

The Single Plan for Student Achievement

School: South Fork Middle School
CDS Code: 15637846118103
District: South Fork Union School District
Principal: Mary Beth Olive
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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:

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School Vision and Mission

South Fork Middle School's Vision and Mission Statements

The district's Mission Statement is: We will prepare students with the tools to be successful at their next educational level by creating a safe environment that teaches academics and character development, enhanced by a strong partnership between home and school.

At South Fork School District all are welcomed to experience...

Safety and Stability
Outstanding Education
Understanding People
Teaching by word and example
Helping hands from Students, Parents, and Staff
Fun earned through hard work and attendance
Opportunity for Success
Relevance to life
Knowledge imparted to all

School Profile

The South Fork Union School District is a two school-school district located in the Kern River Valley of eastern Kern County, surrounded by the Sierra Nevada mountains of southern California. The South Fork Elementary School is a kindergarten through fourth grade school, located in the eastern part of the Kern River Valley. It is an older school built in the 1950's, with all of the charm of a well established building. The student population at the elementary school averages 125 with 6 teachers and 10 classified staff to meet the educational needs of the students. The school programs include special education, GATE, "No Boundries," Title 1, After School Program and Home Instruction. Day-to-day administration of the schools is handled by a principal, while a shared superintendent and a five member Board of Trustees ensures that the staff has the resources to complete their task.

On January 2, 2001, Middle School, 5th-8th grade students began classes on the site of the new South Fork Middle School. The site includes a Gymnasium, Community Center, and Community Swimming Pool. The plan for future construction of recreational play fields and outdoor ampitheatre are in the works. The small school is home to 110 students, 4 teachers and 5 classified staff. The cafeteria facility prepares hot meals and a salad bar. Students move from class to class and enjoy the camaraderie of a close knit small school setting.

The population of the district is declining and is currently at 230 students, K-8.

The community is 80% Caucasian, 19% native American and 1% Hispanic or other.

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 survey given to staff and students of both schools at the end of the 2012-2013 school year indicated that students generally felt safe at school and liked coming to school to be with friends and see their teachers. Academics did not play a big part in coming

to school for many students. The majority of teachers at the Middle School were not happy with the discipline program and felt that many students did not respect them or the paraprofessional staff. The Elementary staff was satisfied with discipline at the Elementary school, but were still looking for more strategies to help deal with the small percentage of repeat offenders. A Healthy Climate survey was given at the Middle School this past year, but results are not yet available.

Classroom Observations

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

It is a goal of the Principal to informally observe in each classroom 1X per week. A new classroom observation tool has been developed by the principals of our valley districts that includes Common Core State Standards (CCSS), and engagement of the students during each visit. The tool is meant to provide a near to complete picture of each classroom by the end of the school year, as well as the teacher practices, and student involvement. Teachers turn in their weekly lesson plans to be checked for increased rigor and adherence to state standards. Observation also includes rules of the classroom, and the positive/negative consequences used by the teacher. Observations of probationary and tenured teachers are done within contractual time. Teachers are included in the evaluations of paraprofessionals that assist them in their classrooms.

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

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

There are multiple measures used in improving student achievement. Teachers use curriculum-embedded assessments, mid-year and end of the year reading/math tests, benchmark tests, and proficiency level on the CST. Each teacher has the availability to study the scores of their students from the CST and analyze those results to make modifications and differentiate their instruction. Assessment results are shared with parents at parent/teacher conferences, in report card comments, progress reports and the School Accountability Report Card. As we transition into CCSS, we are collaborating with our neighboring district to strengthen our use of state and local assessments to improve student achievement through modified instruction.

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

All Elementary and Middle School teachers use the curriculum-embedded assessments in ELA and math. The results are recorded in our grading program (engrade), and/or in the teacher's grade book. These assessments are used to monitor student progress and the effectiveness of instruction. The results are used to reteach, modify and differentiate the curriculum to students needing extra support. The principal and two teachers (one from each school) are attending a Response To Intervention (RTI) workshop series at the Kern County Superintendent of Schools (KCSOS). This new knowledge will be applied to the monitoring of student progress and improving student achievement. The principal and the two neighboring principals are collaborating in developing an RTI model to be used at both districts that will allow for closer monitoring of student progress and achievement.

Staffing and Professional Development

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

All Elementary and Middle School staff are NCLB compliant. 100% of the teaching staff is CLAD/CTEL certified.

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

All teachers at South Fork Elementary and Middle School are fully credentialed. All teachers are given the opportunity and encouraged to participate in the SB472 training as budget allows.

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

All teachers have the opportunity to participate in research based professional development, in-services, and workshops designed to provide training in delivering core curriculum, meeting the needs of all students, technology, standards and assessment, school safety, and other areas of need. Professional Development opportunities include:

*CCSS- PIVOT learning partners

*Monthly staff meetings

*Workshops sponsored by the Kern County Superintendent of Schools

*Grade level conferences

*PLC time

*In-service days; safety, thinking maps

*Release time for grade level planning with neighboring district, peer observation, school visits

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

South Fork Union School District participates in the BTSA program. As of 2013-14 we have no participants. We have 1x monthly Professional Development (PD) with PIVOT learning partners. They are coaching all staff in the transition to CCSS.

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

PLCs are conducted 5 times a month. Two times a month our teachers meet with their colleagues in the neighboring district, and the other three meetings are within our own school. The focus this year is on transitioning to the CCSS.

Teaching and Learning

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

During the 2013-2014 school year, the teachers have unwrapped the Common Core State Standards. Each grade level has also participated in mapping of ELA and Math CCSS. The teachers have collaborated with the neighboring district to establish 2 benchmarks in ELA and Math for the 2013-2014 school year. Articulation of curriculum from each grade level and from Elementary and Middle School to High School is an ongoing project. All students are taught by highly qualified teachers.

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

Our Elementary and Middle School schedule provides for the recommended instructional minutes for ELA and Math. At the Elementary School, our ELA instructional time is 120 minutes daily for grades K-4. At the Middle School, our ELA instructional time is 100 minutes per day. Our Math instructional time is 50 minutes per day. Because of the transition into CCSS, the ELA and Math instructional time is beginning to be included within the Social Studies and Science minutes. Every effort is made to keep these times protected and uninterrupted.

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

Each teacher uses the pacing guide embedded in their state adopted curriculum. We are weak in our master schedule flexibility. We do have a fully credentialed math specialist at the Middle School that works with 6th, 7th, and 8th graders 3 days a week for a total of 300 minutes outside of the regular math period.

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

The Middle School participated in Williams Quarterly Act review in the fall of 2013. All state adopted texts, materials are available to all students.

Current state approved textbooks used:

- *ELA- Glenco/2010
- *Math- McDougal Littell/2005
- *Science- McGraw Hill/2001
- *History-Social Science- Holt Rinehart/2006

Supplemental materials/programs used:

- *Foss Science
- *Houghton Mifflin- Spelling/vocabulary
- *Teacher generated materials
- *Brain Pop
- *Educational internet sites
- *Mighty Milers

The Elementary School also uses state adopted texts, and materials. They are available to all students.

Current state approved textbooks used:

- *RLA- Houghton Mifflin/2003
- *Math- SRA Real Math/2009
- *History-Social Science- Houghton Mifflin/2007

Supplemental materials/programs used:

- *Foss Science
- *Saxon Phonics
- *Accelerated Reader
- *Starfall
- *Teacher generated materials
- *Educational internet sites
- *Mighty Milers
- *Classroom magazine subscriptions
- *Dairy Council of California Nutrition Program

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

The Middle School participated in Williams Quarterly Act review in the fall of 2013. At both Schools, all state adopted texts, materials are available to all students, and used daily in the instruction of our students.

Opportunity and Equal Educational Access

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

All students receive the educational services they need to achieve the high academic standards in all curricular areas. Services provided by the regular classroom program may include the following:

- *Peer tutoring
- *Cross-age tutoring
- *Classroom volunteers
- *SAT (Student Assistance Team)
- *Modified instruction
- *Paraprofessionals
- *Cross Curricular teaching
- *Differentiated instruction

The Elementary School and the Middle School share a Resource Specialist Program (RSP) teacher. He works with the Individual Education Program (IEP) students during the ELA periods at both schools. There are paraprofessionals in the classrooms during the ELA and math periods to assist not only Special Education students, but the low performing students as well. We do have a fully credentialed math specialist at the Middle School that works with 6th, 7th, and 8th graders 3 days a week, for a total of 300 minutes. Our after school program provides homework help as well. Each teacher works diligently at differentiating instruction within their classrooms. Extra support strategies in the Teacher Edition are available within each content area.

Other personnel that provide services to under -performing students include a school psychologist, speech therapist.

The Academic Program Survey for both the Elementary and the Middle School is used to determine the level of implementation.

14. Research-based educational practices to raise student achievement

Research-based educational practices to raise student achievement include:

- *Teacher collaboration
- *Direct instruction
- *Standards based curriculum
- *Curriculum-embedded assessments/benchmark assessments
- *Cooperative learning groups
- *Small group instruction
- *After School Program

Parental Involvement

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

Parental involvement at the Elementary and Middle School is minimal. We have a small core group of volunteers that provide extras for the students and teachers.

- *We do have 2 middle school parents and 2 Elementary school parents that serve on the Site Council, PTC and the District Advisory Committee. We have 1 middle school parent involved in our PBIS team.
- *Our 5th grade classroom has a regular parent volunteer that works with the teacher and students 1x a week.
- *Our Kindergarten and 1st grade classroom have regular weekly volunteers in the classrooms.
- *We have minimal Middle school parent participation in parent/teacher conferences and Open House/Back to School Night. Our Elementary parent participation is considerably better.
- *Our After School Program offers tutoring help as well as homework help.
- *Our SAT team brainstorms strategies for under-achieving students.
- *Our Elementary and Middle School Computer labs have 35 computers.
- *Route bus tickets are offered to our McKinney-Vento students to help them get to school when necessary.
- *We utilize the Family Resource Center in Lake Isabella for family services that the district is unable to provide.
- *We contract with Community College Services to provide Mental health services to those in need.
- *The Elementary has 2 parent volunteers that come in 1X per week to teach music to the students. One of the volunteers has a valid teaching credential.
- *K-5th grade teachers send home weekly newsletters.
- *Our Middle School Math/ELA teacher uses a phone app. to text parents about current homework.

16. 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)

South Fork Union School District has an active and informed School Site Council composed of ten members including teachers, parents, students, community members, and administration. Our goal this year is to complete the SPSA, work to improve instructional programs offered to the students, and update the School District Safety Plan.

In addition to the SSC, the District has a District Advisory Council. This Council is comprised of parents, students, teachers and administration. The primary purpose of this council is to provide input in matters that affect the education of all students in the district.

Funding

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

South Fork Elementary and Middle School are Title 1 schools. Therefore, all students receive services provided by Title 1. Students who are underperforming or are experiencing difficulty in the core curriculum and are not meeting standards will receive intervention provided by paraprofessionals and teachers.

Paraprofessionals work 4-1/2 hours a day. They are used in Core Curriculum classes.

After School Program offers tutoring as well as enrichment activities.

South Fork Elementary and Middle Schools provide an RSP teacher for identified Special Education Students. Those students are pulled out for a time during their Reading Language Arts period as well as receiving "push in" time from paraprofessionals. Their work is modified as necessary and accommodations are also provided, if necessary. All Special Education Students are placed in the least restrictive environment.

A Speech and Language Pathologist works with students at the both schools. She works with students who experience speech and language difficulties. Students are served on a "pull out" basis according to their IEP.

We have a Middle School Teacher who provides services for our Gifted and Talented students. She provides weekly meetings with them and differentiates their instruction in the core curriculum.

This year, we have encouraged our teachers to attend professional development opportunities offered throughout the year.

Our McKinney-Vento funds provide for "bus tickets" on our local Transit Bus System. We use these tickets for students who are off the bus for disciplinary reasons, and are unable to get to school otherwise. McKinney Vento status also allows the student to receive free/reduced lunch.

18. Fiscal support (EPC)

The SPSA aligns to the goals and activities in the LEAP.

Description of Barriers and Related School Goals

The barriers to student achievement include:

- *time/schedule restraints
- *unmotivated students
- * a wide range of abilities in one class
- * need for benchmarks
- * minimal parent involvement
- * student attendance rates
- * a high rate of at-risk families
- * sub-standard living conditions
- * high rate of transient white SED families
- *funding
- *limited support staff

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	117	125	101	91	94	79	4	4	1	1	2	0
Growth API	761	728	749	765	720	741						
Base API	778	761	734	778	765	727						
Target	5	5	5	5	5	5						
Growth	-17	-33	15	-13	-45	14						
Met Target	No	No	Yes	No	No	Yes						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	13	16	11	2	2	2	82	99	80	23	21	15
Growth API	814	798	787				732	715	735	600	629	562
Base API	806	814	799				750	732	721	609	600	636
Target							5	5	5			
Growth							-18	-17	14			
Met Target							No	No	Yes			

Conclusions based on this data:

1. The Middle School met their API growth . Their growth was 14 points. This is significant, in that the population in the SED group showed improvement.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	98	100	100	97	100	100	100	100	100	100	100	
Number At or Above Proficient	59	59	45	45	41	30	--	--		--	--	
Percent At or Above Proficient	50.4	47.2	44.6	49.5	43.6	38.0	--	--	--	--	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	No	No	Yes	No	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	9	11	7	--	--		39	44	35	5	6	5
Percent At or Above Proficient	69.2	68.8	63.6	--	--	--	47.6	44.4	43.8	21.7	28.6	33.3
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	--	--	--	--	--	--	Yes	No	No	--	--	--

Conclusions based on this data:

1. Decreased each year in subgroups. Decrease of 11 points from 2011 for the "white" subgroup. Decrease of 9 points from 2012 for the SED group.
2. Students with disabilities have shown steady increase over the past 3 years.
3. Hispanic subgroup has the highest percent of proficient students in the past 3 years.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	98	100	100	97	100	100	100	100	100	100	100	
Number At or Above Proficient	43	39	36	36	27	28	--	--		--	--	
Percent At or Above Proficient	36.8	31.2	35.6	39.6	28.7	35.4	--	--	--	--	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	No	Yes	No	No	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	5	7	6	--	--		28	26	27	3	5	1
Percent At or Above Proficient	38.5	43.8	54.5	--	--	--	34.1	26.3	33.8	13.0	23.8	6.7
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	--	--	--	--	--	--	No	No	Yes	--	--	--

Conclusions based on this data:

1. Although our "white" subgroup met the AYP, the number of proficient students continues to decline.
2. Our SED subgroup met the AYP, but the number of proficient students is somewhat stagnant.
3. Our percentage of proficient increased in all subgroups for the year 2013.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	54.6	56.0	57.5
Met Target			

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	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						
Number Met						
Percent Met						
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--
Mathematics			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--

Conclusions based on this data:

- 1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	54.6	56.0	57.5
Met Target			

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	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						
Number Met						
Percent Met						
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate			
Met Percent Proficient or Above			
Mathematics			
Met Participation Rate			
Met Percent Proficient or Above			
Met Target for AMAO 3			

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Reading Language Arts
LEA GOAL:
All students will reach high standards, at a minimum, attaining proficiency or better in reading by 2013-2014. All Limited-English-Proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading language arts.
SCHOOL GOAL #1:
Under guidance of LCAP, will carryover funds, I will pay for SES so that Title One can be fully implemented by school year 2014-15. This will be our base year.
Data Used to Form this Goal:
CST ELA Data from 2011-13 Yearly CELDT results
Findings from the Analysis of this Data:
School-wide achievement in reading at the middle school has improved in the last year, but achievement in the SED sub group is not adequate. School -wide achievement at the Elementary has not shown adequate improvement. Our SED sub group is struggling in reading and the scores have remained consistently low. Our LEP subgroup data is not available in our testing results, but we are responsible for meeting the needs of our LEP students.
How the School will Evaluate the Progress of this Goal:
2X a year Benchmark assessments in grades K-8. Results from Curriculum-embedded assessments Accelerated Reading Data Yearly CELDT testing

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use of standards-aligned instructional materials and strategies: Houghton/Mifflin Elements of Literature with supplemental phonics program. (Saxon)	August 2013-May 2015	Principal, all teachers K-8	Saxon Phonics K-3	4000-4999: Books And Supplies	Lottery: Instructional Materials Title I	74.00 1726.00
Articulation of curriculum from each grade level and from elementary to middle school. Benchmark assessments for introduction, instruction and beyond.	August 2013-May 2015	Principal, C&I leaders, teachers	PLC collaboration	None Specified	District Funded	5000.00
Assessment based instruction to deliver scaffolding, differentiated instruction, benchmarks, extra support, re-teaching and support activities, benchmarks used as assessment/diagnostic tools.	August 2013-May 2015	Principal, teachers	Professional Development, PLC collaboration	1000-1999: Certificated Personnel Salaries	District Funded	2000.00
Accelerated Reading Program	August 2014-May 2015	Teachers and support educational staff	Software and computer program.	4000-4999: Books And Supplies	Title I	4425.50
Middle School extended learning time provided during elective time and Elementary tutoring, during lunch time. Paraprofessional to run detention program during lunch.	August 2013-May 2015	Teachers, Paraprofessionals	Extra time for teachers/paras	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	Economic Impact Aid	1200.00
Unwrapping the standards workshop Standards mapping	August 2013-May 2015	Principal, teachers, PLC collaboration, C&I leaders	Substitute Teachers	1000-1999: Certificated Personnel Salaries	Title I	3000.00
Peer Assistance Review to improve teacher quality	August 2013- May 2015	Principal, teachers	Substitute teachers, extra time. PAR salary	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	2500.00
Professional Learning Communities meet once a week, once a month with shared district.	August 2013- May 2015	Principal, teachers	PLC mileage and extra hours.	1000-1999: Certificated Personnel Salaries	Title I	500.00
Reading A-Z	August 2014-May 2015	Teachers; K-5	Software and computer program	4000-4999: Books And Supplies	Title I	600.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Summer School	June 2014	Principal, Summer School Director	Teachers, support staff, and volunteers	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	General Fund Title I	2500.00
Collaborative Study of Student ELA/RLA work	August 2013-May 2015	Principal, teachers	PLC collaboration	None Specified	None Specified	0
Universal Screening to establish instructional/intervention groups and monthly/quarter progress monitoring	August 2014-May 2015	District, Principal, Teachers	PLC collaborations	None Specified	District Funded	0
			Fluency and Comprehension Assessment tool	4000-4999: Books And Supplies	Title I	400.00
			Study Island	4000-4999: Books And Supplies	Title I	3000.00
			Amplify Benchmark Assessments	4000-4999: Books And Supplies	Title I	1,600.00
Targeting services and programs to lowest performing student groups	August 2014-May 2015	Principal, Teachers, paraprofessionals	Title 1 pull-out help at the Elementary and Middle Schools.	1000-1999: Certificated Personnel Salaries	Title I	70,000.00
Starfall early reader program	April 2014-April 2015	K-2 teachers	Software, computer program	4000-4999: Books And Supplies	Title I	270.00

Planned Improvements in Student Performance

School Goal #2

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math
LEA GOAL:
All students will reach high standards, at a minimum, attaining proficiency or better in math, by 2013-14. All limited-English proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in math.
SCHOOL GOAL #2:
Under guidance of LCAP, w/ carryover funds, I will pay for SES so that Title One can be fully implemented by school year 2014-15. This will be our base year.
Data Used to Form this Goal:
CST Math data from 2011-2
Findings from the Analysis of this Data:
Our math scores at the Middle School have fluctuated over the past 3 years, with the proficiency percentage rising for 2013. Our "all students" and our SED subgroup are very close in percentage, because the SED group makes up almost 80% of our student population. There are no LEP results in our CST data, but we remain committed to meeting the needs of our LEP students.
How the School will Evaluate the Progress of this Goal:
Yearly CELDT testing Twice yearly benchmark assessments. Curriculum-embedded assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use of standards-aligned instructional materials and strategies: K-5 SRA Real Math; 6-8 McDougal Littell. Success For All supplemental program	August 2013-May 2015	Principal, Teachers K-8 SFA math coach gr.5-8	Materials; supplies Staff, materials, training	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	General Fund Title I S3 Grant Title II Part A: Improving Teacher Quality	8,000.00 1000.00 10,000 0
Math specialist for students behind 2 grade levels	October 2013-May 2015	Math Specialist	Salary, Materials	1000-1999: Certificated Personnel Salaries	Title I	15,820
Articulation of curriculum from each grade level and from elementary to middle school. Benchmark assessments for introduction, instruction and beyond	August 2013- May 2015	Principal, C& I Leaders, teachers	PLC collaboration	None Specified	District Funded	0
Edusoft data collection and collaboration at Middle School.	August 2013-May 2014	Principal, Teachers	PLC Collaboration	None Specified	District Funded	3000.00
Assessment based instruction to deliver scaffolding, differentiated instruction, benchmarks, extra support, re-teaching and support activities, benchmarks used as assessment/diagnostic tools.	August 2013-May 2015	Principal, Teachers	Professional Development, PLC collaboration	1000-1999: Certificated Personnel Salaries	District Funded	2000.00
Increased Access to Technology: Computer Lab/Multi-media Lab-during elective and class time from lesson plans. Use of SMART boards in the classroom	August 2013-May 2015	Principal, Teachers, Technology Coordinator,	In-house professional development, collaboration.	None Specified	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Differentiated Instruction of Curriculum. Math Coach with specific training for teachers. Teacher-collaborative workshops	August 2013-May 2015	Principal, Teachers, KCSOS	PLC collaboration, RTI, MS math teacher	1000-1999: Certificated Personnel Salaries	Economic Impact Aid	500.00
Summer School	June 2014	Principal, Summer School Director	Teachers, support staff, and volunteers.	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	General Fund Title I	2,500.00 2,500.00

Planned Improvements in Student Performance

School Goal #3

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
By (2006-2007), all students will be taught by highly qualified teachers.
SCHOOL GOAL #3:
We will maintain High Quality Teachers. Teachers will use strategies that will engage students in their daily learning.
Data Used to Form this Goal:
Credentials
Findings from the Analysis of this Data:
All teachers as South Fork Elementary and Middle School are Highly Qualified
How the School will Evaluate the Progress of this Goal:
Observations of classroom teaching. Results of trainings and workshops and conferences.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Up to date trainings	August 2013-May 2015	Principal, Teachers	Grade level conferences, KCSOS trainings. (Substitute teachers)	1000-1999: Certificated Personnel Salaries	Title I	2500.00
SAT, RTI yearly refresher and trainings	August 2013-May 2014	Principal, teachers	KCSOS sponsored trainings	1000-1999: Certificated Personnel Salaries	Title I	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Peer Assistance Review to improve teacher quality	August 2013-May 2015	Principal, Teachers,	Substitute teachers, extra time, PAR salary	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality None Specified	2,500.00
Monitoring of mapping of standards and lesson plans	August 2013-May 2015	Principal/ Superintendent/PA R board	C&I Leaders, PLC collaboration	None Specified	None Specified	0

Planned Improvements in Student Performance

School Goal #4

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Improved School Climate
LEA GOAL:
All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
SCHOOL GOAL #4:
By May 31, 2015, the percentage of students that report feeling "safe" or "very safe" at the South Fork Elementary and Middle Schools will increase by 10%.
Data Used to Form this Goal:
Survey of students, staff at the end of school year 2012-13. Comments and testimonials of SFES, and SFMS students and staff School Wise Data Parent surveys
Findings from the Analysis of this Data:
Students and staff generally felt safe in their classrooms. Students felt "less safe" in larger common areas.
How the School will Evaluate the Progress of this Goal:
California Healthy Kids Survey Survey of students, staff, and parents Comments and testimonials of PTMS students and staff

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
South Fork Elementary and Middle School Staff will move toward implementation of PBIS (Positive Behavior Intervention Support)	August 2013-May 2015	Principal, teachers, paraprofessionals.	Attend Trainings, school visitations (Substitute Teachers and Paras)	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I Title I	1500.00
The PBIS committee will act as a school safety planning committee in conjunction with the School Site Council	August 2013-fMay 2015	Principal, Teachers, Paraprofessionals, parents	1X a month PBIS committee meeting	None Specified	None Specified	0
Behavior Matrix will be developed for each school site and posted in common areas, and each classroom	April 2013-May 2015	PBIS committee, Teachers, Principal	Collaboration, signage,	None Specified	General Fund	700.00
Desired Behaviors will be taught in each classroom and common area by teachers and paraprofessionals.	August 2014-May 2015	Teachers, Paraprofessionals, Principal	Lesson plan collaboration/development	None Specified	None Specified	0
Students will be rewarded with intrinsic and extrinsic rewards for displaying appropriate and desirable behavior.	January 2013-May 2015	Principal, Teachers, Paraprofessionals	In-house system of rewards by month and quarter.	None Specified	LCFF-ED General Fund	2000.00
Reduction of referrals, suspensions and expulsions.	August 2013-May 2015	Principal, Teachers, Paraprofessionals	Logical consequences for undesirable behavior, rewarding positive behavior	None Specified	None Specified	0
Systemic Supervision Training	January 2014-May 2015	Principal, Teachers, Paraprofessionals	Teacher meetings, extra time for paraprofessionals, meet with paraprofessionals 2X a month.	2000-2999: Classified Personnel Salaries	Title I	500.00
Data Analysis to identify problem areas to intensify supervision and acknowledgement of positive behavior	August 2014-May 2015	PBIS Committee, Principal, School Secretaries	1X a month PBIS committee meeting, School Wise data from School Secretaries.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Safety Training	March 2014-May 2015	Principal, Teachers, Paraprofessionals	CPI Training	0001-0999: Unrestricted: Locally Defined	General Fund	9000.00
			Review of Internal Safety Plan. Practice evacuations.	1000-1999: Certificated Personnel Salaries	LCFF-ED	
				2000-2999: Classified Personnel Salaries	LCFF-ED	400.00
			Hand held walkie talkies	0001-0999: Unrestricted: Locally Defined	General Fund	425.00

Planned Improvements in Student Performance

School Goal #5

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 academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	12,000.00
Economic Impact Aid	1,700.00
General Fund	20,625.00
LCFF-ED	2,400.00
Lottery: Instructional Materials	74.00
None Specified	0.00
S3 Grant	10,000.00
Title I	112,341.50
Title II Part A: Improving Teacher Quality	5,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	9,425.00
1000-1999: Certificated Personnel Salaries	108,020.00
2000-2999: Classified Personnel Salaries	5,900.00
4000-4999: Books And Supplies	18,369.50
None Specified	10,700.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	S3 Grant	10,000.00
	Title I	1,726.00
	Title II Part A: Improving Teacher Quality	0.00
0001-0999: Unrestricted: Locally Defined	General Fund	9,425.00
1000-1999: Certificated Personnel Salaries	District Funded	4,000.00
1000-1999: Certificated Personnel Salaries	Economic Impact Aid	1,700.00
1000-1999: Certificated Personnel Salaries	General Fund	2,500.00
1000-1999: Certificated Personnel Salaries	Title I	94,820.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	5,000.00
2000-2999: Classified Personnel Salaries	LCFF-ED	400.00
2000-2999: Classified Personnel Salaries	Title I	5,500.00
4000-4999: Books And Supplies	General Fund	8,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	74.00
4000-4999: Books And Supplies	Title I	10,295.50
None Specified	District Funded	8,000.00
None Specified	General Fund	700.00
None Specified	LCFF-ED	2,000.00
None Specified	None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	98,795.50
Goal 2	45,320.00
Goal 3	5,500.00
Goal 4	14,525.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mary Beth Olive	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annie Pinion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mer Conner	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stephanie Holman	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carisa Bowen	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mindi Young	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Breann Bennett	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sylvia Sunderland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	2	2	3	

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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)**:

- | | |
|---|---|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> English Learner Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input checked="" type="checkbox"/> Special Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input checked="" type="checkbox"/> Gifted and Talented Education Program Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input checked="" type="checkbox"/> District/School Liaison Team for schools in Program Improvement | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | <hr style="border: 0; border-top: 1px solid black;"/> Signature |
| <input type="checkbox"/> Other committees established by the school or district (list): | <hr style="border: 0; border-top: 1px solid black;"/> 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:

Mary Beth Olive		
Typed Name of School Principal	Signature of School Principal	Date

Annie Pinion		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date