

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

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 2012–13)

School		District	
School Name	Sonora High	District Name	Sonora Union High
Street	430 North Washington St.	Phone Number	(209) 533-8510
City, State, Zip	Sonora, CA, 95370-5526	Web Site	www.sonorahs.k12.ca.us
Phone Number	(209) 532-5511	Superintendent	Michael McCoy
Principal	Todd Dearden, Principal	E-mail Address	mmccoy@sonorahs.k12.ca.us
E-mail Address	tdearden@sonorahs.k12.ca.us	CDS Code	55723895536503

School Description and Mission Statement (School Year 2011–12)

Sonora High School is located in the city of Sonora, the county seat of Tuolumne County. Situated in the foothills of the Sierra, Nevada, Sonora is the largest community and only incorporated city in the county. It is the largest city in several of the surrounding foothill counties. Sonora is the governmental, commercial, and service center for the greater Sonora area. Sonora High School's CBEDS enrollment is 1060.

The economic history of the county is characterized by mining (rock and gold), timber and tourism. The present economy is also linked to recreation, small business, and federal and state agencies. The largest employer in Tuolumne County is Sierra Conservation Center, a state prison. The next largest, excluding governmental agencies and public schools, are the Sonora Regional Medical Center, Wal-Mart, and Black Oak Casino.

Sonora High School offers a comprehensive, four-year program of study in the Sonora Union High School District. Other District programs include two alternative high schools, Dario Cassina High School (continuation) and Theodore Bird High School (independent study), an Adult Education Program, and a Community Day School. In addition to Sonora High School special education program, the Tuolumne County Office of Education program for the severely handicapped is available to our students and housed on our campus.

Sonora High School offers programs to meet a wide range of student ability levels. The special education program includes special day classes, and resource students. The school has Title I Reading and math programs.

Vocational education offerings include courses from industrial arts (auto, wood, agriculture, business, and photography.) There is also an extensive Regional Occupational Program (ROP) that includes twelve courses.

The overall participation in school activities by the students at Sonora High School is high. The school has an excellent athletic program offering students opportunities to participate in sixteen sanctioned California Interscholastic Federation (CIF) sports, several of which have teams at the freshmen, sophomore, and varsity levels. The performing arts program (band, choir, and drama) is outstanding, and there is a high degree of participation by the students. Sonora High School offers a zero-period leadership course that focuses on student government and student activities, and there are a wide variety of clubs at the school that enable students with various interests to connect to the school.

The school is fortunate to have an excellent relationship with the community. Local business and service clubs are very supportive and provide monetary help for many of the activities that occur on campus. One very evident example is our local scholarship program. Over \$100,000 in scholarships is awarded to seniors annually. The school sponsors community service activities as evidenced by the annual community canned food drive at Christmas, and many of the classes "adopt a family" during the Christmas season.

Mission:

"Sonora High School, a place where students feel a sense of ownership and recognition, is committed to providing a personal educational program that engages students in a challenging, broad-based curriculum"

where they recognize the value of their education and can define success for themselves.”

We Believe:

- *That personal accountability and integrity are fundamental*
- *That a strong work ethic benefits the individual and society*
- *That successful relationships are based on honesty and respect*
- *That every individual has the potential to make a positive contribution*
- *That families share the responsibility for a successful society*
- *That community service benefits all*
- *That learning is a continuous process*

ESLR'S

Sonora High School will prepare its graduates to be:

- *Critical thinkers*
- *Effective problem solvers*
- *Effective communicators*
- *Informed and responsible citizens*
- *Healthy individuals*

Opportunities for Parental Involvement (School Year 2011–12)

At Sonora High School, parents are involved in their students' education in a variety of ways. A very extensive Principal's Newsletter, *The Wildcat Roar*, is mailed each quarter and contains information on every aspect of the school. Eight times during the year, the school formally communicates grades to parents, mailing progress reports four times and report cards four times.

Each autumn, the parents of Title I/SCE students are invited to an organizational meeting where the program is described and questions are answered. That meeting takes place before the formal Back-to-School Night, which provides parents an opportunity to meet student's teachers and learn about courses and programs. Toward the end of the school year, parents are invited to Sonora-in-the-Round, an exposition in the gym that affords departments and programs an opportunity to show off all they do.

Through the direction of the School Site Council, a database of parent volunteers is now available to the staff at Sonora High School. A Parent Volunteer Questionnaire is distributed through the August Principal's Back to School Packet. The questionnaire asks very directly where and in what capacity parents may be able to help the school. A volunteer at the school has organized the database to help teachers find people who can meet specific needs. We have used the database to find parents eager to do tasks as varied as drive school vehicles to different events, chaperone activities, judge senior projects, file forms, and even help proctor the California High School Exit Exam.

The Sonora High School Golden Regiment Marching Band Boosters, a large and dedicated group of parents, are very involved each year in the whirlwind of activities that surround the band.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students
Grade 9	317
Grade 10	286
Grade 11	247
Grade 12	258
Ungraded Secondary	0
Total Enrollment	1,108

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	0.9%
American Indian or Alaska Native	2.0%
Asian	1.1%
Filipino	0.5%
Hispanic or Latino	12.1%
Native Hawaiian or Pacific Islander	0.5%
White	82.0%
Two or More Races	0.5%
Socioeconomically Disadvantaged	38.5%

English Learners	2.3%
Students with Disabilities	8.6%

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.7	18	24	2	27.4	12	15	15	28.8	8	13	16
Mathematics	22.3	16	19	2	27.2	8	17	10	30.5	5	9	15
Science	26.2	6	13	4	30.4	2	10	9	30.2	3	10	7
Social Science	26.2	5	23	3	30.1	6	6	22	32.5	4	4	18

* 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 2011–12)

The school's comprehensive safety plan has been updated and is available at the District office.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	14.0	12.0	30.0	22.8	28.8	44.0
Expulsions	06	08	1.0	0.9	1.0	1.0

* 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 2012–13)

With the passing of Proposition “J” we should be able to make great strides in modernizing the Sonora Union High School campuses.

Several issues will be addressed such as:

- Antiquated drinking fountains
- Interior wall restoration
- Underground water line infrastructure
- Alarm, electrical and phone systems
- Locks and doors
- Several roofing projects
- Building paint
- Technology updating
- And grounds safety and modernization

The list shows only brief descriptions of areas of our campus that will be improved.

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces				X	Cleaning & Refinishing
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical			X		Continued repairs & upgrades
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X		Continued upgrades
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating			X		

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	58	52	49	55
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	3	2	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	17	11	12
Total Teacher Misassignments*	19	11	12
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

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	0.00%	0.00%
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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 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.6	656
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	0	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	0	
Resource Specialist (non-teaching)	0	
Other	0	

Note: Cells shaded in black do not require data.

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

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

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: December 12, 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	English 1/Literature & Language Arts 3 rd Course/2005 English 2/Literature & Language Arts 4 th Course/2005 English 3/Literature & Language Arts 5 th Course/2003 English 4/Literature & Language Arts 6 th Course/2003 AP American Literature/U.S. in Literature/1981	No No No No No	0% lacking own
Mathematics	Algebra 1/California Algebra 1/2008 Calculus AB/BC/Calculus of a Single Variable/2008 Geometry/California Geometry/2008 Trigonometry/Analysis/Precalculus with Limits, A Graphing Approach/2001 Algebra 2/California Algebra 2/2008	No No No No No	0% lacking own
Science	Honors Biology/Modern Biology/2007 General Biology/Biology/2007 AP Biology/Biology/2007 CP Biology/Biology 2007 Chemistry/Honors Chem/Chemistry/2007 Physics/Holt Physics/2006 AP Physics/Physics/2007 Anatomy & Physiology/Essentials of Anatomy & Physiology/2007	No No No No No No No	0% lacking own
History-Social Science	AP European History/The Western Heritage since 1300/2011 AP US Govt & Politics/American Govt Readings & Cases/1991 AP US Govt & Politics/American Govt-Continuity & Change/2006 AP US History/The American Pageant 12 th Ed./2004 AP US History/The American Spirit(Supplemental Reader)/2006 Economics/Economics-Principles in Action/2006 Government/US Govt-Democracy in Action/2006 Psychology/Understanding Psychology/2000 US History/The American-Reconstructions to the 21 st Century/2006 US History/The Americans-Reading Study Guide/2006 US History/The Americans-	Yes No No No No No No No No No No	0% lacking own

	Workbook/2006 World History/World History—Modern Times/2006	No	
Foreign Language	French 1/Discovering French; Bleu/2004	No	0% lacking own
	French 2/Discovering French; Blanc/2004	No	
	French 3-4/Discovering French/Rouge/2004	No	
	AP Spanish 4/Encuentros Maravillosos/2002	No	
	Spanish 4/Asi Somos/1990 AP Spanish/Una Vez Mas/1999	No No	
Health	Life Skills/Life Skills/2005	No	0% lacking own
Visual and Performing Arts	Guitar/Guitar Method/2011	Yes	0% lacking own
	Guitar/Guitar 1/2011	Yes	
	Ceramics/Hands in Clay 5 th /2009	No	
Science Laboratory Equipment (grades 9-12)			

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	5,653	1 075	4,578	\$69,595 FTE
District			6,370	\$67,634
Percent Difference – School Site and District			-39%	+2.8%
State			\$5,455	\$69,265
Percent Difference – School Site and State			-19%	+5%

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 2011–12)

Sonora High School’s programs and services are mostly funded through a combination of State and Federal funds with augmentation from other sources such as grants and local funds. These funds provide the resources for all educational programs, administrative staff, support staff, and facilities. Funds are generally divided into three categories: 1) unrestricted general funds, 2) categorical funds, and 3) specially designated funds such as grants and lottery funds, etc.

The total budget for Sonora High School for the 2011-12 school year was **\$ 5,966,786**. This is the total site budget for the following programs:

The educational programs and staff include:

1. Curriculum and Instruction
2. Teaching Staff
3. Special Education Staff (SDC and Resource)
4. Instructional Support Staff
5. Library and Instructional Media
6. Books, Materials, and Equipment
7. Computer Labs and Technology Support
8. Student Activities
9. Interscholastic Athletics

The educational support programs and staff include:

1. School Administrative Staff
2. District Administrative Staff – outside of site budget
3. Guidance and Counseling Staff
4. Health and Services

Other support services and staff include:

1. Clerical Staff
2. Campus Security
3. Plant Operations – outside of site budget
4. Maintenance – outside of site budget
5. Buildings and Grounds – outside of site budget
6. Food Services – outside of site budget
7. Pupil Transportation – outside of site budget

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
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Beginning Teacher Salary	\$36,686	\$41,866
Mid-Range Teacher Salary	\$64,016	\$66,197
Highest Teacher Salary	\$79,259	\$85,232
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	\$120,206	\$116,591
Superintendent Salary	\$129,369	\$151,264
Percent of Budget for Teacher Salaries	34.00%	36.00%
Percent of Budget for Administrative Salaries	7.00%	6.00%

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		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	45%	56%	62%	42%	53%	57%	52%	54%	56%
Mathematics	20%	22%	25%	19%	22%	25%	48%	50%	51%
Science	51%	63%	64%	48%	60%	59%	54%	57%	60%
History-Social Science	44%	50%	55%	41%	47%	49%	44%	48%	49%

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

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	57%	25%	59%	49%
All Students at the School	62%	25%	64%	55%
Male	58%	25%	64%	62%
Female	66%	25%	63%	48%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	56%	6%	0%	0%
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	49%	18%	62%	40%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	64%	26%	64%	58%
Two or More Races	0%	0%	0%	0%

Socioeconomically Disadvantaged	47%	18%	50%	43%
English Learners	0%	0%	0%	0%
Students with Disabilities	33%	10%	0%	16%
Students Receiving Migrant Education Services				

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

California 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		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	59%	66%	60%	55%	63%	58%	54%	59%	56%
Mathematics	51%	54%	55%	46%	52%	52%	54%	56%	58%

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

California 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	42%	27%	31%	48%	40%	11%

All Students at the School	40%	27%	33%	45%	43%	12%
Male	45%	25%	30%	41%	45%	14%
Female	33%	30%	37%	50%	39%	11%
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	28%	42%	31%	40%	54%	6%
Native Hawaiian or Pacific Islander						
White	39%	26%	35%	46%	40%	14%
Two or More Races						
Socioeconomically Disadvantaged	59%	26%	16%	63%	29%	9%
English Learners						
Students with Disabilities	82%	18%	0%			
Students Receiving Migrant Education Services						

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

California Physical Fitness Test Results (School Year 2011–12)

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		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	35%	26%	20%

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

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	2009	2010	2011
Statewide	6	6	6
Similar Schools	1	1	1

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

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	9	17	15
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			

White	12	22	6
Two or More Races			
Socioeconomically Disadvantaged	30	-11	5
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	763	784	863	765	4,664,264	788
Black or African American	6		7		313,201	710
American Indian or Alaska Native	17	725	22	674	31,606	742
Asian	8		8		404,670	905
Filipino	3		3		124,824	869
Hispanic or Latino	98	757	110	738	2,425,230	740
Native Hawaiian or Pacific Islander	4		4		26,563	775
White	619	790	701	771	1,221,860	853
Two or More Races	5		5		88,428	849
Socioeconomically Disadvantaged	303	716	363	692	2,779,680	737
English Learners	7		9		1,530,297	716
Students with Disabilities	64	546	79	561	530,935	607

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 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	No
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	No

Federal Intervention Program (School Year 2012–13)

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	In PI	In PI
First Year of Program Improvement	2011-2012	2010-2011

Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		33.3%

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		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		6.7	4.9		6.9	5.9		16.6	14.4

Graduation Rate		91.76	92.83		90.99	91.72		74.72	76.26
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Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 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 2012		
	School	District	State
All Students	234	290	N/D
Black or African American	1	1	N/D
American Indian or Alaska Native	3	5	N/D
Asian	6	7	N/D
Filipino	0	1	N/D
Hispanic or Latino	26	33	N/D
Native Hawaiian or Pacific Islander	1	1	N/D
White	197	242	N/D
Two or More Races	0	1	N/D
Socioeconomically Disadvantaged	65	87	N/D
English Learners	2	5	N/D
Students with Disabilities	14	19	N/D

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

Career Technical Education Programs (School Year 2011–12)

Sonora High offers a number of programs that prepare students to enter the workforce. After completing courses at Sonora High, some students pursue advanced CTE training at technical institutes, junior colleges, and four-year schools. Many students enter the world of work immediately. Regional Occupational Programs (RWOP) in Automotive Maintenance, Building Cabinetry Constructions, Cosmetology, Health Careers, and Photography prepare high school students and adults for entry-level jobs. The Business program also offers a variety of classes from introductory to advanced levels.

Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	431

Percent of pupils completing a CTE program and earning a high school diploma	39%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	16%

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

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	57.7%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	30.3%

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	2	
Fine and Performing Arts	0	
Foreign Language	0	
Mathematics	1	
Science	1	
Social Science	4	
All courses	8	3.1%

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

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.

A consistent, coordinated professional development program for the faculty and staff is of the utmost importance. Professional development is provided through staff development days, conference and workshop attendance, collaborative time on Wednesday mornings, and training offered on campus.

Sonora High

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Sonora Union High