

School Plan for Student Achievement (SPSA)

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

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

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

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

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

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

School Name	Colusa Alternative High School
Address	901 Colus Avenue Colusa, CA 95932
County-District-School (CDS) Code	06-61598-0630012
Principal	Rebecca Changus
District Name	Colusa Unified School District
SPSA Revision Date	March 5, 2019
Schoolsite Council (SSC) Approval Date	May 20, 2019
Local Board Approval Date	June 17, 2019

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

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School Vision and Mission

Our mission is to provide a safe, student-centered, high quality education to ALL students. Our vision is to provide, in cooperation with our families, an excellent, well balanced education where students gain skills necessary for success in our ever changing world.

School Profile

Colusa Community - Situated along the Sacramento River, Colusa is a quiet and serene community. Colusa County is one of the original 27 California counties created in 1850. Located along the Pacific Flyway, this city is 120 miles north of San Francisco, and 69 miles northwest of Sacramento. The city benefits from an excellent location, with Interstate 5, the major northwest transportation quarter for the West Coast, passing within nine miles of the city. Much of the land area around the city is devoted to agriculture-the primary economic activity and major source of commerce and employment.

Colusa Unified School District - The district consists of three comprehensive schools: Colusa High School, Egling Middle School and Burchfield Primary School. Additionally, to meet the needs of those who wish an alternative to these schools the district offers the Colusa Alternative Home School and Colusa Alternative High School.

Colusa Alternative High School (CAHS) School Staff - Credentialed staff includes 3 teachers, 2 administrators and 1 counselor. Classified staff includes 2 Administrative Secretaries, 1 Attendance Clerk, 1 Career Technician, 5 Cafeteria and Custodial staff. Through ongoing staff development and curriculum leadership, we have continued to improve our programs, student relations and parent communications.

Colusa Alternative High School - The Colusa school community works cooperatively and continuously to fulfill our mission: Colusa Alternative High School is committed to the idea that all students can learn and should have the opportunity to achieve academic success. Colusa Alternative High School holds high academic expectations for all students. We believe that high expectations for behavior and attendance lead to higher achievement. We value cultural diversity and welcome community involvement in all school programs.

Located in the rural, agricultural city of Colusa on the Sacramento River, Colusa Alternative High School serves approximately 18 to 25 students in grades 9-12 throughout the year. Enrollment fluctuates due to the fact that it is an alternative program. Colusa Alternative High School is a two semester comprehensive high school accredited by the Western Association of Schools and Colleges, having been awarded a six year term of accreditation with a three year review. Colusa Alternative High School students often utilize the alternative schedule for work experience opportunities as well as enrolling in junior college courses. In our fall post-graduation report, 50% of graduates had enrolled in a junior college program.

Graduation Requirements - All students at Colusa Alternative High School must complete 220 credits for graduation. These credit requirements include 40 credits in Language Arts, 30 in Social Science, 10 in Vocational Education, 10 in Fine Arts/Foreign Language, 20 in Math, 20 in Physical Education, 20 in Science (10 in Physical and 10 in Life), 10 in Business Applications/Computer Literacy and 60 Electives.

- Colusa Alternative High School requires students to complete a Senior Project

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

Daily Schedule: Alternative Schedule with a 4 period day.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our CAHS in collaboration with our CHS staff review all items connected to our SPSA in order to best serve our students. The CHS/CAHS Leadership Team provides additional insight, reflection and ideas for improvement throughout the school year. Lastly, our School Site Council members review all elements, play an active part in goal setting and establishing our needs assessment.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	14.3%	6.25%		2	1
African American	%	%	%			
Asian	%	%	%			
Filipino	%	7.1%	%		1	
Hispanic/Latino	%	57.1%	81.25%		8	13
Pacific Islander	%	%	%			
White	%	21.4%	12.50%		3	2
Multiple/No Response	%	%	%			
Total Enrollment					14	16

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 10		2	3
Grade 11		9	6
Grade 12		3	7
Total Enrollment		14	16

Conclusions based on this data:

1. The CAHS program is geared toward our juniors and seniors who need to recover credits in order to graduate from CAHS or return to CHS for graduation.
2. Our graduation rate for our seniors who wish to graduate from CAHS is extremely high due to the ongoing efforts of our teachers, counselor and administration.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	7	5	8	38.9%	35.7%	50.0%
Fluent English Proficient (FEP)	4	2	2	22.2%	14.3%	12.5%
Reclassified Fluent English Proficient (RFEP)				0.0%	0.0%	0

Conclusions based on this data:

1. The EL population in our CAHS program receives strong support from a bilingual teacher on a daily basis.
2. EL students are able to attend an ELD class daily at CHS with our ELD instructor offering increased language development opportunities.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	6	*	*	6	*	*	4	*	*	100		
All Grades	6	*	*	6	*	*	4	*	*	100		

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Due to the small class size in our Colusa Alternative High School, testing scores did not meet the participation rate for the state.
2. Participation in CAASPP is completed at a high rate due to the focus and efforts of our testing coordinator and teachers.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	6	*	*	6	*	*	6	*	*	100		
All Grades	6	*	*	6	*	*	6	*	*	100		

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Due to the small class size in our Colusa Alternative High School, testing scores did not meet the participation rate for the state.
2. CAHS students have two credentialed math teachers on a daily basis offering strong math support and instructional services to our alternative education program.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 10	*	*	*	*
Grade 11	*	*	*	*
Grade 12	*	*	*	*
All Grades				*

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 10					*	*			*
Grade 11			*	*			*	*	*
Grade 12	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 10			*	*	*	*			*
Grade 11	*	*					*	*	*
Grade 12	*	*	*	*	*	*			*
All Grades	*	*	*	*	*	*	*	*	*

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 10			*	*			*	*	*
Grade 11					*	*	*	*	*
Grade 12					*	*	*	*	*
All Grades			*	*	*	*	*	*	*

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10			*	*			*
Grade 11	*	*			*	*	*
Grade 12	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10			*	*	*	*	*
Grade 11	*	*			*	*	*
Grade 12	*	*	*	*			*
All Grades	*	*	*	*	*	*	*

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10			*	*	*	*	*
Grade 11					*	*	*
Grade 12			*	*	*	*	*
All Grades			*	*	*	*	*

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10	*	*	*	*			*
Grade 11			*	*			*
Grade 12			*	*	*	*	*
All Grades	*	*	*	*	*	*	*

Conclusions based on this data:

1. The small class size for our Colusa Alternative High School results in limited data in this regard.
2. EL students at CAHS receive ELD instruction utilizing two various approaches to best service their learning style.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
16	87.5%	50.0%	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	8	50.0%
Socioeconomically Disadvantaged	14	87.5%







Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	1	6.3%
Hispanic	13	81.3%
White	2	12.5%

Conclusions based on this data:

1. Our bilingual and EL support is critical to best servicing our student population.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>No Performance Color</div>	<div>Graduation Rate</div> <div></div> <div>No Performance Color</div>	<div>Suspension Rate</div> <div></div> <div>No Performance Color</div>
<div>Mathematics</div> <div></div> <div>No Performance Color</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		
<div>College/Career</div> <div></div> <div>No Performance Color</div>		

Conclusions based on this data:

1.

Due to the small class size, performance indicators on the dashboard are not available.
2.

In an alternative program, small class sizes are critical for student success and completion.

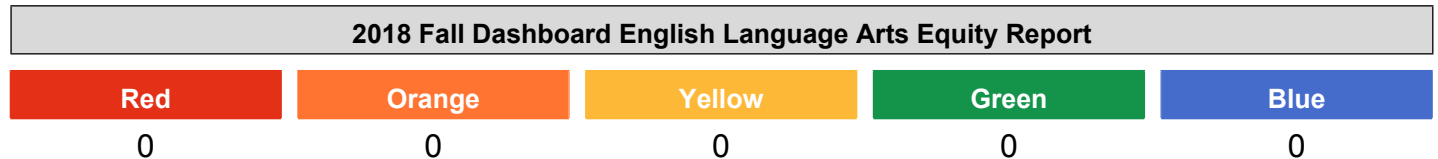
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>	English Learners  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>	Foster Youth  <p>No Performance Color</p> <p>0 Students</p>
Homeless  <p>No Performance Color</p> <p>0 Students</p>	Socioeconomically Disadvantaged  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>	Students with Disabilities  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 2 students	Reclassified English Learners 0 Students	English Only Less than 11 Students - Data Not Displayed for Privacy 1 students
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Conclusions based on this data:

1. Due to the small class size, performance indicators on the dashboard are not available.
2. In an alternative program, small class sizes are critical for student success and completion.

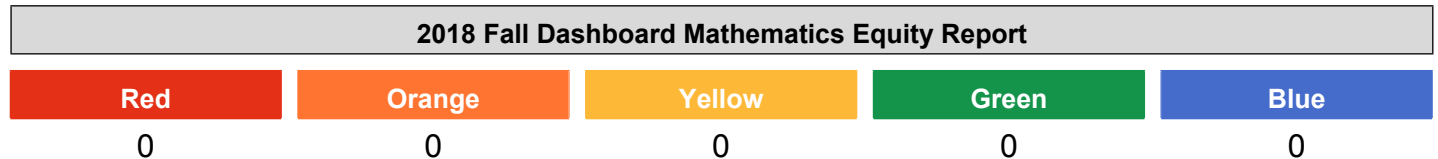
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>	English Learners  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>	Foster Youth  <p>No Performance Color</p> <p>0 Students</p>
Homeless  <p>No Performance Color</p> <p>0 Students</p>	Socioeconomically Disadvantaged  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>	Students with Disabilities  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 2 students	0 Students	Less than 11 Students - Data Not Displayed for Privacy 1 students

Conclusions based on this data:

1. Due to our small class size, data for the dashboard is not available.
2. In an alternative program, small class sizes are critical for student success and completion.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

Conclusions based on this data:

1. The EL population in our CAHS program receives strong support from a bilingual teacher on a daily basis.
2. EL students are able to attend an ELD class daily at CHS with our ELD instructor offering increased language development opportunities.

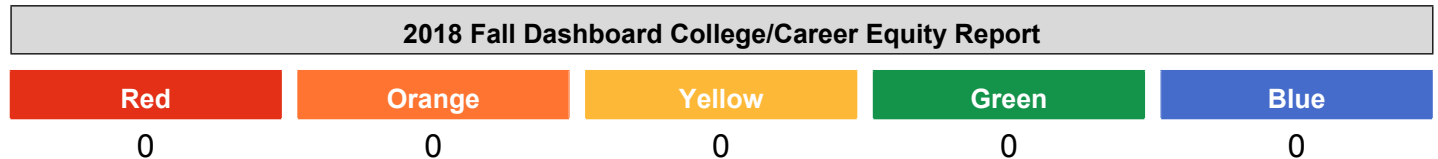
School and Student Performance Data

Academic Performance College/Career







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	Students with Disabilities  No Performance Color 0 Students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

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

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. Dashboard data is not available for this small class population.
2. In an alternative program, small class sizes are critical for student success and completion.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. The small class size for our Colusa Alternative High School results in limited data in this regard.
2. Our district reports indicate an increase in CAHS attendance over the last two years.

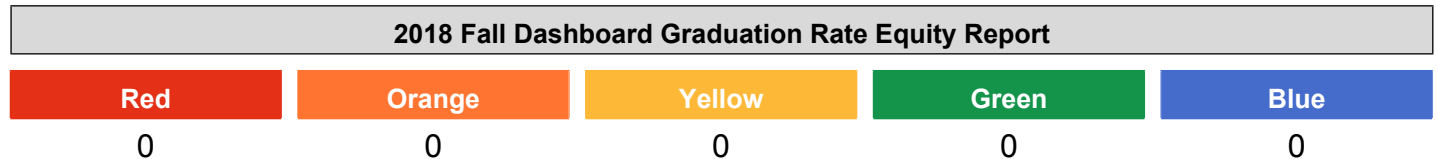
School and Student Performance Data

Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	Students with Disabilities  No Performance Color 0 Students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

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

2018 Fall Dashboard Graduation Rate by Year

2017	2018
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Conclusions based on this data:

1. Dashboard data is not available. Completion of CAHS requirements and graduation rate for this program is very high.

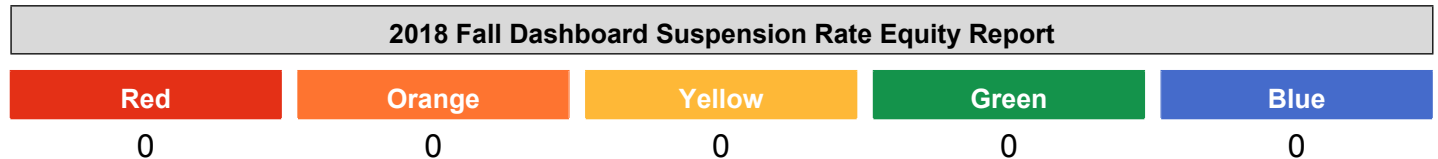
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  No Performance Color 0% suspended at least once Declined -36% 32 students	English Learners  No Performance Color 0% suspended at least once 13 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 0% suspended at least once Declined -35% 27 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not 4 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0% suspended at least once Declined -46.7% 27 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 4 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
	36% suspended at least once	0% suspended at least once

Conclusions based on this data:

1. The alternative programs is designed for credit recovery. Students understand the expectations academically and behaviorally.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Improve Credit Completion for Credit Recovery

Goal Statement

After determining the needs of our school through the Action Team and School Site Council it has been determined that there continues to be a need to improve attendance at the alternative high school. Attendance will improve from 86.71% in 2017-2018 to 88% in the 2018-2019 school year. The goal is to improve overall attendance to over 90% by the end of the 2018/2019 school year and to maintain 90% or above in 2019/20 school year. Attendance directly reflects academic success and positive strides to earning a diploma in our alternative education program.

LCAP Goal

Improve student achievement and close achievement gaps.

Basis for this Goal

Monthly attendance reports are evaluated by our CAHS staff. Biweekly meetings with the counselor in order to create individualize learning plans for all students provide accurate credit breakdowns. Additionally, the students use the meetings as motivation for credit completion.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism	Monthly Attendance Reports & DART	Increased Attendance Rate

Planned Strategies/Activities

Strategy/Activity 1

Counselor will meet with each student twice a month.

Students to be Served by this Strategy/Activity

All students participate in this process regularly. Seniors receive additional support and guidance for senior project and completion of all graduation requirements.

Timeline

August 2019 to May 2020

Person(s) Responsible

Counselor

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 2

Biweekly review of attendance and communication with parents/guardians will occur throughout the year. The DART process will be followed if/when necessary.

Students to be Served by this Strategy/Activity

Timeline

August 2019 to May 2020

Person(s) Responsible

Attendance Clerk, Assistant Principal

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 3

Two educational paths are offered and reviewed at the start of the school year. Students sign their chosen contract by the end of the first month of school. Goals to attaining the goals of their path are reviewed at biweekly meetings with the counselor.

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Counselor, Administration

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 4

Exit interview to be completed at the end of the year.

Students to be Served by this Strategy/Activity

Timeline

May 2020

Person(s) Responsible

Counselor, Principal

Proposed Expenditures for this Strategy/Activity

Amount

0

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

English Language Arts & ELD

Goal Statement

Increase ELD instruction and bilingual support to our EL students.

LCAP Goal

Improve student achievement and close achievement gaps.

Basis for this Goal

Data from CELDT/ELPAC and the California Assessment for Student Performance and Progress (CAASPP) are available in our Illuminate data assessment system.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Dashboard Indicators	Previous Scores on ELA CAASPP & ELPAC Assessments	Increased Results on ELA CAASPP & ELPAC Assessments

Planned Strategies/Activities

Strategy/Activity 1

Monitor testing results when received from CAASPP and ELPAC testing.

Students to be Served by this Strategy/Activity

Timeline

September - CAASPP
Fall and Spring - ELPAC

Person(s) Responsible

Counselor, Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
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Strategy/Activity 2

Continue delivery of ELD instruction and supplemental services.

Students to be Served by this Strategy/Activity

Timeline

August 2019 to June 2020

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 3

Include qualifying students in the district Reclassification Celebration.

Students to be Served by this Strategy/Activity

Timeline

Fall 2019, Spring 2020

Person(s) Responsible

Counselor, Administration, Bilingual Liaison

Proposed Expenditures for this Strategy/Activity

Amount

0

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

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

Goal Statement

Improve atmosphere in our school and improve communication between home and school. Parents of our alternative high school students receive increased parent meeting opportunities in order to communicate credits, requirements and academic focus areas. Parent communication in English and Spanish must consistently occur to keep our parents informed on the important information for our Colusa Alternative High School students. Teacher will utilize the services of our bilingual liaison to translate course syllabus and other important documents.

LCAP Goal

Improve the atmosphere in our schools, and the communication between home and school.

Basis for this Goal

Improve atmosphere in our school and improve communication between home and school. Parent communication in English and Spanish must consistently occur to keep our parents informed on the important information and events taking place at Colusa Alternative High School particularly regarding progress toward attaining credits. Teachers will utilize the services of our bilingual liaison to translate course syllabus and other important documents.

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Strategy/Activity 1

The website will be updated daily to include important events for parents and the community. The website has a feature translating the entire site by clicking the desired language on the homepage.

Students to be Served by this Strategy/Activity

Timeline

August 2019 to June 2020

Person(s) Responsible

Administration, Attendance Clerk, Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 2

Increased parent communication regarding information shared with students at their biweekly meetings will take place in the form of documentations sent home, parent meetings and/or phone calls by CAHS staff or our bilingual liaison.

Students to be Served by this Strategy/Activity

Timeline

August 2019 to June 2020

Person(s) Responsible

Administration, Counselor, Teachers, Bilingual Liaison

Proposed Expenditures for this Strategy/Activity

Amount	0
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Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

After determining the needs of our school through the Action Team and School Site Council it has been determined that there continues to be a need to improve attendance at the alternative high school. Attendance will improve from 86.71% in 2017-2018 to 88% in the 2018-2019 school year. The goal is to improve overall attendance to over 90% by the end of the 2018/2019 school year and to maintain 90% or above in the 2019/20 school year. Attendance directly reflects academic success and positive strides to earning a diploma in our alternative education program.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism	Monthly Attendance Reports & DART	Increased Attendance Rate

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Counselor will meet with each student twice a month.	Counselor meets with each student twice a month.		
Bimonthly review of attendance and communication with parents/guardians will occur throughout the year. The DART process will be followed if/when necessary.	Bimonthly review of attendance and communication with parents/guardians occur throughout the year. The DART process is be followed if/when necessary.		
Two educational paths are offered and reviewed at the start of the school year. Students sign their chosen contract by the end of the first month of school. Goals to attaining the goals of their path are reviewed at biweekly meetings with the counselor.	Two educational paths are offered and reviewed at the start of the school year. Students sign their chosen contract by the end of the first month of school. Goals to attaining the goals of their path are reviewed at biweekly meetings with the counselor.		
Exit interview to be completed at the end of the year.	Exit interview to be completed at the end of the year.		

Analysis

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

The counselor reviews transcripts and credit needs at bimonthly meetings. The curriculum focus is communicated to the entire CAHS team for consistent communication and support of each student's individualized learning plan. Attendance is a direct correlation to a student's academic progress in our alternative program.

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

The process is very successful, because the students need additional monitoring of their growth. They recognize an immediate result of their work and credits applied to their official transcript more regularly offering increased motivation.

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

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

Students who are chronically absent or students struggling to meet the requirements are placed on a formal contract to increase efforts and parent communication. The terms of the contract are communicated to the student, parents and CAHS staff for increased support.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Increase ELD instruction and bilingual support to our EL students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Dashboard Indicators	Previous Scores on ELA CAASPP & ELPAC Assessments	Increased Results on ELA CAASPP & ELPAC Assessments

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Monitor testing results when received from CAASPP and ELPAC testing.	Monitor testing results when received from CAASPP and ELPAC testing.		
Continue delivery of ELD instruction and supplemental services including the opportunity to attend a structured ELD period at CHS daily.	Continue delivery of ELD instruction and supplemental services including the opportunity to attend a structured ELD period at CHS daily.		
Include qualifying students in the district Reclassification Celebration.	Qualifying students are include in the district Reclassification Celebration.		

Analysis

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

An increased variety of options for ELD instruction are offered to all qualifying Colusa Alternative High School students. Students are allowed to attend the appropriate, leveled class at CHS to increase student achievement and growth. ELPAC practice tests, informative meeting and testing protocol have been explained more thoroughly to students to give them more clarity and understanding.

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

Students feel welcome and included in the Colusa High School ELD program, and the only results of this change have been positive. We will continue to offer this to our EL students. The Reclassification Ceremony has increased attention, efforts, understanding and pride in earning EL reclassification. We have seen a positive impact of this event at all sites.

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

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

Students will continue to be offered ELD instruction in a variety of ways to best fit their individualized needs and comply with state requirements. The CUSD Reclassification Ceremony will be a regular event, and the only change would possibly be starting the event at 6:00pm rather than 5:00pm.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

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

Annual Measurable Outcomes

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

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The website will be updated daily to include important events for parents and the community. The website has a feature translating the entire site by clicking the desired language on the homepage.	The website will be updated daily to include important events for parents and the community. The website has a feature translating the entire site by clicking the desired language on the homepage.		
Increased parent communication regarding information shared with students at their biweekly meetings will take place in the form of documentations sent home, parent meetings and/or phone calls by CAHS staff or our bilingual liaison.	Increased parent communication regarding information shared with students at their biweekly meetings will take place in the form of documentations sent home, parent meetings and/or phone calls by CAHS staff or our bilingual liaison.		

Analysis

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

Improve atmosphere in our school and improve communication between home and school. Parents of our alternative high school students receive increased parent meeting opportunities in order to communicate credits, requirements and academic focus areas. Parent communication in English and Spanish must consistently occur to keep our parents informed on the important information for our Colusa Alternative High School students. Teacher will utilize the services of our bilingual liaison to translate course syllabus and other important documents.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
Parents will feel more confident to support their son or daughter's academic growth or progress toward completing their credits.

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

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

Parents will feel part of our team to support their child on their journey to completing the requirements of our alternative program.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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Analysis

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

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

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

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

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	8,545.00	8,545.00
LCFF-EL	11,561.00	11,561.00

Expenditures by Funding Source

Funding Source	Amount
	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		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
- 2 Classroom Teachers
- 3 Other School Staff
- 4 Parent or Community Members
- 2 Secondary Students

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

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5-20-19.

Attested:

Principal, Rebecca Changus on
SSC Chairperson, Lorie Meyers on

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual 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.

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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