

South Fork Elementary School

Grades K-8
CDS Code 15-63784-6010060

Kim Kissack, Superintendent/Principal
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www.southforkschool.org



South Fork Union School District

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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 area and at the China Lake Naval Weapons Center, Ridgecrest and Bakersfield.

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. Student population at the South Fork Elementary School Fay Ranch Campus averages 160. South Fork Elementary School Kelso Campus enrollment averages 120.

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 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, Parent Teacher Club, School Site Council, 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 a school application to reach parents with important updates and information.

Parents can contact Kim Kissack 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.

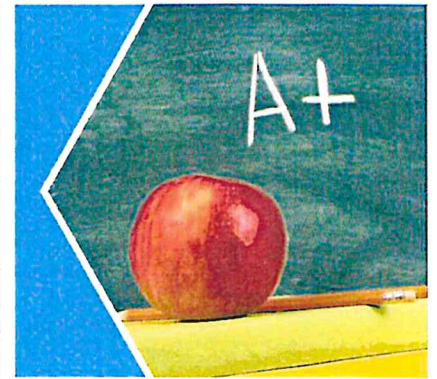
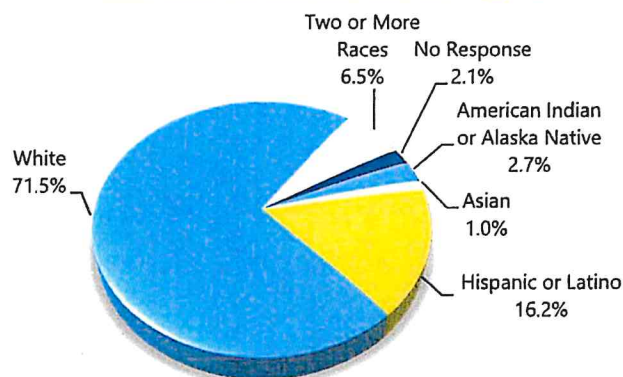
The plan also includes, mandated reporter information, protocol for disruptive students, suspension and expulsion ed. codes, suicide prevention, safe ingress and egress, visitor and emergency policy and current California Dashboard. The school safety plan was last reviewed, updated and discussed with school faculty and staff in February 2022.

Enrollment by Student Group

The total enrollment at the school was 291 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2020-21 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
Daures Stephens

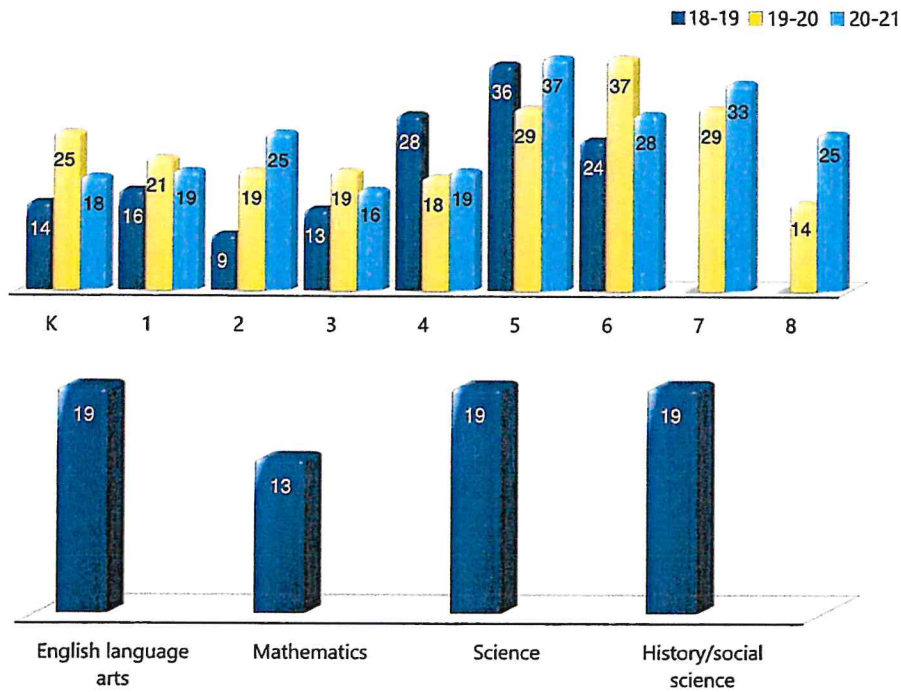


Class Size Distribution

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

	2018-19			2019-20			2020-21		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2				2		2		
1	1	1			1		2		
2	3			2				1	
3	2	1		1			1	1	
4	1	8		2			1		
5			8		1				1
6		9				1		1	
7					1				1
8				1				1	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	4								
Mathematics	3								
Science	2								
History/social science	2								

Enrollment by Student Group

Demographics

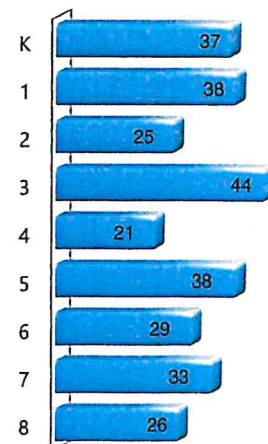
2020-21 School Year

Female	47.40%
Male	52.60%
Non-Binary	0.00%
English learners	3.10%
Foster youth	1.00%
Homeless	4.10%
Migrant	0.00%
Socioeconomically Disadvantaged	74.90%
Students with Disabilities	14.10%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

2020-21 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.

Suspensions and Expulsions

Two-Year Data

	South Fork ES		South Fork Union SD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
Suspension rates	1.4%	0.0%	1.4%	0.0%	3.5%	0.2%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%

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

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions

2019-20 School Year

	South Fork ES	South Fork Union SD	California
	19-20	19-20	19-20
Suspension rates	0.0%	0.0%	2.5%
Expulsion rates	0.0%	0.0%	0.0%

Note: The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group

2020-21 School Year

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	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	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Professional Development

Professional Development Days

Number of school days dedicated to staff development and continuous improvement	
2019-20	12.5
2020-21	12.5
2021-22	12.5

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





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. The 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.

California Physical Fitness Test		2020-21 School Year	
Percentage of Students Meeting Fitness Standards		South Fork ES	
		Grade 5	Grade 7
Four of six standards		◇	◇
Five of six standards		◇	◇
Six of six standards		◇	◇

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group		2020-21 School Year		
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	325	305	29	9.50%
Female	154	141	12	8.50%
Male	171	164	17	10.40%
American Indian or Alaska Native	10	9	1	11.10%
Asian	3	3	0	0.00%
Black or African American	0	0	0	0.00%
Filipino	0	0	0	0.00%
Hispanic or Latino	52	47	4	8.50%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	21	21	1	4.80%
White	231	217	22	10.10%
English Learners	10	10	1	10.00%
Foster Youth	3	3	0	0.00%
Homeless	20	20	1	5.00%
Socioeconomically Disadvantaged	250	236	28	11.90%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	51	46	5	10.90%

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:

1. Increase Academic Achievement.
2. Targeted Professional Development to strengthen instruction for students.
3. Retain additional support staff.
4. 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 2019 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 chronic absenteeism reduction, student suspensions and English language arts and math student achievement.

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 our school climate and continue implementation of educational technology.



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.



SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

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	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	⚡	■	⚡	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

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	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

⚡ This school did not test students using the CAASPP for Science.

* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

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 ten, eleven, or twelve).



Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.





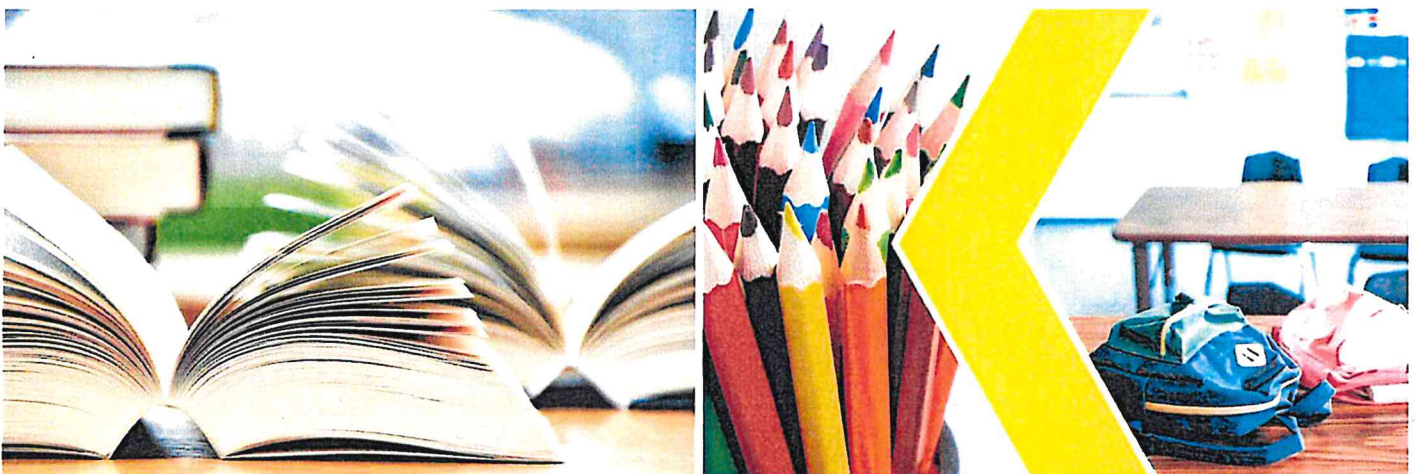
CAASPP Test Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	⌘	⌘	⌘	⌘	⌘
Female	⌘	⌘	⌘	⌘	⌘
Male	⌘	⌘	⌘	⌘	⌘
American Indian or Alaska Native	⌘	⌘	⌘	⌘	⌘
Asian	⌘	⌘	⌘	⌘	⌘
Black or African American	⌘	⌘	⌘	⌘	⌘
Filipino	⌘	⌘	⌘	⌘	⌘
Hispanic or Latino	⌘	⌘	⌘	⌘	⌘
Native Hawaiian or Pacific Islander	⌘	⌘	⌘	⌘	⌘
Two or more races	⌘	⌘	⌘	⌘	⌘
White	⌘	⌘	⌘	⌘	⌘
English Learners	⌘	⌘	⌘	⌘	⌘
Foster Youth	⌘	⌘	⌘	⌘	⌘
Homeless	⌘	⌘	⌘	⌘	⌘
Military	⌘	⌘	⌘	⌘	⌘
Socioeconomically disadvantaged	⌘	⌘	⌘	⌘	⌘
Students receiving Migrant Education services	⌘	⌘	⌘	⌘	⌘
Students with Disabilities	⌘	⌘	⌘	⌘	⌘

⌘ This school did not test students using the CAASPP for Science.





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

Assessment Name: CAASPP Interim

Percentage of Students At or Above Grade Level					2020-21 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
All students	192	179	93%	0	52%
Female	84	77	92%	8%	61%
Male	108	102	94%	6%	45%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	19	19	100%	0%	42%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	14	13	93%	7%	43%
White	136	131	96%	4%	54%
English Learners	❖	❖	❖	❖	25%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	142	127	89%	11%	48%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	28	23	82%	18%	17%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.

Note: Where the most viable option, districts were required to administer the statewide summative assessment in ELA. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021 (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).





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

Assessment Name: CAASPP Interim

Percentage of Students At or Above Grade Level

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
All students	192	180	94%	6%	32%
Female	84	80	95%	5%	37.5%
Male	108	100	93%	7%	28%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	19	19	100%	0%	32%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	14	14	100%	0%	21%
White	136	131	96%	4%	47%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	142	131	92%	8%	28%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	28	22	79%	21%	5%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.

Note: Where the most viable option, districts were required to administer the statewide summative assessment in ELA. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021 (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).





Textbooks and Instructional Materials

The textbook selection process includes teachers and school staff. The final approval is voted on by the school board. The text books 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			2021-22 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	

Quality of Textbooks

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

Quality of Textbooks	
2021-22 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Availability of Textbooks and Instructional Materials

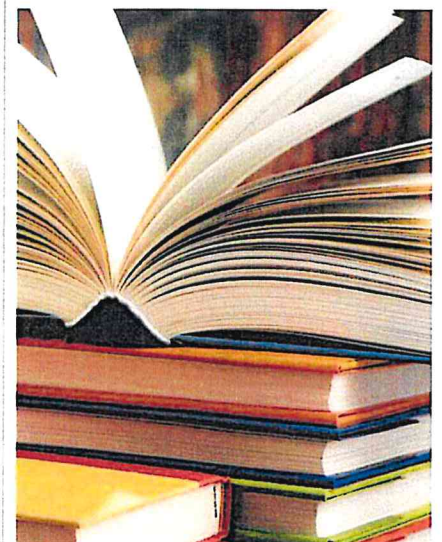
The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2021-22 School Year
South Fork ES	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	0%	
Health	0%	

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	
2021-22 School Year	
Data collection date	9/9/2021



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 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.



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.

School Facility Good Repair Status

2021-22 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	Good
Date of the most recent school site inspection	8/31/2021

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 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. An extensive cleaning protocol is adhered to due to COVID-19.

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.



Deficiencies and Repairs

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

Deficiencies and Repairs

2021-22 School Year

Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Restrooms/fountains	Crack in the floor of restroom. Area of crack filled and fully repaired.	10/6/2021

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



"The district is always looking for ways to increase parent participation in areas of district leadership and policy."





Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2019-20 school year. This table displays 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				2019-20 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
 - Provisional Internship Permits;
 - Short-Term Staff Permits;
 - Variable Term Waivers; and
 - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA): A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

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

This table displays the percent of authorization/assignment 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/>.

Permits/waivers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2019-20 School Year
Authorization/Assignment	South Fork ES	
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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/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>.

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.

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

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

2019-20 School Year

Indicator	South Fork ES
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments

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

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

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

Class Assignments

2019-20 School Year

Indicator	South Fork ES
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

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>.



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

2020-21 School Year

	Ratio
Pupils to Academic counselors	◇
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	1.00
Social worker	0.00
Nurse	1.00
Speech/language/hearing specialist	0.00
Resource specialist (nonteaching)	0.00
◇ Not applicable.	



Financial Data

The financial data displayed in this SARC is from the 2019-20 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			2019-20 Fiscal Year
	South Fork Union SD	Similar Sized District	
Beginning teacher salary	\$45,454	\$47,265	
Midrange teacher salary	\$64,423	\$69,813	
Highest teacher salary	\$78,840	\$91,237	
Average elementary school principal salary	0	\$113,466	
Superintendent salary	\$123,165	\$131,359	
Teacher salaries: percentage of budget	22%	30%	
Administrative salaries: percentage of budget	8%	7%	

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			2019-20 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
South Fork ES	\$10,451	\$58,906	
South Fork Union SD	\$10,451	\$58,906	
California	\$8,444	\$72,352	
School and district: percentage difference	◆	◆	
School and California: percentage difference	+23.8%	-18.6%	

0 The principal and superintendent are combined as one position.

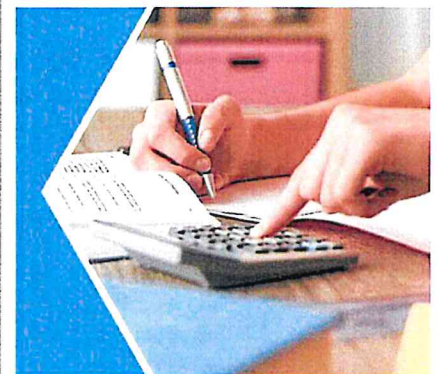
◆ The percentage difference does not apply to single-site districts.

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 2022.

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	
2019-20 Fiscal Year	
Total expenditures per pupil	\$12,884
Expenditures per pupil from restricted sources	\$2,433
Expenditures per pupil from unrestricted sources	\$10,451
Annual average teacher salary	\$58,906



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.

School Accountability Report Card

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