

# South Fork High School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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 webpage 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.

## **About This School**

### **School Contact Information (School Year 2020-2021)**

Entity	Contact Information
<b>School Name</b>	South Fork High School
<b>Street</b>	6831 Avenue of the Giants
<b>City, State, Zip</b>	Miranda, Calif., 95553-0188
<b>Phone Number</b>	707-943-3144
<b>Principal</b>	Jill Mohorovich
<b>Email Address</b>	jillmohorovich@sohumusd.com
<b>Website</b>	<a href="http://apps.humboldt.k12.ca.us/sohumwp/sfhs/">http://apps.humboldt.k12.ca.us/sohumwp/sfhs/</a>
<b>County-District-School (CDS) Code</b>	12-63040-1237007

## District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Southern Humboldt Joint Unified School District
Phone Number	707-943-1789
Superintendent	Stephanie Steffano-Davis
Email Address	<a href="https://sohumusd.com">https://sohumusd.com</a>
Website	supt@sohumusd.com

## School Description and Mission Statement (School Year 2020-2021)

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### MISSION STATEMENT

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

### VISION STATEMENT

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

### EXPECTED SCHOOL WIDE LEARNING RESULTS(ESLRs)

A South Fork High School graduate will be able to:

Demonstrate the critical thinking skills necessary to become a lifelong learner. Communicate respectfully and effectively to a variety of audiences for a variety of purposes.

Contribute to the school and greater community through service learning. The intent is creating active citizenship.

Create a person life plan to address social, educational, economic, and health goals. Demonstrate ability to use technology across the curriculum.

Demonstrate recognition of the inherent strength of a tolerant, diverse society.

South Fork High School earned a 6 year WASC accreditation on our last visit which will extend to June 2022. South Fork is located on the Avenue of the Giants, a picturesque, rural area. It is part of a unified school district that serves communities spread out over 773 square miles. While the geographic area of the district is large, the population of this 9-12 school is approximately 200 students. Despite South Fork High School's small size, the high school has remained a comprehensive high school with a rigorous academic program, a thriving career and technical program, and strong athletic and arts programs.

## A. Conditions of Learning

### State Priority: Basic

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	18	16	16	41
Without Full Credential	1	3	1	4
Teaching Outside Subject Area of Competence (with full credential)	2	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	2	1	0
Total Teacher Misassignments*	2	4	0
Vacant Teacher Positions	1	1	0

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

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 1/30/17

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Literature, California Treasures, Course 4, Glencoe, 2010 Literature, California Treasures, Course 5, Glencoe, 2010 Literature, The American Experience, Prentice Hall Literature, World Masterpieces, Prentice Hall ERWC (Expository Reading and Writing Curriculum), various units and materials	Yes	0
Mathematics	Keys to Algebra Pre Algebra AGS College Preparatory Mathematics Core Connections Integrated I: CPM 2013	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Adopted 2013</p> <p>College Preparatory Mathematics Core Connections Integrated II: CPM 2014 Adopted 2014</p> <p>College Preparatory Mathematics Core Connections Integrated III: CPM 2015 Adopted 2015</p> <p>Precalculus w/ Trigonometry, Key Curriculum 2005 Calculus, Key Curriculum Press 2008</p>		
<b>Science</b>	<p>Biology, by Biggs, Higgins, Holiday, etal, Glenco: 2007</p> <p>Essentials of Anatomy &amp; Physiology by Martini, Bartholomew, Pearson: Prentice Hall 2007</p> <p>Physics: Conceptual Physics by Hewitt: Prentice Hall 2006</p> <p>Holt Earth Science by Allison, DeGaetano, Pasachoff: Holt 2007</p> <p>Chemistry Stem-Scopes, Accelerate Learning Company</p>	Yes	0
<b>History-Social Science</b>	<p>Modern World History by Beek, Black, Krieger, Naylor, Shadbaka: McDougal Littlel 2005</p> <p>History Alive, TCI</p> <p>The American Vision Modern Times by Appleby, Brinkley, Brousard, McPhearson, Ritchie: Glencoe 2006</p> <p>Economics Principles &amp; Practices, by Clayton: Glencoe 2005</p> <p>American Government by McClenaghan: Prentice Hall 2004</p> <p>The American Pageant by Kennedy and Cohen for AP AP US History</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Foreign Language</b>	Realidades I and II Prentice Hall 2011 Como se dice? Houghton-Mifflin 2011	Yes	0
<b>Health</b>	Health, A Guide to Wellness by Merki, & Merki, 2001	Yes	0
<b>Visual and Performing Arts</b>	<p>Art:</p> <ul style="list-style-type: none"> <li>• Communicating through Graphic Design by Kevin Gatta and Claire Mowbray Golding.</li> <li>• Exploring Visual Design, 4th Edition by Joseph A. Gatto, Albert W. Porter, and Jack Selleck</li> <li>• Adoption Spring of 2016</li> </ul> <p>Music:</p> <ul style="list-style-type: none"> <li>• Master Theory (Books 1-5)by Peters &amp; Yoder</li> <li>• Edly’s Music Theory for Practical People by Roseman</li> <li>• Choral Connections by Tower</li> <li>• Improvising Jazz by Coker</li> </ul> <p>Drama:</p> <ul style="list-style-type: none"> <li>• Improvisation for the Theater” Third Edition, Viola Spolin</li> <li>• Improvisation Starters: A Collection of 900 Improvisation Situations for the Theater” by Philip Bernardi Year of Adoption 2010</li> <li>• Theater Games for the Classroom: A Teacher’s Handbook by Viola Spolin</li> <li>• Acting Through Improv: Improv Through Theatresports” by Lynda Belt &amp; Rebecca Stockley</li> <li>• Year of Adoption 2010</li> </ul>	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Microscopes, DNA gels, centrifuges, thermocycler, hot plates, test tubes, and	Yes	0

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

## School Facility Conditions and Planned Improvements

South Fork High School's major modernization project due to the passage of Measure L is complete. The north side of A-wing, B-Wing, C-Wing, and B-wing restrooms have been completely modernized. Each classroom has a smart television, telephone system, computer, and wi-fi.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** October 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	added touches water faucets and water bottle filling stations; installed hot water heater for student restrooms
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	Exemplary	

## 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## Career Technical Education Programs (School Year 2019-2020)

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Career and Technical Education pathways include courses in: Woodshop, Metal Shop, Office Occupations and . A variety of classes may be taken through concurrent enrollment with the College of the Redwoods, including Psychology. These courses allow for a hands on approach to learning. Many of the skills that are acquired in these courses can be applied in the work force

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-2021)

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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

Spring Open House

Activity chaperones, co-curricular, and extra-curricular field trips-ongoing

Coaching Athletics-throughout the school year

Challenge Days-every 4 years

### State Priority: Pupil Engagement

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

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

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	15.0	15.8	11.2	10.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

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

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9547.61	895.63	8651.98	45189.52
District	N/A	N/A	7328.62	
Percent Difference - School Site and District	N/A	N/A	16.6	12.4
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	8.3	-5.7

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

## Types of Services Funded (Fiscal Year 2019-2020)

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	8

Two paid days are provided annually prior to the beginning of the school year and one at the end. Teachers are encouraged to attend conferences.

We have early dismissal every Wednesday. This time is designed for collaborative professional development. Additionally, in 2020-21 due to COVID-19 distance learning teachers were provided with 5 days of paid professional development and planning days prior to the start of the school year.