

# South Fork Middle School

2011-12 School Accountability Report Card — Published During the 2012-13 School Year

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**GRADES 5-8**  
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## South Fork Union School District

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## Principal's Message

Dear Parents/Guardians:

The students and staff are very busy with the beginning of the year activities and lessons. Students and teachers have settled into the classroom routines and successful learning strategies. Every day, teachers and students are working hard to meet the rigorous standards of the California curriculum. We have added a FLEX period to the Middle School schedule during which every student is given extra time to work toward mastery of the California Math Standards. At the Elementary School, one hour a day is dedicated to offering extra reading support in very small groups for students. The groups are one or two students to a credentialed teacher and focus on the California reading standards. I truly believe we have the best students at our little country school. South Fork staff is able to give individual help, because we are small and because we care so much for the children.

The South Fork Preschool and Day Care Center is now in their third year of operation. The program is funded by a three-year First 5 grant. The grant was extended by an additional two years by the First 5 commission this year. The preschool offers a half-day preschool experience for three-year olds and four-year olds. Child care is included every afternoon until 3:30 pm. Transportation is provided by the district school bus. Sponsorships are available based on income; however, all children are served regardless of income levels.

Once a week the teachers meet in Professional Learning Communities (PLC) meetings. The staff continues to fine tune the current leveled discipline program, continue to develop the academic intervention programs set in place, and continue professional development for our teachers. Students that are enrolled in the After School Program (ASP) will receive the After School Program services on the minimum days for the extended afternoons. Otherwise, all other students will be permitted to leave school at 1:00 pm on minimum days.

Looking back over the summer activities, the South Fork Middle School was very busy with summer camp, and swimming lessons. What a wonderful way to keep our kids busy and learning during the long summer months. The Kern Valley Aquatics Program or KVAP was extended more than four weeks all through July due to such a grand success in offering swimming lessons to our Kern Valley families. KVAP took a short break at the beginning of August and then started up the fall swim program late August and all through September. Kern Valley residents sponsored free swimming lessons to the valley kids and families. South Fork School is grateful for the donations to the KVAP swimming program.

Volunteers are always needed and welcomed at South Fork. WE NEED YOUR HELP! The PTC and Booster Clubs are looking for help with the monthly activities they plan for our children. Please call the school. We are happy to pass on your name/contact information to the PTC president or the Booster Club president. They will contact you ASAP and get you involved. Your skills are needed at our schools. If you want to spend time with children and enjoy helping schools, we sincerely need your help. Some kids need help in learning to read or complete their math assignments. Some kids need help with playground behavior. Some kids just need a Grandma or Grandpa that would sit and have lunch with them once a week. Almost every kid could use an adult mentor to help them along in school. And don't forget our hard working teachers. Perhaps you would rather grade papers or help get art projects set up for the teachers. WOW! This is a great way to free teachers so that they have more time to teach. We all thank you in advance for your consideration of volunteering for our South Fork kids.

Your Partner in Education,

Sherry Nichols  
Superintendent/Principal

## Parental Involvement

South Fork Middle School provides several different opportunities for parents to become involved. Parents are welcome to volunteer in the classroom, join the School Site Council, and join the Parent Teacher Club (PTC) where, once a month, parents and teachers get together to plan activities, such as the Talent Show or Book Fair. Parents can also participate in Open House, Back-to-School Night, and Booster Club, which help our sports programs through fundraising.

For more information on how to become involved, contact Ruth Carroll, Parent Involvement Volunteer Coordinator, at (760) 378-2211.

## School Accountability Report Card

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

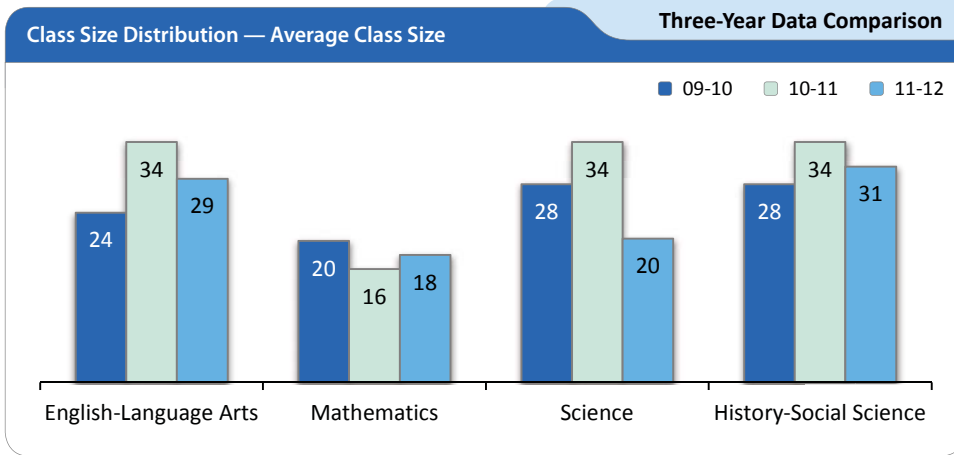


## Governing Board

Dale Crieghton  
Scott Siddle  
Karrie Bunting  
Sara Weghorst  
Jack Connell

### Class Size

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.

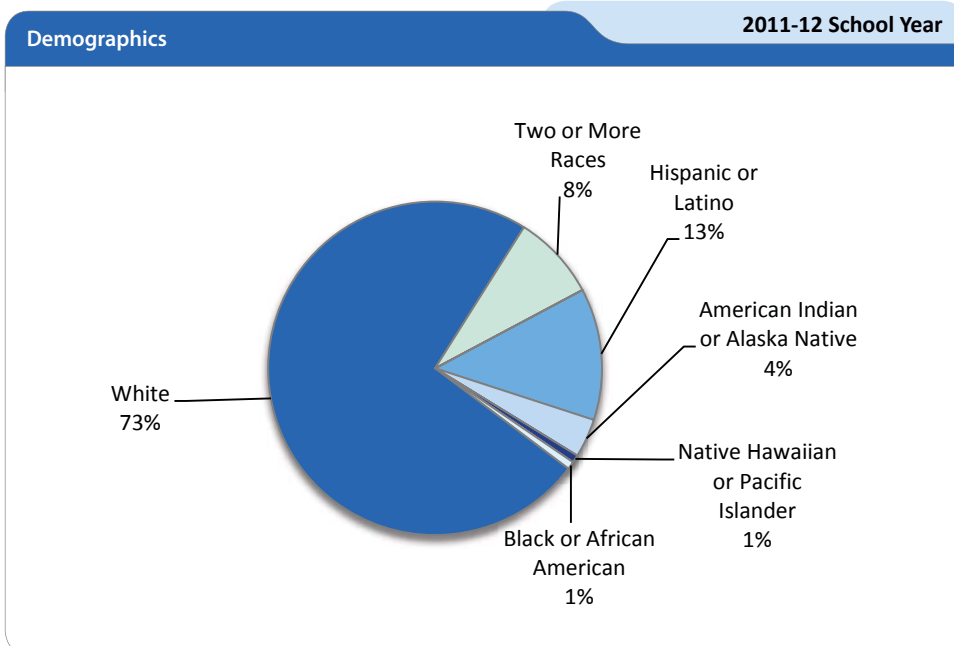


**Class Size Distribution — Number of Classrooms by Size** **Three-Year Data Comparison**

Subject	09-10			10-11			11-12		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	3	6				4		4	
Mathematics	4	1		4			2	1	
Science		4				2	1	2	
History-Social Science		4				2		2	

### Enrollment and Demographics

The total enrollment at the school was 133 students for the 2011-12 school year.\*



\* Enrollment data was gathered from DataQuest and is accurate as of September 2012.

### School Safety

Board approved safety plan monthly fire drills, monthly earthquake drills, and evacuation drills each semester. School staff attends Blood Borne Pathogen training once a year. The school also offers a Safe Summer Swim Program and Safe School Ambassador program (SSA), an anti-bullying program parents can volunteer for.

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



### District Mission Statement

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.



### Philosophy

The staff at South Fork Union School District believes it is important that students be provided with a safe environment, an opportunity to attain skills related to their needs, and opportunities to attain social skills. Our staff provides a clear set of rules and consequences. This is to ensure safety for all the members of the student body. Students are assured fair and equal treatment in regards to these rules.



### School Facility Items Inspected

The tables show the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

### School Facility Good Repair Status

This inspection determines the school facility’s good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status		2012-13 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
<b>Overall Summary of Facility Conditions</b>		Good	
<b>Date of the Most Recent School Site Inspection</b>		10/15/2012	
<b>Date of the Most Recent Completion of the Inspection Form</b>		10/15/2012	

### Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item’s repair status, all deficiencies are listed.

Deficiencies and Repairs		2012-13 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Restrooms/Fountains	Fixtures needed repair in restroom. Repairs made on 12/07/2012.	

### School Facilities

South Fork Middle School was built in 2000 and is in great condition. The school has nine classrooms (all portables), a gymnasium, swimming pool, community center, track and field course, soccer field, library, and a computer lab with 30 computers. Students are supervised by yard duty personnel at all times. The afterschool 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.

### California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the “healthy fitness zone” for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Percentage of Students Meeting Fitness Standards	
2011-12 School Year	
<b>Grade 5</b>	
<b>Four of Six Standards</b>	24.20%
<b>Five of Six Standards</b>	21.20%
<b>Six of Six Standards</b>	30.30%
<b>Grade 7</b>	
<b>Four of Six Standards</b>	21.40%
<b>Five of Six Standards</b>	21.40%
<b>Six of Six Standards</b>	42.90%



### Textbooks and Instructional Materials

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.

Textbooks and Instructional Materials List		2012-13 School Year
Subject	Textbook	Adopted
English-Language Arts	Glenco	2010
Mathematics	McDougal Littell	2005
Science	McGraw Hill	2001
History-Social Science	Holt Rinehart	2006

### Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2012-13 School Year
Subject	South Fork ES	
	Percent Lacking	
Reading/Language Arts	0%	
Mathematics	0%	
Science	0%	
History-Social Science	0%	
Visual and Performing Arts	✧	
Foreign Language	✧	
Health	0%	

### Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2012-13 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes	
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes	
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes	

✧ Not applicable.

### Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook	
2012-13 School Year	
Data Collection Date	10/2012



- Safety and stability
- Outstanding education
- Understanding people
- Teaching by word and example
- Helping hands from students, parents, and staff
- Fun
- Opportunity for success
- Relevance to life
- Knowledge



*"We offer relevant education in a safe environment, with opportunities for academic, athletic and social success."*

### STAR Results for All Students

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Subject	Three-Year Data Comparison										
	Students Scoring at Proficient or Advanced Levels			South Fork MS			South Fork Union SD			California	
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12		
English-Language Arts	50%	51%	49%	42%	49%	49%	52%	54%	56%		
Mathematics	46%	38%	32%	51%	48%	45%	48%	50%	51%		
Science	78%	69%	72%	72%	69%	72%	54%	57%	60%		
History-Social Science	42%	68%	50%	35%	68%	50%	44%	48%	49%		

### STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Group	Spring 2012 Results			
	Students Scoring at Proficient or Advanced Levels	English-Language Arts	Mathematics	Science
All Students in the District	49%	45%	72%	50%
All Students at the School	49%	32%	72%	50%
Male	52%	30%	63%	56%
Female	47%	34%	81%	43%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	71%	47%	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	45%	29%	69%	52%
Two or More Races	❖	❖	❖	❖
Socioeconomically Disadvantaged	47%	27%	67%	43%
English Learners	❖	❖	❖	❖
Students with Disabilities	29%	18%	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.



### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2011 Base API is calculated from results of statewide testing in spring 2011, but the results are not released until May 2012). Growth API, calculates test results in the same fashion and with the same indicators as the Base API but from test results of the following year (e.g. The 2012 Growth API is calculated from results of statewide testing in spring 2012 and released in September 2012). The year of the API corresponds to the year of testing. Therefore, for the 2011-12 API reporting cycle, the 2011 Base indicator and 2012 Growth indicator are used. To represent how much a school's API changed from 2011-12 (known as the 2011-12 API Growth), the 2011 Base API is subtracted from the 2012 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide12.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide12.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview12.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview12.pdf).

### API Ranks

API Ranks		Three-Year Data Comparison		
	2009	2010	2011	
Statewide API Rank	6	6	5	
Similar Schools API Rank	7	9	3	

### API Testing

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

### API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

### API Growth by Student Group

This table displays, by student group, first, the 2012 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years at the school.

API Growth by Student Group		2012 Growth API and Three-Year Data Comparison							
Group	2012 Growth API						South Fork MS – Actual API Change		
	South Fork MS		South Fork Union SD		California		09-10	10-11	11-12
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	125	728	203	751	4,664,264	788	16	-17	-33
Black or African American	4	■	5	■	313,201	710	■	■	■
American Indian or Alaska Native	8	■	12	675	31,606	742	■	■	■
Asian	2	■	2	■	404,670	905	■	■	■
Filipino	0	■	0	■	124,824	869	■	■	■
Hispanic or Latino	16	798	33	777	2,425,230	740	■	■	■
Native Hawaiian or Pacific Islander	1	■	1	■	26,563	775	■	■	■
White	94	720	150	748	1,221,860	853	10	-13	-45
Two or More Races	0	■	0	■	88,428	849	■	■	■
Socioeconomically Disadvantaged	99	715	163	740	2,779,680	737	37	-18	-17
English Learners	2	■	6	■	1,530,297	716	■	■	■
Students with Disabilities	21	629	31	612	530,935	607	■	■	■

■ Data are reported only for numerically significant groups.

### Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2011-12. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Adequate Yearly Progress Criteria		2011-12 School Year		
	South Fork MS		South Fork Union SD	
<b>Met Overall AYP</b>	No		No	
<b>AYP Criteria</b>	<b>English-Language Arts</b>	<b>Mathematics</b>	<b>English-Language Arts</b>	<b>Mathematics</b>
<b>Participation Rate</b>	Yes	Yes	Yes	Yes
<b>Percent Proficient</b>	No	No	No	No
<b>API</b>	No		Yes	
<b>Graduation Rate</b>	✘		✘	

### Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2012-13 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		2012-13 School Year	
	South Fork MS	South Fork Union SD	
<b>Program Improvement Status</b>	Not In PI	Not In PI	
<b>First Year of Program Improvement</b>	◇	◇	
<b>Year in Program Improvement</b>	◇	◇	
<b>Number of Schools Identified for Program Improvement</b>		0	
<b>Percent of Schools Identified for Program Improvement</b>		0.00%	

- ✘ Not applicable. The graduation rate for AYP criteria applies to high schools.
- ◇ Not applicable.

### Types of Services Funded

- Title I
- Response to Intervention/ One-on-One Tutoring
- FLEX Period
- Peer Assistance Review
- Gifted and Talented Education (GATE)
- Class Size Reduction
- Home Instruction
- After School Program for three hours a day
- Full Day Preschool and Child Care Center



### Professional Development

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, benchmarks, 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 had two days each year dedicated to staff and professional development.

*"To give students a desire for lifelong learning; and to provide educational opportunities that will help them prepare for lifelong learning."*

### Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information	Three-Year Data Comparison			
	South Fork Union SD	South Fork MS		
Teachers	11-12	09-10	10-11	11-12
With Full Credential	14	7	6	6
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data Comparison		
	South Fork MS		
Teachers	10-11	11-12	12-13
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be “highly qualified.” In general, for a teacher to be considered highly qualified, they must have a bachelor’s degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2011-12 school year. For more information on teacher qualifications related to NCLB, visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers	2011-12 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
South Fork MS	90.48%	9.52%
All Schools in District	94.74%	5.26%
High-Poverty Schools in District	94.74%	5.26%
Low-Poverty Schools in District	0.00%	0.00%

### NCLB Note

High-poverty schools are defined as those schools with student participation of approximately 40% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

### Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2011-12 School Year	
<b>Academic Counselors</b>	
FTE of Academic Counselors	0.0000
Ratio of Students Per Academic Counselor	✧
<b>Support Staff</b>	
<b>FTE</b>	
Social/Behavioral or Career Development Counselors	0.0000
Library Media Teacher (Librarian)	0.0000
Library Media Services Staff (Paraprofessional)	0.7500
Psychologist	0.0127
Social Worker	0.0000
Nurse	0.0500
Speech/Language/Hearing Specialist	0.1880
Resource Specialist (non-teaching)	0.5000



### Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

### Financial Data

The financial data displayed in the SARC is from the 2010-11 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).

### District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data	2010-11 Fiscal Year	
	South Fork Union SD	Similar Sized District
Beginning Teacher Salary	\$34,663	\$38,625
Mid-Range Teacher Salary	\$50,664	\$55,530
Highest Teacher Salary	\$63,580	\$70,729
Average Principal Salary (Elementary School)	◇	\$92,955
Average Principal Salary (Middle School)	◇	\$96,092
Superintendent Salary	\$90,000	\$106,757
Teacher Salaries — Percent of Budget	30%	36%
Administrative Salaries — Percent of Budget	5%	7%

### Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2010-11 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
South Fork MS	\$4,191	\$54,926
South Fork Union SD	\$6,538	\$55,083
California	\$5,455	\$57,019
School and District — Percent Difference	-56.0%	-0.3%
School and California — Percent Difference	-30.2%	-3.8%

◇ Information not available.

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at [www.ed-data.k12.ca.us/Pages/Home.aspx](http://www.ed-data.k12.ca.us/Pages/Home.aspx). Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of November 29, 2012.

### School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2010-11 Fiscal Year	
Total Expenditures Per Pupil	\$5,445
Expenditures Per Pupil From Restricted Sources	\$1,254
Expenditures Per Pupil From Unrestricted Sources	\$4,191
Annual Average Teacher Salary	\$54,926



### Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates			
South Fork MS			
	09-10	10-11	11-12
Suspension Rates	0.269	0.393	1.143
Expulsion Rates	0.000	0.000	0.000
South Fork Union SD			
	09-10	10-11	11-12
Suspension Rates	0.158	0.462	0.624
Expulsion Rates	0.000	0.000	0.000

### School Accountability Report Card

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