

## Executive Summary School Accountability Report Card, 2010–11

### For South Fork Junior - Senior High

<b>Address:</b>	PO Box 188, Miranda, CA, 95553-0188	<b>Phone:</b>	(707) 943-3144
<b>Principal:</b>	Jim Stewart, Principal	<b>Grade Span:</b>	8-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### About This School

South Fork Junior-Senior High School is a Comprehensive Necessary Small High School accredited through Western Association of Schools and Colleges. South Fork Junior-Senior High School is located on the world-famous Avenue of the Giants in Southern Humboldt County, Northern California. We serve the eighth through twelfth grades. South Fork Junior-Senior High School is on a six period schedule which will allow students to take six 60-minute courses. We are proud of our strong college preparation program as well as our career and technical education. Our attendance area reaches from the ocean, across the river valleys to the mountains, a rural area covering 755 square miles.

### Student Enrollment

Group	Enrollment
Number of students	276
Black or African American	0.7%

<b>American Indian or Alaska Native</b>	7.6%
<b>Asian</b>	1.8%
<b>Filipino</b>	0.7%
<b>Hispanic or Latino</b>	6.2%
<b>Native Hawaiian or Pacific Islander</b>	0.4%
<b>White</b>	81.9%
<b>Two or More Races</b>	0.7%
<b>Socioeconomically Disadvantaged</b>	40.2%
<b>English Learners</b>	2.9%
<b>Students with Disabilities</b>	10.9%

## Teachers

<b>Indicator</b>	<b>Teachers</b>
<b>Teachers with full credential</b>	19
<b>Teachers without full credential</b>	0
<b>Teachers Teaching Outside Subject Area of Competence</b>	0

<b>Misassignments of Teachers of English Learners</b>	0
<b>Total Teacher Misassignments</b>	0

## Student Performance

<b>Subject</b>	<b>Students Proficient and Above on STAR* Program Results</b>
<b>English-Language Arts</b>	48%
<b>Mathematics</b>	19%
<b>Science</b>	60%
<b>History-Social Science</b>	44%

\*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

## Academic Progress\*

<b>Indicator</b>	<b>Result</b>
<b>2011 Growth API Score (from 2011 Growth API Report)</b>	750
<b>Statewide Rank (from 2010 Base API Report)</b>	6
<b>Met All 2011 AYP Requirements</b>	no

<b>Number of AYP Criteria Met Out of the Total Number of Criteria Possible</b>	Met 8 of 14
<b>2011–12 Program Improvement Status (PI Year)</b>	No

## School Facilities

### Summary of Most Recent Site Inspection

In June of 2004, the District undertook a comprehensive review of district facilities by forming a Facilities Advisory Committee. South Fork High School was originally constructed in 1931. In the years from 1953-1956, the original school was mostly demolished and a new facility constructed; additional educational space was added in 1972, 1976, and in 2003. In 1991, the school received a Modernization Grant through the State of California. This grant enabled the school to modernize the heating system, fire alarm system, and also provide ADA accessibility throughout the campus. Additional repairs are made on an annual basis funded through the District's Deferred Maintenance Program. All identified items on the most recent site inspection are complete.

### Repairs Needed

Because South Fork is an aging facility, our school maintenance needs are ongoing. These include electrical, plumbing, roofing, doors and sashes, windows, flooring, lighting, and other general facility maintenance. The school and district staff identified areas of need, and made a need/wish list. However, the district maintenance department consists of one employee. In June 2010, a bond was passed for reconstruction and new buildings. The district is meeting with the architect, and the over site and building committees have been formed and meet regularly. This construction will address some of our repairs needed. We are very excited about the future.

### Corrective Actions Taken or Planned

SFHS has addressed and corrected all the identified needs from the School Safety Inspection Report of 2007. The staff has reviewed the classroom health and safety guidelines and tip bulletins. For repairs beyond our custodial staff, we use software to report maintenance problems to the Director of Maintenance and Operations.

## Curriculum and Instructional Materials

<b>Core Curriculum Area</b>	<b>Pupils Who Lack Textbooks and Instructional Materials</b>
<b>Reading/Language Arts</b>	0
<b>Mathematics</b>	0

Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	LEA Provided
District	LEA Provided
State	\$5,455

## School Completion

Indicator	Result
Graduation Rate (if applicable)	94.74

## Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	100%
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

# School Accountability Report Card

## Reported Using Data from the 2010–11 School Year

*Published During 2011–12*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

## II. About This School

### Contact Information (School Year 2011–12)

School		District	
<b>School Name</b>	South Fork Junior - Senior High	<b>District Name</b>	Southern Humboldt Joint Unified
<b>Street</b>	PO Box 188	<b>Phone Number</b>	(707) 943-1789
<b>City, State, Zip</b>	Miranda, CA, 95553-0188	<b>Web Site</b>	www.humboldt.k12.ca.us/sohumb_usd/school
<b>Phone Number</b>	(707) 943-3144	<b>Superintendent</b>	Jim Stewart
<b>Principal</b>	Jim Stewart, Principal	<b>E-mail Address</b>	jimstewart@humboldt.k12.ca.us
<b>E-mail Address</b>	jimstewart@humboldt.k12.ca.us	<b>CDS Code</b>	12630401237007

### School Description and Mission Statement (School Year 2010–11)

#### 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 critically, make responsible choices, pursue goals, and become informed, active citizens. In partnership with our broader community, we will provide an innovative, standards-based academic 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 a broad based education which emphasizes literacy, creativity, critical thinking, and global and cultural awareness, graduates will be able to meet personal goals while making their own valuable contributions to society. South Fork High is committed to developing literate and functional citizens who are able to cope, thrive, and live harmoniously in a constantly changing world. Our decisions will be based on the Community of Caring 5 Core Values: Family, Caring, Responsibility, Respect, and Trust.

#### EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRs)

A South Fork High School graduate will be able to:

- 1...demonstrate the critical thinking skills necessary to become a lifelong learner.
- 2...communicate respectfully and effectively to a variety of audiences for a variety of purposes.
- 3...contribute to the school and greater community through service learning. The intent is creating active citizenship.

- 4...create a personal life plan to address social, educational, economic, and health goals.
- 5...demonstrate ability to use technology across the curriculum.
- 6...demonstrate recognition of the inherent strength of a tolerant, diverse society.

South Fork High School's current WASC accreditation is through June 2012. 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 joint 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 8-12 school is 276 students. The district has been experiencing declining enrollment for approximately thirteen 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, an engaging career and technical program, and a strong music and arts program.

### Opportunities for Parental Involvement (School Year 2010–11)

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  
 District Nutrition & Fitness Committee – ongoing  
 District Wellness Committee – ongoing  
 Challenge Days – every 4th year  
 Career Day – annually  
 Southern Humboldt Family Partnership – monthly meetings  
 Building Committee– ongoing  
 Bond Over Site Committee– going  
 Alternatives to Violence -6 week series

### Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	48
Grade 1	0	Ungraded Elementary	0

<b>Grade 2</b>	0	<b>Grade 9</b>	64
<b>Grade 3</b>	0	<b>Grade 10</b>	63
<b>Grade 4</b>	0	<b>Grade 11</b>	50
<b>Grade 5</b>	0	<b>Grade 12</b>	51
<b>Grade 6</b>	0	<b>Ungraded Secondary</b>	0
<b>Grade 7</b>	0	<b>Total Enrollment</b>	276

**Student Enrollment by Subgroup (School Year 2010–11)**

<b>Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	0.7%
<b>American Indian or Alaska Native</b>	7.6%
<b>Asian</b>	1.8%
<b>Filipino</b>	0.7%
<b>Hispanic or Latino</b>	6.2%
<b>Native Hawaiian or Pacific Islander</b>	0.4%
<b>White</b>	81.9%

<b>Two or More Races</b>	0.7%
<b>Socioeconomically Disadvantaged</b>	40.2%
<b>English Learners</b>	2.9%
<b>Students with Disabilities</b>	10.9%

### Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	21.0	10	4	0	19	10	3	0	22.8	7	2	2
<b>Mathematics</b>	23.2	5	5	0	19	9	3	0	20.3	9	1	2
<b>Science</b>	25.6	5	2	2	20	6	4	0	38.8	1	1	3
<b>Social Science</b>	26.2	2	7	0	17	9	3	0	28.0	3	1	4

\* 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.

### III. School Climate School Safety Plan (School Year 2010–11)

The School Safety Plan is reviewed each year by the staff and site counsel before going to the 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.

## Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
<b>Suspensions</b>	.18	.23	.17	.12	.11	.10
<b>Expulsions</b>	.0	.01	.00	.01	.00	.00

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011–12)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

In June of 2004, the District undertook a comprehensive review of district facilities by forming a Facilities Advisory Committee. South Fork High School was originally constructed in 1931. In the years 1953-1956, the original school was mostly demolished and a new facility constructed. Additional educational space was added in 1972 and 1976. In 1991, the school received a Modernization Grant through the State of California. This grant enabled the school to modernize its heating system, fire alarm system and to provide ADA accessibility throughout the campus. Additional repairs are made on an annual basis funded through the District's Deferred Maintenance Program. In June 2010, a bond was passed for reconstruction and new building. The district is meeting with the architect, and the over site and building committee has been formed and are meeting regularly. This construction will address some of our repairs needed, by building new boys and girls locker rooms, new cafeteria, administrative building, new classrooms, etc. We are very excited about the future.

### School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			Air conditioning needed in some classrooms. Heater in library needs repair or replacement.
<b>Interior:</b> Interior Surfaces			X		Replace steel sash and glazing around windows and doors

<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation			X		Current custodial staff not sufficient to meet needs. Improvement when more custodial time available.
<b>Electrical:</b> Electrical			X		Update electrical capacity. Increase technology capacity schoolwide.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains				X	Build new locker rooms/bathrooms. Fix sinks, stalls and toilets in existing restrooms.
<b>Safety:</b> Fire Safety, Hazardous Materials		X			The campus maintains a defensible space for safety.
<b>Structural:</b> Structural Damage, Roofs			X		Repair leaking and rotting roofs.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X		Replace doors and frames where necessary. Repair unlevel sidewalks.
<b>Overall Rating</b>			Fair		

## V. Teachers

### Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
<b>With Full Credential</b>	19	22	19	LEA Provided
<b>Without Full Credential</b>	0	0	0	LEA Provided

Teaching Outside Subject Area of Competence (with full credential)	0	1	0	LEA Provided
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### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

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	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	N/A	N/A

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 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	60%	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	40%	
Social Worker	0	
Nurse	10%	
Speech/Language/Hearing Specialist	60%	
Resource Specialist (non-teaching)	0	
Other	0	

\* 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or

instructional materials.

Year and month in which data were collected: January 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
<b>Reading/Language Arts</b>	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%
<b>Mathematics</b>	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%
<b>Science</b>	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%
<b>History-Social Science</b>	Modern World History by Beek, Black, Krieger, Naylor, Shadbaka: McDougal Littlel 2005	Yes	0%

	<p>History Alive, TCI</p> <p>The American Vision Modern Times by Appleby, Brinkley, Brouard, McPhearson, Ritchie: Glencoe 2006</p> <p>Economics Principles &amp; Practices, by Clayton: Glencoe 2005</p> <p>American Government by McClenaghan: Prentice Hall 2004</p>		
<b>Foreign Language</b>	Realidades published by Prentice Hall Pearson Education 2011	Yes	0%
<b>Health</b>	Health, A Guide to Wellness by Merki, & Merki, 2001	Yes	0%
<b>Visual and Performing Arts</b>	<p>Master Theory (Books 1-5)by Peters &amp; Yoder</p> <p>Edly's Music Theory for Practical People by Roseman</p> <p>Coral Connections by Tower</p> <p>Improvising Jazz by Coker</p> <p>Draw Real People! By Hammond</p>	Yes	0%

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	LEA Provided	LEA Provided	LEA Provided	LEA Provided
District			LEA Provided	\$51,145
Percent Difference – School Site and District			LEA Provided	LEA Provided
State			\$5,455	\$57,163
Percent Difference – School Site and State			LEA Provided	LEA Provided

Note: Cells shaded in black do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2010–11)

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, library services, computer labs and literacy, and English Learner Services.

### Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,335	\$37,978
Mid-Range Teacher Salary	\$48,677	\$55,252
Highest Teacher Salary	\$61,558	\$71,674
Average Principal Salary (Elementary)	\$62,834	\$87,651
Average Principal Salary (Middle)	\$0	\$92,196
Average Principal Salary (High)	\$79,372	\$93,352
Superintendent Salary	\$100,000	\$116,851
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	4.00%	7.00%

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

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	46%	51%	48%	50%	51%	49%	49%	52%	54%
Mathematics	21%	25%	19%	41%	41%	42%	46%	48%	50%
Science	60%	53%	60%	57%	57%	60%	50%	54%	57%
History-Social Science	43%	42%	44%	40%	40%	43%	41%	44%	48%

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	49%	42%	60%	43%

<b>All Students at the School</b>	48%	19%	60%	44%
<b>Male</b>	45%	19%	60%	52%
<b>Female</b>	51%	20%	60%	35%
<b>Black or African American</b>	0%	0%	0%	0%
<b>American Indian or Alaska Native</b>	53%	27%	0%	42%
<b>Asian</b>	0%	0%	0%	0%
<b>Filipino</b>	0%	0%	0%	0%
<b>Hispanic or Latino</b>	17%	17%	0%	0%
<b>Native Hawaiian or Pacific Islander</b>	0%	0%	0%	0%
<b>White</b>	49%	18%	60%	47%
<b>Two or More Races</b>	0%	0%	0%	0%
<b>Socioeconomically Disadvantaged</b>	47%	14%	55%	48%
<b>English Learners</b>	0%	0%	0%	0%
<b>Students with Disabilities</b>	27%	25%	0%	31%
<b>Students Receiving Migrant Education Services</b>				

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English–Language Arts	76%	69%	58%	77%	64%	54%	52%	54%	59%
Mathematics	58%	61%	49%	54%	56%	46%	53%	54%	56%

### California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English–Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	46%	28%	26%	54%	38%	8%
All Students at the School	42%	29%	29%	51%	41%	8%
Male	46%	29%	26%	51%	37%	11%
Female	37%	30%	33%	50%	46%	4%

<b>Black or African American</b>	0%	0%	0%	0%	0%	0%
<b>American Indian or Alaska Native</b>	0%	0%	0%	0%	0%	0%
<b>Asian</b>	0%	0%	0%	0%	0%	0%
<b>Filipino</b>	0%	0%	0%	0%	0%	0%
<b>Hispanic or Latino</b>	0%	0%	0%	0%	0%	0%
<b>Native Hawaiian or Pacific Islander</b>	0%	0%	0%	0%	0%	0%
<b>White</b>	41%	28%	31%	50%	41%	9%
<b>Two or More Races</b>	0%	0%	0%	0%	0%	0%
<b>Socioeconomically Disadvantaged</b>	46%	21%	32%	54%	39%	7%
<b>English Learners</b>	0%	0%	0%	0%	0%	0%
<b>Students with Disabilities</b>	0%	0%	0%	0%	0%	0%
<b>Students Receiving Migrant Education Services</b>	0%	0%	0%	0%	0%	0%

### California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards					
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	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	23%	19%	52%

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	7	5	6
Similar Schools	3	3	6

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	-25	48	-10

<b>Black or African American</b>			
<b>American Indian or Alaska Native</b>			
<b>Asian</b>			
<b>Filipino</b>			
<b>Hispanic or Latino</b>			
<b>Native Hawaiian or Pacific Islander</b>			
<b>White</b>		-22	41
<b>Two or More Races</b>	N/D		
<b>Socioeconomically Disadvantaged</b>			31
<b>English Learners</b>			
<b>Students with Disabilities</b>			

### Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
<b>All Students at the School</b>	203	750	541	770	4,683,676	778

<b>Black or African American</b>	1		7		317,856	696
<b>American Indian or Alaska Native</b>	15	804	30	769	33,774	733
<b>Asian</b>	4		8		398,869	898
<b>Filipino</b>	2		5		123,245	859
<b>Hispanic or Latino</b>	11	643	50	730	2,406,749	729
<b>Native Hawaiian or Pacific Islander</b>	1		1		26,953	764
<b>White</b>	169	754	436	775	1,258,831	845
<b>Two or More Races</b>	0		3		76,766	836
<b>Socioeconomically Disadvantaged</b>	87	737	297	754	2,731,843	726
<b>English Learners</b>	7		30	728	1,521,844	707
<b>Students with Disabilities</b>	21	581	67	605	521,815	595

### **Adequate Yearly Progress**

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

### **Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)**

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	Yes	Yes

#### Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		12.5%

Note: Cells shaded in black do not require data.

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California’s Public Universities

#### University of California

Admission requirements for the University of California (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* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

#### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
<b>Dropout Rate (1-year)</b>	1.2	3.5	3.9	3.8	5.8	3.7	4.9	5.7	4.6
<b>Graduation Rate</b>	94.55	91.94	94.74	82.72	81.61	94.83	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	54	55	N/D
Black or African American	0	4	N/D
American Indian or Alaska Native	4	1	N/D
Asian	0	0	N/D
Filipino	0	3	N/D
Hispanic or Latino	3	1	N/D
Native Hawaiian or Pacific Islander	1	38	N/D
White	38	0	N/D
Two or More Races	0	0	N/D
Socioeconomically Disadvantaged	20	20	N/D
English Learners	0	0	N/D
Students with Disabilities	8	8	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

#### Career Technical Education Programs (School Year 2010–11)

We offer Accounting 1 and 2, Business Algebra, Entrepreneurship, Multi-Media Applications, Broadcast Journalism, Culinary Arts, Office Occupations, and

**Applied Math.** Welding 51 and a variety of online classes may be taken through concurrent enrollment with the College of the Redwoods. As part of the rural schools' partnership program, additional online classes may also be taken through concurrent enrollment with Barstow Community College (BCC).

#### Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	102
Percent of pupils completing a CTE program and earning a high school diploma	All 19 seniors=100%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

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

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	60.5%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

#### Advanced Placement Courses (School Year 2010–11)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
All courses	0	0.0%

## XII. Instructional Planning and Scheduling

## **Professional Development**

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The Southern Humboldt Unified District and South Fork High School place a high value on professional development. Every Wednesday, students are released one hour earlier than the rest of the school week to allow teachers to participate in "Short Wednesday" collaboration. Topics range from individual projects of professional development to disseminating and reviewing STAR results, grade level, departmental, site and district collaboration. Our current emphasis is implementing our WASC action plan. Also, teachers are given release time, and funding is made available for professional development. Additionally, teachers are paid five days beyond the 180 day school days. Three of those days (twenty-one hours) are dedicated to professional development and school activities, and the remaining fourteen hours are self directed professional development. The teaching staff is using the Professional Learning Community model they learned during the 2008-2009 year. This philosophy emphasizes the collaborative examination of student learning data to guide our instruction.