

Sonora High School

430 North Washington St. • Sonora, CA, 95370-5526 • 209-532-5511 • Grades 9-12

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SONORA
HIGH SCHOOL

2016-17 School Accountability Report Card Published During the 2017-18 School Year



SONORA UNION
HIGH SCHOOL DISTRICT

Sonora Union High School District

100 School Street

Sonora, CA 95370

209-533-8510 ex.12

www.sonorahs.k12.ca.us

District Governing Board

Jeanie Smith - Board President

Kimberly Norton - Board Clerk

Kathy Ankrom - Board Member

Dr. Rob Lyons - Board Member

Jeff Norstrom - Board Member

District Administration

Patrick Chabot

Superintendent

Dana Vaccarezza

Chief Business Officer

Gilbert Hammerbeck

**Manager, District Maintenance and
Operations**

Gail Staggs

**Manager, Food Service and
Student Nutrition Services**

Chett White

Manager, Transportation

Matthew Leamy

**Manager, Data System Specialist
and Network Support**

Roy Morlan

**Principal, Alternative Education,
Independent Study, and Adult
Education**

Robert Mayben

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	255
Grade 10	282
Grade 11	230
Grade 12	206
Total Enrollment	973

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	1.2
Asian	0.9
Filipino	0.5
Hispanic or Latino	19.2
Native Hawaiian or Pacific Islander	0.3
White	73.3
Two or More Races	3.4
Socioeconomically Disadvantaged	39.3
English Learners	0.8
Students with Disabilities	9.9
Foster Youth	0.6

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			
Sonora High School	15-16	16-17	17-18
With Full Credential	44	40	33
Without Full Credential	5	7	6
Teaching Outside Subject Area of Competence	0	2	1
Sonora Union High School District	15-16	16-17	17-18
With Full Credential	♦	♦	38
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Sonora High School	15-16	16-17	17-18
Teachers of English Learners	7	9	2
Total Teacher Misassignments	7	11	2
Vacant Teacher Positions	0	0	1

* "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 Instructional Materials (School Year 2017-18)

All textbooks are vetted and approved by each Sonora High School Department, the Principal, and finally the Sonora High School Site Council prior to being presented to the Sonora Union High School Board of Trustees for approval for district adoption. Site departments are encouraged to evaluate their course of studies and adopted textbooks annually each Spring for effectiveness regarding student learning. New textbooks are adopted on a rotating cycle that has been recommended by the Tuolumne County Superintendent of Schools and approved by the Sonora Union High School District.

Textbooks and Instructional Materials Year and month in which data were collected: January 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>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</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0</p>
Mathematics	<p>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</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0</p>
Science	<p>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</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0</p>
History-Social Science	<p>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/America's History 8th Edition AP US History/The American Pageant 12th Edition/2004 AP US History/The American Spirit (supplemental Reader)/2006 World History: History Alive! World Connections/2017 US History: History Alive! Pursuing American Ideals/2017 US Government: Government Alive! Power Politics and You/2017 Econ: Econ Alive! The Power to Choose/2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0</p>
Foreign Language	<p>French 1/Discovering French; Bleu/2004 French 2/Discovering French; Blanc/2004 French 3-4/Discovering French/Rouge/2004 Realidades 1/2014 Realidades 2/2014 En Espanol 3/2014 En Espanol 4/2014 AP Spanish 4/Encuentros Maravillosos/2002 AP Spanish/Una Vez Mas/1999</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0</p>

Textbooks and Instructional Materials
Year and month in which data were collected: January 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	Health Smart ETR/2015 Career Choices and Changes 5th Edition/2016 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
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0.0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The overall condition of the Sonora High School campus has been rated as in "Good" condition. The remodeled Humanities classrooms are working well and have provided students and teacher in the building access to contemporary and efficient learning environments. The newly remodeled stadium facility and the cafeteria/kitchen facility have proven to provide great improvements to campus services and how allowed the school to meet student needs and extra-curricular needs in a greater capacity. Some interior surfaces are still in need or repair: these repairs include minor tears in the wallboard, miscellaneous torn ceiling tiles, as well as a few sinks and drinking fountains need or minor repairs.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/13/2017

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			No cover on electrical panel in gym annex.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Few sink/ fountain faucets not operating well.
Safety: Fire Safety, Hazardous Materials	X			
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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	72	78	63	69	48	48
Math	36	45	31	38	36	37

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.

* 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 Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	71	72	66	68	60	56

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

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	16.1	31.3	33.7

* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	206	205	99.51	77.56
Male	121	120	99.17	69.17
Female	85	85	100	89.41
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	37	37	100	67.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	154	153	99.35	79.08
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	70	69	98.57	69.57
English Learners	--	--	--	--
Students with Disabilities	24	24	100	20.83
Foster Youth	--	--	--	--

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

Note: 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.

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

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	205	202	98.54	45.05
Male	121	119	98.35	45.38
Female	84	83	98.81	44.58
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	36	36	100	41.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	154	151	98.05	46.36
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	70	67	95.71	32.84
English Learners	--	--	--	--
Students with Disabilities	24	24	100	0
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

At Sonora High School, parents are invited to be involved in their students' education in a variety of ways. A bi-weekly newsletter called the "Parent Communicator" is sent via email with many different topics each week. Upcoming events are highlighted for parent information and to promote involvement in the school activities as well as extracurricular activities.

Monthly, parents are invited to have "Coffee With The Principal" in our School Library. Each Coffee involves a theme regarding current school initiatives, projects, up and coming activities, etc. An open forum is also provided to allow parent feedback and information.

Eight times during the year, the school formally communicates grades to parents, mailing progress reports four times and report cards four times.

Each Fall, the parents of Title I/Social Economically Disadvantaged students are invited to an organizational meeting where the programs provided by Sonora High School are described, and parents are provided a time for questions are feedback. That meeting takes place before the annual Back-to-School Night.

The annual Back-to-School Night which provides parents an opportunity to meet students' teachers and learn about Sonora High School's courses and programs. During the second semester 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.

The Sonora High School Golden Regiment Marching Band Booster, the Sonora High School FFA Booster, and various athletic team boosters are dedicated groups of parents committed to supporting the extra-curricular activities and functions of our students are supported and promoted well.

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.

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 biannually and whenever there are changes to the plan. The last revision of the document was approved by the Sonora Union High School Board of Trustees on 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 to 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	2014-15	2015-16	2016-17
Suspensions Rate	8.7	7.1	6.1
Expulsions Rate	0.6	0.3	0.6
District	2014-15	2015-16	2016-17
Suspensions Rate	9.9	9.0	7.7
Expulsions Rate	0.5	0.3	0.5
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 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	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	315

* 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	25	25	24	12	12	14	16	16	13	11	11	12
Mathematics	24	24	17	10	10	12	16	16	5	5	5	
Science	22	22	24	10	10	6	9	9	14	2	2	
Social Science	28	28	23	5	5	12	13	13	11	14	14	11

* 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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,794	\$45,374
Mid-Range Teacher Salary	\$69,441	\$67,188
Highest Teacher Salary	\$85,974	\$91,637
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$107,289
Average Principal Salary (HS)	\$118,547	\$123,947
Superintendent Salary	\$145,000	\$132,751
Percent of District Budget		
Teacher Salaries	28%	28%
Administrative Salaries	8%	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

The District has developed a variety of programs to meet the needs of all students within the local education agency. The Title 1 program provides targeted assistance. Students who qualify are placed in Title 1 reading and math preparation programs. The District's Special Education program is administered by the District and coordinated through the Tuolumne County SELPA. Sonora High School provides College Board Advanced Placement testing for high achieving students in English, Social Studies, Foreign Language, Math, and Science. Sonora High offers an extensive Career Technical Education program open to all district students that includes courses in Agriculture, Auto, Cosmetology, Culinary Arts, Digital Photography, Welding, Wildland Fire, and an on-campus Credit Union run by the MOCSE Credit Union based out of Modesto California. The school offers outstanding co-curricular activities, including American Field Service, Band, Choir, Drama, Future Farmers of America, Junior Statesman of America, Leadership, and Yearbook.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7628	1076	6552	74950
District	♦	♦	10654	\$68,625
State	♦	♦	\$6,574	\$69,964
Percent Difference: School Site/District			-38.5	9.2
Percent Difference: School Site/ State			-0.3	7.1

* Cells with ♦ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Sonora High School	2013-14	2014-15	2015-16
Dropout Rate	1.9	0.9	1.2
Graduation Rate	94.79	98.17	95.93
Sonora Union High School District	2013-14	2014-15	2015-16
Dropout Rate	8.5	3.3	2.8
Graduation Rate	87.68	93.67	94.84
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

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
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	97.24
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	27.98

* Where there are student course enrollments.

2016-17 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	3	♦
Science		♦
Social Science	4	♦
All courses	10	14.7

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	93.85	87.5	87.11
Black or African American	0	0	79.19
American Indian or Alaska Native	100	50	80.17
Asian	100	100	94.42
Filipino	100	100	93.76
Hispanic or Latino	95.83	88.89	84.58
Native Hawaiian/Pacific Islander	100	100	86.57

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
White	93.01	85.79	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	62.5	52.17	63.9
English Learners	0	0	55.44
Students with Disabilities	98.11	84.15	85.45
Foster Youth	100	100	68.19

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.