School Year: 2023-24

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Colusa Alternative Home School	06-61598-0630046		May 20, 2024

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
The home school staff, counselors and principal reviewed and evaluated the school's state and local assessments, parent and student survey results, which is a part of the development process of the Single Plan for Student Achievement. As part of the process, the team evaluated, as described in the annual evaluation and update, each of the 2023-2024 Single Plan For Student Achievement (SPSA) goals. The staff worked to ensure that all students had equal access to academic, social-emotional, and behavioral supports needed to be successful. Team members also made sure that the 2023-2024 plan took advantage of newly released state assessments, in addition to newly implemented local assessment tools that will enable the school and the team to more effectively evaluate the SPSA, the effective use of school resources and student success. The 2023-2024 SPSA not only aligns with California's eight state priorities but also with the district's local priorities as highlighted in the Colusa Unified School District Local Control Accountability Plan.

Colusa Alternative Home School qualified for the Equity Multiplier as a result of the Stabilization Rate as well as Low Socioeconomic Rates of each school. Individuals from our CUSD Leadership team conducted outreach efforts to engage with parents and students from both schools to conduct a needs assessment. The results from the input and needs assessment will be utilized for next steps as it relates to the Equity Multiplier.

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

Colusa Unified School District provides a weekly collaboration time for all sites in order to thoroughly include TK - 12 teachers, administration and other employees in site-level Professional Learning Communities (PLCs) as well as monthly district level professional development to maintain transparent communication from the superintendent and district office. The site administration

facilitates the needs assessment process to analyze data, identify prioritized needs, create action steps and communicate with our educational partners. The Colusa Alternative Home School program requires extremely high parental involvement, so the parents are significant educational partners participating in the education of our students. The CUSD leadership team work together to create long-term Action Plans to maintain our current strengths while taking necessary steps of improvement on identified areas in need of attention tied to our LCAP goals. Our CUSD administrative team conducts an annual evaluation of the actions taken to improve student achievement in order to determine next steps as well as new potential areas of focus.

Table of Contents

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Informal surveys of climate and satisfaction are completed via feedback to teachers and the principal.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are limited to those students who chose to come to one of the rooms occupied by the Colusa Alternative Home School. Generally, students work individually on self paced curriculum with materials and supplies provided by the district. Behavior management is generally not an issue for the Home School program.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

State and local assessments are used to modify instruction and approve achievement as reflected in student trend data. Staff views results and analyzes the impact of curriculum choice through the lens of highly individualized independent study. Typically at the home school instructional change is achieved via changes to curriculum materials.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers evaluate individual student performance frequently. If a student is not performing, often an alternative set of curriculum materials is one of the interventions. Students who do not demonstrate mastery on specific content are given additional instruction, additional skills assessments, and then re-assessed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All current teachers are highly qualified teachers.

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

The school has a sufficient number of credentialed teachers and they have access to district-wide professional development and individualized professional development as well.

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

Staff development needs are determined through collaborative discussion and consensus with other professional educators in the district.

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

Home School teachers have access to any district supplied instructional supports and constant assistance from the principal and counselor as requested.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers have collaboration time each Wednesday. Typically, there are monthly meetings of the instructional staff, and the weekly professional learning groups are directed by teacher leaders. Teachers attend collaboration at EMS or CHS in order to offer increased communication between the two schools. Home School staff meetings are held monthly.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Instruction, scope, sequence and materials are aligned with the California Common Core State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Independent study necessitates a unique approach to instructional time. The teacher assigns work based on an estimate of how much time the student will reasonably need to complete the assignment. Through ongoing observation and assessment, the quantity of work is adjusted based on the recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lesson pacing is directed by the teacher to adhere to the California State Standards.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All instructional materials are evaluated by multiple staff members and adopted based on the consensus that the resource is appropriate.

Students 6-12 have the option to be concurrently enrolled in Egling Middle School or Colusa High School for courses. The hybrid option offers students and families who feel a higher need for socialization to enhance the educational experience.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Core instructional materials are SBE adopted. Intervention materials are adopted, and aligned curriculum.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Services at the Home School which support underperforming students include, added instructional time, changes of curricular materials, and a positive atmosphere customized to the individual needs of all students enrolled in the program. Some students accelerate their learning in order to maintain a rigorous educational experience while other students need increased interventions and support services.

Evidence-based educational practices to raise student achievement

Research based instructional practices used at Colusa Alternative Home School include:
Clear and focused goals for each student
Frequent monitoring and feedback on learning
A curriculum aligned to standards
High expectations for each student
Additional learning time, and early intervention for students who struggle
Creation of a safe atmosphere
Effective implementation of instruction with a high level of parent involvement

Parental Engagement

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

Increased parent involvement is necessary in order for the program to function properly. Parents are invited to the weekly meetings with their child.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parent involvement is a critical piece of our program and necessary in order to offer a successfully educational program to our home school students. The administrative assistants service our students. Our counselors offer services including a full time home school counselor plus site counselor support for students transitioning back to their previous site. The technology department offers support services to our students and teachers. Additionally, all sites offer increased curriculum support to best prepare our students planning to return to BPS, EMS or CHS.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Our home school program has a district budget to maintain the needs of our program throughout the school year.

Fiscal support (EPC)

Our home school program has a district budget to maintain the needs of our program throughout the school year.

Educational Partner 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 SPSA is reviewed with our staff to assure accuracy and transparency of our program. Additionally, our principal team and counselors reviews the action plans and goals set forth by the staff. Site administrators from BPS, EMS and CHS assist in this plan as well as the review of our student handbook for our Colusa Alternative Home School program.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	25.7%	10.61%	14.58%	27	7	7
African American	1.0%	3.03%	2.08%	1	2	1
Asian	%	1.52%	2.08%		1	1
Filipino	%	%	0%			0
Hispanic/Latino	41.9%	56.06%	41.67%	44	37	20
Pacific Islander	1.0%	%	0%	1		0
White	27.6%	28.79%	37.5%	29	19	18
Multiple/No Response	2.9%	%	2.08%	3		1
			Total Enrollment	105	66	48

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	7		
Grade 1	2	2	
Grade 2	2		1
Grade3	4		
Grade 4	2	1	
Grade 5	7		1
Grade 6	3		1
Grade 7	12	5	3
Grade 8	10	5	6
Grade 9	12	3	6
Grade 10	13	16	2
Grade 11	15	15	14
Grade 12	16	19	14
Total Enrollment	105	66	48

Conclusions based on this data:

1. Elementary students find strong academic success when the teaching parent is highly involved in the learning process.

2. High school students have the opportunity to be concurrently enrolled in courses at CHS. Teenagers actively involved and driven to complete work excel in this program.

3. Teachers offer tutoring hours for increased support individualized according to student needs. High school students are encouraged to be student teachers to remain socially connected.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	15	9	6	14.30%	13.6%	12.5%
Fluent English Proficient (FEP)	9	12	5	8.60%	18.2%	10.4%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. The addition of our credentialed, bilingual teacher has increased the success of our EL population in our home school program.

2. EL students at CAHmS receive ELD instruction utilizing two various approaches to best service their learning style.

3. Many CHS hybrid students elect to take an ELD class at CHS for increased English Language Development support and services throughout the year.

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			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*		0	*		0	*				
Grade 4	*	*		0	0		0	0				
Grade 5	*		*	0		0	0		0			
Grade 6	8	*	*	*	*	*	*	*	*			
Grade 7	11	7	*	*	*	*	*	*	*			
Grade 8	7	5	8	*	0	7	*	0	7		0.0	87.5
Grade 11	33	16	14	22	5	14	22	5	14	66.7	31.3	100.0
All Grades	64	31	26	29	9	23	29	9	23	45.3	29.0	88.5

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

Overall Achievement for All Students																		
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*			*			*	
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*		*	*		*	*		*	*		*	*		*
Grade 11	2547.	*	2560.	9.09	*	14.29	31.82	*	14.29	22.73	*	50.00	36.36	*	21.43
All Grades	N/A	N/A	N/A	10.34	*	13.04	34.48	*	17.39	17.24	*	47.83	37.93	*	21.74

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		*			*			*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		*			*			*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		*			*			*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. The low enrollment numbers of students in testing grades limited data from the state.

2. It was a goal and focal point to increase completion of state testing in the 2022/23 school year. A new testing format was planned, reviewed and approved by staff to increase participation in state testing. The plan is saved for future implementation.

3. Sensitive circumstances sometimes make testing difficult for the student.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*		0	*		0	*				
Grade 4	*	*		0	0		0	0				
Grade 5	*		*	0		0	0		0			
Grade 6	8	*	*	*	*	*	*	*	*			
Grade 7	11	7	*	*	*	*	*	*	*			
Grade 8	7	5	8	*	0	7	*	0	7		0.0	87.5
Grade 11	33	16	14	19	5	14	19	5	14	57.6	31.3	100.0
All Grades	64	31	26	26	9	23	26	9	23	40.6	29.0	88.5

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*			*			*	
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*		*	*		*	*		*	*		*	*		*
Grade 11	2469.	*	2430.	0.00	*	0.00	5.26	*	0.00	15.79	*	7.14	78.95	*	92.86
All Grades	N/A	N/A	N/A	0.00	*	0.00	3.85	*	0.00	15.38	*	13.04	80.77	*	86.96

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*		*	*		*	*		*
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**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		*			*			*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		*			*			*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. The low enrollment numbers of students in testing grades limited data from the state.

2. It was a goal and focal point to increase completion of state testing in the 2022/23 school year. A new testing format was planned, reviewed and approved by staff to increase participation in state testing. The plan is saved for future implementation.

3. Sensitive circumstances impact testing at times.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*		*	*		*	*		*	7		*
10	*	*	*	*	*	*	*	*	*	7	*	*
11	*	*		*	*		*	*		5	*	
12		*	*		*	*		*	*	0	4	*
All Grades										19	9	4

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*		*	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*		*	*		*	*		*	*		*	*	
12		*	*		*	*		*	*		*	*		*	*
All Grades	0.00	*	*	27.78	*	*	44.44	*	*	27.78	*	*	18	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*		*	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*		*	*		*	*		*	*		*	*	
12		*	*		*	*		*	*		*	*		*	*
All Grades	5.56	*	*	27.78	*	*	38.89	*	*	27.78	*	*	18	*	*

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*		*	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*		*	*		*	*		*	*		*	*	
12		*	*		*	*		*	*		*	*		*	*
All Grades	11.11	*	*	16.67	*	*	38.89	*	*	33.33	*	*	18	*	*

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*		*	*		*	*		*	*	
12		*	*		*	*		*	*		*	*
All Grades	16.67	*	*	61.11	*	*	22.22	*	*	18	*	*

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*		*	*		*	*		*	*	
12		*	*		*	*		*	*		*	*
All Grades	12.50	*	*	43.75	*	*	43.75	*	*	16	*	*

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*		*	*		*	*		*	*	
12		*	*		*	*		*	*		*	*
All Grades	16.67	*	*	38.89	*	*	44.44	*	*	18	*	*

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*		*	*		*	*		*	*	
12		*	*		*	*		*	*		*	*
All Grades	0.00	*	*	76.47	*	*	23.53	*	*	17	*	*

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Conclusions based on this data:

1. Our small class sizes result in insufficient data for this category.

2. It was a goal and focal point to increase completion of state testing in the 2022/23 school year. A new testing format was planned, reviewed and approved by staff to increase participation in state testing. The plan is saved for future implementation.

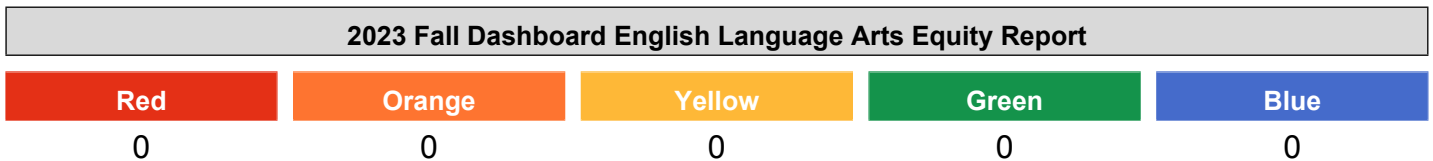# School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
48	**66.7**	**12.5**	**2.1**
Total Number of Students enrolled in Colusa Alternative Home School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	6	12.5
Foster Youth	1	2.1
Homeless	4	8.3
Socioeconomically Disadvantaged	32	66.7
Students with Disabilities	6	12.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	2.1
American Indian	7	14.6
Asian	1	2.1
Hispanic	20	41.7
Two or More Races	1	2.1
White	18	37.5

Conclusions based on this data:

1. Students of all backgrounds and socioeconomic status have the opportunity and support networks available to find success in this program.

2. The opportunity to enroll in this programs starts with a parent/guardian request. We then hold an in-take meeting to hear the reasons our Home School program would best serve the student. It is a very collaborative and thorough process to best support our students.

3. Enrollment has decreased for the 2022/23 school year due the decline COVID-19 circumstances.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
College/Career No Status Level		**Suspension Rate** Blue

Conclusions based on this data:

1. This is the first year we have received home school data for math and ELA.

2. Discipline is rare in our Home School programs.

3. Student behavior in our individual parent/student/teacher meetings has been wonderful.

School and Student Performance Data

Academic Performance
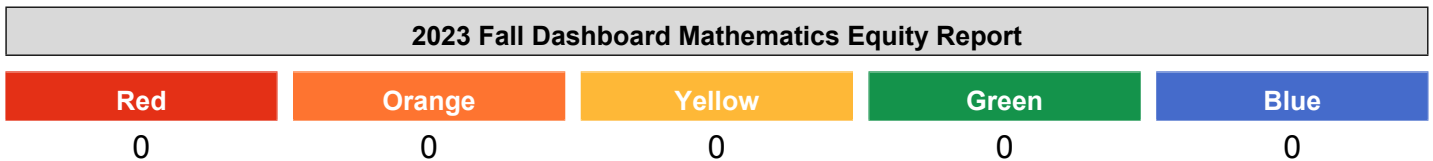## English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
24.2 points below standard Increased Significantly +273.2 points 19 Students	No Performance Color 0 Students	Less than 11 Students 1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 1 Student	47.8 points below standard Increased Significantly +224.2 points 13 Students	Less than 11 Students 2 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	Less than 11 Students	No Performance Color	No Performance Color
0 Students	3 Students	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students	Less than 11 Students	No Performance Color	Less than 11 Students
7 Students	1 Student	0 Students	9 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	0 Students	21.7 points below standard
		Increased Significantly +291.6 points
		17 Students

Conclusions based on this data:

1. Subgroup dashboard data is not available as a result of our small class sizes. This is the first year of having reportable data.

2. It was a goal and focal point to increase completion of state testing in the 2022/23 school year. A new testing format was planned, reviewed and approved by staff to increase participation in state testing. The plan is saved for future implementation.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
164.2 points below standard Increased Significantly +153.9 points 19 Students	No Performance Color 0 Students	Less than 11 Students 1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 1 Student	175.6 points below standard Increased Significantly +121 points 13 Students	Less than 11 Students 2 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	Less than 11 Students	No Performance Color	No Performance Color
0 Students	3 Students	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students	Less than 11 Students	No Performance Color	Less than 11 Students
7 Students	1 Student	0 Students	9 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	0 Students	168.8 points below standard
		Increased Significantly +168.9 points
		17 Students

Conclusions based on this data:

1. Subgroup dashboard data is not available as a result of our small class sizes. This is the first year we have reportable dashboard data.

2. It was a goal and focal point to increase completion of state testing in the 2022/23 school year. A new testing format was planned, reviewed and approved by staff to increase participation in state testing. The plan is saved for future implementation.

School and Student Performance Data

Academic Performance
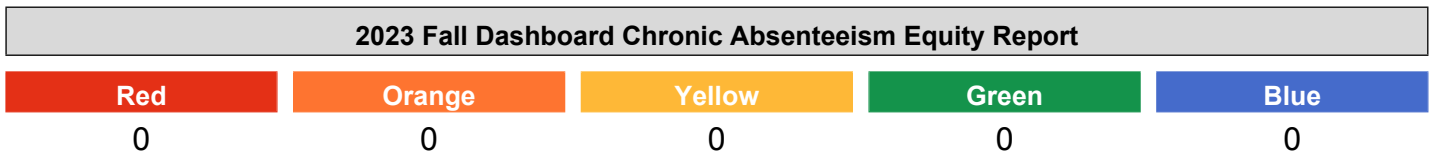## English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 3 Students
Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. Dashboard data is not available as a result of our small class sizes.

2. It was a goal and focal point to increase completion of state testing in the 2022/23 school year.   A new testing format was planned, reviewed and approved by staff to increase participation in state testing. The plan is saved for future implementation.

School and Student Performance Data

Academic Engagement
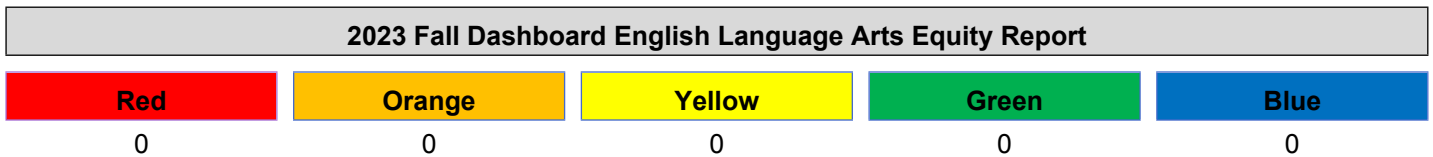## Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
50% Chronically Absent	No Performance Color	No Performance Color
Increased 50	0 Students	0 Students
16 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	58.3% Chronically Absent	Less than 11 Students
2 Students	Increased 58.3	3 Students
	12 Students	

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Less than 11 Students 4 Students	Less than 11 Students 1 Student	No Performance Color 0 Students	Less than 11 Students 10 Students

Conclusions based on this data:

1. Regular attendance is critical in our Colusa Alternative Home School program.

2. Students struggling with attendance receive a warning letter in hopes of improving attendance prior to changing the educational placement.

3. The importance of consistent attendance is thoroughly discussed at the in-take meeting with parents/guardians and students to set the student up for success.

School and Student Performance Data

Academic Engagement
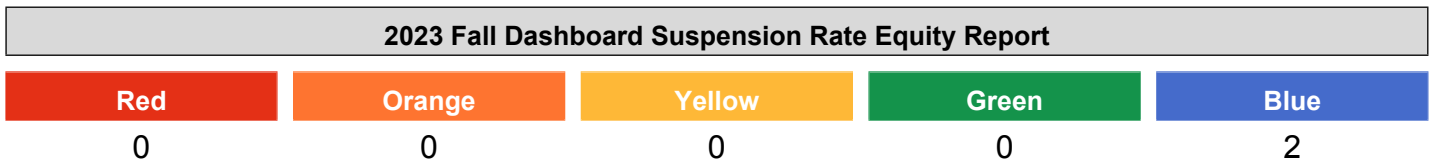## Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
86.7% graduated Increased Significantly 12.8 15 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 3 Students	83.3% graduated Increased Significantly 10.6 12 Students	Less than 11 Students 2 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Less than 11 Students 9 Students	No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 2 Students

Conclusions based on this data:

1. Our program services particular families who desire an alternative educational approach, and we meet with all parents/guardians and students interested in the program to hear their request.

2. Enrollment of our seniors fluctuates year to year. Students who desire to graduate from our Colusa Alternative Home School program find great success.

3. Our home school staff works actively with our technology department in order for our dashboard to accurately reflect.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	2

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue 0% suspended at least one day Maintained 0 64 Students	Less than 11 Students 8 Students	Less than 11 Students 1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 7 Students	Blue 0% suspended at least one day Maintained 0 48 Students	0% suspended at least one day Maintained 0 11 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	Less than 11 Students 8 Students	Less than 11 Students 1 Student	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0% suspended at least one day Maintained 0 31 Students	Less than 11 Students 1 Student	No Performance Color 0 Students	0% suspended at least one day Maintained 0 21 Students

Conclusions based on this data:

1. Incidents resulting in suspension are extremely rare in our home school program.

2. Many home school students elect to be student teachers at Burchfield Primary School and Egling Middle School, and we have had wonderful experiences with our students interactions.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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

LEA/LCAP Goal

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

Goal 1

Improve atmosphere in our school and improve communication between home and school. Parents need to have training to access student grades, data and testing results in Illuminate, and information in our student information systems, Aeries. 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 Home School. Teacher will utilizes the services of our bilingual liaison to translate course syllabus and other important documents. Parental involvement is a key element of our home school program, so it will always remain an area of focus even though our staff is exceptional at communication between school and home.

Identified Need

It is also critical to maintain strong communication with EMS and CHS for students involved in our hybrid program.

Annual Measurable Outcomes

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Home school teachers will give the surveys to all students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Home school principal will send surveys to all parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

The teachers and principal will evaluate data received from surveys.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Increased efforts of communication positively impacted our hybrid students more than any other population. The students felt more connected and prepared for various elements at the traditional school site.

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

There are no differences to our implementation than previously planned.

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.

There are no changes will be made at this time.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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

LEA/LCAP Goal

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

Goal 2

All home school students from 9-12 grade will meet multiple times with the high school counselor in order to give the students more information and knowledge when it comes to after school options if enrolled in our hybrid program.

Identified Need

Full time home school students must present plans after graduation during their senior project speech to be proactive in goal setting and future planning.

Annual Measurable Outcomes

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

The counselor will meet multiple times with each home school student in grades 9-12. Increased counseling services for grades K-8 with a counselor specifically set to service our home school students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

A survey will be given and analyzed at the end of each school year to determine the success of meeting with high school counselor.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

Parents continue to be very complimentary of the communication and involvement of this program. The variety of curriculum provides parents and students with interactive ways to learn individualized according to the student. Students highly utilize the tutoring opportunities teachers offer for additional support.

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

The focus has remained without modifications.

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Increase variety of curriculum offerings.

LEA/LCAP Goal

Incorporation and inclusion in CUSD adoption processes to further expand our course offerings and curriculum.

Goal 3

Increase the variety of curriculum offered in our home school program by joining adoption processes and review of new curriculum.

Identified Need

Communication with BPS, EMS and CHS is necessary in order to be current in textbooks used at the other sites to keep curriculum as closely aligned for our students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Purchasing of New Curriculum	Increased Course Offerings	Increased Interest in Current and Relevant Courses

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Teachers and the principal will review curriculum and include home school needs when approving and ordering materials.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

0	

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Curriculum is now discussed at principal meetings to be sure to thoroughly include our home school program.

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

This process was started in the spring of 2019. It has been a positive step for our program in providing a wide variety of curriculum options to our families.

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

The process will be reviewed at our home school staff meetings as well as our principal meetings to make sure it is the best approach.

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

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 .

Attested:

Principal, Erika Lemenager on 4/30/2024

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

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

The Educational Partners Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

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

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

In partnership with Educational Partners (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019