



SOUTH FORK ELEMENTARY SCHOOL

2008-09 School Accountability Report Card | Published During the 2009-10 School Year

GRADES K-5

6401 Fay Ranch Rd. Weldon, CA 93823
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Website: www.southforkschool.org

Sherry Nichols
Superintendent/Principal

South Fork Elementary School serves students in grades K-4. However, prior to the 2008-09 school year, the school served grades K-5. When making comparisons, please be aware that some data in this SARC represents three-year data. Contact the school directly if you have any questions.

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. I am blessed to have the opportunity to work with such a dedicated staff with both teachers and support staff looking for ways to help students be successful in school. I am additionally blessed to have a chance to work with the families, students, and staff of South Fork schools. I truly believe we have the best students at our little county school. South Fork staff is able to give individual help, because we are small and because we care so much for the children.

Looking back over the summer activities, the South Fork Middle School was very busy with summer school, summer camp, and swimming lessons. Thank you to the Tribal TANF program for supporting the summer camp activities and the summer school program. 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.

The second and fourth Wednesday of each month is a minimum day. The afternoons are used for teacher in-service trainings. The staff will continue 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 bussed home at 1:00 pm on minimum days.

STAR testing results are outstanding for South Fork Union School District. The district's target goals were to increase by five points. The overall district scores were up by 44 points. A BIG "Woo-Hoo!" for our students and staff! The South Fork School Board, the teachers, and I will continue to develop intervention programs that will support student learning of state mandated standards.

Volunteers are always needed and welcome 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. I can really say that 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

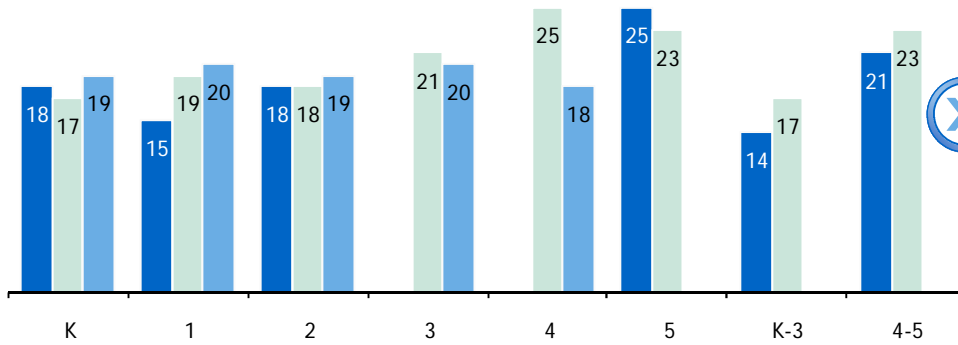


South Fork Union School District

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- 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





Class Size

The bar graph displays the three-year data for average class size.

06-07 07-08 08-09



Class Size Distribution – Number of Classrooms By Size

Grade	06-07			07-08			08-09		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1			1			2		
1	2			1			1		
2	1			1			2		
3					1		1		
4					1		1	1	
5		1			1				
K-3	3			2					
4-5	5	10	1	6	9	1			

Parental Involvement

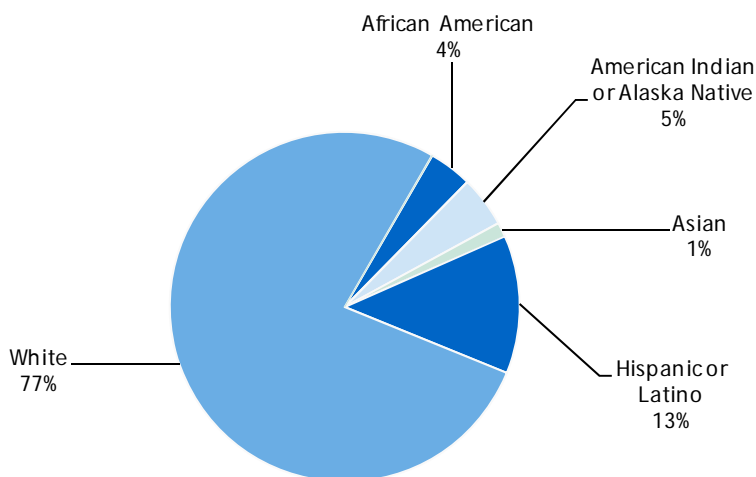
South Fork Elementary School provides several different opportunities for parents to become involved. Parents are welcome to volunteer in the classroom, join the School Site Council, and join the Parent Teacher Club (PTC) where, once a month, parents and teachers get together to plan activities, such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

For more information on how to become involved, contact Sherry Nichols, Superintendent/Principal, at (760) 378-2211.



Enrollment and Demographics

The total enrollment at the school was 149 students for the 2008-09 school year.





Textbooks and Instructional Materials

Textbooks and Instructional Materials List

Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin	2005
Mathematics	SRA Real Math	2009
Science	Foss Science	2004
History-Social Science	Scholastic	2007

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, have access to their own textbooks and instructional materials to use in class and to take home.

Availability of Textbooks and Instructional Materials

Availability of Textbooks and Instructional Materials

Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

Note: This data was most recently collected and verified in August 2009.

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.

Suspensions and Expulsions

Suspension and Expulsion Rates

	South Fork ES			South Fork Union SD		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspension Rate	10.9%	5.6%	10.7%	18.3%	15.6%	13.2%
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

School Safety

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 quarterly evacuation drills. School staff attends Blood Born 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 March 2010.

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.





School Facility Good Repair Status

The table below 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.

School Facility Conditions and Improvements				
Items Inspected	Repair Status			
	Good	Fair	Poor	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
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	✓			
Overall Summary of Facility Conditions				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site inspection occurred on December 11, 2009, and the inspection form was most recently completed on December 12, 2009.

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 gives 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. Twice per month 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.

Three scheduled teacher/principal meetings are 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 2006-07 school year, one day was dedicated to professional development. In 2007-08 and 2008-09, we dedicated three for professional development.

School Facilities

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 school is undergoing remodeling for a pre-school, which will be up and running in the 2010-11 school year. In addition, the school was painted last year and walls were repaired.

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 2009-10 school year, the District budgeted \$29,854.59 for the Deferred Maintenance Program. This represents 1% of the District's general fund budget.





National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
Average Scale Score				
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level				
	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State Participation Rate				
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate				
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%

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.



NAEP Testing Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tg/nr/.



STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **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 below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Percentage of Students Scoring At Proficient or Advanced Levels

	South Fork ES			South Fork Union SD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	38%	35%	41%	37%	35%	45%	43%	46%	50%
Mathematics	59%	54%	50%	38%	38%	40%	40%	43%	46%
Science	27%	50%	66%	36%	50%	68%	38%	46%	50%



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

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2009 Results		
	English-Language Arts	Mathematics	Science
Male	45%	54%	60%
Female	38%	48%	71%
Economically Disadvantaged	38%	46%	58%
English Learners	❖	❖	❖
Students with Disabilities	13%	36%	❖
Students Receiving Migrant Education Services	❖	❖	❖
African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	❖	❖	❖
Pacific Islander	❖	❖	❖
White	39%	49%	65%

❖ 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 consists of several key tests, including 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 a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.





Academic Performance Index

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

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf.

Academic Performance Index Ranks

API Ranks – Three Year Comparison

	2006	2007	2008
Statewide API Rank	4	4	5
Similar Schools API Rank	1	1	4

Academic Performance Index Growth

API Growth by Student Group – Three Year Comparison

Group	Actual API Change			2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	5	32	-5	755
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	24	15	1	751
Socioeconomically Disadvantaged	-6	33	8	733
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are 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 test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.



Academic Performance Index 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 rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools 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.

Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.





Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in 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 made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	South Fork ES		South Fork Union SD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they 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). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	South Fork ES	South Fork Union SD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement		1
Percent of Schools Identified for Program Improvement		33.3%

✧ Not applicable.



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.





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				
	South Fork Union SD	South Fork ES		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	18	11	11	9
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			
	South Fork ES		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	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 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
South Fork ES	100.0%	0.0%
All Schools in District	88.9%	11.1%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	◆	◆

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% 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.

◆ Information not available.



Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	◆
◆ Not applicable.	

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

School Support Staff	
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (paraprofessional)	0.0
Psychologist	1.0*
Social Worker	0.0
Nurse	1.0*
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	0.0
Other	0.0

* Fully credentialed and services available one full school day a week.



District Financial Data

District Salary Data

Category	South Fork Union SD	Similar Sized District
Beginning Teacher Salary	\$34,663	\$38,481
Mid-Range Teacher Salary	\$50,664	\$55,789
Highest Teacher Salary	\$62,830	\$70,849
Average Principal Salary (Elementary School)	*	\$88,862
Average Principal Salary (Middle School)	*	\$94,015
Superintendent Salary	\$90,000	\$110,994
Teacher Salaries – Percent of Budget	32.2%	37.2%
Administrative Salaries – Percent of Budget	4.0%	6.6%

* The Principal and Superintendent are combined as one position for South Fork Union SD.

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

	South Fork ES
Total Expenditures Per Pupil	\$3,342
Expenditures Per Pupil From Restricted Sources	\$1,425
Expenditures Per Pupil From Unrestricted Sources	\$1,917
Average Teacher Salary	\$52,399

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

	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
South Fork ES	\$1,917	\$52,399
South Fork Union SD	\$2,111	\$52,697
California	\$5,512	\$56,284
School and District – Percent Difference	-10.1%	-0.6%
School and California – Percent Difference	-187.5%	-7.4%

Financial Data Note: The financial data displayed in the SARC is from the 2007-08 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 and 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.

Types of Services Funded

The following services are provided at the school:

- Title 1
- Peer Assistance Review
- Gifted and Talented Education (GATE)
- Class Size Reduction
- Community Day School
- After School Program for three hours a day

In 2010-11, the District will have an all day pre-school.



SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about 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.

All data accurate as of January 2010.