeconomically Disadvantaged | 53.8 |
| English Learners | 16.9 |
| Students with Disabilities | 9.2 |
| Foster Youth | 0 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 3 | 3 | 3 | |
| Without Full Credential | 0 | 0 | 0 | |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: October 2017

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

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

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|---------------|------|------|--|
| Year and month of the most recent FIT report: N/A | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|---------------|------|------|---|
| Year and month of the most recent FIT report: N/A | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: N/A | | | | |
|---|-----------|------|------|------|
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | | X | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/Literacy (grades 3-8 and 11) | 100 | 50 | 38 | 40 | 48 | 48 |
| Mathematics (grades 3-8 and 11) | 100 | 100 | 31 | 33 | 36 | 37 |

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 30 | 2 | 6.67 | 50 |
| Female | 18 | 2 | 11.11 | 50 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Hispanic or Latino | 11 | 1 | 9.09 | 0 |
| White | 17 | 1 | 5.88 | 100 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------|------------------|---------------|----------------|-------------------------|
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 30 | 1 | 3.33 | 100 |
| Male | 12 | 1 | 8.33 | 100 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| White | 17 | 1 | 5.88 | 100 |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | |
|-------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | -- | 18 | 45 | 45 | 60 | 56 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Student on our concurrent enrollment program have the opportunity to take CTE classes at Colusa High School.

Career Technical Education Participation (School Year 2016-17)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 5 |
| % of pupils completing a CTE program and earning a high school diploma | 100 |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 100 |

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission | |
| 2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission | |

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| | | | |

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents are key partners in the delivery of a Home School education. They are actively involved in their child’s education through daily assignments, educational field trips and district sponsored activities. The nature of this program thrives on parent support and involvement. Parents are also invited to visit the Home School resource center to utilize additional resources and provide support to other parents. Parents are invited to participate in parent nights held at the other sites in Colusa Unified School District to encourage staying connected.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate | 61.9 | 36.4 | 25 | 26.8 | 12 | 17.6 | 11.5 | 10.7 | 9.7 |
| Graduation Rate | 28.57 | 54.55 | 62.5 | 65.18 | 85 | 78.99 | 80.95 | 82.27 | 83.77 |

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

| Group | Graduating Class of 2016 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 85 | 89.09 | 87.11 |
| Black or African American | 0 | 0 | 79.19 |
| American Indian or Alaska Native | 100 | 50 | 80.17 |
| Asian | 0 | 100 | 94.42 |
| Filipino | 0 | 0 | 93.76 |
| Hispanic or Latino | 78.57 | 87.14 | 84.58 |
| Native Hawaiian/Pacific Islander | 0 | 100 | 86.57 |
| White | 100 | 94.44 | 90.99 |
| Two or More Races | 0 | 0 | 90.59 |
| Socioeconomically Disadvantaged | 0 | 53.33 | 63.9 |
| English Learners | 60 | 77.78 | 55.44 |
| Students with Disabilities | 100 | 86.89 | 85.45 |
| Foster Youth | 0 | 100 | 68.19 |

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 0.0 | 0.0 | 1.0 | 10.0 | 6.3 | 7.2 | 3.8 | 3.7 | 3.6 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2017-18)

The nature of the Home School does not create the same need for a safety plan as the students and parents do the majority of their activities in their homes. When students are involved in regular school programs and activities, they are under the plans of the school they are attending at the time. All schools in the Colusa Unified School District have adopted safety plans which are reviewed on an annual basis. Students concurrently enrolled in Colusa Alternative Home School and Colusa High School or Egling Middle School participate in the safety drills completed according to the district schedule.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

| Indicator | School | District |
|---|--------|-----------|
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2011-2012 |
| Year in Program Improvement* | | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 2 |
| Percent of Schools Currently in Program Improvement | N/A | 100 |

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2014-15 | | | 2015-16 | | | 2016-17 | | | | | |
|----------------|-----------------|----------------------|-------|---------|-----------------|----------------------|---------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | | |
| Science | | | | | | | | | | | | |
| Social Science | | | | | | | | | | | | |

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

Academic Counselors and Other Support Staff (School Year 2016-17)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 0.2 | As Needed |
| Counselor (Social/Behavioral or Career Development) | As Needed | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | 0 | N/A |
| Psychologist | 0 | N/A |
| Social Worker | As Needed | N/A |
| Nurse | As Needed | N/A |
| Speech/Language/Hearing Specialist | As Needed | N/A |
| Resource Specialist | As Needed | N/A |
| Other | 0.5 Administrative | N/A |

Note: Cells with N/A values do not require data.

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | 5891 | 1393 | 4498 | 78792 |
| District | N/A | N/A | 5534 | \$70,412 |
| Percent Difference: School Site and District | N/A | N/A | -18.7 | 21.4 |
| State | N/A | N/A | \$6,574 | \$62,381 |
| Percent Difference: School Site and State | N/A | N/A | -20.8 | 29.8 |

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016-17)

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

Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$48,331 | \$41,164 |
| Mid-Range Teacher Salary | \$64,808 | \$61,818 |
| Highest Teacher Salary | \$88,122 | \$84,567 |
| Average Principal Salary (Elementary) | \$94,458 | \$96,125 |
| Average Principal Salary (Middle) | \$106,637 | \$103,336 |
| Average Principal Salary (High) | \$128,675 | \$101,955 |
| Superintendent Salary | \$141,252 | \$126,855 |
| Percent of Budget for Teacher Salaries | 37% | 32% |
| Percent of Budget for Administrative Salaries | 7% | 6% |

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

Professional Development (Most Recent Three Years)

Staff development during the 2017-18 school year was provided during 3 district pre-service days, 3 state-funded buyback days, Wednesday collaboration activities, and through various opportunities incorporated into the district's K-12 Staff Development Plans. In addition, Home School staff pursued a variety of workshops and graduate courses specific to their subject areas taught and professional goals. Multiple individuals from the Colusa Alternative Home School staff will be attending the independent study conference in the spring of 2018.

The primary focus during 17/18 was instructional improvements regarding curriculum. Teachers are working on strategies to implement best practice instruction in the classroom, increase engagement, and scaffold learning for higher achievement. Teacher support is provided through a system of peer and principal feedback.