



Sonora High School

430 North Washington St. • Sonora, Ca., 95370-5526 • 209-532-5511 • Grades 9-12
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2015-16 School Accountability Report Card Published During the 2016-17 School Year



SONORA UNION HIGH SCHOOL DISTRICT

Sonora Union High School District

100 School Street
Sonora
209-533-8510 ex. 12
www.sonorahs.k12.ca.us

District Governing Board

Kathy Ankrom
Dr. Rob Lyons
Jeff Norstrom
Kimberly Norton
Jeanie Smith

District Administration

Patrick Chabot
Superintendent
Dana Vaccarezza
CBO

School Description

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 of several in the surrounding foothill counties. Sonora is the governmental, commercial, and service center for the greater Sonora area. Sonora High School's CBEDS enrollment is 940. 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), and Sonora Adult School, an alternative program. Tuolumne County offers 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 school has Title I Reading and Math programs. Vocational Education offerings include courses from industrial arts (auto, construction, agriculture, business, and photography). There is also an extensive Career Technology Program (CTE) 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. Approximately \$200,000 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 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

School Learner Outcomes

Sonora High School expects its students to be accountable to, and responsible for the following:

1. Meet or exceed California State Standards for all academic areas.
2. Develop a viable post high school plan.
3. Respect diversity.
4. Demonstrate civic and personal responsibility.
5. Communicate appropriately in a variety of media.
6. Value education, a healthy lifestyle, and life-long learning.

About the SARC

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	281
Grade 10	250
Grade 11	230
Grade 12	179
Total Enrollment	940

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	1.8
Asian	1.2
Filipino	0.9
Hispanic or Latino	17.9
Native Hawaiian or Pacific Islander	0.7
White	73.6
Two or More Races	3.1
Socioeconomically Disadvantaged	38.5
English Learners	0.9
Students with Disabilities	9.4
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
	14-15	15-16	16-17
Sonora High School			
With Full Credential	45	44	40
Without Full Credential	6	5	7
Teaching Outside Subject Area of Competence	0	0	2
Sonora Union High School District			
With Full Credential	◆	◆	48
Without Full Credential	◆	◆	7
Teaching Outside Subject Area of Competence	◆	◆	2

Teacher Misassignments and Vacant Teacher Positions at this School

Sonora High School	14-15	15-16	16-17
Teachers of English Learners	16	7	9
Total Teacher Misassignments	16	7	11
Vacant Teacher Positions	1	0	0

* "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

**2015-16 Percent of Classes In Core Academic Subjects
Core Academic Classes Taught by Highly Qualified Teachers**

Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	94.6	5.4
Districtwide		
All Schools	95.0	5.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	94.6	5.4

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

**Textbooks and Instructional Materials
Year and month in which data were collected: December 2013**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	English 1/Literature & Language Arts 3rd Course 2005 English 2/Literature & Language Arts 4th Course 2005 English 3/Literature & Language Arts 5th Course 2003 English 4/Literature & Language Arts 6th Course 2003 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0
Mathematics	Big Ideas Integrated Mathematics 1/2016 Big Ideas Integrated Mathematics 2/2016 Big Ideas Integrated Mathematics 3/2016 Trigonometry-Analysis/Precalculus with Limits 2001 Calculus AB & BC/Calculus of a Single Variable 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
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 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0

Textbooks and Instructional Materials
Year and month in which data were collected: December 2013

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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 12th 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 21st Century/2006 US History/The Americans-Reading Study Guide/2006 US History/The Americans-Workbook/2006 World History/World History-Modern Times/2006 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0
Foreign Language	French 1/Discovering French; Bleu/2004 French 2/Discovering French; Blanc/2004 French 3-4/Discovering French/Rouge/2004 AP Spanish 4/Encuentros Maravillosos/2002 Spanish 4/Asi Somos/1990 AP Spanish/Una Vez Mas/1999 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0
Health	Health Smart ETR/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
Visual and Performing Arts	Guitar/Guitar Method/2011 Guitar/Guitar 1/2011 Ceramics/Hands in Clay 5th/2009 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

The overall condition of the Sonora High School campus is in Good condition. The remodeled Humanities classrooms are working well. The newly remodeled track and field and cafeteria and kitchen are great improvements to the campus. There are some Interior Surfaces that need repair, like tears in the wall board and torn ceiling tiles. A few electrical lights/bulbs and switch plates need to be replaced. A few sinks or drinking fountains need small repairs.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/13/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Torn or broken ceiling tiles, wall board, torn carpet in multiple classrooms.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Few light switch plates to be replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Few sink/ fountain faucets not operating well. One mirror needs to be replaced.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/13/2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Safety: Fire Safety, Hazardous Materials		X			The site fire alarm system was identified to not be working appropriately. The district is currently repairing the system which is expected to be completed by February 2017. The site has been, and will continue to be, on Fire Watch, with an employee assigned specifically to monitor for Fire until the installation of the new fire alarm system is complete.
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	72	72	63	63	44	48
Math	25	36	20	31	34	36

* 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.

CAASPP 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	67	71	72	66	66	68	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	22.6	27.8	32.6

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	233	226	97.0	72.1
Male	139	137	98.6	72.3
Female	94	89	94.7	71.9
Hispanic or Latino	37	37	100.0	75.7
White	175	170	97.1	71.8
Socioeconomically Disadvantaged	93	89	95.7	68.5
Students with Disabilities	23	21	91.3	42.9

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	215	214	99.5	72.0
Male	11	128	128	100.0	70.3
Female	11	87	86	98.8	74.4
Hispanic or Latino	11	42	41	97.6	68.3
White	11	152	152	100.0	74.3
Socioeconomically Disadvantaged	11	75	75	100.0	62.7
Students with Disabilities	11	16	16	100.0	12.5

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	215	213	99.1	36.3
Male	11	128	128	100.0	37.5
Female	11	87	85	97.7	34.5
Hispanic or Latino	11	42	40	95.2	30.0
White	11	152	152	100.0	36.4
Socioeconomically Disadvantaged	11	75	74	98.7	27.0
Students with Disabilities	11	16	16	100.0	

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

At Sonora High School, parents are involved in their students' education in a variety of ways. A weekly newsletter called the "Parent Communicator" is sent via email with many different topics each week. Upcoming events might be highlighted for easier parent reading. Eight times during the year, the school formally communicates grades to parents, mailing progress reports four times and report cards four times. Monthly parents are invited to have "Coffee With The Principal" in our School Library staggering the time of the event either early morning or evening.

Each autumn, the parents of Title I/SED students are invited to an organizational meeting where the program is described and questions are answered. That meeting takes place before the annual Back-to-School Night, which provides parents an opportunity to meet students' 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.

Many times throughout the year we utilize our Parent Communicator to ask parents to volunteer for our school. One prime example is to volunteer for our School Site Council. Followed by the election process for such.

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.

State Priority: School Climate

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

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

School Safety Plan

The Sonora Union High School District has a Comprehensive District Safety Plan. The document is updated and approved by the School Board whenever there is a change. The last revision for the document is dated March 1, 2016. The Safety Plan includes the following:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

Sonora Union High School District (SUHSD) has adopted the Standardized Emergency Management System (SEMS) developed by the State of California and the National Incident Management System established by Homeland Security Presidential Directive as the template for responding to emergencies. The Emergency Operations Plan details the Incident Command System and Emergency Response Teams. This plan presents specific procedures to be used in preparing for, and responding to, school emergencies. Its primary objectives are achieve the following: to save lives and minimize injuries; to provide fast and effective responses to emergency situations; and, to ensure the efficient and safe evacuation of the school building if necessary.

Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	1.2	8.7	7.0
Expulsions Rate	19.7	0.6	0.3
District	2013-14	2014-15	2015-16
Suspensions Rate	21.6	10.0	9.0
Expulsions Rate	1.2	0.5	0.3
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2016-17 Federal Intervention Program

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2010-2011
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	2	
Percent of Schools Currently in Program Improvement	100.0	

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	3
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0

Average Number of Students per Staff Member

Academic Counselor	330
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* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	27	25	25	9	12	12	8	16	16	21	11	11
Mathematics	25	24	24	9	10	10	17	16	16	7	5	5
Science	26	22	22	3	10	10	15	9	9		2	2
Social Science	30	28	28	3	5	5	10	13	13	15	14	14

* 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.

Professional Development provided for Teachers

Sonora High School offers a professional development hour each Wednesday during the school year where department collaboration occurs, teachers in-service is conducted, and broader, campus-wide professional development is conducted. For the whole staff (teachers, paraprofessionals, and classified employees), initiatives in technology and campus safety, have been the central areas of focus. Specific training for teachers in curriculum development as it pertains to the California Standards and the California Assessment of Student Performance and Assessment has driven the majority of the teacher professional development. A consistent, coordinated professional development program for the faculty and staff is recognized as function that is of the utmost importance and staff input and feedback is sought throughout the year in order to provide the most pertinent and directed professional development possible.

Professional development is also provided through staff development days conducted by departments as well as grade level bands. Conference and workshop attendance and after school training are also offered to staff for more targeted professional development. Many staff groups annually attend AP conference across the state, county technology training, and department conference (for example, Math).

Beginning teachers all participate in the Beginning Teacher Support and Assessment conducted through Tuolumne County's Superintendent of Schools, and all new teachers participate in district training for new employees conducted two days before the start of school and through a peer support network throughout the school year.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,635	\$45,265
Mid-Range Teacher Salary	\$67,418	\$72,281
Highest Teacher Salary	\$83,472	\$94,342
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)	\$129,539	\$127,317
Superintendent Salary	\$147,340	\$168,625
Percent of District Budget		
Teacher Salaries	30%	34%
Administrative Salaries	7%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Sonora High School	2011-12	2013-14	2014-15
Dropout Rate	2.60	1.90	0.90
Graduation Rate	95.67	94.79	98.17
Sonora Union High School District	2011-12	2013-14	2014-15
Dropout Rate	6.80	8.50	3.30
Graduation Rate	91.21	87.68	93.67
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$ 6,918	\$ 1,028	\$ 5,890	\$ 72,532
District	◆	◆	\$ 9,379	\$66,550
State	◆	◆	\$5,677	\$75,859
Percent Difference: School Site/District			-37.2	-100.0
Percent Difference: School Site/ State			-100.0	-100.0

* Cells with ◆ do not require data.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	517
% of pupils completing a CTE program and earning a high school diploma	33%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	30%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	97.56
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	33.8

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English	2	◆
Fine and Performing Arts		◆
Foreign Language	1	◆
Mathematics	2	◆
Science	1	◆
Social Science	4	◆
All courses	10	10

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	88	93	86
Black or African American	100	100	78
American Indian or Alaska Native	86	78	78
Asian	100	100	93
Filipino	100	100	93
Hispanic or Latino	89	88	83
Native Hawaiian/Pacific Islander	0	0	85
White	89	94	91
Two or More Races	50	100	89
Socioeconomically Disadvantaged	88	85	66
English Learners	100	67	54
Students with Disabilities	72	75	78

Career Technical Education Programs

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 and junior colleges. Many students enter the world of work immediately. CTE courses in Automotive Maintenance, Constructions, Cosmetology, Health Careers, Food Preparation and Serving, 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.

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 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).

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.