South Fork Elementary School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- View this SARC online at the school and/or LEA Web sites.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

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
Web Site	www.southforkschool.org
CDS Code	15637846010060

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

School Description and Mission Statement (Most Recent Year)

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 115.

South Fork Union School District's mission is to be a community united in creating live long learners to improve our future through education. We offer relevant education in a safe environment, with opportunities for academic, athletic and social success.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	24
Grade 1	32
Grade 2	29
Grade 3	25
Grade 4	23
Total Enrollment	133

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	4.5
Asian	0.0
Filipino	0.8
Hispanic or Latino	20.3
Native Hawaiian or Pacific Islander	0.0
White	70.7
Two or More Races	3.8
Socioeconomically Disadvantaged	75.2
English Learners	6.0
Students with Disabilities	6.8

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	6	7		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	100.00	0.00
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	0.00	0.00

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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%

School Facility Conditions and Planned Improvements (Most Recent Year)

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 evaluates annually the 5 year deferred maintenance plan.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/25/13				
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]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

Overall Facility Rating (Most Recent Year)

	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	[ ]	[X]	[ ]	[ ]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

- The Academic Performance Index; and

- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)				73	61	58	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	58
All Student at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 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
History-Social Science				68	50	29	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	5	4	1
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

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.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	7.1	5.2	3.7	17.5	12.2	11.4	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.0	1.8	0.0	0.1	0.1	0.1

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

School Safety Plan (Most Recent Year)

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 Born 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 the implementation of PBIS (Positive Behavior Intervention 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 2014.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement*		Year 1
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	50.0

Note: Cells with "---" do not require data.
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	8	3	0	0	13	3			12	1	1	
1	14	2	0	0	29		1		16	1	1	
2	12.5	1	1	0	32		1		15	2		
3	12.3	3	0	0					25		1	
4	27	0	1	0					23		8	

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

Academic Counselors and Other Support Staff (School Year 2013-14)

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: Cells with "---" do not require data. 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

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	$57,007
Percent Difference: School Site and District	---	---	1.5	0.8
State	---	---	$4,690	$57,931
Percent Difference: School Site and State	---	---	36.7	-0.9

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

- 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 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,241	$38,970
Mid-Range Teacher Salary	$52,184	$56,096
Highest Teacher Salary	$67,715	$71,434
Average Principal Salary (Elementary)	$0	$91,570
Average Principal Salary (Middle)	$0	$97,460
Average Principal Salary (High)	$0	$99,544
Superintendent Salary	$90,000	$107,071
Percent of Budget for Teacher Salaries	33	36
Percent of Budget for Administrative Salaries	7	7

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

Professional Development

The South Fork Union School District is committed to providing the highest quality professional development for all teachers. The District offers weekly one-hour Professional Learning Communities, which give teachers the opportunity to share literature, CCSS (Common Core State Standards) teaching strategies, and resources that support academic achievement in the classroom. The district also has 2 "in house" Curriculum and Instruction" Leaders that lead the weekly PLCs. Once a month, teachers are involved in 2 hour CCSS coaching sessions developed by Pivot Learning Partners in conjunction with the district's vision and mission statement. During these 2 hour sessions, the teachers work with their colleagues from the Kernville Union School District. In class coaching is also offered with release time given to teachers to observe other teachers' skills.

All staff is being introduced and trained by PBIS (Positive Behavior Intervention System) coaches from the district who attended training at the Kern County Superintendent of Schools. The 2013-2014 school year is an introductory year for PBIS, with the 2014-2015 school year being the target for full implementation.

One teacher/principal "Teaching and Learning" meeting is scheduled per month. Topics of these meetings include evidence based research materials, testing data, and any other pertinent matters that will increase student achievement.

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

Two days before the start of student instruction in August are devoted to PD such as, state mandates, curriculum planning, calendars and other areas needed to increase student achievement.