

# South Fork High School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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).

#### 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.

#### 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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2025-26 School Contact Information

|                                          |                            |
|------------------------------------------|----------------------------|
| <b>School Name</b>                       | South Fork High School     |
| <b>Street</b>                            | 25611 Lyons Dam Road       |
| <b>City, State, Zip</b>                  | Twain Harte, CA, 95383     |
| <b>Phone Number</b>                      | (209) 586-5672             |
| <b>Principal</b>                         | Brett Christopher          |
| <b>Email Address</b>                     | bchristopher@summbears.net |
| <b>School Website</b>                    | www.summbears.net          |
| <b>Grade Span</b>                        | 9-12                       |
| <b>County-District-School (CDS) Code</b> | 55-72413-5530092           |

## 2025-26 District Contact Information

|                         |                                        |
|-------------------------|----------------------------------------|
| <b>District Name</b>    | Summerville Union High School District |
| <b>Phone Number</b>     | (209) 928-3498                         |
| <b>Superintendent</b>   | Michael S. Merrill                     |
| <b>Email Address</b>    | mmerrill@summbears.net                 |
| <b>District Website</b> | www.summbears.net                      |

## 2025-26 School Description and Mission Statement

South Fork High School is a Necessary Small School with 5 students currently enrolled. It is a part of the Summerville Union High School District which serves a total of 687 students.

South Fork High has a Principal and a grade level coordinator (GLC). The GLCs' duties include counseling, scheduling, discipline, career guidance, and teacher evaluations.

South Fork High School is located near Twain Harte on the Heavenly Hills Christian Camp property. A portable building on the property serves as the school facility. Some of the students enrolled in South Fork High School live in this remote area of the

2025-26 School Description and Mission Statement

district. Others are placed there in order to access the benefits of the small school climate and low teacher to student ratio. South Fork High School has 1 full time teacher and two part time teachers. Students have access to two teachers each day and received curriculum and instruction appropriate for their individual needs and graduation plans. Students access curriculum through APEX and through direct instruction and district adopted curriculum.

GUIDING PRINCIPLES: SUMMERVILLE UNION HIGH SCHOOL DISTRICT

Vision Statement:  
Summerville Union High School District: Preparing students for college, career and life.

Mission Statement:  
By providing quality education, Summerville High School prepares students to become effective communicators, critical thinkers and responsible citizens who value lifelong learning.

- The Core Values of our Professional Staff:
- 1. Improving Student Learning  
We strive always to improve student learning. Our aim is to prepare all students for success in college, career, and service to the community. We expect all students to learn at the levels necessary for success, and we modify our instruction to ensure that all students learn.
  - 2. Teamwork  
We work in teams. We value collaboration, cooperation, and communication to best work together to maximize student learning. We believe we all work better when the school community works together: teachers, support staff, parents, community, and students. We are adaptable, flexible, and consistent.
  - 3. Respect  
We respect one another, our students, our workplace, the work we do, and the community we serve. Our students learn best in a safe, clean, positive atmosphere of caring, empathy, and sincerity. We prepare students for success by consistently modeling responsible behavior and responsiveness to student needs.
  - 4. Professionalism  
We are professionals, and we serve students at a professional level. We know how to do our work effectively and we learn from experience. We are committed to continuous improvement of all aspects of our institution. We set clear goals and follow through to meet them with consistency, integrity, and dedication. We hold ourselves accountable for student learning, and we work diligently to improve it.

About this School

2024-25 Student Enrollment by Grade Level

| Grade Level      | Number of Students |
|------------------|--------------------|
| Grade 10         | 3                  |
| Grade 11         | 1                  |
| Total Enrollment | 4                  |

2024-25 Student Enrollment by Student Group

| Student Group                   | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Female                          | 50                          |
| Male                            | 50                          |
| Hispanic or Latino              | 25                          |
| Two or More Races               | 25                          |
| White                           | 50                          |
| Socioeconomically Disadvantaged | 100                         |

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.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment                                                                               | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 0.4           | 20             | 37.6            | 64.59            | 234405.2     | 84            |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 0             | 0              | 1.2             | 2.07             | 4853         | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0             | 0              | 1.4             | 2.47             | 12001.5      | 4.3           |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0             | 0              | 12              | 20.59            | 11953.1      | 4.28          |
| <b>Unknown/Incomplete/NA</b>                                                                           | 1.6           | 80             | 5.9             | 10.23            | 15831.9      | 5.67          |
| <b>Total Teaching Positions</b>                                                                        | 2             | 100            | 58.3            | 100              | 279044.8     | 100           |

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

| Authorization/Assignment                                                                               | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 0.5           | 25             | 36.6            | 65.09            | 231142.4     | 83.24         |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 0             | 0              | 0.9             | 1.76             | 5566.4       | 2             |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0             | 0              | 1.8             | 3.25             | 14938.3      | 5.38          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 1.5           | 75             | 14.7            | 26.22            | 11746.9      | 4.23          |
| <b>Unknown/Incomplete/NA</b>                                                                           | 0             | 0              | 2               | 3.65             | 14303.8      | 5.15          |
| <b>Total Teaching Positions</b>                                                                        | 2             | 100            | 56.3            | 100              | 277698       | 100           |

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

| Authorization/Assignment                                                                               | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 0.9           | 49.46          | 38.6            | 67.91            | 230039.4     | 100           |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 0             | 0              | 0.9             | 1.74             | 6213.8       | 2.23          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0             | 0              | 1.9             | 3.5              | 16855        | 6.04          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.9           | 50.54          | 14.6            | 25.68            | 12112.8      | 4.34          |
| <b>Unknown/Incomplete/NA</b>                                                                           | 0             | 0              | 0.6             | 1.14             | 13705.8      | 4.91          |
| <b>Total Teaching Positions</b>                                                                        | 1.8           | 100            | 56.9            | 100              | 278927.1     | 100           |

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment                                     | 2021-22 | 2022-23 | 2023-24 |
|--------------------------------------------------------------|---------|---------|---------|
| <b>Permits and Waivers</b>                                   | 0.00    | 0       | 0       |
| <b>Misassignments</b>                                        | 0.00    | 0       | 0       |
| <b>Vacant Positions</b>                                      | 0.00    | 0       | 0       |
| <b>Total Teachers Without Credentials and Misassignments</b> | 0.00    | 0       | 0       |

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator                                                     | 2021-22 | 2022-23 | 2023-24 |
|---------------------------------------------------------------|---------|---------|---------|
| <b>Credentialed Teachers Authorized on a Permit or Waiver</b> | 0.00    | 0       | 0       |
| <b>Local Assignment Options</b>                               | 0.00    | 1.5     | 0.9     |
| <b>Total Out-of-Field Teachers</b>                            | 0.00    | 1.5     | 0.9     |

## Class Assignments

| Indicator                                                                                                                                                  | 2021-22 | 2022-23 | 2023-24 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0       |         |         |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0       | 0       | 0       |

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

APEX is the primary learning platform for all students. The District APEX license is purchased annually and staff has been trained to manage and implement the program.

Year and month in which the data were collected January, 2026

| Subject                                       | List of Textbooks and Other Instructional Materials /<br>Indicate if from Most Recent Adoption / Year of Adoption | Percent Students<br>Lacking Own<br>Assigned Copy |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| Reading/Language Arts                         | APEX                                                                                                              | 0                                                |
| Mathematics                                   | APEX                                                                                                              | 0                                                |
| Science                                       | APEX                                                                                                              | 0                                                |
| History-Social Science                        | APEX                                                                                                              | 0                                                |
| Foreign Language                              | APEX                                                                                                              | 0                                                |
| Health                                        | APEX                                                                                                              | 0                                                |
| Visual and Performing Arts                    | APEX                                                                                                              | 0                                                |
| Science Laboratory Equipment<br>(grades 9-12) | APEX                                                                                                              |                                                  |

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

## School Facility Conditions and Planned Improvements

South Fork School consists of one portable building located at 25611 Lyons Dam Road in Twain Harte, CA. It is in excellent condition and has no maintenance or repair needs at this time.

Year and month of the most recent FIT report November, 2025

| System Inspected                                     | Rate<br>Good | Rate<br>Fair | Rate<br>Poor | Repair Needed and Action Taken or Planned |
|------------------------------------------------------|--------------|--------------|--------------|-------------------------------------------|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer | X            |              |              |                                           |
| <b>Interior:</b><br>Interior Surfaces                | X            |              |              |                                           |

| School Facility Conditions and Planned Improvements                           |   |  |  |  |
|-------------------------------------------------------------------------------|---|--|--|--|
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation           | X |  |  |  |
| <b>Electrical</b>                                                             | X |  |  |  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    | X |  |  |  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | X |  |  |  |
| <b>Structural:</b><br>Structural Damage, Roofs                                | X |  |  |  |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | X |  |  |  |

| Overall Facility Rate |      |      |      |
|-----------------------|------|------|------|
| 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] 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).

#### College and Career Ready

The percentage of students 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

| Subject                                               | School<br>2023-24 | School<br>2024-25 | District<br>2023-24 | District<br>2024-25 | State<br>2023-24 | State<br>2024-25 |
|-------------------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy<br>(grades 3-8 and 11) |                   |                   |                     |                     | 47               | 48               |
| Mathematics<br>(grades 3-8 and 11)                    |                   |                   |                     |                     | 35               | 37               |

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP<br>Student Groups            | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>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                    |  |  |  |  |  |

### 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| CAASPP Student Groups               | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent 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                            |                         |                      |                       |                           |                                |

|                                                      |  |  |  |  |  |
|------------------------------------------------------|--|--|--|--|--|
| <b>Socioeconomically Disadvantaged</b>               |  |  |  |  |  |
| <b>Students Receiving Migrant Education Services</b> |  |  |  |  |  |
| <b>Students with Disabilities</b>                    |  |  |  |  |  |

**CAASPP Test Results in Science for All Students**

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

| Subject                                         | School<br>2023-24 | School<br>2024-25 | District<br>2023-24 | District<br>2024-25 | State<br>2023-24 | State<br>2024-25 |
|-------------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>Science</b><br>(grades 5, 8 and high school) | --                |                   | 31.82               | 25.74               | 30.73            | 32.52            |

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent 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                    |                  |               |                |                    |                         |

2024-25 Career Technical Education Programs

South Fork High School offers courses through APEX. Many courses specifically focused on career preparation and preparation for work are available through this online learning platform. These courses meet a variety of elective requirements, graduation requirements and A-G requirements. Courses of study are individualized based on student interest and need in order to complete a high school diploma and in order to prepare students for careers and college.

2024-25 Career Technical Education (CTE) Participation

| Measure                                                                                                                 | CTE Program Participation |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Number of Pupils Participating in CTE                                                                                   | 1                         |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma                                            |                           |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education |                           |

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure                                             | Percent |
|-------------------------------------------------------------------|---------|
| Pupils Enrolled in Courses Required for UC/CSU Admission          | 100     |
| Graduates Who Completed All Courses Required for UC/CSU Admission |         |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

| Grade Level | Component 1:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------|-----------------------------|
| Grade 9     | N/A                              | N/A                                                    | N/A                                                               | N/A                                                     | N/A                         |

C. 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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents are invited to participate in the School Site Council and Athletic Boosters; volunteer for theater productions, club activities and field trips; and serve as members of the Sober Grad committee. Every week, a newsletter is emailed home to all parents with information about upcoming meetings and events, encouraging parent participation. At the start of each school year, administrators host an orientation for all parents who are new to the district.

For academic progress, Grade Level Coordinators mail home letters to the parents of students who are in danger of failing classes after each grading period to keep parents regularly updated about their child's graduation progress. For school delays, emergency situations, and general information that must be received by parents in a more timely manner, the district utilizes School Messenger for automated phone calls. Parents are also able to log in to PowerSchool and check their child's grades in real time. Parents are encouraged to contact teachers and Grade Level Coordinators if they have any concerns regarding their child's performance.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

| Indicator       | School<br>2022-23 | School<br>2023-24 | School<br>2024-25 | District<br>2022-23 | District<br>2023-24 | District<br>2024-25 | State<br>2022-23 | State<br>2023-24 | State<br>2024-25 |
|-----------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Dropout Rate    | --                | --                |                   | 5.9                 | 3.9                 | 2                   | 8.2              | 8.9              | 8                |
| Graduation Rate | --                | --                |                   | 90.6                | 92.5                | 93                  | 86.2             | 86.4             | 87.5             |

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

| Student Group                                 | Number of<br>Students in Cohort | Number of<br>Cohort Graduates | Cohort<br>Graduation Rate |
|-----------------------------------------------|---------------------------------|-------------------------------|---------------------------|
| All Students                                  | 0.0                             | 0.0                           | 0.0                       |
| Female                                        | 0.0                             | 0.0                           | 0.0                       |
| Male                                          | 0.0                             | 0.0                           | 0.0                       |
| Non-Binary                                    | 0.0                             | 0.0                           | 0.0                       |
| American Indian or Alaska Native              | 0.0                             | 0.0                           | 0.0                       |
| Asian                                         | 0.0                             | 0.0                           | 0.0                       |
| Black or African American                     | 0.0                             | 0.0                           | 0.0                       |
| Filipino                                      | 0.0                             | 0.0                           | 0.0                       |
| Hispanic or Latino                            | 0.0                             | 0.0                           | 0.0                       |
| Native Hawaiian or Pacific Islander           | 0.0                             | 0.0                           | 0.0                       |
| Two or More Races                             | 0.0                             | 0.0                           | 0.0                       |
| White                                         | 0.0                             | 0.0                           | 0.0                       |
| English Learners                              | 0.0                             | 0.0                           | 0.0                       |
| Foster Youth                                  | 0.0                             | 0.0                           | 0.0                       |
| Homeless                                      | 0.0                             | 0.0                           | 0.0                       |
| Socioeconomically Disadvantaged               | 0.0                             | 0.0                           | 0.0                       |
| Students Receiving Migrant Education Services | 0.0                             | 0.0                           | 0.0                       |
| Students with Disabilities                    | 0.0                             | 0.0                           | 0.0                       |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-----------------------------------------------|-----------------------|-----------------------------------------|---------------------------|--------------------------|
| All Students                                  | --                    | --                                      | --                        | --                       |
| Female                                        | --                    | --                                      | --                        | --                       |
| Male                                          | --                    | --                                      | --                        | --                       |
| Non-Binary                                    | --                    | --                                      | --                        | --                       |
| 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                                      | --                    | --                                      | --                        | --                       |
| Socioeconomically Disadvantaged               | --                    | --                                      | --                        | --                       |
| Students Receiving Migrant Education Services | --                    | --                                      | --                        | --                       |
| Students with Disabilities                    | --                    | --                                      | --                        | --                       |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

| Suspensions    |                |                |                  |                  |                  |               |               |               |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
|                |                |                | 2.26             | 2.62             | 5.2              | 3.6           | 3.28          | 2.94          |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

| Expulsions     |                |                |                  |                  |                  |               |               |               |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
|                |                |                | 0.08             | 0.42             | 0.08             | 0.08          | 0.07          | 0.06          |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

| 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            |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

The School Safety Plan is a district wide plan which is reviewed and updated each month with the School Site Council, which includes parents, staff and students. Several modifications to the safety plan have been made in the past three years. The safety plan is annually presented to the Governing Board in March of each year. The last approval was in March, 2025.

The key elements of the plan include:

- On site and off site evacuation;
- Secure school situation;
- Duck and cover;
- Lockdown for active intruder;
- Suicide prevention and response;
- Natural disasters and weather related emergencies
- Physical and social climate.

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 2                  | 1                                    | 0                                     | 0                                   |
| Mathematics           | 2                  | 1                                    | 0                                     | 0                                   |
| Science               | 1                  | 2                                    | 0                                     | 0                                   |
| Social Science        | 2                  | 1                                    | 0                                     | 0                                   |

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 1                  | 3                                    |                                       |                                     |
| Mathematics           | 1                  | 1                                    |                                       |                                     |
| Science               | 1                  | 1                                    |                                       |                                     |
| Social Science        | 1                  | 3                                    |                                       |                                     |

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 2                  | 2                                    |                                       |                                     |
| Mathematics           | 2                  | 2                                    |                                       |                                     |
| Science               | 3                  | 1                                    |                                       |                                     |
| Social Science        | 2                  | 2                                    |                                       |                                     |

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title                        | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 20    |

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

| Title                                                         | Number of FTE Assigned to School |
|---------------------------------------------------------------|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.1                              |
| Library Media Teacher (Librarian)                             |                                  |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist                                                  |                                  |
| Social Worker                                                 |                                  |
| Nurse                                                         |                                  |
| Speech/Language/Hearing Specialist                            |                                  |
| Resource Specialist (non-teaching)                            |                                  |
| Other                                                         |                                  |

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level                                         | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|-----------------------------------------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$179,743                    | 0                                   | \$179,743                             | \$95,443               |
| District                                      | N/A                          | N/A                                 | \$16,187                              | \$92,778               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | 167.0                                 | 2.8                    |
| State                                         | N/A                          | N/A                                 | \$11,146                              | \$84,462               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | 176.6                                 | 12.2                   |

## Fiscal Year 2024-25 Types of Services Funded

There are services available to South Fork High School students for support:

Students placed in this program have access to 2 teachers at all times. Student:Teacher ratio is usually between 2:1 and 7:1. This allows for a great deal of personalized instruction and support throughout the school day.

The Summerville Union High School District's Counselor makes regular, weekly visits to South Fork High School in order to serve it's students ongoing needs.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category                                      | District Amount | State Average for Districts in Same Category |
|-----------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary                      | \$53,636        | \$54,938                                     |
| Mid-Range Teacher Salary                      | \$76,122        | \$77,181                                     |
| Highest Teacher Salary                        | \$96,276        | \$105,502                                    |
| Average Principal Salary (Elementary)         |                 |                                              |
| Average Principal Salary (Middle)             |                 |                                              |
| Average Principal Salary (High)               | \$141,662       | \$149,893                                    |
| Superintendent Salary                         | \$206,485       | \$173,469                                    |
| Percent of Budget for Teacher Salaries        | 30%             | 25.33%                                       |
| Percent of Budget for Administrative Salaries | 6%              | 6.27%                                        |

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

|                                   |   |
|-----------------------------------|---|
| Percent of Students in AP Courses | 0 |
|-----------------------------------|---|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject                  | Number of AP Courses Offered |
|--------------------------|------------------------------|
| Computer Science         | 0                            |
| English                  | 0                            |
| Fine and Performing Arts | 0                            |
| Foreign Language         | 0                            |
| Mathematics              | 0                            |
| Science                  | 0                            |
| Social Science           | 0                            |
| Total AP Courses Offered | 0                            |

Where there are student course enrollments of at least one student.

Professional Development

Three full days are set aside each school year for inservice training for the teaching staff. In addition, monthly staff meetings are used for both the presentation of information, discussion, and professional development. Teachers are encouraged to attend professional development off campus as well. For example, AP Institutes, CAASPP trainings, and NGSS trainings for science teachers, and vertical alignment PD offered through TCSOS.

The Special Education Coordinator attended the ACSA Special Education training in Palm Springs the last three years. The Principal also regularly attends ACSA professional development. On site administrative staff has provided multiple training opportunities to staff on differentiated instruction strategies , CPR and First Aide, ALICE, state mandated safety training and regular training as safety plan continues to be updated.

Professional Development since 2022-2023 school year has focused on department collaboration and alignment across grade levels and subject areas.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject                                                                         | 2023-24 | 2024-25 | 2025-26 |
|---------------------------------------------------------------------------------|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3       | 4       | 4       |