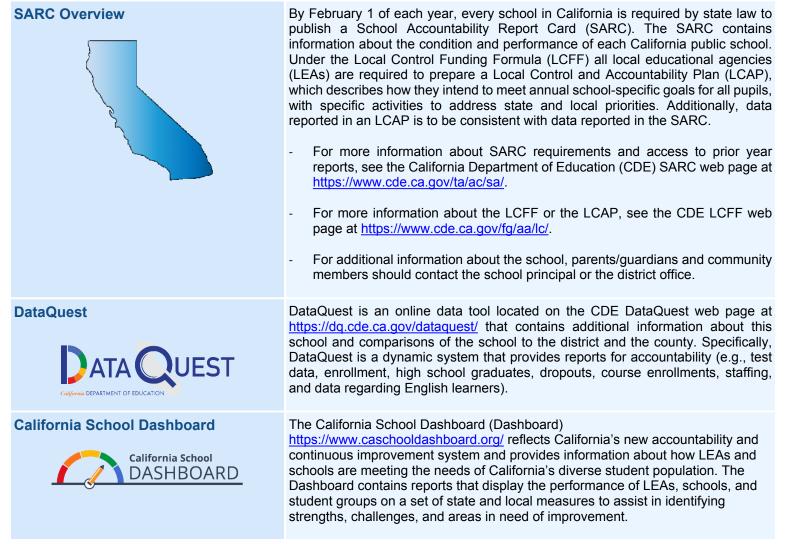# Sonora High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 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

2023-24 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	www.sonorahs.k12.ca.us

2023-24 School Description and Mission Statement

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 2023 CBEDS enrollment was 960. 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 two largest employer in Tuolumne County are the Sierra Conservation Center, a state prison and Adventist Health Sonora.

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 Superintendent of Schools offers a Community Day School.

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 7 different Advanced Placement courses. Career and Technical Education offerings include courses from industrial arts (agriculture, including agriculture mechanics and floral design, computer sciences, education, engineering, photography, Fire Science, Welding and Nursing).

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

2023-24 School Description and Mission Statement

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 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.

In the Spring of 2022, the Sonora Union High School District went through the process of a strategic plan with both school and community stakeholders. Through this process a new Mission and Vision Statement was established for Sonora High School.

Mission Statement: In a safe and supportive environment, with an eye to the future and honoring tradition, alongside community partners, Sonora Union High School District empowers students to be:
- Academically excellent.
- Career and/or college ready.
- Accountable, Respectful and Engaged citizens

Vision Statement: Preparing every student for success by cultivating personal excellence.

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	272
Grade 10	257
Grade 11	212
Grade 12	178
Total Enrollment	919

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.9%
Male	52.3%
American Indian or Alaska Native	1.2%
Asian	0.8%
Black or African American	1.1%
Filipino	1%
Hispanic or Latino	22%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	6%
White	65.9%
English Learners	2.7%
Foster Youth	0.5%
Homeless	0.2%
Socioeconomically Disadvantaged	38.3%
Students with Disabilities	14.6%

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.

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)	27.70	72.81	29.60	68.98	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.20	11.01	4.20	9.78	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.80	4.72	4.70	11.04	12115.80	4.41
Unknown	4.30	11.43	4.30	10.15	18854.30	6.86
Total Teaching Positions	38.10	100.00	42.90	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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)	30.90	79.43	33.00	74.97	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.30	6.03	2.30	5.34	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	3.57	3.90	9.06	11953.10	4.28
Unknown	4.20	10.93	4.60	10.61	15831.90	5.67
Total Teaching Positions	38.90	100.00	44.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.60
Misassignments	4.20	1.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.20	2.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.80	0.40
Local Assignment Options	1.00	1.00
Total Out-of-Field Teachers	1.80	1.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.5	7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 Superintended of Schools and approved by the Sonora Union High School District.

Year and month in which the data were collected	December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

		Adoption?	Assigned Copy
Reading/Language Arts	Intro to Literature National G9, Hewitt Mifflin Harcourt/2023 Intro to Literature National G10, Hewitt Mifflin Harcourt/2023 Intro to Literature National G11, Hewitt Mifflin Harcourt/2023 Intro to Literature National G12, Hweitt Mifflin Harcourt/2023	Yes	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	California Miller & Levine Biology/2023 Conceptual Physics, Paul G Hweitt, Savvas Learning Pearson/2023 Earth Science, Tarbuck Lutgens, Savvas Learning/2023 Basic Chemistry 6th Edition, Timberlake & Timberlake, Pearson/2023 Environment the Science behind the stories 6th edition, Jay Withgott, Matthew Laposata, Pearson/2023	Yes	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 Wold 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 En Espanol 3/2014 En Espanol 4/2014 AP Spanish 4/Encuentros Maravillosos/2002 AP Spanish/Una Vez Mas/1999	No	0.0
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)	N/A	N/A	0.0

School Facility Conditions and Planned Improvements

The overall condition of the Sonora High School campus has been rated as in "Good" condition.

Year and month of the most recent FIT report	December 2023

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).

College and Career Ready
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.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	67	63	52	47	47	46
Mathematics (grades 3-8 and 11)	30	24	21	17	33	34

2022-23 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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	190	185	97.37	2.63	62.70
Female	90	89	98.89	1.11	70.79
Male	99	95	95.96	4.04	54.74
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	44	41	93.18	6.82	53.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	56.25
White	125	123	98.40	1.60	65.85
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	72	68	94.44	5.56	51.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	28	93.33	6.67	21.43

2022-23 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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	190	184	96.84	3.16	24.46
Female	90	88	97.78	2.22	34.09
Male	99	95	95.96	4.04	14.74
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	44	40	90.91	9.09	15.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	31.25
White	125	123	98.40	1.60	26.02
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	72	67	93.06	6.94	19.40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	27	90.00	10.00	3.70

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	34.45	31.62	26.58	23.59	29.47	30.29

2022-23 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	361	354	98.06	1.94	32.20
Female	170	167	98.24	1.76	32.34
Male	189	185	97.88	2.12	31.89
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	72	68	94.44	5.56	16.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	21	100.00	0.00	38.10
White	256	253	98.83	1.17	35.18
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	120	115	95.83	4.17	21.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	44	93.62	6.38	13.64

2022-23 Career Technical Education Programs

Sonora High offers eight 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 though the local community college and other county and state agencies. Sonora High School offers Career Technical Education courses in the following areas: Ag Mechanics, Cosmetology, Education, Fire Science, Nursing, Photography, Computer Science and Design, and Welding. The Fire Science, Nursing and Welding are offered through CCAP classes taught by Columbia College instructors.
Each of the CTE courses offered are designed to prepare high school students and adults for entry-level jobs.

The Sonora High School CTE Advisory Committee for the 2023/2024 school year is comprised of the following community partners spanning all of the industries represented in the CTE Courses as well as the largest employers in the community. The following are the members of the Advisory Committee:
James Hanson- Motherlode Job Training
Lisa Edwards- Motherlode Job Training Program Manager
John Salkowski- President and CFO of Blue Mountain Minerals
Mike Mendoza- International Brotherhood of Electrical Workers
Christine Dibble- Local Photographer
Brandon Price- CTE Columbia College
Tyler Newton- Adventist Health Sonora
Ed Pelfrey- Superintendent, Sonora Union High School District
Karen Sells- Principal, Sonora High School
Courtney Castle- Counselor, Sonora High School
Gretchen Birtwhistle- CTE TOSA/Teacher, Sonora High School
Brian Miller- CTE Teacher, Sonora High School
Shannon Oden- CTE Teacher, Sonora High School
Stacy Ingalls- CTE Teacher, Sonora High School
Kelli Slater- CTE Teacher, Sonora High School
Lisa Pearce- CTE Teacher, Sonora High School

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	488
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	60.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.13
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	32

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA
Grade 9	95.3	85	90.5	93.7	92.5

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.

2023-24 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. Sonora High School has been working to provide feedback from the surveys to the groups who were surveyed.

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

Sonora High School has an active Site Council that meets monthly with the meetings be advertised in the Wildcat Weekly the week prior to the meeting.   In addition we have multiple different parent information nights, including Senior Parent Information Night, Middle College Parent Meeting, Financial Aid night, Block "S" awards night and Scholarship night to name a few. 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.

2023-24 Opportunities for Parental Involvement

The annual Back-to-School Night provides parents an opportunity to meet students' teachers and learn about Sonora High School's courses and programs. In addition parents are provided with access to a list of teachers and their emails so that they are able to contact their child's teachers. 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.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	7.3	2	1.8	13.6	6.1	8.4	9.4	7.8	8.2
Graduation Rate	88.4	97.4	97.7	82.6	93.5	90.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	171	167	97.7
Female	78	76	97.4
Male	92	90	97.8
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	31	31	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	128	124	96.9
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	74	71	95.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	23	21	91.3

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	960	930	215	23.1
Female	446	437	107	24.5
Male	507	486	106	21.8
Non-Binary	7	7	2	28.6
American Indian or Alaska Native	11	11	2	18.2
Asian	7	7	2	28.6
Black or African American	11	11	6	54.5
Filipino	10	10	0	0.0
Hispanic or Latino	214	209	49	23.4
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	57	56	13	23.2
White	631	607	140	23.1
English Learners	27	27	4	14.8
Foster Youth	8	7	3	42.9
Homeless	5	5	3	60.0
Socioeconomically Disadvantaged	399	381	123	32.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	155	146	46	31.5

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	4.42	15.04	12.92	4.20	15.32	13.88	0.20	3.17	3.60
Expulsions	0.00	0.40	0.31	0.00	0.44	0.35	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.92	0.31
Female	6.73	0
Male	18.54	0.59
Non-Binary		
American Indian or Alaska Native	27.27	0
Asian	0	0
Black or African American	27.27	0
Filipino	0	0
Hispanic or Latino	11.21	0.47
Native Hawaiian or Pacific Islander	0	0
Two or More Races	15.79	0
White	13.15	0.32
English Learners	18.52	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	19.55	0.25
Students Receiving Migrant Education Services	0	0
Students with Disabilities	26.45	0.65

2023-24 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/2023/05/2023_24_safety_plan_without_confidential_phone_numbers_iipp_revised_2023.04.17.pdf

In addition Sonora High School performs regular safety drills including fire, earthquake and lockdown. As well all students and staff are trained in ALICE, which is an active killer response.

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

2023-24 School Safety Plan

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.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	25	10	16	11
Mathematics	27	6	15	6
Science	26	5	15	1
Social Science	27	8	9	9

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	8	17	9
Mathematics	28	4	17	4
Science	27	3	12	3
Social Science	27	6	12	8

2022-23 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	306.33

2022-23 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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	$8136	$2025	$6111	$89276
District	N/A	N/A	$16672	$79,380
Percent Difference - School Site and District	N/A	N/A	-92.7	
State	N/A	N/A	$7,607	$78,566
Percent Difference - School Site and State	N/A	N/A	-7.6	11.8

Fiscal Year 2022-23 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, Education, Creative Computers, Intro to Programming and Video Game Design. 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$43,216	$49,934
Mid-Range Teacher Salary	$74,436	$66,543
Highest Teacher Salary	$93,365	$98,389
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$0	
Average Principal Salary (High)	$133,248	$125,276
Superintendent Salary	$160,726	$150,478
Percent of Budget for Teacher Salaries	28.08%	25.54%
Percent of Budget for Administrative Salaries	7.75%	5.68%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	13.6

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	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	0
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	8

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 one day training for all staff in the 4 Disciplines of Execution, 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. In addition, new teachers are provided the opportunity monthly to attend "new teacher support" dinners. These dinners give an opportunity to the administration to provide specific support as well allowing the new teachers opportunities to collaborate and ask questions.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2