South Fork Junior Senior High

Address: 6831 Avenue of the Giants   **Phone:** (707) 943-3144
Principal: Jim Stewart   **Grade Span:** 9-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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.

About This School

District Contact Information – Most Recent Year

District Name	Southern Humboldt Joint Unified School District
Phone Number	707-943-1789
Superintendent	Catherine Scott
E-mail Address	cscott@sohumusd.com
Web Site	http://apps.humboldt.k12.ca.us/sohumwp/

School Contact Information – Most Recent Year

School Name	South Fork High School
Street	6831 Avenue of the Giants
City, State, Zip	Miranda, Calif., 95553-0188
Phone Number	707-943-3144
Principal	Jim Stewart
E-mail Address	jimstewart@sohumusd.com
Web Site	http://apps.humboldt.k12.ca.us/sohumwp/sfhs/
County-District-School (CDS) Code	12-63040-1237007

School Description and Mission Statement – Most Recent Year

MISSION STATEMENT
South Fork High School, a safe learning community, has as our mission to graduate all of our students as confident learners, who think choices, pursue goals, and become informed, active citizens. In partnership with our broader community, we will provide an innovative program that challenges students through a variety of learning experiences to reach their highest potential.

VISION STATEMENT
A South Fork High School graduate will have the skills to make responsible choices socially, personally, and educationally. Through an emphasize in literacy, creativity, critical thinking, and global and cultural awareness, graduates will be able to meet personal goals which making contributions to society. South Fork High is committed to developing literate and functional citizens who are able to cope, thrive, and live in a changing world. Our decisions will be based on being 100%. 100% Prepared, Attentive, Respectful, and Responsible.

EXPECTED SCHOOL WIDE LEARNING RESULTS(ESLRs)

A South Fork High School graduate will be able to:
Demonstrate the critical thinking skills necessary to become a lifelong learner.
Communicate respectfully and effectively to a variety of audiences for a variety of purposes.
Contribute to the school and greater community through service learning. The intent is creating active citizenship.
Create a person life plan to address social, educational, economic, and health goals.
Demonstrate ability to use technology across the curriculum.
Demonstrate recognition of the inherent strength of a tolerant, diverse society.

South Fork High School's current WASC accreditation is through June 2016. The staff continues to work on the action plan and recommendations from the last review. South Fork is located on the Avenue of the Giants, a picturesque, rural area. It is part of a unified school district that serves communities spread out over 755 square miles. While the geographic area of the district is large, the population of the 9-12 school is 200 students. The district has been experiencing declining enrollment for approximately fourteen years due to the decline of industry in the area. Despite the decline in enrollment and the decrease in state funding, the high school has remained a comprehensive high school with a rigorous academic program, a career and technical program, and a strong music and arts program.

Student Enrollment by Grade Level (School Year 2014–15)

Grade Level	Number of Students
Grade 9	51
Grade 10	52
Grade 11	46
Grade 12	46
Ungraded Secondary	0
Total Enrollment	195

Student Enrollment by Student Group (School Year 2014–15)

Student Group	Percent of Total Enrollment
Black or African American	1%
American Indian or Alaska Native	6.2%
Asian	1%
Filipino	1.5%
Hispanic or Latino	12.3%
Native Hawaiian or Pacific Islander	0%
White	73.8%
Two or More Races	1.5%
Socioeconomically Disadvantaged	47.2%
English Learners	1.5%
Students with Disabilities	10.3%
Foster Youth	0%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

- Pupils have access to standards-aligned instructional materials; and

- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2013–14	School 2014–15	School 2015–16	District 2015–16
With Full Credential	16	16	16	41
Without Full Credential	0	1	16	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013–14	2014–15	2015–16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Core Academic Classes Taught by Highly Qualified Teachers
(School Year 2014–15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	89.32%	10.68%
All Schools in District	92.99%	7.01%
High-Poverty Schools in District	92.41%	7.59%
Low-Poverty Schools in District	100%	0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

Year and month in which the data were collected: September 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Language of Literature, McDougal Little 1997 Groundwork for Better Vocabulary Building English Skills California Treasures, Glencoe 2009 Advancing Vocabulary Skills CAHSEE test prep, Ca Dept. of Education Literature California Treasures, by :Glenco 2010 Literature The American Experience, by :Prentice Hall Literature World Masterpieces	Yes	0%
Mathematics	Key Curriculum Press, Key to Algebra Series Albebra 1 Ca Edition, Prentice Hall-2002 Geometry, McDougal Littell 2011 Algebra 2, Merrill 1998 Precalculus w/ Trigonometry, Key Curriculum 2005 Calculus, Key Curriculum Press 2008	Yes	0%

Science	Biology, by Biggs, Higgins, Holiday, etal, Glenco: 2007 Life Science by Allen, Berg, Christopher, etal: Holt 2007 Life Science by Daniel, Ortleb, Biggs: Glenco 2001 Essentials of Anatomy & Physiology by Martini, Bartholomew, Pearson: Prentice Hall 2007 Focus on Physical Science by Padilla, Miaoulis, Cyr: Pearson Prentice Hall 2007 Earth Science by Allison, DeGaetano, Pasachoff: Holt 2007 Chemistry by Wilbraham, Staley, Matta, Waterman: Prentice Hall 2007	Yes	0%
History-Social Science	Modern World History by Beek, Black, Krieger, Naylor, Shadbaka: McDougal Littlel 2005 History Alive, TCI The American Vision Modern Times by Appleby, Brinkley, Brousard, McPhearson, Ritchie: Glencoe 2006 Economics Principles & Practices, by Clayton: Glencoe 2005 American Government by McClenaghan: Prentice Hall 2004	Yes	0%
Foreign Language	Realidades Prentice Hall 2011 Como se dice? Houghton-Mifflin 2011	Yes	0%
Health	Health, A Guide to Wellness by Merki, & Merki, 2001	Yes	0%
Visual and Performing Arts	Master Theory (Books 1-5)by Peters & Yoder Edly's Music Theory for Practical People by Roseman Coral Connections by Tower Improvising Jazz by Coker Draw Real People! By Hammond	Yes	0%

Science Laboratory Equipment (grades 9-12)	Microscopes, DNA gels, centrifuges, thermocycler, hot plates, test tubes, and chemicals.	Yes	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements – Most Recent Year

South Fork High School has been undergoing a major modernization project due to the passage of Measure L. The north side of A-wing, B-Wing, C-Wing, and B-wing restrooms have been completely modernized. Each classroom has a smart television, telephone system, computer, and wi-fi. The modernization will be continuing in the 2014-15 school year. The south side of A-wing, along with the locker room project will begin in 2015.

School Facility Good Repair Status – Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month in which the data were collected: September 2015

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	x			
Interior: Interior Surfaces		x		This status will change once A-wing and lockeroom projects are completed.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		
Electrical: Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate – Most Recent Year

Year and month in which the data were collected: September 2015

Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and

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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	**District**	**State**
English Language Arts/ Literacy (grades 3-8 and 11)	28%	32%	44%
Mathematics (grades 3-8 and 11)	11%	26%	33%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	46	39	84.8%	38%	21%	21%	8%
Male		27		44%	22%	15%	11%
Female		12		25%	17%	33%	0%
Black or African American		1		no data	no data	no data	no data
American Indian or Alaska Native		3		no data	no data	no data	no data
Asian		no data		no data	no data	no data	no data
Filipino		no data		no data	no data	no data	no data
Hispanic or Latino		4		no data	no data	no data	no data
Native Hawaiian or Pacific Islander		no data		no data	no data	no data	no data
White		31		35%	23%	19%	6%
Two or More Races		no data		no data	no data	no data	no data
Socioeconomically Disadvantaged		25		48%	16%	24%	4%
English Learners		1		no data	no data	no data	no data
Students with Disabilities		4		no data	no data	no data	no data
Students Receiving Migrant Education Services		no data		no data	no data	no data	no data
Foster Youth		no data		no data	no data	no data	no data

Double dashes (--) appear in the table when the number of students 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: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Mathematics - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	46	36	78.3%	50%	22%	11%	0%
Male	46	25	54.3%	56%	16%	16%	0%
Female	46	11	23.9%	36%	36%	0%	0%
Black or African American		1	2.2%	no data	no data	no data	no data
American Indian or Alaska Native	46	3	6.5%	no data	no data	no data	no data
Asian	no data	no data	no data	no data	no data	no data	no data
Filipino	no data	no data	no data	no data	no data	no data	no data
Hispanic or Latino	46	4	8.7%	no data	no data	no data	no data
Native Hawaiian or Pacific Islander	no data	no data	no data	no data	no data	no data	no data
White		28	60.9%	46%	18%	14%	0%
Two or More Races	no data	no data	no data	no data	no data	no data	no data
Socioeconomically Disadvantaged	46	22	47.8%	55%	27%	5%	0%
English Learners	46	1	2.2%	no data	no data	no data	no data
Students with Disabilities	46	4	8.7%	no data	no data	no data	no data
Students Receiving Migrant Education Services	no data	no data	no data	no data	no data	no data	no data
Foster Youth	no data	no data	no data			no data	no data

Double dashes (--) appear in the table when the number of students 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: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Science (grades 5, 8, and 10)	55%	62%	52%	54%	65%	55%	59%	60%	56%

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

California Standards Tests Results by Student Group in Science (School Year 2014–15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	55%
All Students at the School	52%
Male	35%
Female	63%
Black or African American	no data
American Indian or Alaska Native	no data
Asian	no data
Filipino	no data
Hispanic or Latino	no data
Native Hawaiian or Pacific Islander	no data
White	56%
Two or More Races	no data
Socioeconomically Disadvantaged	37%
English Learners	no data
Students with Disabilities	no data
Students Receiving Migrant Education Services	no data
Foster Youth	no data

Note: 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.

Career Technical Education Programs (School Year 2014–15)

Digital Media, Personal Finance, Marketing and Merchandising, Woodshop, Metal Shop, Media Productions, Office Occupations and Culinary Arts were offered. A variety of classes may be taken through concurrent enrollment with the College of the Redwoods. These courses allow for a hands on approach to learning. Many of the skills that are acquired in these courses can be applied in the work force.

Career Technical Education Participation (School Year 2014–15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	65
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	100%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	25%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014–15 Pupils Enrolled in Courses Required for UC/CSU Admission	98.47%
2013–14 Graduates Who Completed All Courses Required for UC/CSU Admission	39.22%

State Priority: Other Pupil Outcome

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

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

California High School Exit Examination Results for Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
English Language Arts	49%	49%	50%	49%	47%	49%	57%	56%	58%
Mathematics	40%	42%	56%	40%	42%	55%	60%	62%	59%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014–15) (if applicable)

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	51%	23%	26%	45%	39%	16%
All Students at the School	50%	24%	26%	44%	40%	16%
Male	72%	28%	no data	58%	42%	no data
Female	33%	21%	46%	33%	38%	29%
Black or African American	no data	no data	no data	no data	no data	no data
American Indian or Alaska Native	no data	no data	no data	no data	no data	no data
Asian	no data	no data	no data	no data	no data	no data
Filipino	no data	no data	no data	no data	no data	no data
Hispanic or Latino	no data	no data	no data	no data	no data	no data
Native Hawaiian or Pacific Islander	no data	no data	no data	no data	no data	no data
White	43%	29%	29%	50%	33%	17%
Two or More Races	no data	no data	no data	no data	no data	no data
Socioeconomically Disadvantaged	56%	28%	17%	61%	33%	6%
English Learners	no data	no data	no data	no data	no data	no data
Students with Disabilities	no data	no data	no data	no data	no data	no data
Students Receiving Migrant Education Services	no data	no data	no data	no data	no data	no data
Foster Youth	no data	no data	no data	no data		no data

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014–15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
9	12.2%	31.7%	34.1%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement – Most Recent Year

School Site Council-meets throughout the school year
Booster Club-meets monthly throughout the school year
Volunteering on campus-ongoing
Back-to-School Night-Fall
Activity chaperones, co-curricular, and extra-curricular field trips-ongoing
Coaching Athletics-throughout the school year
Southern Humboldt Family Partnership-monthly meetings
Building Committee-ongoing
Bond Over Site Committee-ongoing
Alternatives to Violence-6 week series
Challenge Days-every 4 years

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
Dropout Rate	6%	6.5%	7.5%	7.4%	10.3%	10.5%	13.1%	11.4%	11.5%
Graduation Rate	90%	87.1%	88.68%	87.04%	79.41%	85.96%	78.87%	80.44%	80.95%

Completion of High School Graduation Requirements – Graduating Class of 2014

Group	School	District	State
All Students	106.25%	96.43%	84.6%
Black or African American	0%	0%	76%
American Indian or Alaska Native	100%	100%	78.07%
Asian	100%	100%	92.62%
Filipino	0%	0%	96.49%
Hispanic or Latino	116.67%	116.67%	81.28%
Native Hawaiian or Pacific Islander	100%	100%	83.58%
White	105.71%	92.86%	89.93%
Two or More Races	0%	100%	82.8%
Socioeconomically Disadvantaged	120%	100%	81.36%
English Learners	0%	0%	50.76%
Students with Disabilities	100%	75%	61.28%
Foster Youth	no data	no data	no data

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Suspensions	0%	15.46%	12.26%	0%	8.73%	11.7%	5.07%	4.36%	3.8%
Expulsions	0%	0%	0%	0%	0%	0%	0.13%	0.1%	0.09%

School Safety Plan – Most Recent Year

The School Safety Plan is reviewed each year by the staff and Site Council before going to Board for approval. Drills are conducted according to regulations and the safety plan. The School Safety Plan has been a component of our WASC Accreditation Plan. The plans are discussed and updated in the spring of each year.

C. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014–15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate – English Language Arts	Yes	Yes	
Met Participation Rate – Mathematics	Yes	Yes	
Met Percent Proficient – English Language Arts	N/A	N/A	
Met Percent Proficient – Mathematics	N/A	N/A	
Met Attendance Rate	N/A	Yes	
Met Graduation Rate	Yes	Yes	

Federal Intervention Program (School Year 2015–16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	no data	2013-2014
Year in Program Improvement	no data	Year 1
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	20%

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	11	20	4	no data	12	17	6	no data	10	18	2	no data
Mathematics	9	19	4	no data	11	14	4	no data	10	14	3	no data
Science	13	12	2	no data	15	10	2	1	13	7	4	no data
Social Science	10	19	3	no data	12	16	3	2	7	18	2	no data

* 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.

Academic Counselors and Other Support Staff (School Year 2014–15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.6	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013–14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$7,090	$2,952	$3,239	$48,190
District	N/A	N/A	$5,758	$53,119
Percent Difference – School Site and District	N/A	N/A	-44%	-9%
State	N/A	N/A	$5,348	$59,460
Percent Difference – School Site and State	N/A	N/A	-39%	-19%

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014–15)

Supplemental services provided include: academic and career support, career and technical education programs, group and individual counseling, special education services, 504 services, tutoring, college prep support, SAT reasoning and subject tests, on-line courses, afterschool remediation and credit recovery, computer labs and literacy, and English Learner Services.

Teacher and Administrative Salaries (Fiscal Year 2013–14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,750	$38,953
Mid-Range Teacher Salary	$50,281	$57,103
Highest Teacher Salary	$64,621	$74,127
Average Principal Salary (Elementary)	$74,243	$90,225
Average Principal Salary (Middle)	no data	$98,146
Average Principal Salary (High)	$83,983	$97,758
Superintendent Salary	$106,050	$117,803
Percent of Budget for Teacher Salaries	29%	34%
Percent of Budget for Administrative Salaries	4%	7%

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

Advanced Placement Courses (School Year 2014–15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	no data	N/A
English	no data	N/A
Fine and Performing Arts	no data	N/A
Foreign Language	no data	N/A
Mathematics	no data	N/A
Science	no data	N/A
Social Science	no data	N/A
All Courses	no data	no data

Note: Cells with N/A values do not require data.

* Where there are student course enrollments.

Note: AP means Advanced Placement.

Professional Development – Most Recent Three Years

Two days of paid time are paid prior to the school year and one day after.
Staff interested in attending conferences are encouraged to do so.
Staff representing all school sites attended the National Common Core Conference in Phoenix Arizona.

Many staff members attended a technology conference and a Common Core Lesson Planning Conference at the County Office of Education during the summer of 2013. Their attendance was supported by District Title One funds.

This SARC report was compiled on 01/27/16 with version 16.0.1e by
Multiple Measures, LLC
www.k12multiplemeasures.com