

South Fork Elementary School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

| School Contact Information | |
|----------------------------|------------------------------|
| School Name | South Fork Elementary School |
| Street | 6401 Fay Ranch Road |
| City, State, Zip | Weldon, CA 93283-9564 |
| Phone Number | (760) 378-2211 |
| Principal | Mary Beth Olive |
| E-mail Address | mbolive@southforkschool.org |
| CDS Code | 15637846010060 |

| District Contact Information | |
|------------------------------|---|
| District Name | South Fork Union Elementary School District |
| Phone Number | (760) 378-4000 |
| Web Site | www.southforkschool.org |
| Superintendent | Robin Shive |
| E-mail Address | roshive@southforkschool.org |

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

The South Fork Union School district is a Preschool through eighth grade district, located in the eastern part of the Kern River Valley. The east-west district lines run from Walker Pass to South Lake, while the north-south boundaries are between Kennedy Meadow and Kelso Valley, for a total of 417 square miles. The district is primarily an agricultural and ranching community with several housing sites for people working in the area and at the China Lake Naval Weapons Center and Ridgecrest.

The District has two school sites: South Fork Elementary, Preschool through fourth grade and South Fork Middle School , grades fifth through eighth. Student population at the Elementary School Averages 135, Middle School enrollment averages 125.

South Fork Union School District's reason for existence is two-fold: To give students a desire for lifelong learning; and to provide educational opportunities that will help them prepare for lifelong learning. We offer relevant education in a safe environment, with opportunities for academic, athletic and social success.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

South Fork Elementary School provides several different opportunities for parents to become involved. Parents are welcome to volunteer in the classroom, join the School Site Council, and the Parent Teacher Club (PTC) where, once a month, parents and teachers get together to plan activities, such as the Fall Festival, Book Fairs, educational assemblies and fundraising opportunities. Parents can also participate in Open House and Back-to-School Night. Information about each organization is available by calling the school office at 760-378-2211.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts | 46 | 48 | 24 | 49 | 49 | 40 | 54 | 56 | 55 |
| Mathematics | 60 | 65 | 17 | 48 | 45 | 37 | 49 | 50 | 50 |
| Science | | | | 69 | 72 | 61 | 57 | 60 | 59 |
| History-Social Science | N/A | N/A | N/A | 68 | 50 | 29 | 48 | 49 | 49 |

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| All Students in the LEA | 40 | 37 | 61 | N/A |
| All Student at the School | 24 | 17 | | N/A |
| Male | 21 | 21 | | N/A |
| Female | 27 | 13 | | N/A |
| Black or African American | | | | N/A |
| American Indian or Alaska Native | | | | N/A |
| Asian | | | | N/A |
| Filipino | | | | N/A |
| Hispanic or Latino | | | | N/A |
| Native Hawaiian/Pacific Islander | | | | N/A |
| White | 25 | 15 | | N/A |
| Two or More Races | | | | N/A |
| Socioeconomically Disadvantaged | 22 | 17 | | N/A |
| English Learners | | | | N/A |
| Students with Disabilities | | | | N/A |
| Students Receiving Migrant Education Services | | | | N/A |

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2010 | 2011 | 2012 |
|-----------------|------|------|------|
| Statewide | 3 | 5 | 4 |
| Similar Schools | | | |

Academic Performance Index Growth by Student Group – Three-Year Comparison

| Group | Actual API Change | | |
|----------------------------------|-------------------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 |
| All Students at the School | 49 | -6 | -225 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | | | |
| Native Hawaiian/Pacific Islander | | | |
| White | 77 | 8 | |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 58 | -4 | |
| English Learners | | | |
| Students with Disabilities | | | |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

| Group | 2013 Growth API | | | | | |
|----------------------------------|-----------------|------------|---------------|------------|---------------|------------|
| | School | | District | | State | |
| | # of Students | Growth API | # of Students | Growth API | # of Students | Growth API |
| All Students at the School | 28 | 571 | 183 | 729 | 4,655,989 | 790 |
| Black or African American | 0 | | 1 | | 296,463 | 708 |
| American Indian or Alaska Native | 2 | | 7 | | 30,394 | 743 |
| Asian | 0 | | 0 | | 406,527 | 906 |
| Filipino | 0 | | 0 | | 121,054 | 867 |
| Hispanic or Latino | 5 | | 30 | 779 | 2,438,951 | 744 |
| Native Hawaiian/Pacific Islander | 0 | | 0 | | 25,351 | 774 |
| White | 18 | 544 | 136 | 725 | 1,200,127 | 853 |
| Two or More Races | 3 | | 9 | | 125,025 | 824 |
| Socioeconomically Disadvantaged | 23 | 534 | 146 | 711 | 2,774,640 | 743 |
| English Learners | 2 | | 8 | | 1,482,316 | 721 |
| Students with Disabilities | 4 | | 28 | 552 | 527,476 | 615 |

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

| AYP Criteria | School | District |
|---|--------|----------|
| Made AYP Overall | No | No |
| Met Participation Rate: English-Language Arts | Yes | Yes |
| Met Participation Rate: Mathematics | Yes | Yes |
| Met Percent Proficient: English-Language Arts | No | No |
| Met Percent Proficient: Mathematics | No | No |
| Met API Criteria | N/A | No |
| Met Graduation Rate (if applicable) | N/A | N/A |

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | Not in PI | Not In PI |
| First Year of Program Improvement | | |
| Year in Program Improvement | | |
| Number of Schools Currently in Program Improvement | --- | 1 |
| Percent of Schools Currently in Program Improvement | --- | 33.3 |

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 38 |
| Grade 1 | 29 |
| Grade 2 | 32 |
| Total Enrollment | 99 |

Student Enrollment by Group (School Year 2012-13)

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| Black or African American | 0.0 | White | 71.7 |
| American Indian or Alaska Native | 5.1 | Two or More Races | 5.1 |
| Asian | 0.0 | Socioeconomically Disadvantaged | 82.8 |
| Filipino | 0.0 | English Learners | 2.0 |
| Hispanic or Latino | 18.2 | Students with Disabilities | 8.1 |
| Native Hawaiian/Pacific Islander | 0.0 | | |

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2010-11 | | | | 2011-12 | | | | 2012-13 | | | |
|-------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 14 | 2 | 0 | 0 | 8 | 3 | 0 | 0 | 13 | 3 | | |
| 1 | 21 | 1 | 0 | 0 | 14 | 2 | 0 | 0 | 29 | | 1 | |
| 2 | 19 | 2 | 0 | 0 | 12.5 | 1 | 1 | 0 | 32 | | 1 | |
| 3 | 22 | 1 | 0 | 0 | 12.3 | 3 | 0 | 0 | | | | |
| 4 | 27 | 0 | 1 | 0 | 27 | 0 | 1 | 0 | | | | |

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

School Safety Plan (School Year 2012-13)

This section provides information about the school’s comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Plans and procedures are in place to ensure the safety of our students. These plans include a Board-approved safety plan, monthly fire drills, monthly earthquake drills, and evacuation drills practiced each semester. School staff attends Blood Borne Pathogen training once a year. The school Site Council reviews and updates the school safety plan yearly. The school also offers a Safe Summer Swim Program, and a leveled reward system for positive behaviors that are part of our anti-bullying program.

The school Safety Plan was last reviewed, updated, and discussed with the school faculty in February 2012.

Suspensions and Expulsions

| Rate | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| Suspensions | 14.08 | 7.1 | 5.2 | 46.21 | 17.5 | 12.2 |
| Expulsions | 0 | 0 | 0 | 0.36 | 0 | 1.8 |

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

South Fork Elementary School was built in 1951 and is in good condition. The school has 12 classrooms (two of which are portables), a cafeteria, stage, and computer lab (for up to 25 students) in the Library. The outside areas include a track course, soccer field, and baseball field. Students are supervised by yard duty personnel at all times. The after school program is also supervised. Two janitors work during school hours and evenings.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2011-12 school year, the District’s ending fund balance the Deferred Maintenance Program was \$4,385.36.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

| School Facility Good Repair Status (School Year 2013-14) | | | | |
|--|---------------|------|------|---|
| Year and month in which data were collected: 10/15/2012 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | [X] | [] | [] | |
| Interior: Interior Surfaces | [X] | [] | [] | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | [X] | [] | [] | Classroom needed deep cleaning. Cleaning done in November 2012. |

School Facility Good Repair Status (School Year 2013-14)
Year and month in which data were collected: 10/15/2012

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|---|---------------|------|------|--|
| | Good | Fair | Poor | |
| Electrical: Electrical | [X] | [] | [] | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | [X] | [] | [] | Sink Drain needs repair. Completed 10-19-12 |
| Safety: Fire Safety, Hazardous Materials | [X] | [] | [] | |
| Structural: Structural Damage, Roofs | [X] | [] | [] | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [X] | [] | [] | Track needs reworked and edged. Completed 12-17-12. Shop and Room #20 needs exterior paint. Shop completed 4-16-13, Room #20 waiting on status of move. |

Overall Facility Rate

| Overall Rating | Exemplary | Good | Fair | Poor |
|----------------|-----------|------|------|------|
| | [] | [X] | [] | [] |

VII. Teachers

Teacher Credentials

| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2010-11 | 2011-12 | 2012-13 | 2012-13 |
| With Full Credential | 9 | 8 | 6 | |
| Without Full Credential | 0 | 0 | 0 | |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | --- |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2011-12 | 2012-13 | 2013-14 |
|---|---------|---------|---------|
| Misassignments of Teachers of English Learners | | 0 | |
| Total Teacher Misassignments | | 0 | |
| Vacant Teacher Positions | | 0 | |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100.0 | 0.0 |
| All Schools in District | 100.0 | 0.0 |
| High-Poverty Schools in District | 100.0 | 0.0 |
| Low-Poverty Schools in District | 0.0 | 0.0 |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | | --- |
| Library Media Teacher (Librarian) | | --- |
| Library Media Services Staff (Paraprofessional) | .20 | --- |
| Psychologist | .10 | --- |
| Social Worker | | --- |
| Nurse | .10 | --- |
| Speech/Language/Hearing Specialist | .20 | --- |
| Resource Specialist | | --- |
| Other | | --- |

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 2013/12

Textbooks are adopted from the most recent State-approved list and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Every student, including English Learners, has access to their own textbooks and instructional materials to use in class and to take home.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------|--|----------------------------|---|
| Reading/Language Arts | Houghton Mifflin, 2003 | Yes | 0% |
| Mathematics | SRA Real Math, 2009 | Yes | 0% |
| History-Social Science | Houghton Mifflin, 2007 | Yes | 0% |

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-----------------------------|------------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | 9,017 | 2,608 | 6,409 | 57,435 |
| District | --- | --- | 6,314 | 57,006 |
| Percent Difference: School Site and District | --- | --- | 1.5 | 0.8 |
| State | --- | --- | 5,537 | 57,720 |
| Percent Difference: School Site and State | --- | --- | 15.7 | -0.5 |

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

- Title I
- Response to Intervention
- Peer Assistance Review
- Class Size Reduction
- Home Instruction
- After School Program for three hours a day
- Full Day Preschool and Child Care Center

Teacher and Administrative Salaries (Fiscal Year 2011-12)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$34,663 | \$38,719 |
| Mid-Range Teacher Salary | \$50,664 | \$55,637 |
| Highest Teacher Salary | \$62,830 | \$70,797 |
| Average Principal Salary (Elementary) | \$0 | \$90,284 |
| Average Principal Salary (Middle) | \$0 | \$94,675 |
| Average Principal Salary (High) | \$0 | \$85,183 |
| Superintendent Salary | \$90,000 | \$104,272 |
| Percent of Budget for Teacher Salaries | 33.9% | 35.5% |
| Percent of Budget for Administrative Salaries | 6.1% | 6.5% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

The South Fork Union School District is committed to providing the highest quality professional development for all teachers. The District offers Professional Learning Communities, which give teachers the opportunity to share literature that supports academic achievement in the classroom. Also offered is a professional development program for math and technology which is focused around math and increasing student achievement. Once a week the District banks minutes for teachers for protected staff development time. In class coaching is also offered with release time given to teachers to observe other teachers' skills.

One teacher/principal meeting is scheduled per month. Topics of these meetings include the review of students' STAR scores, current student grades, attendance, discipline, and any other pertinent matters that will increase student achievement.

Academic Interventions are designed, monitored, and adjusted to support student achievement.

For the previous three school years, we have had two days each year dedicated to staff and professional development.