

# The Single Plan for Student Achievement

## Colusa Alternative Home School

School Name

06-61598-0630046

CDS Code

Date of this revision: January 9, 2013

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Dwayne Newman  
Position: Principal  
Telephone Number: (530) 458-7791  
Address: 745 10th Street  
Colusa, CA 95932  
E-mail Address: dnewman@colusa.k12.ca.us

## Colusa Unified School District

School District

Superintendent: Dwayne Newman  
Telephone Number: (530) 458-7791  
Address: 745 10th Street  
Colusa, CA 95932  
E-mail Address: dnewman@colusa.k12.ca.us

The District Governing Board approved this revision of the School Plan on .

## **II. School Vision and Mission**

The district is currently in the process of updating its Vision and Mission statement. Generally, the mission is to educate all students with a high level of rigor in a safe and supportive atmosphere. The vision is to produce graduates who are prepared with the attitudes, skills and abilities required to be productive citizens and lifelong learners.

### **III. School Profile**

Colusa Alternative Home School offers a variety of approaches to independent study. Families may, in consultation with a highly qualified teacher, direct the sequence and content of their student's learning. The teacher acts as a facilitator of learning and offers guidance regarding the pace and depth of curriculum coverage. Students are expected to demonstrate mastery of content, and progress at a reasonable pace. Curriculum is aligned with California State Standards and delivered in a variety of modalities. Assessments are typically classroom based, with grades based on projects, homework, quizzes and tests. Students take State assessments at the appropriate levels for their age and grade.

#### **IV. Comprehensive Needs Assessment Components**

##### **A. Data Analysis (See Appendix A)**

In 2012 students in Colusa Alternative Home School had a significant gain in API. After two years of decline, CAHS API scores increased by 17 points.

32 Home School students took the STAR tests. Results varied by sub-grouping. The data are viewed and used with the knowledge that the small sample size creates a situation in which individual student's performance weighs heavily on the group totals.

The numbers of English Language Learner students in CAHS is too small to report individually. However, District – wide, ELL students met AMAO #1, but missed the target for AMAO #'s 2 and 3.

At the elementary and middle level, 78.4% of CAHS students were proficient or advanced in English – Language Arts. At the high school level that percentage was 77.8%. Both these numbers represent a 20%+ increase over the last three years.

Similarly, achievement in math at the e/m level and hs level is 79.0% and 77.4% respectively. These are also increases of 20%+ over the last three years.

Sub group achievement scores are not reported due to the low number of students in each group at each level.

##### **B. Surveys**

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

##### **C. Classroom Observations**

Classroom observations are limited to those students who chose to come to one of the rooms occupied by the CAHS. 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

##### **D. Student Work and School Documents**

Student work is collected, graded and returned or stored at the discretion of the teacher. Documentation is housed in secured files which are located in the office of the Superintendent / Home School Principal.

##### **E. Analysis of Current Instructional Program (See Appendix B)**

## V. Description of Barriers and Related School Goals

## VI. Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<b>SCHOOL GOAL # 1</b> (Based on conclusions from Analysis of Program Components and Student Data pages)	
<b>Student groups and grade levels to participate in this goal:</b>	<b>Anticipated annual performance growth for each group:</b>
<b>Means of evaluating progress toward this goal:</b>	<b>Group data to be collected to measure academic gains:</b>

<b>SCHOOL GOAL #1</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>

**VI. Planned Improvements in Student Performance (continued)**

<b>SCHOOL GOAL #2</b> (Based on conclusions from Analysis of Program Components and Student Data pages)	
<b>Student groups and grade levels to participate in this goal:</b>	<b>Anticipated annual performance growth for each group:</b>
<b>Means of evaluating progress toward this goal:</b>	<b>Group data to be collected to measure academic gains:</b>

<b>SCHOOL GOAL #2</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>

**VI. Planned Improvements in Student Performance (continued)**

<b>SCHOOL GOAL #3</b> (Based on conclusions from Analysis of Program Components and Student Data pages)	
<b>Student groups and grade levels to participate in this goal:</b>	<b>Anticipated annual performance growth for each group:</b>
<b>Means of evaluating progress toward this goal:</b>	<b>Group data to be collected to measure academic gains:</b>

<b>SCHOOL GOAL #3</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>



## VI. Planned Improvements in Student Performance (continued)

<b>SCHOOL GOAL #4</b> (Based on conclusions from Analysis of Program Components and Student Data pages)	
<b>Student groups and grade levels to participate in this goal:</b>	<b>Anticipated annual performance growth for each group:</b>
<b>Means of evaluating progress toward this goal:</b>	<b>Group data to be collected to measure academic gains:</b>

<b>SCHOOL GOAL #4</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>

**VI. Planned Improvements in Student Performance (continued)**

<b>SCHOOL GOAL #5</b> (Based on conclusions from Analysis of Program Components and Student Data pages)	
<b>Student groups and grade levels to participate in this goal:</b>	<b>Anticipated annual performance growth for each group:</b>
<b>Means of evaluating progress toward this goal:</b>	<b>Group data to be collected to measure academic gains:</b>

<b>SCHOOL GOAL #5</b>				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>

## Appendix A - School and Student Performance Data

**Table 1: Academic Performance Index by Student Group**

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	53	42	32	32	26	19	0	0	0	0	0	0
Growth API	637	605	619		618	694						
Base API	659	635	602		647	613						
Target	7	8	10									
Growth	-22	-30	17									
Met Target	No	No	Yes									

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	20	15	12	9	6	6	20	11	10	7	3	2
Growth API		570	490					515				
Base API		606	570					581	516			
Met Target												

Appendix A - School and Student Performance Data (continued)

**Table 2: Title III Accountability (District Data)**

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	320	332	325
Percent with Prior Year Data	99	99.1	99.7
Number in Cohort	317	329	324
Number Met	191	135	186
Percent Met	60	41	57.4
NCLB Target	53.1	54.6	56.0
Met Target	Yes	No	Yes

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	242	154	231	171	230	166
Number Met	37	68	29	53	36	66
Percent Met	15.3	44.2	12.6	31	15.7	39.8
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	No	Yes	No	No	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	No
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	(Pending)	No	No
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	<b>No</b>

**Appendix A - School and Student Performance Data (continued)**

**Table 3: English-Language Arts Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	91	90	100	88	90	100	100	--	--	--	--	--
Number At or Above Proficient	15	7	7	9	5	6	--	--	--	--	--	--
Percent At or Above Proficient	40.5	25.9	29.2	37.5	33.3	40.0	--	--	--	--	--	--
<b>ES/MS</b>	<b>56.8</b>	<b>67.6</b>	<b>78.4</b>	<b>56.8</b>	<b>67.6</b>	<b>78.4</b>	<b>56.8</b>	<b>67.6</b>	<b>78.4</b>	<b>56.8</b>	<b>67.6</b>	<b>78.4</b>
<b>HS</b>	<b>55.6</b>	<b>66.7</b>	<b>77.8</b>	<b>55.6</b>	<b>66.7</b>	<b>77.8</b>	<b>55.6</b>	<b>66.7</b>	<b>77.8</b>	<b>55.6</b>	<b>66.7</b>	<b>77.8</b>
Met AYP Criteria	Yes	No	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	95	88	100	100	75	100	95	89	100	100	67	100
Number At or Above Proficient	5	2	--	--	--	--	--	--	--	--	--	--
Percent At or Above Proficient	41.7	18.2	--	--	--	--	--	--	--	--	--	--
<b>ES/MS</b>	<b>56.8</b>	<b>67.6</b>	<b>78.4</b>	<b>56.8</b>	<b>67.6</b>	<b>78.4</b>	<b>56.8</b>	<b>67.6</b>	<b>78.4</b>	<b>56.8</b>	<b>67.6</b>	<b>78.4</b>
<b>HS</b>	<b>55.6</b>	<b>66.7</b>	<b>77.8</b>	<b>55.6</b>	<b>66.7</b>	<b>77.8</b>	<b>55.6</b>	<b>66.7</b>	<b>77.8</b>	<b>55.6</b>	<b>66.7</b>	<b>77.8</b>
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

**Appendix A - School and Student Performance Data (continued)**

**Table 4: Mathematics Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	89	87	94	88	85	100	100	--	--	--	--	--
Number At or Above Proficient	9	4	6	7	3	5	--	--	--	--	--	--
Percent At or Above Proficient	25.0	15.4	27.3	29.2	21.4	33.3	--	--	--	--	--	--
<b>ES/MS</b>	<b>58.0</b>	<b>68.5</b>	<b>79.0</b>	<b>58.0</b>	<b>68.5</b>	<b>79.0</b>	<b>58.0</b>	<b>68.5</b>	<b>79.0</b>	<b>58.0</b>	<b>68.5</b>	<b>79.0</b>
<b>HS</b>	<b>54.8</b>	<b>66.1</b>	<b>77.4</b>	<b>54.8</b>	<b>66.1</b>	<b>77.4</b>	<b>54.8</b>	<b>66.1</b>	<b>77.4</b>	<b>54.8</b>	<b>66.1</b>	<b>77.4</b>
Met AYP Criteria	No	No	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	90	88	86	86	75	67	89	78	91	100	34	100
Number At or Above Proficient	2	0	--	--	--	--	--	--	--	--	--	--
Percent At or Above Proficient	18.2	0.0	--	--	--	--	--	--	--	--	--	--
<b>ES/MS</b>	<b>58.0</b>	<b>68.5</b>	<b>79.0</b>	<b>58.0</b>	<b>68.5</b>	<b>79.0</b>	<b>58.0</b>	<b>68.5</b>	<b>79.0</b>	<b>58.0</b>	<b>68.5</b>	<b>79.0</b>
<b>HS</b>	<b>54.8</b>	<b>66.1</b>	<b>77.4</b>	<b>54.8</b>	<b>66.1</b>	<b>77.4</b>	<b>54.8</b>	<b>66.1</b>	<b>77.4</b>	<b>54.8</b>	<b>66.1</b>	<b>77.4</b>
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

**Appendix A - School and Student Performance Data (continued)**

**Table 5: California English Language Development (CELDT) Data**

Grade	California English Language Development Test (CELDT) Results for 2011-12											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
<b>10</b>			*****	***								*****
<b>11</b>			*****	***								*****
<b>Total</b>			*****	***								*****

## Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

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 was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### Standards, Assessment, and Accountability

#### 1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

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.

#### 2. 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

#### 3. Status of meeting requirements for highly qualified staff (NCLB)

All current teachers are highly qualified staff.

#### 4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

Home school teachers are part of the district trainings on SBE instructional materials.

#### 5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 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 PD as well.

#### 6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

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

#### 7. 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 as requested.

#### 8. Teacher collaboration by grade level (EPC)

Teachers have collaboration time each Wednesday. Typically, there are monthly meetings of the entire district instructional staff, and the weekly professional learning groups are directed by teacher leaders.



## Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

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

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (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.

11. Lesson pacing schedule (EPC)

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

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

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

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

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

## Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

Services at the Home School which support underperforming students include, added instructional time, changes of curricular materials, and an atmosphere of

15. Research-based educational practices to raise student achievement at this school (NCLB)

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 tightly 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.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

Recommendations for increased learning time are directed by the teacher based on data and observations of each individual student's performance.

17. Transition from preschool to kindergarten (Title I SWP)

Colusa Alternative Home School does not currently enroll any students below the kindergarten level.

## Involvement

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

19. Strategies to increase parental involvement (Title I SWP)

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

22. Fiscal support (EPC)

## Appendix C - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$3500
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education):	\$
<b>Total amount of state categorical funds allocated to this school</b>	<b>\$3500</b>

<b>Federal Programs under No Child Left Behind (NCLB)</b>	<b>Allocation</b>
[ ] Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$
[ ] Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$
[ ] Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
[ ] Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
[ ] Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
[ ] Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$
[ ] Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$
[ ] Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
[ ] Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$
[ ] Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$
[ ] Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$
[ ] Other Federal Funds (list and describe*)	\$
Total amount of federal categorical funds allocated to this school	\$

<b>Total amount of state and federal categorical funds allocated to this school</b>	<b>\$3500</b>
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\* For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

## Appendix D – 2012-13 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation	3500	0	0	0
Carryover				
Indirect Costs				
Direct Costs				
Transfer to General Fund	3500			
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation				

2012-13 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	<b>Director of Special Programs:</b> Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	<b>Curriculum Specialist:</b> Provides support/staff development/modeling for new teachers, resource teachers.				
2422	<b>Secretarial:</b> Processes and maintains records, originates purchase orders, provides clerical support				
2442	<b>Technician:</b> Provides network support for language arts intervention programs				
2452	<b>Program Analyst:</b> Processes purchase orders and personnel requisitions, provides financial informational support				
2432	<b>Warehouse Assistant:</b> Assists in district-wide book vendor fair, processes and orders library materials.				
2932	<b>Community Liaison:</b> Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	<b>Employee Benefits:</b> Certificate and classified benefits				
4000	<b>Supplies:</b> Programming curriculum materials, office supplies, computer software				
5000	<b>Conferences, Mileage:</b> Reimbursement for professional development, program in-services/conferences, mileage, printing				

**Appendix E - Recommendations and Assurances (Colusa Alternative Home School)**

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_

Signature

English Learner Advisory Committee

\_\_\_\_\_

Signature

Special Education Advisory Committee

\_\_\_\_\_

Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_

Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_

Signature

Compensatory Education Advisory Committee

\_\_\_\_\_

Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_

Signature

Other committees established by the school or district (list):

\_\_\_\_\_

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Dwayne Newman  
 \_\_\_\_\_  
 Typed Name of School Principal

\_\_\_\_\_  
 Signature of School Principal

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Typed Name of SSC Chairperson

\_\_\_\_\_  
 Signature of SSC Chairperson

\_\_\_\_\_  
 Date

## **Appendix F - Home/School Compact**

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

**Student Pledge:**

**Parents Pledge:**

**Staff Pledge:**

## Appendix G - School Site Council Membership: Colusa Alternative Home School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

<b>Name of Members</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other School Staff</b>	<b>Parent or Community Member</b>	<b>Secondary Students</b>
<b>Numbers of members of each category</b>					

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.