

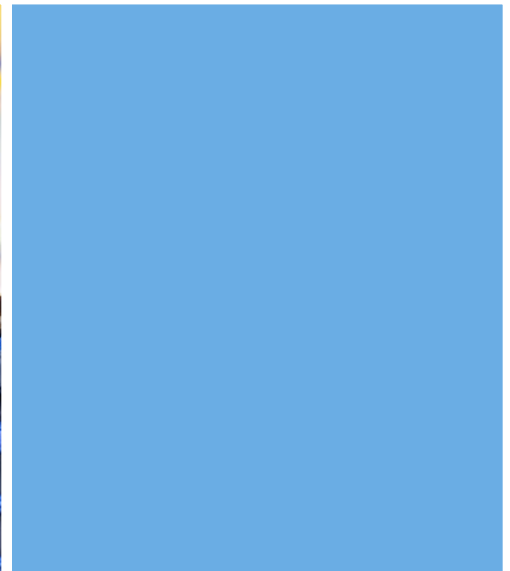
South Fork Union School District

5225 Kelso Valley Road Weldon, CA 93283 ▪ (760) 378-4000 ▪ www.southforkschool.org

SARC

2022-23

School Accountability
Report Card
Published in 2023-24



South Fork Elementary School

Grades TK-8
CDS Code 15-63784-6010060

Richard Rhodes, Ed.D, Superintendent/Principal
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5225 Kelso Valley Road
Weldon, CA 93283
(760) 378-4000
www.southforkschool.org



Principal's Message

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 local Kern River Valley area, the greater Bakersfield area, the city of Ridgecrest and the Naval Air Weapons Station China Lake.

The district has one school with two sites: South Fork Elementary Fay Ranch Campus, Preschool through third grade and South Fork Elementary Kelso Campus, grades 4-8. Current 2023-24 student enrollment at the South Fork Elementary School Fay Ranch Campus averages 140 and South Fork Elementary School Kelso Campus enrollment averages 200.

South Fork Union School District's mission is to be a community united in creating lifelong learners to improve our future through education. We offer a rigorous and relevant education in a safe environment, with opportunities for academic, athletic and social success. Progress indicators are monitored quarterly at the School Site Council (SSC)/Local Control Accountability Plan (LCAP) meetings. Schoolwide programs include Title I.

Parental Involvement

Our district regularly meets with parents through our District Advisory Committee (DAC), Parent Teacher Committee (PTC) (Fall Festival, Book Club, etc.), SSC, Back to School Nights, Open House, Parent Conferences and LCAP meetings. The district is always looking for ways to increase parent participation in areas of district leadership and policy. We utilize BlackBoard, Class Dojo, Social Media (Facebook), robocalls, email and individual meetings to reach parents with important updates and information.

Parents can contact Principal Dr. Robin Shive at (760) 378-4000 for information on becoming involved in any of the above listed programs.

School Safety

Key elements of the plan include:

- Component 1—People and Programs: Provide students a safe, respectful, accepting and emotionally nurturing environment.
- Component 2—Places: Keep facilities in good repair.

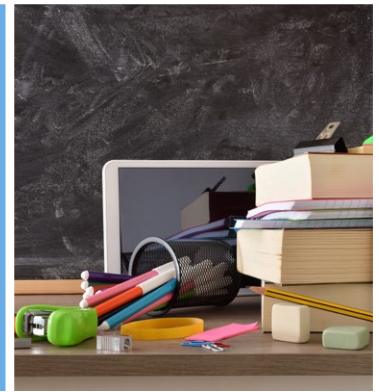
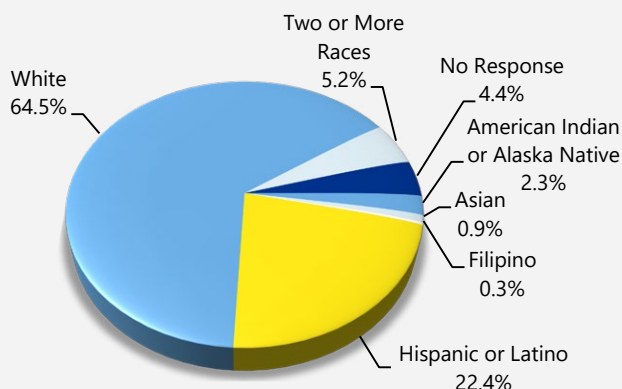
The plan also includes, mandated reporter information, protocol for disruptive students, suspension and expulsion ed. codes, suicide prevention, safe ingress and egress, visitor and emergency policy and current California Dashboard. The school safety plan was last reviewed, updated and discussed with school faculty and staff in January 2024.

Enrollment by Student Group

The total enrollment at the school was 344 students for the 2022-23 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2022-23 School Year



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.

Mission Statement

South Fork Union School District's mission is to be a community united in creating lifelong learners to improve our future through education.

Governing Board

Dale Creighton
Eric Hafenfeld
Mike Morgan
Tony Cain
Jacob Rudnick

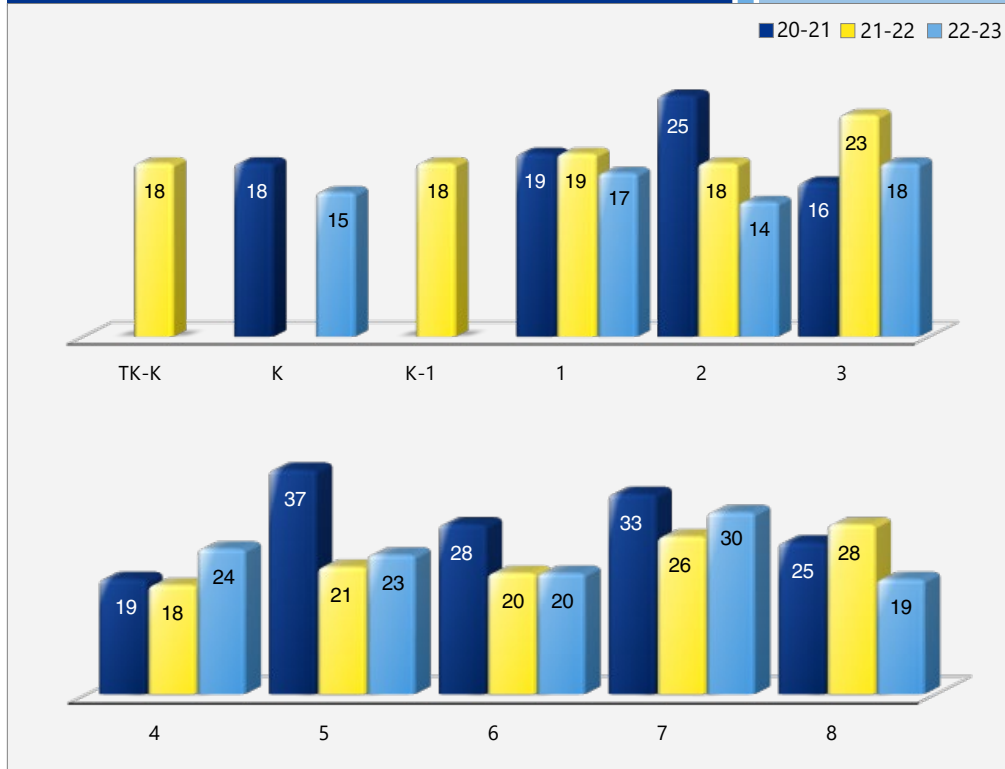


Class Size Distribution

The bar graphs display the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2020-21			2021-22			2022-23		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK-K				1					
K	2						2		
K-1				1					
1	2			1			2		
2		1		2			2		
3	1	1			1		2		
4	1			2				2	
5			1	1				1	
6		1		1	1		2		
7			1		1			1	
8		1			1		2		

Enrollment by Student Group

Demographics

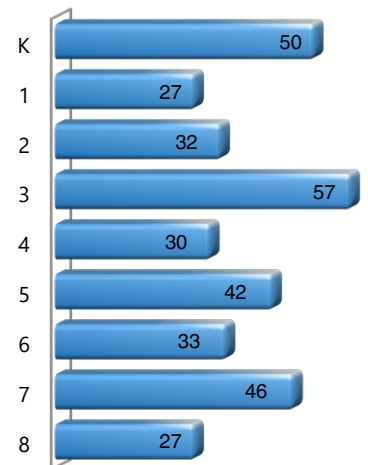
2022-23 School Year

Female	46.80%
Male	53.20%
Non-Binary	0.00%
English learners	2.60%
Foster youth	1.20%
Homeless	1.70%
Migrant	0.00%
Socioeconomically Disadvantaged	70.90%
Students with Disabilities	11.90%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2022-23 school year.

2022-23 Enrollment by Grade





Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	South Fork ES			South Fork Union SD			California		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspension rates	0.00%	0.60%	3.10%	0.00%	0.60%	3.10%	0.20%	3.20%	3.60%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Note: Data collected during the 2020–21 school year may not be comparable to later years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2022-23 School Year
Student Group	Suspensions Rate	Expulsions Rate
All Students	3.10%	0.00%
Female	1.10%	0.00%
Male	4.80%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.20%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	4.40%	0.00%
White	4.10%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	3.80%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	4.80%	0.00%



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.

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 participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Participating in each of the Five Fitness Components

2022-23 School Year

Grade 5

Component:	%
1. Aerobic Capacity	90%
2. Abdominal Strength and Endurance	90%
3. Trunk Extensor and Strength and Flexibility	90%
4. Upper Body Strength and Endurance	90%
5. Flexibility	90%

Grade 7

Component:	%
1. Aerobic Capacity	100%
2. Abdominal Strength and Endurance	100%
3. Trunk Extensor and Strength and Flexibility	100%
4. Upper Body Strength and Endurance	100%
5. Flexibility	100%

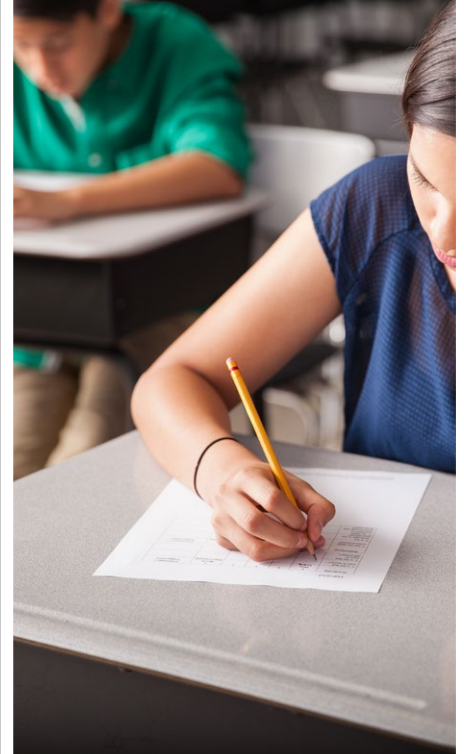


Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).



CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	South Fork ES		South Fork Union SD		California	
Subject	21-22	22-23	21-22	22-23	21-22	22-23
Science	32.69%	33.33%	32.69%	33.33%	29.47%	30.29%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	South Fork ES		South Fork Union SD		California	
Subject	21-22	22-23	21-22	22-23	21-22	22-23
English language arts/literacy	39%	40%	39%	40%	47%	46%
Mathematics	27%	26%	27%	26%	33%	34%

CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The “percentage met or exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

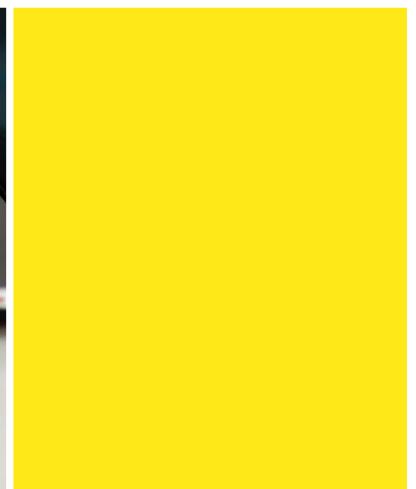
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



CAASPP Test Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	69	68	98.55%	1.45%	33.33%
Female	28	27	96.43%	3.57%	25.93%
Male	41	41	100.00%	0.00%	36.59%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	16	16	100.00%	0.00%	25.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	46	45	97.83%	2.17%	37.78%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	48	47	97.92%	2.08%	27.66%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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.

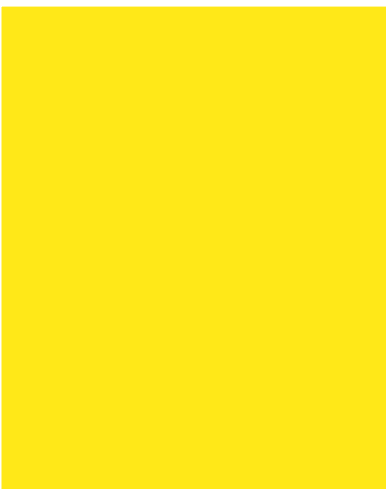




CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	230	226	98.26%	1.74%	40.27%
Female	100	97	97.00%	3.00%	47.42%
Male	130	129	99.23%	0.77%	34.88%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	51	50	98.04%	1.96%	34.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	19	19	100.00%	0.00%	26.32%
White	152	149	98.03%	1.97%	44.30%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	166	162	97.59%	2.41%	32.10%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	35	35	100.00%	0.00%	8.57%

❖ 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.





CAASPP Test Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	229	223	97.38%	2.62%	26.01%
Female	99	95	95.96%	4.04%	28.42%
Male	130	128	98.46%	1.54%	24.22%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	51	50	98.04%	1.96%	20.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	19	19	100.00%	0.00%	15.79%
White	151	146	96.69%	3.31%	28.77%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	165	159	96.36%	3.64%	18.24%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	35	35	100.00%	0.00%	0.00%

❖ 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.





Textbooks and Instructional Materials

The textbook selection process includes teachers and school staff. The final approval is voted on by the school board. The textbooks adopted were chosen from the state approved list. The textbook content fits within the framework adopted by the State Board of Education.

Textbooks and Instructional Materials List

2023-24 School Year

Subject	Textbook	Adopted
Reading/language arts	<i>Ready Gen</i> , Pearson (K-5)	2016
Reading/language arts	<i>My Perspectives</i> , Pearson (6-8)	2016
Mathematics	<i>Envision Math</i> , Pearson	2016
Science	<i>Studies Weekly</i> (K-6)	2018
Science	Pearson Science (7-8)	2019
History/social science	<i>Studies Weekly</i> (K-5)	2018
History/social science	California History Social Science, Pearson (6-8)	2018

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group

2022-23 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	388	362	125	34.50%
Female	179	170	62	36.50%
Male	209	192	63	32.80%
Non-Binary	0	0	0	0.00%
American Indian or Alaska Native	8	8	3	37.50%
Asian	3	3	1	33.30%
Black or African American	0	0	0	0.00%
Filipino	1	1	1	100.00%
Hispanic or Latino	86	83	20	24.10%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	23	21	11	52.40%
White	247	228	80	35.10%
English Learners	10	10	1	10.00%
Foster Youth	7	6	3	50.00%
Homeless	10	9	3	33.30%
Socioeconomically Disadvantaged	290	269	106	39.40%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	63	56	21	37.50%

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

2023-24 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	✧
✧ Not applicable.	

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2023-24 School Year

Data collection date	9/8/2023
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Quality of Textbooks

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

Quality of Textbooks

2023-24 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes



School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2023-24 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Exemplary	
Date of the most recent FIT report	8/22/2023	

Public 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.

Types of Services Funded

South Fork Elementary School will use funds to supplement goals and action steps in the Local Control Accountability Plan. These goals and action steps:

- Increase Academic Achievement.
- Targeted Professional Development to strengthen instruction for students.
- Retain additional support staff.

Continued Implementation of Positive Behavioral Interventions and Supports (PBIS)/Multi-Tiered System of Support (MTSS) to improve intervention in attendance, behavior and academics for students.

Based on analysis of the 2020 Dashboard and Model Five by Five placement reports, local measures and data, school climate surveys and LCAP meetings, we have identified excellent progress in the area of student suspensions and English language arts and math student achievement. We continue to target and improve chronic absenteeism.

To maintain and build upon progress, the district will continue to provide professional development to staff in curricular areas and PBIS. Increased collaboration time for staff will help facilitate the time necessary for professional development. We will continue to build a positive school climate, improve student and classroom educational technology, and create learning environments infused with creativity, problem solving and relevancy.



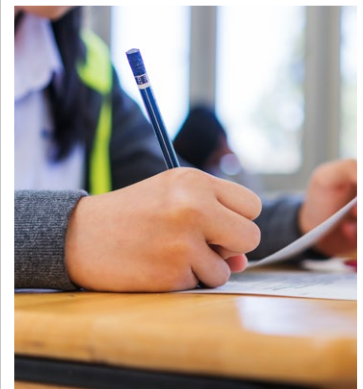
"We offer a rigorous and relevant education in a safe environment, with opportunities for academic, athletic and social success."

School Facilities

The Fay campus of the South Fork school was built in the 1950's. It has nine classrooms and a cafeteria, computer lab/library and large play area with athletic fields. The Kelso campus has 11 classrooms and a computer lab/library. It also has a large area with athletic fields, a swimming pool and cafeteria with an attached community center. Both campuses are in good condition. The maintenance staff works hard with upkeep on the older buildings.

The South Fork School District received a kindergarten classroom grant and has added one additional kindergarten classroom to the Fay campus. We have also applied for modernization funding to update the Fay campus in the future.

Utilizing the Elementary and Secondary School Emergency Relief Funds (ESSER), South Fork Union School District has committed to upgrading HVAC systems for improved ventilation at both the elementary and middle school campuses. Maintaining a healthy environment for all students and staff remains a top priority of our district.



California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.



Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included. These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

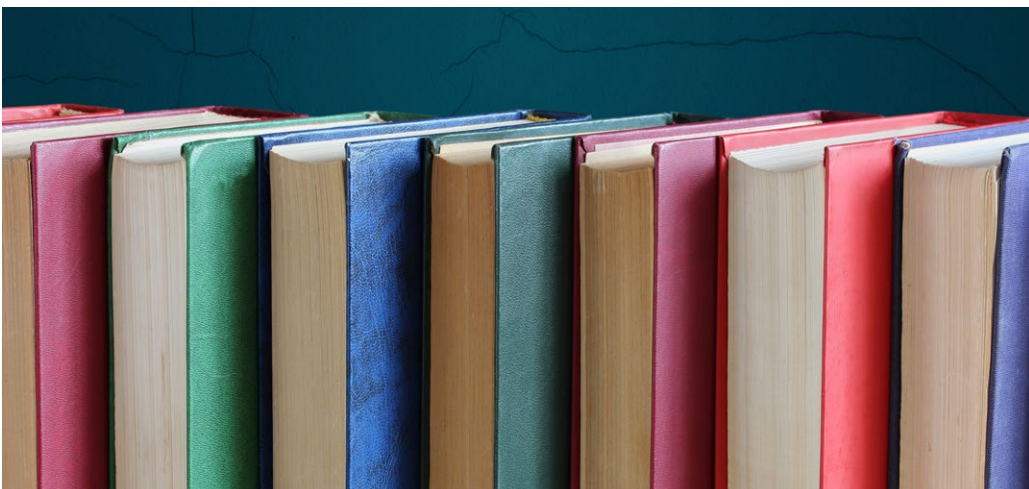
Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.9	76.9%	9.9	76.9%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	1.0	7.7%	1.0	7.7%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.0	15.4%	2.0	15.4%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	12,115.8	4.4%
Unknown	0.0	0.0%	0.0	0.0%	18,854.3	6.9%
Total Teaching Positions	12.9	100.0%	12.9	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.9	71.4%	9.9	71.4%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	2.0	14.3%	2.0	14.3%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.0	14.3%	2.0	14.3%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	11,953.1	4.3%
Unknown	0.0	0.0%	0.0	0.0%	15,831.9	5.7%
Total Teaching Positions	13.9	100.0%	13.9	100.0%	279,044.8	100.0%

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.





Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments		Two-Year Data	
Authorization/Assignment	2020-21	2021-22	
Permits and Waivers	2.0	2.0	
Misassignments	0.0	0.0	
Vacant Positions	0.0	0.0	
Total Teachers Without Credentials and Misassignments	2.0	2.0	

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field		Two-Year Data	
Indicator	2020-21	2021-22	
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	
Local Assignment Options	0.0	0.0	
Total Out-of-Field Teachers	0.0	0.0	

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments		Two-Year Data	
Indicator	2020-21	2021-22	
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	0.0%	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%	

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Professional Development

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2021-22	12.5
2022-23	15.5
2023-24	15.5

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).

Ratio of Pupils to Academic Counselors and School Support Staff Data

2022-23 School Year

	Ratio
Pupils to Academic counselors	120:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.20
Psychologist	1.00
Social worker	0.60
Nurse	0.60
Speech/language/hearing specialist	0.20
Resource specialist (nonteaching)	0.00



Financial Data

The financial data displayed in this SARC is from the 2021-22 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 detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at 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 www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

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.

Salary Data		2021-22 Fiscal Year
	South Fork Union SD	Similar Sized District
Beginning teacher salary	\$48,454	\$48,480
Midrange teacher salary	\$68,675	\$73,129
Highest teacher salary	\$84,044	\$99,406
Average elementary school principal salary	✱	\$117,381
Superintendent salary	\$137,481	\$138,991
Teacher salaries: percentage of budget	23.76%	29.34%
Administrative salaries: percentage of budget	3.72%	5.99%

Financial Data Comparison

This 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		2021-22 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
South Fork ES	\$13,446	\$63,260
South Fork Union SD	\$13,446	\$63,260
California	\$7,607	\$75,753
School and district: percentage difference	◆	◆
School and California: percentage difference	+76.8%	-16.5%

✱ The principal and superintendent are combined as one position.

◆ The percentage difference does not apply to single-site districts.

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	
2021-22 Fiscal Year	
Total expenditures per pupil	\$14,817
Expenditures per pupil from restricted sources	\$1,371
Expenditures per pupil from unrestricted sources	\$13,446
Annual average teacher salary	\$63,260



Expenditures Per Pupil

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.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.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. 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.

All data accurate as of January 2024.

School Accountability Report Card

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