

Sonora High School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

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

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Sonora High School
Street	430 North Washington St.
City, State, Zip	Sonora, CA, 95370-5526
Phone Number	209-532-5511
Principal	Karen Sells
Email Address	ksells@sonorahs.k12.ca.us
School Website	http://sonorahs.k12.ca.us/shs/
County-District-School (CDS) Code	55723895536503

2021-22 District Contact Information

District Name	Sonora Union High School District
Phone Number	209-533-8510
Superintendent	Ed Pelfrey
Email Address	shssupt@sonorahs.k12.ca.us
District Website Address	www.sonorahs.k12.ca.us

2021-22 School Overview

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 2021 CBEDS enrollment was 926. 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 has two programs, the ILS (Independent Living Skills) and NeXus program, that are 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 Math program as well as offering 8 different Advanced Placement courses. Career and Technical Education offerings include courses from industrial arts (agriculture, construction, culinary arts, computer sciences, engineering, and photography).

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, Junior Varsity, 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. Traditionally, the school

2021-22 School Overview

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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	289
Grade 10	233
Grade 11	194
Grade 12	187
Total Enrollment	903

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.8
American Indian or Alaska Native	1
Asian	1.2
Black or African American	0.2
Filipino	1.9
Hispanic or Latino	20.2
Native Hawaiian or Pacific Islander	0.4
Two or More Races	4.7
White	69.9
English Learners	3.4
Foster Youth	1
Homeless	0.9
Socioeconomically Disadvantaged	34
Students with Disabilities	14

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.7	72.8	29.6	69.0	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.2	11.0	4.2	9.8	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.8	4.7	4.7	11.0	12115.8	4.4
Unknown	4.3	11.4	4.3	10.2	18854.3	6.9
Total Teaching Positions	38.1	100.0	42.9	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	4.2
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	4.2

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.8
Local Assignment Options	1.0
Total Out-of-Field Teachers	1.8

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.6

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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	No	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	Yes	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	No	0.0
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/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 AP Gov - American Government, Stories of a Nation, For the AP Course/2019 AP Macro - Krugman's Economics for AP/2015, 2nd Edition AP Psych - Myers' Psychology for AP/2011 Psych - Understanding Psychology/2003 Econ: Econ Alive! The Power to Choose/2017	Yes	0.0
Foreign Language	Realidades 1/2014 Realidades 2/2014	Yes	0.0

	En Espanol 3/2014 En Espanol 4/2014 AP Spanish 4/Encuentros Maravillosos/2002 AP Spanish/Una Vez Mas/1999		
Health	Health Smart ETR/2015 Career Choices and Changes 5th Edition/2016	Yes	0.0
Visual and Performing Arts	Guitar/Guitar Method/2011 Guitar/Guitar 1/2011 Ceramics/Hands in Clay 5th/2009	No	0.0
Science Laboratory Equipment (grades 9-12)	5 fully functioning Science Laboratories	No	0.0

School Facility Conditions and Planned Improvements

The overall condition of the Sonora High School campus has been rated as in "Good" condition. The remodeled Humanities building and classrooms are working well and have provided students and teachers 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 has allowed the school to meet student needs and extra-curricular needs in a greater capacity.

Year and month of the most recent FIT report

December 2021

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

Overall Facility Rate

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	175	157	89.71	10.29	68.15
Female	92	80	86.96	13.04	68.75
Male	82	76	92.68	7.32	68.42
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	39	37	94.87	5.13	54.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	119	104	87.39	12.61	71.15
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	53	45	84.91	15.09	60
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	17	80.95	19.05	5.88

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	175	158	90.29	9.71	27.22
Female	92	81	88.04	11.96	29.63
Male	82	76	92.68	7.32	25.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	39	37	94.87	5.13	16.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	119	105	88.24	11.76	31.43
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	53	46	86.79	13.21	23.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	17	80.95	19.05	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A	N/A
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*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	31.97	N/A	27.52	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	320	294	91.88	8.12	31.97
Female	160	147	91.88	8.12	29.93
Male	159	146	91.82	8.18	34.25
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	66	60	90.91	9.09	23.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	25.00
White	220	200	90.91	9.09	35.00
English Learners	12	11	91.67	8.33	18.18
Foster Youth	--	--	--	--	--
Homeless	12	10	83.33	16.67	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	83	74	89.16	10.84	29.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	28	87.50	12.50	3.57

2020-21 Career Technical Education Programs

Sonora High offers 8 career and technical programs that prepare students to enter the workforce after high school. After completing these courses at Sonora High, students may pursue advanced training at technical institutes, the local community college, or enter directly into the work force using the certifications gained through the articulation agreements through the local community college and other county and state agencies. Sonora High School offers Career Technical Education courses in the following areas: Banking, Construction, Cosmetology, Culinary Arts, Fire Science, Photography, Computer Science and Design, and Welding. Each of these courses are designed to prepare high school students and adults for entry-level jobs. We will also continue to expand our Middle College program partnership with Columbia College. Seventy five students were enrolled in this dual enrollment program during the 2020-2021 school year.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	473
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	11.8

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	96.58
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	13.26

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

At Sonora High School, parents are invited to be involved in their students' education in a variety of ways. There is a weekly communication called the "Wildcat Weekly" that is an informational newsletter sent out to all parents/students/staff to keep all who are interested informed about what is occurring in the school community. Included in this, is a weekly posting called "The Week Ahead". The Week Ahead is posted on our web site and in the newsletter, so that all parents, students, and interested community members will be well informed. Each week's newsletter includes a variety topics pertinent to the week and season. The goal is to highlight upcoming events for parent information and to promote involvement in the school activities as well as extracurricular activities.

Parents are encouraged to access information regarding their child's progress in classes through our School Information System, Aeries. Parents and guardians can see real time information about attendance and grades. In addition, Sonora High School has implemented a PBIS (Positive Behavior Intervention Support) system called HERO which recognizes students when they exhibit the qualities of Accountable, Respectful and Engaged. When a student is recognized for any of these things, parents receive an email regarding that recognition.

Sonora High School uses a survey platform, ThoughtExchange, to survey different stakeholder groups to gain input. Most recently, parents were surveyed regarding School to Parent communication.

Starting in the Spring semester, if COVID-19 restrictions allow, we will invite parents each month to have "Coffee With The Principal" in our School Library. Each Coffee will involve 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 year, 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 and feedback.

The annual Back-to-School Night provides parents an opportunity to meet students' teachers and learn about Sonora High School's courses and programs. This year because of COVID-19, Back-To-School night was not held, but parents were provided contact information for teachers and staff so that parents can reach out with any questions that they may have. 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. This may be revamped this year if the current COVID-19 restrictions are still in place.

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

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	2.5	3.1	7.3	3.4	7.3	13.6	9.0	8.9	9.4
Graduation Rate	96.1	92.9	88.4	91.4	85.8	82.6	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	164	145	88.4
Female	75	70	93.3
Male	89	75	84.3
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	32	25	78.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	113	102	90.3
English Learners	--	--	--
Foster Youth	0	0	0.00
Homeless	--	--	--
Socioeconomically Disadvantaged	63	47	74.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	20	10	50.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	996	937	93	9.9
Female	490	461	41	8.9
Male	505	475	52	10.9
American Indian or Alaska Native	10	9	0	0.0
Asian	14	11	0	0.0
Black or African American	1	1	0	0.0
Filipino	17	17	0	0.0
Hispanic or Latino	196	191	20	10.5
Native Hawaiian or Pacific Islander	6	5	1	20.0
Two or More Races	46	43	4	9.3
White	702	657	67	10.2
English Learners	35	34	5	14.7
Foster Youth	14	13	5	38.5
Homeless	15	11	6	54.5
Socioeconomically Disadvantaged	366	335	66	19.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	144	136	32	23.5

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	12.08	4.42	12.80	4.20	3.47	0.20
Expulsions	0.69	0.00	0.72	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	11.80	12.25	2.45
Expulsions	0.49	0.53	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.42	0.00
Female	3.47	0.00
Male	5.35	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.61	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.52	0.00
White	4.13	0.00
English Learners	0.00	0.00
Foster Youth	21.43	0.00
Homeless	13.33	0.00
Socioeconomically Disadvantaged	7.38	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.03	0.00

2021-22 School Safety Plan

The Sonora Union High School District maintains a Comprehensive District Safety Plan. The document is updated and approved by the School Board every other year. Updates to the plan can be made outside of this cycle when they are needed. 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

A copy of the Sonora High School Safety Plan is available at the following url.

<http://sonorahs.k12.ca.us/wp-content/uploads/2020/03/Safety-Plan-2020.pdf>

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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	9	9	16
Mathematics	24	9	14	6
Science	27	3	13	2
Social Science	30	5	8	13

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	9	10	16
Mathematics	25	7	19	3
Science	26	5	16	1
Social Science	28	7	7	12

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	12	11	12
Mathematics	27	8	10	8
Science	25	6	15	1
Social Science	29	6	6	13

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	301

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,414.75	\$2798.09	\$12,616.66	\$85,142.05
District	N/A	N/A	\$11,428.67	
Percent Difference - School Site and District	N/A	N/A	9.9	-0.2
State			\$8,444	\$77,422
Percent Difference - School Site and State	N/A	N/A	39.6	9.5

2020-21 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 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, and Math. Sonora High School has also partnered with Columbia College in a Middle College program to enable our students to earn college credit while still enrolled at Sonora High. Sonora High offers an extensive Career Technical Education program open to all district students that includes courses in Agriculture, Cosmetology, Culinary Arts, Digital Photography, 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$47,995
Mid-Range Teacher Salary		\$65,131
Highest Teacher Salary		\$99,908
Average Principal Salary (Elementary)		\$0
Average Principal Salary (Middle)		\$0
Average Principal Salary (High)		\$129,582
Superintendent Salary		\$140,551
Percent of Budget for Teacher Salaries	28%	23%
Percent of Budget for Administrative Salaries	8%	5%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	16.6
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	0
Foreign Language	1
Mathematics	2
Science	0
Social Science	4
Total AP Courses Offered	10

Professional Development

Traditionally, Sonora High School has offered 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 conferences across the state, county technology training's, and department conferences.

In August, we held a voluntary paid two day training for all staff in the 7 Habits of Highly Effective People which was put on by Franklin Covey. Staff learned strategies to support themselves, each other and our students.

Beginning teachers all participate in the New Teacher Induction Program conducted through Stanislaus County Office of Education in conjunction with Tuolumne County's Superintendent of Schools. All new teachers participate in district training for new employees conducted two days before the start of school with each site's administrative staff and a peer support network that exists within each department and continues throughout the school year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Sonora Union High School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Sonora Union High School District
Phone Number	209-533-8510
Superintendent	Ed Pelfrey
Email Address	shssupt@sonorahs.k12.ca.us
District Website Address	www.sonorahs.k12.ca.us

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	239	203	84.94	15.06	58.62
Female	121	104	85.95	14.05	59.62
Male	117	98	83.76	16.24	58.16
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	52	45	86.54	13.46	46.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	11	84.62	15.38	81.82
White	164	138	84.15	15.85	59.42
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	80	65	81.25	18.75	44.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	22	75.86	24.14	9.09

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	238	202	84.87	15.13	21.29
Female	121	102	84.30	15.70	23.53
Male	116	99	85.34	14.66	19.19
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	52	46	88.46	11.54	13.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	10	76.92	23.08	--
White	163	137	84.05		24.09
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	79	64	81.01	18.99	17.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	20	71.43	28.57	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.