

Stony Creek Joint Unified School District

Single Plan for Student Achievement



A Resource for the School Site Council

Prepared for Stony Creek Joint Unified School 2016-2017
(Plan includes information for all SCJUSD schools)

The Single Plan for Student Achievement

Schools:

Elk Creek Elementary 11 62653 6007546

Indian Valley Elementary 11 62653 6007553

Elk Creek Jr./Sr. High School 11 62653 1132109

Bidwell Point High School 11 62653 1130046

District: Stony Creek Joint Unified School District

County-District School (CDS) Code: 11626530000000

Superintendent/Principal: Laurel Hill-Ward

Date of this revision: 2016-2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. 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: Laurel Hill-Ward

Position: Superintendent/Principal

Telephone Number: 530.968.5361

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The District Governing Board approved this revision of the SPSA on November 9, 2016.



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Stony Creek Joint Unified School District

Mission:

The Stony Creek Joint Unified School District is to be a safe and caring learning environment that promotes student success.

Vision:

The Stony Creek Joint Unified School District will create a learning environment that fosters initiative and responsibility where all students develop to their full potential. Students will become knowledgeable, thoughtful, contributing members of society and will be capable of entry into any career or academic path desired.

Planned Improvements in Student Performance

Academic Progress and Learning

Create an exceptional learning environment that engages, challenges and supports all students so that they achieve their academic potential every year and complete each grade ready for the next one. High school graduates will leave school with choices between various opportunities that include career or academic paths.

The School Site Council will review at least once per year the academic performance of all student groups. The following goals for each school and related actions, including the expenditures needed, are adopted to raise the academic performance of all students, including those not yet meeting state standards:

GOAL 1: ELK CREEK ELEMENTARY, INDIAN VALLEY ELEMENTARY and ELK CREEK JR./SR. HIGH SCHOOL and BIDWELL POINT CONTINUATION HIGH SCHOOL

SCHOOL GOAL: By the end of the 2016-2017 school year and going forward, all K-6 teachers will use student work and both formal and informal assessments to inform whole class and small group instruction in reading and writing. The initial goal is to increase the percentage of students to 95% or more students completing the following state-mandated assessments:

- Smarter Balanced Summative Assessment – grades 3 – 8, & 11
- California Standards Tests (CSTs) for Science - grades 5, 8, & 10

(To establish baseline, the percentages used of students completing testing will from the 2015-2016 will be used as baseline. due to changes from the previously used STAR testing.)

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> • Attendance data from Aeries • Smarter Balanced Summative Assessment – grades 3 – 8, & 11 • California Standards Tests (CSTs) for Science - grades 5, 8, & 10 	<p>Approximately 88% of the students completed testing in 2015—2016.</p>	<p>A comparison will be made of the percentage of students completing the test in 2015—2016 to the percentage of students completing testing in 2016—2017.</p>
		<p>Where can a budget plan of the proposed expenditures for this goal be found?</p>

**STRATEGY FOR ACHIEVEMENT OF GOAL 1:
Increase recognition of improved school performance by individual students.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Elementary students will shop store using attendance points at end of each trimester.	Principal and elementary teachers.	End of each trimester—student store during 2016-2017. End of each month beginning 2017-2018.	K-6 Student Store—all donated items for 2016-2017. \$1000 for purchase of elementary store items in 2017—2018.
High school students with passing grade (\geq C- in all classes, inclusive of core and electives).	Campus Supervisor and high school teachers.	End of each quarter last two periods of Friday afternoon for activities including snacks, ping pong tables, electronic games, remote control cars, etc. w/study hall for all other students. End of each month last two periods of Friday afternoon for activities including snacks, ping pong tables, electronic games, remote control cars, etc. w/study hall for all other students.	7-12 th grades--\$2000 budget for quarterly attendance incentive activities and snacks for 2016—2017. 7-12 th grades--\$2000 budget for monthly attendance incentive activities and snacks for 2017—2018.

GOAL 2: ELK CREEK ELEMENTARY & INDIAN VALLEY ELEMENTARY and ELK CREEK JR./SR. HIGH SCHOOL and BIDWELL POINT CONTINUATION HIGH SCHOOL

SCHOOL GOAL: By the end of the 2016-2017 school year and going forward, all SCJUSD schools will have an average attendance of \geq 90%.

(To establish baseline, the attendance percentages from the 2015-2016 will be used as baseline.)

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Attendance data from Aeries	Attendance at P-2 was approximately 85.37 %	A comparison will be made of the percentage of students' attendance at P-2 for 2016—2017.

**STRATEGY FOR ACHIEVEMENT OF GOAL 2:
Increase recognition of improved school attendance by individual students.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Elementary students will shop store using attendance points at end of each trimester.	1. Principal and elementary teachers.	1. End of each trimester—student store during 2016-2017. *End of each month beginning 2017-2018.	1. K-6 Student Store—all donated items for 2016-2017. \$1000 for purchase of elementary store items in 2017—2018.
2. High school students with passing grade (\geq C- in all classes, inclusive of core and electives).	3. Campus Supervisor and high school teachers.	2. End of each quarter last two periods of Friday afternoon for activities including snacks, ping pong tables, electronic games, remote control cars, etc. w/study hall for all other students. End of each month last two periods of Friday afternoon for activities including snacks, ping pong tables, electronic games, remote control cars, etc. w/study hall for all other students.	2. 7-12 th grades--\$2000 budget for quarterly attendance incentive activities and snacks for 2016—2017. 7-12 th grades--\$2000 budget for monthly attendance incentive activities and snacks for 2017—2018.

GOAL 3: ELK CREEK JR./SR. HIGH SCHOOL and BIDWELL POINT CONTINUATION HIGH SCHOOL

SCHOOL GOAL: By the beginning of the 2016-2017 school year and going forward, Elk Creek Jr./Sr. High School will offer at least 3 on line classes from community colleges for concurrent high school and community college credit.

At least one CSU, Chico class will be available for students able to meet the more rigorous academic work.

(To establish baseline, the attendance percentages from the 2015-2016 will be used as baseline.)

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Course offerings for students, high school schedule of classes and student records.	Currently, 2 classes are offered for concurrent credit.	A comparison will be made of the on line courses offered during the 2016—2017 school year for Butte Community College and California State University, Chico. The high school schedule will be examined. Student records will be reviewed.

STRATEGY FOR ACHIEVEMENT OF GOAL 3:**Enroll all 9th grade high school students in at least one class with community college credit.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
All 9 th graders will enroll in the year long “My Ten Year Plan” activities in Life Skills and if passed, will receive credit for 2 high school semesters and one community college semester.	High school teachers on “Get Focused, Stay Focused” team.	<p>The SCJUSD “Get Focused, Stay Focused” team of two or three teachers/counselors will attend the summer 2017 conference.</p> <ol style="list-style-type: none"> 1. Life Skills with the “My Ten Year Plan activities will be offered for all 9th graders beginning in the 2017-2018 school year. 2. Manufacturing/Welding Pathway will continue in 2017—2018 school year. 3. Decision will be reached by end of 2017—2018 school year regarding adding life skills component to junior high school schedule. 4. Practice of career speakers will continue. 	<p>Travel/conference fees to be paid by existing grant and will not impact district budget.</p> <ol style="list-style-type: none"> 1. Curriculum materials for class also paid from grant. 2. Funds allotted for on line ag course and for additional welding texts, as needed. 3. \$10-15 will be allotted per jr. high student as needed for life skills workbook. 4. No cost.

GOAL 4: ALL STONY CREEK JOINT UNIFIED SCHOOLS

Increase the number of off campus learning experiences for all students.

STRATEGY FOR ACHIEVEMENT OF GOAL 4:

Schedule learning field trips (trips that correspond with classroom learning, higher education opportunities and careers) and away-from-school activities and strengthen connection between activities and career/job possibilities.

<p>What data did you use to form this goal?</p> <p>Comparison to number of prior year *field trips and informal review of field trip requests during 2016-2017.</p> <p>.</p> <p>*The term “field trips” used here is understood to mean trips that correspond with classroom learning, and/or that increase student exposure to higher education opportunities, jobs and careers after graduation.</p>	<p>What were the findings from the analysis of this data?</p> <p>Other than CTE manufacturing/welding pathway students and FFA members, jr. high and high school students currently have 2 or fewer exposures per year to away-from-school learning activities.</p> <p>Elementary students typically have school trips are to rural and/or agricultural settings like a pumpkin patch or a farming/ranching operation.</p> <p>Elementary students have annually 1 or fewer field trips to the university and 2 or fewer field trips to career/job settings.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>A comparison will be made of the field trips offered during the 2016—2017 school year to future years.</p>
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Field trips for 2017—2018 school year will be tentatively calendared prior to last day of school for 2016—2017.</p>	<p>Principal, elementary school staff and academic counselor.</p>	<ol style="list-style-type: none"> 1. Calendar for away-from-school learning activities. 2. Teacher teams will evaluate each activity for connection to grade level curriculum/standards and make suggestions, as needed. 3. Individual teachers and teacher teams will carry out away-from-school learning activities and evaluate each for effectiveness, reporting results at teachers meetings. 	<p>Additional \$2000 budget for increased number of away-from-school learning activities.</p>

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GOAL 5: ELK CREEK

Increase student participation in service learning and/or community service activities.

STRATEGY FOR ACHIEVEMENT OF GOAL 5:
 Each elementary class will complete at least one service learning or community service project during the school year. At the jr./sr. high school, each class (jr. high, freshman, sophomore, junior, senior) will complete a service learning or community service project during the school year.

<p>What data did you use to form this goal?</p> <p>Comparison to number of service projects during 2016-2017.</p> <p>.</p> <p>*The term “field trips” used here is understood to mean trips that correspond with classroom learning, and/or that increase student exposure to higher education opportunities, jobs and careers after graduation.</p>	<p>What were the findings from the analysis of this data?</p> <p>Teacher records and/or informal survey of teachers at teachers meetings.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>A comparison will be made of service projects that occurred during the 2016—2017 school year to future years.</p>
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
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<p>Each elementary teacher and class advisor will submit a proposal for a service project by the first week of October each year.</p>	<p>Principal, elementary school staff and academic counselor.</p>	<p>By the end of the school year, each class will complete a service project and the teacher/advisor will report on the project at a teachers meeting.</p>	<p>Will vary—teachers will be encouraged to design low cost service projects and/or designate \$50 dollars from their classroom budget to complete the project. Projects requiring extensive fundraising will be discouraged.</p>
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State LCAP FUNDS WILL BE USED FOR BASIC SCHOOL COSTS AND TO ADDRESS NEEDS OF UNDUPLICATED STUDENT NEEDS, INCLUDING THOSE RELATED TO INSTRUCTION (TEXTBOOKS, MATERIALS, SALARIES, ETC.)

Revised September 2015

Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$ 72,342	<input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$ 7,500	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$ 6,901	<input type="checkbox"/>
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	N/A	Title III funds may not be consolidated as part of a SWP ¹

¹ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

<input checked="" type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$ 12,764	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Other federal funds (list and describe) Title VII Indian Education: It is the purpose of this part to support the efforts of local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities to meet the unique educational and culturally related academic needs of American Indian and Alaska Native students, so that such students can meet the same challenging State student academic achievement standards as all other students are expected to meet.	\$ 9,742	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Other federal funds (list and describe) Impact Aid: is designed to assist United States local school districts that have lost property tax revenue due to the presence of tax-exempt Federal property, or that have experienced increased expenditures due to the enrollment of federally connected children, including children living on Indian lands.	\$ 111,230	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$ 212,979	
Total amount of state and federal categorical funds allocated to this school		\$ 212,979	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.² The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	
s, President	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	
d	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
son	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
members in each category	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

² EC Section 52852

Form F: Budget Planning Tool –Version 2.2 (revised)

The SPSA Budget Planning Tool has been redesigned to be simpler to use while remaining flexible and informative. The tool has been designed to provide those involved in school planning with a way to compare the costs of their estimated goal expenditures to funding source fiscal year allocations. The aim in providing this tool is to assist school planners in making effective and informed decisions as to the use of their funds. Form F (XLS; Aug-2014) is available for download at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>.

System Requirements:

A computer running spreadsheet software with the ability to use Macro-Enabled Microsoft Excel 1997–2003 worksheets is required.

Instructions for Use

Opening the Budget Planning Workbook for the First Time

To ensure that the SPSA Budget Planning Tool operates correctly, follow these steps when opening the file:

1. Open the SPSA Budget Planning Tool. A dialogue box should appear that will ask the user if they want to enable editing. Select 'Yes' to enable editing.
2. Enable macros. A Security Warning dialogue box should appear asking if the user wants to enable macros. This warning may alternately appear as a yellow security warning bar across the top of the workbook. Select 'Enable Macros' and then save the document.
3. Maximize the workbook so that the page tabs show along the bottom of the workbook.

Setting-up School Information

To set the school information in the tool, follow these steps:

1. Select the 'SPSABudget' sheet tab at the bottom of the workbook.
2. Select the 'Add School Information' button to input school information.
3. Enter the school name, the district name, the schools CDS code, the name of the school administrator, and the date of revision.

4. If the school is operating a schoolwide program (SWP) select the 'Operating Schoolwide Program' checkbox. Another checkbox will appear asking if you are consolidating funds as part of operating a SWP. If you are consolidating funds, select the checkbox. You will then be asked to select if you will be consolidating only federal funding sources or consolidating all funding sources.
5. Select 'OK' to continue, or select 'Cancel' to exit.

You may change school information at any time by selecting 'Add School Information' button. Each time the 'Add School Information' button is selected, the date of revision will reset to '1/1/2000', therefore you will need to update the date of revision each time changes are made to the school information.

For Schools Consolidating Funds as Part of a SWP

If the school is operating a SWP and is choosing to consolidate funds a funding source titled 'Consolidated SWP Funds' will appear on the 'SPSABudget' sheet. Any funding sources that are consolidated as part of the SWP will be added into the 'Consolidated SWP Funds' funding source. In addition, a new sheet named 'Consolidated SWP Funds' will appear in the workbook. By going to the 'Consolidated SWP Funds' sheet you will be able to see a list of all the funding sources that have been consolidated in the SWP, their initial fiscal year allocations, and the total fiscal year allocation of all the funding sources that have been consolidated.

Adding a New Funding Source

By default, the first funding source listed in the 'Funding Sources' column is 'Title I'. It has a default allocation of '\$0.00'. To edit either the name of the funding source and/or the allocation amount, select the 'Edit a Funding Source' button and skip to step three below.

To add a new funding source to the list, follow these steps:

1. From the 'SPSABudget' sheet, select the 'Add a Funding Source' button.
2. Enter the name of the funding source and the amount of the fiscal year allocation.
3. If you are consolidating this funding source as part of operating a SWP, then select the checkbox. If you are not operating a SWP or if you are operating a SWP but not consolidating funds, no checkbox will appear. If you are operating a SWP and consolidating funds another box will open asking if the funding source is federal, state, or local. Select the appropriate option to continue.
4. Select 'OK' to add the funding source to your list, or select 'Cancel' to exit.

Be sure that the centralized services described in Form B of the SPSA document match any centralized services entered into the Budget Planning Tool.

For Schools Consolidating Funds as Part of a SWP

If the funding source is being consolidated as part of a SWP, it will not appear in the funding sources column on the 'SPSABudget' sheet. The fiscal year allocation will be added to the 'Consolidated SWP Funds' fiscal year allocation and the funding source will be added to the list previously referred to on the 'Consolidated SWP Funds' sheet.

Editing or Deleting a Funding Source

To edit an existing funding source on the list, follow these steps:

1. From the 'SPSABudget' sheet, select the 'Edit a Funding Source' button.
2. Select the funding source you want to edit or delete from the list on the left. The information for that funding source will auto-populate in the appropriate cells.
3. To edit the funding source, make the desired changes to the funding source information and select 'OK' to enforce the changes or select 'Cancel' to exit.
4. To delete the funding source select the 'Delete' button. You will be asked if you want to delete the selected funding source. Select 'Yes' to delete the funding source or 'No' to cancel.

Note: Deleting a funding source cannot be undone! The system will not allow you to delete the first funding source row.

For Schools Consolidating Funds as Part of a SWP

To edit the 'Consolidated SWP Funds' funding source go to the 'Consolidated SWP Funds' sheet, Select the 'Edit a Consolidated SWP Funding Source' button, and follow instructions 2–4 (above). To delete the 'Consolidated SWP Funds' funding source, select the 'Add School Information' button and uncheck the box labeled 'This site consolidates funding sources as part of operating its schoolwide program'.

Adding a Budget/Resource Code

By default, the first budget code listed in the 'Budget/Resource Code Descriptions' column is 'Unrestricted'. It has a default code of '0000'. To edit either the name of the

budget or resource code, or the code itself, select the 'Edit a Budget Code' button and skip to step two below.

To add a new budget or resource code to the list, follow these steps:

1. From the 'SPSABudget' sheet, select the 'Add a Budget Code' button.
2. Enter the name and/or description of the budget/resource code and the code number.
3. Select 'OK' to add the budget/resource code to your list, or select 'Cancel' to exit.

Be sure that the centralized services described in Form B of the SPSA document match any centralized services entered into the Budget Planning Tool.

Editing or Deleting a Budget/Resource Code

To edit an existing budget or resource code on the list, follow these steps:

1. From the 'SPSABudget' sheet, select the 'Edit a Budget Code ' button.
2. Select the budget/resource code you want to edit or delete from the list on the left. The information for that budget/resource code will auto-populate in the appropriate cells.
3. To edit the budget/resource code, make the desired changes to the budget/resource code information and select 'OK' to enforce the changes, or select 'Cancel' to exit.
4. To delete the budget/resource code, select the 'Delete' button. You will be asked if you want to delete the selected budget/resource code. Select 'Yes' to delete the budget/resource code or 'No' to cancel.

Note: Deleting a budget/resource code cannot be undone! The system will not allow you to delete the first budget/resource code source row.

Using 'Goal' Worksheets

To use the 'Goal' worksheets to track the estimated expenditures related to the school goals as described in the SPSA, follow these steps:

1. Select the first goal tab, 'Goal 1', at the bottom of the workbook.

2. Double-select next to 'Goal' (under the school information at the top of the page) to activate the cell and enter the title of the goal being addressed.
3. Enter a description of one of the proposed expenditures for this goal. Double-select on a cell in the 'Description of expenditures for implementing this Goal' column and enter the description.
4. Select the budget category (or code) for the proposed expenditure. Select a cell to activate the dropdown menu. Use the scroll bar to scroll through the selections in the dropdown menu and select on a budget category (or code) to select the budget description (or code) for the proposed expenditure. The corresponding code (or budget description) will appear automatically in the adjoining cell.
5. Enter the funding source for the proposed expenditure. In the 'Funding Source' row, select a cell to activate the dropdown menu. Use the scroll bar to scroll through the selections and select on a funding source in the dropdown menu to select it. The remaining allocation amount for that funding source will appear in the 'Remaining Fiscal Year Allocation' row immediately below the funding source.
6. Enter the estimated cost for the proposed expenditure. Select on the cell at the juncture of the corresponding Budget Category row and Funding Source column and enter the estimated cost for the proposed expenditure.

If a proposed expenditure draws from multiple funding sources, select additional funding sources and enter the appropriate amounts. For an example of this, please refer to the SPSA Form F: Budget Planning Tool SAMPLE Form A available for download at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>.

Adding and Deleting Rows and Columns on 'Goal' Worksheets

To add or delete rows or columns on 'Goal' worksheets, follow these steps:

1. To add a new expenditures row, select the 'Add a Row' button. A new row will be added after the last used row. Do not add a new row until all the available cells in the column labeled 'Descriptions of Expenditures for Implementing this Goal' have been used.
2. To delete an expenditure row, Select on the description in the row that you want to delete and select the 'Delete a Row' button. That row will be deleted. **Note:** This action cannot be undone!
3. To add a new funding source column, select the 'Add a Column' button and a column will be added after the last used column. Do not add a new column until all the available cells in the row labeled 'Funding Source' have been used.

4. To delete a funding source column, select on the funding source in the column that you want to delete and then select the 'Delete a Column' button. That column will be deleted. **Note:** This action cannot be undone!

Adding or Deleting a Goal

To add or delete a goal, follow these steps:

1. To add a goal, select the 'Add a Goal' button on the 'SPSABudget' page. The next goal in numerical order (up to number 10) will be added to the workbook.
2. To delete a goal, select the 'Delete this Goal' button found on all 'Goal' pages except 'Goal 1'. That page, and everything on it, will be deleted. **Note:** This action cannot be undone!

Additional Information

Each 'Goal' worksheet keeps a running total of:

1. The estimated costs assigned to each funding source on that page; and
2. A running total of the remaining fiscal year allocation for each funding source.

These totals will automatically update each time that you return to that goal sheet.

The 'SPSABudget' worksheet keeps running totals of:

1. The total estimated expenditures for each funding source across all goals;
2. The remaining balance for each funding source; and
3. The total of the estimated expenditures assigned to each budget or resource code from across all goal sheets.

These totals will automatically update each time that you return to the 'SPSABudget' sheet.

Form G: Single Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

SAMPLE QUESTIONS FOR SPSA ANNUAL EVALUATION

Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**
- Identify the major expenditures supporting these priorities.

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.
- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
 - What specific actions related to those strategies were eliminated or modified during the year?
 - Identify barriers to full or timely implementation of the strategies identified above.

- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
 - Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
 - Lack of timely implementation
 - Limited or ineffective professional development to support implementation
 - Lack of effective follow-up or coaching to support implementation
 - Not implemented with fidelity
 - Not appropriately matched to student needs/student population
 - Other_____
 - Based on the analysis of this practice, would you recommend:
 - Eliminating it from next year's plan
 - Continuing it with the following modifications:_____

Involvement/Governance

- How was the SSC involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?

- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Outcomes

- Identify any goals in the current SPSA that were met.
- Identify any goals in the current SPSA that were not met, or were only partially met.
 - List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?