

The Single Plan for Student Achievement

School: South Fork Elementary School
CDS Code: 15637846010060
District: South Fork Union Elementary School District
Principal: Mary Beth Olive
Revision Date: April 8,2015

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 Elementary School's Vision and Mission Statements

The district's Vision Statement is: "A community united in creating life long learners to improve our future through education".

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 130 with 6 teachers and 6 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 4 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 242 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).

An LCAP survey was available to staff, students, and parents of both schools at the end of the 2014-2015 school year. It 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. Some 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 will be given at the end of this school year.

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 student observation. Each teacher has the availability to study the scores of their students from i-ready diagnostic, AR/STAR reading 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 (schoolwise), 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) participate in bimonthly Curriculum and Instruction meetings. 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.

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, CCSS implementation, technology

*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 2014-15 we have no participants. Our C&I leadership team participates in a 1x monthly Professional Development (PD) with PIVOT learning partners. This year the focus has been Academic Language Development.

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

PLCs are conducted 4- 5 times a month. Once a month our teachers meet with their colleagues in the neighboring district, and the other scheduled meetings are within our own school. The focus this past year remains transitioning to the CCSS.

Teaching and Learning

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

The teachers have collaborated with the neighboring district to establish 2 benchmarks in ELA and Math for the 2014-15 school year. using i-ready diagnostic. 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 Reading/ELA instructional time is 80 minutes per day. Our Math instructional time is 80 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)

The teachers at both the Elementary and Middle School have been utilizing the Cycle Of Instruction, close reads, and basing instruction on the CCSS. The 1st-4th grade has Title One pull out in the afternoon, as well as para-push in support, RTI. The Middle School offers tutoring during lunch and before school, (based on volunteer teachers) and a study hall the last two periods of the day.

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:

- *i-ready diagnostic- reading
- *Accelerated Reading
- *Success For All Math
- *Foss Science
- *Houghton Mifflin- Spelling/vocabulary
- *Teacher generated materials
- *Brain Pop
- *Educational internet sites
- *Classroom magazine subscriptions
- *Front Row Ed.
- *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:

- i-ready diagnostic- reading
- *Foss Science
- *Saxon Phonics
- *Accelerated Reader
- *Starfall
- *Reading A-Z
- *Teacher generated materials
- *Educational internet sites
- *Mighty Milers
- *Classroom magazine subscriptions
- *Front Row Ed.
- *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 and 2014. 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 each have a credentialed special education teacher. They work with the Individual Education Plan (IEP) students throughout the day. 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. 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, behavior specialist, school nurse, and PBIS coach.

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
- *Close Reading
- *i-ready diagnostic- reading

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 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.
- *Our School and Community Foundation provides family bags at Christmas time, and will purchase clothing, shoes etc. upon request.
- *Our Kindergarten teacher offers a 2X a month program for Kindergarten parents and families that provides dinner and ways to help families and students be successful.
- *Our Middle School provides a "Study Hall" for 1 period a day to help students who fall behind.
- *Our 8th grade teacher provides lunch tutoring 3Xs a week.

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 the necessary services for identified Special Education Students. Those students are either 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 through our Superintendent of Schools, or other trainings throughout the year. We have sent 2 teachers to an ERWC training, another teacher attended a 3 day math conference pertaining to SFA math for middle school. We have sent a teacher to a Restorative Justice training, We have provided "in house" professional development as well through Pivot Learning Partners (Academic Language Development).

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

CELDT (Annual Assessment) Results

Grade	2014-15 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	2014-15 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		
	2012-13	2013-14	2014-15
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	57.5	59.0	60.5
Met Target			

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	21.4	47.0	22.8	49.0	24.2	50.9
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
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		
	2012-13	2013-14	2014-15
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	57.5	59.0	60.5
Met Target			

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	21.4	47.0	22.8	49.0	24.2	50.9
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
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 2015-16. 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, with carryover funds, I will pay for SES so that Title One can be fully implemented by school year 2015-2016
Data Used to Form this Goal:
Yearly CELDT results CASSP data
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 i-ready Diagnostic Data 4-5X a year 4-sight testing in grades 5-8

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaborative Study of Student ELA/RLA work	August 2015-May 2016	Principal/Teachers	Teachers, support staff, and volunteers	None Specified	None Specified	
Articulation of curriculum from each grade level and from elementary to middle school. Benchmark assessments for introduction, instruction and beyond.	August 2015-May 2016	Principal, C&I leaders, teachers	PLC collaboration	1000-1999: Certificated Personnel Salaries	District Funded	8000.00
				1000-1999: Certificated Personnel Salaries	Title I	2000.00
Assessment based instruction to deliver scaffolding, differentiated instruction, benchmarks, extra support, re-teaching and support activities, benchmarks used as assessment/diagnostic tools.	August 2015-May 2016	Principal, teachers	Professional Development, PLC collaboration i ready diagnostic	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	Title I	1000.00
Additional computer software to provide extra support in the delivery of the CCSS.	August 2015-May 2016	Teachers and support educational staff	Accelerated Reading Program	4000-4999: Books And Supplies	Title I	2624.00
			Starfall early reader program	4000-4999: Books And Supplies	Title I	100.00
			Reading A-Z	4000-4999: Books And Supplies	Title I	100.00
Middle School extended learning time provided during elective time and Elementary tutoring, during lunch time. Paraprofessional to run detention program during lunch.	August 2015-May 2016	Teachers, Paraprofessionals	Extra time for teachers/paras	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I	1000.00
Writing Program K-8	August 2015-May 2016	Principal, Teachers	Writing program	4000-4999: Books And Supplies	Title I	1500.00
Classroom teacher provided materials	August 2015-May 2016	Principal, Teachers	Teacher pay teacher	4000-4999: Books And Supplies	Title I	1500.00
Professional Learning Communities meet once a week, within district, once a quarter with shared district.	August 2015- May 2016	Principal, teachers	PLC mileage and extra hours.	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
Additional RLA/ELA materials to assist in the delivery of the CCSS instruction.	August 2015-May 2016	Principal/Teachers	Magazine subscriptions	4000-4999: Books And Supplies	Title I	500.00
Summer School	June 2015	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 2015-May 2016	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
			i-ready diagnostic	4000-4999: Books And Supplies	Title I	8654.00
			Study Island	4000-4999: Books And Supplies	Title I	3000.00
Targeting services and programs to lowest performing student groups	August 2015-May 2016	Principal, Teachers, paraprofessionals	Title 1 help at the Elementary and Middle Schools.	2000-2999: Classified Personnel Salaries	Title I	50,152.60
Carry Over \$ to Implement Title 1	August 2015-May 2016	Principal	Carry Over \$	None Specified	Title I	8,163.65

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 2015-2016 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 2015-2016.
Data Used to Form this Goal:
CASSP data SFA-4-sight data
Findings from the Analysis of this Data:
Our math scores at the Middle School have fluctuated over the past few years. CASSP data is yet to be delivered, 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. SFA 4-sight 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. Success For All supplemental program	August 2015-May 2016	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
Articulation of curriculum from each grade level and from elementary to middle school. Benchmark assessments for introduction, instruction and beyond	August 2015- May 2016	Principal, C& I Leaders, teachers	PLC collaboration	None Specified	District Funded	0
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 2015-May 2016	Principal, Teachers, Technology Coordinator,	In-house professional development, collaboration.	None Specified	District Funded	0
Differentiated Instruction of Curriculum. Math Coach with specific training for teachers. Teacher-collaborative workshops	August 2015-May 2016	Principal, Teachers, KCSOS	PLC collaboration, RTI, MS math teacher	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
Summer School	June 2015	Principal, Summer School Director	Teachers, support staff, and volunteers.			

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 at 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 2015-May 2016	Principal, Teachers	Grade level conferences, KCSOS trainings.	5000-5999: Services And Other Operating Expenditures	Title I	2000.00
Peer Assistance Review to improve teacher quality	August 2015-May 2016	Principal, Teachers,	Substitute teachers, extra time, PAR salary	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	1,500.00
Monitoring of mapping of standards and lesson plans	August 2015-May 2016	Principal/Teachers	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, 2016, 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:
PBIS data 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 PBIS data

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 continue implementation of PBIS (Positive Behavior Intervention Support)	August 2015-May 2016	Principal, teachers, paraprofessionals.	Attend Trainings, (Substitute Teachers and Paras)	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I Title I	1000.00
The PBIS committee will act as a school safety planning committee in conjunction with the School Site Council	August 2015-fMay 2016	Principal, Teachers, Paraprofessionals, parents	1X a month PBIS committee meeting	None Specified	None Specified	0
Behavior Matrix will be refined for each school site and posted in common areas, and each classroom	April 2015-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 2015-May 2016	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.	August 2015-May 2016	Principal, Teachers, Paraprofessionals	In-house system of rewards by month and quarter. Added para time for PBIS	None Specified 2000-2999: Classified Personnel Salaries	LCFF-ED Title I	4000.00 5000.00
Reduction of referrals, suspensions and expulsions.	August 2015-May 2016	Principal, Teachers, Paraprofessionals	Logical consequences for undesirable behavior, rewarding positive behavior	None Specified	None Specified	0
Systemic Supervision Training	August 2015-May 2016	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 2015-May 2016	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	August 2015-May 2016	Principal, Teachers, Paraprofessionals	CPI Training	0001-0999: Unrestricted: Locally Defined	General Fund	1500.00
			Review of Internal Safety Plan. Practice evacuations.	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	LCFF-ED	400.00

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	10,000.00
General Fund	10,200.00
LCFF-ED	4,400.00
None Specified	0.00
S3 Grant	10,000.00
Title I	92,794.25
Title II Part A: Improving Teacher Quality	1,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	1,500.00
1000-1999: Certificated Personnel Salaries	18,000.00
2000-2999: Classified Personnel Salaries	58,552.60
4000-4999: Books And Supplies	25,978.00
5000-5999: Services And Other Operating Expenditures	2,000.00
None Specified	12,863.65

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	District Funded	10,000.00
None Specified	District Funded	0.00
0001-0999: Unrestricted: Locally Defined	General Fund	1,500.00
4000-4999: Books And Supplies	General Fund	8,000.00
None Specified	General Fund	700.00
2000-2999: Classified Personnel Salaries	LCFF-ED	400.00
None Specified	LCFF-ED	4,000.00
None Specified	None Specified	0.00
	S3 Grant	10,000.00
1000-1999: Certificated Personnel Salaries	Title I	6,500.00
2000-2999: Classified Personnel Salaries	Title I	58,152.60
4000-4999: Books And Supplies	Title I	17,978.00
5000-5999: Services And Other Operating	Title I	2,000.00
None Specified	Title I	8,163.65
	Title II Part A: Improving Teacher Quality	0.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	1,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	91,294.25
Goal 2	21,000.00
Goal 3	3,500.00
Goal 4	13,100.00

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	X				
Keila Crum		X			
Mer Conner		X			
Stephanie Holman				X	
Kim Villani		X			
Mindi Young				X	
Carisa Bowen			X		
Sylvia Sunderland				X	
Numbers of members of each category:	1	3	1	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)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

X Special Education Advisory Committee

Signature

X Gifted and Talented Education Program Advisory Committee

Signature

X District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

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 4/29/15.

Attested:

Mary Beth Olive

Typed Name of School Principal

Signature of School Principal

Date

Stephanie Holman

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date