Sonora High

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

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

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Adam Bailey, Principal

📍 Principal, Sonora High

About Our School

Contact

Sonora High
401 South Palm St.
La Habra, CA 90631-5735

Phone: 562-266-2001
E-mail: abailey@fjuhsd.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Fullerton Joint Union High
Phone Number	(714) 870-2800
Superintendent	Scott Scambray
E-mail Address	sscambray@fjuhsd.org
Web Site	www.fjuhsd.org

School Contact Information (School Year 2016-17)	
School Name	Sonora High
Street	401 South Palm St.
City, State, Zip	La Habra, Ca, 90631-5735
Phone Number	562-266-2001
Principal	Adam Bailey, Principal
E-mail Address	abailey@fjuhsd.org
County-District-School (CDS) Code	30665143037090

Last updated: 1/17/2017

School Description and Mission Statement (School Year 2016-17)

Sonora High School (SOHS) is a California Distinguished School that has become known throughout the community for promoting the success of all students in an atmosphere of mutual respect and caring. The 2013/14 student body included over 1,864 students from La Habra, La Habra Heights, Fullerton, and surrounding communities. SOHS provides a balanced program for a diverse student body. Students, staff members, and parents work closely together to strive for excellence in academics, activities, athletics, and service to the community.

SOHS's educational program emphasizes the development of each student's maximum academic potential. This concern drives the setting of high standards, promotion of individual responsibility among staff members and students, insistence on academic honesty, strong student effort, and high expectations regarding homework, attendance, and punctuality. A continuous review of student outcomes ensures that all students receive vigorous instruction that actively engages them in their learning. In addition, SOHS has an extremely active student body that engages in a multitude of activities and clubs. SOHS's excellence is evidenced in the full six-year accreditation received from Western Association of Schools and Colleges in May, 2011, four Distinguished School Awards, the latest in May, 2007, Title I Academic Achieving School Award, 2015, Gold Ribbon School Award 2015 for the iPaTh Program, recipient of the Dell Foundation Excellence and Equity Grant for our IB Program.

Mission Statement: SOHS promotes the success of all students in an atmosphere of mutual respect and caring by the following means:

- Educating students to their individual learning potential

- Fostering in each student an acceptance of ethnic and cultural diversity

- Promoting school spirit and school loyalty

- Instilling within each student a commitment to the values of community and the American democratic society

SOHS strives for excellence in academics, activities, athletics, and service by:

- Providing academically challenging programs for students with different interests and abilities

- Providing a challenging array of curricular, extra-curricular, aesthetic, and athletic programs

- Providing the tools to access, evaluate and use information from a variety of technological sources

- Equipping students with the skills necessary for a successful transition to college and/or work

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	474
Grade 10	532
Grade 11	464
Grade 12	412
Total Enrollment	1882
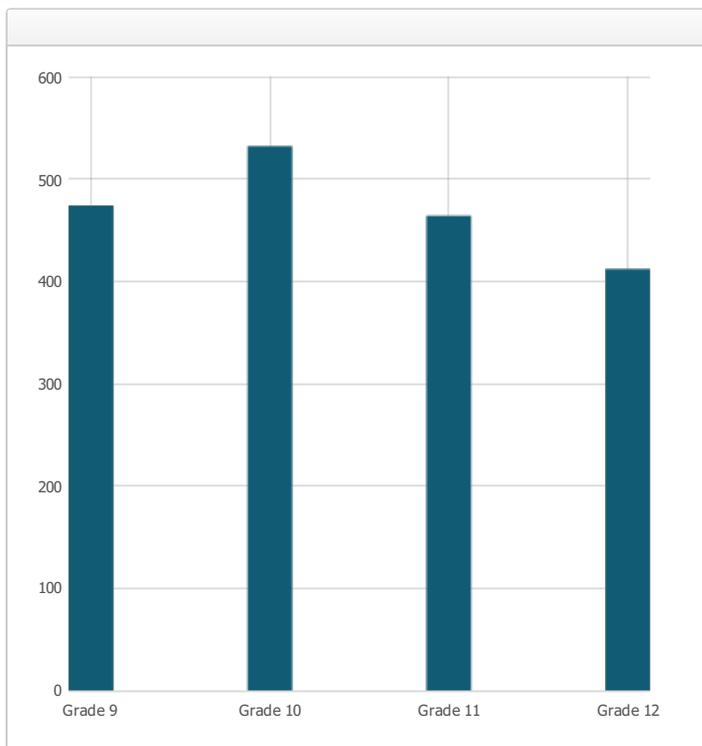
Last updated: 1/17/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.1 %
American Indian or Alaska Native	0.1 %
Asian	8.6 %
Filipino	1.6 %
Hispanic or Latino	67.6 %
Native Hawaiian or Pacific Islander	0.2 %
White	18.7 %
Two or More Races	2.2 %
Other	-0.1 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	48.5 %
English Learners	9.1 %
Students with Disabilities	9.6 %
Foster Youth	0.2 %

Last updated: 1/31/2017

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	72	0	72	549
Without Full Credential	0	3	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	3	0	1	35
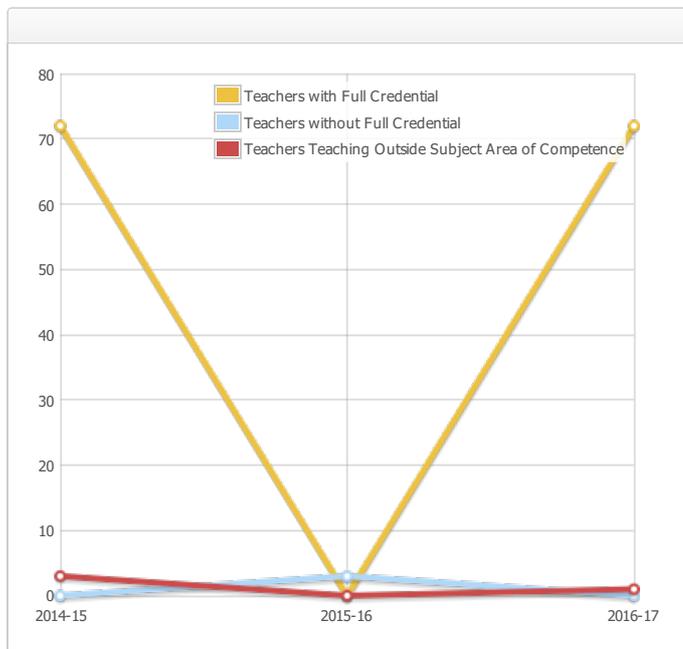
Last updated: 1/31/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	3	1
Vacant Teacher Positions	0	0	0
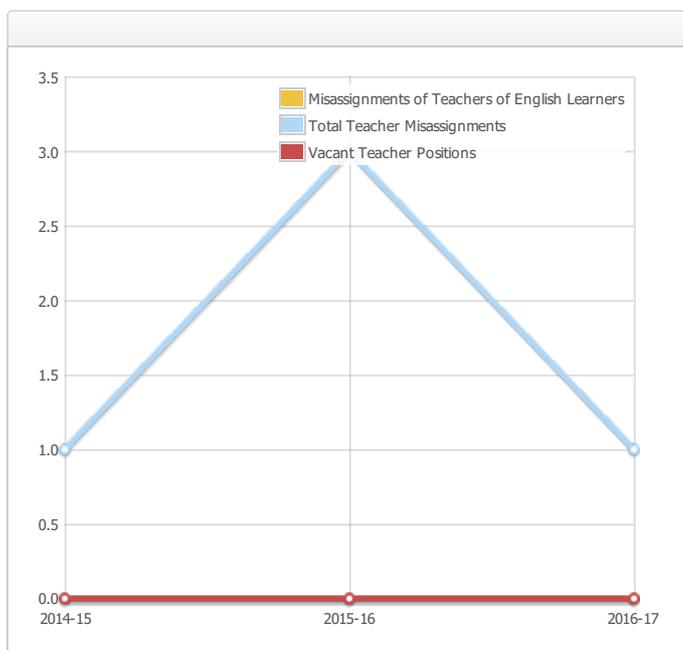
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/31/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	97.0%	3.0%
All Schools in District	95.0%	5.0%
High-Poverty Schools in District	94.0%	6.0%
Low-Poverty Schools in District	96.0%	5.0%

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

Last updated: 1/31/2017

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

Year and month in which data were collected: May 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		Yes	0.0 %
Mathematics		Yes	0.0 %
Science		Yes	0.0 %
History-Social Science		Yes	0.0 %
Foreign Language		Yes	0.0 %
Health		Yes	0.0 %
Visual and Performing Arts		Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2017

School Facility Conditions and Planned Improvements

General

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument to inspect the condition of the buildings and grounds on the campus quarterly. The results of this survey are available in the principal's office or in the Business Services office at the District Education Center.

School Buildings

Sonora High School was built on 42 acres in 1966 and originally planned to house up to 2,000 students. In the last decade, construction reconfigured classrooms and technology lab space. The school remains current as a high school plant that fulfills today's educational needs. Sonora students are currently housed in an enclosed, air- conditioned environment of 228,000 square feet. A general obligation bond (Measure AA) passed in March, 2002, resulted in a 15-classroom building housing five science labs and ten new classrooms. Modernization of the parking lot and interior of the original building were completed by the end of the 2007/08 school year. Cafeteria seating for approximately 250 was added to the lower commons in the fall of 2009.

Restrooms are checked and stocked on an hourly basis with close attention paid to all facilities regarding cleanliness and safety. Each year a minimum of three drills are practiced for the safety of all stakeholders. The three drills are code 99 (intruder on campus); duck, cover, and evacuate (earthquake); and fire drill.

As school funding decreased in recent years, deferred maintenance funding decreased as well. The short-term reduction in deferred maintenance funding is slowly being restored as the financial climate in schools continues to improve. In November, 2014, the tax-paying community of the District supported Measure I, a school facilities bond estimated at $175 million. These funds will be used over the next several years to improve school facilities throughout the District. This past summer, SOHS received a new roof and upgrades to the staff member parking lot. In the upcoming years, SOHS will receive a new gym, upgrades to the current gym and theatre.

Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. The principal, and assistant principal of instruction/operations, work with the custodial staff members to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2014/15 school year, the District budgeted approximately $525,000 for the deferred maintenance program.

Deferred Maintenance Projects

During the 2007/08 school year, modernization was completed at all of the six comprehensive high schools in the District. This work included upgrades to classrooms and restroom facilities, as well as making improvements to grounds and landscaping. With the completion of the modernization, all educational facilities in the District are in good condition and repair.

2009/10 saw the completion of construction on a new 60,000 square foot facility that houses the District's continuation and alternative high schools. This school will provide all students in the District with exceptional facilities.

During 2014/15, as in previous years, the sites have been inspected by District maintenance staff three times a year. These inspections check all facilities for cleanliness, upkeep, and safety. Necessary repairs and routine maintenance are addressed as needed based on the results of inspections.

Last updated: 1/31/2017

School Facility Good Repair Status

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC,	Good	

Sewer	
Interior: Interior Surfaces	Good
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good
Electrical: Electrical	Good
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good
Safety: Fire Safety, Hazardous Materials	Good
Structural: Structural Damage, Roofs	Good
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good

Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating	Exemplary

Last updated: 1/31/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	71.0%	68.0%	69.0%	65.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	45.0%	41.0%	46.0%	43.0%	34.0%	36.0%

Note: 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.

Last updated: 1/31/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	453	446	98.5%	68.2%
Male	221	215	97.3%	65.1%
Female	232	231	99.6%	71.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	43	42	97.7%	90.5%
Filipino	--	--	--	--
Hispanic or Latino	302	300	99.3%	61.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	84	80	95.2%	78.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	106	106	100.0%	54.7%
English Learners	38	37	97.4%	8.1%
Students with Disabilities	47	42	89.4%	26.2%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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

Last updated: 1/31/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	452	444	98.2%	41.4%
Male	221	214	96.8%	41.6%
Female	231	230	99.6%	41.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	43	42	97.7%	83.3%
Filipino	--	--	--	--
Hispanic or Latino	301	298	99.0%	30.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	84	80	95.2%	51.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	105	105	100.0%	24.8%
English Learners	37	36	97.3%	11.1%
Students with Disabilities	47	42	89.4%	7.1%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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

Last updated: 1/31/2017

CAASPP Test Results in Science for All Students

	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	59.0%	56.0%	53.0%	63.0%	57.0%	57.0%	60.0%	56.0%	54.0%

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

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

Last updated: 1/31/2017

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	524	510	97.3%	52.9%
Male	253	243	96.1%	57.2%
Female	271	267	98.5%	49.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	40	39	97.5%	76.9%
Filipino	--	--	--	--
Hispanic or Latino	350	340	97.1%	43.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	101	98	97.0%	68.4%
Two or More Races	14	14	100.0%	78.6%
Socioeconomically Disadvantaged	122	118	96.7%	33.9%
English Learners	36	34	94.4%	17.7%
Students with Disabilities	47	43	91.5%	30.2%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

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

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

Last updated: 1/31/2017

Career Technical Education Programs (School Year 2015-16)

At Sonora High School we offer a wide variety of CTE courses to meet the needs of our diverse student population. Our CTE classes include: Culinary Arts, Medical Careers Academy, Digital Media Academy, and our Agriculture Programs. Our programs are aligned with core academic courses through collaboration, staff development opportunities offered through our school site and District and Professional Learning Community meetings that focus on the needs of our students.

The Sonora Agriculture program provides the student with opportunities to develop an understanding of California's largest industry. California is the foremost agricultural state in the United States and offers many employment opportunities. Student learning is developed through classroom and outdoor activities where the student experiences agriculture with a "hands-on" approach.

The Sonora Culinary Arts Academy is a four year program designed to give students a comprehensive overview of the culinary arts field and prepare them for post-secondary training or employment. Students completing the Sonora Culinary Arts Academy are given priority admission to the ROP Culinary Arts Institute upon completing of the required courses.

The Sonora Medical Careers Academy is a specialized program available to students at all grade levels. Core subjects emphasize medical careers and are organized around the theme of medical studies. The curriculum combines demanding technical and academic content and prepares the student for both entry level employment in the medical field and for continuing education at the university or community level. The focus of the Academy is to help students see the connections between their academic classes and future career choices.

The Digital Media Academy at Sonora is a specialized Career Technical Education (CTE) program designed for freshmen and sophomore students to explore and get a hands-on learning experience in the Arts, Media, and Entertainment sector while completing courses for their high school graduation requirements. The ultimate mission of Sonora's DMA is to provide students with a program exposing them to the Arts, Media, and Entertainment sector and demonstrate successful use of 21st Century multimedia skills to be actively engaged and involved in core subject areas, so they're prepared for entry level jobs and post-secondary education.

Last updated: 1/31/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	434
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	86.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.0%

Last updated: 1/31/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	97.8%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	51.0%

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

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
9	16.0%	23.6%	38.3%

Note: 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.

Last updated: 1/31/2017

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

The Fullerton Joint Union High School District (District) made an extensive effort to consult with and garner input from every stakeholder group in the development of the LCAP. Throughout the months of December, 2016; January and February, 2017; District leadership met with student groups, parent organizations, and local bargaining units in separate meetings at each school. Each group worked through an exercise where they were asked how the District schools can improve student outcomes as they relate to the eight State priorities identified in Education Code 52060. Responses were collated and common themes presented themselves, giving the District comprehensive and timely input into the development of the LCAP. The LCAP, as it went through several drafts, was revised as the District received comments from parents and other stakeholder representatives of the District Advisory Committee (DAC) and from parents of the English Learner (EL) students through the District English Learner Advisory Committee (DELAC).

A Districtwide advisory committee was created which included representatives from all schools and the community. The District Advisory Committee (DAC) was made up of parents, students, teachers, classified staff members, administrators, parents of English learners, parents of foster youth, parents of low-income students, and parents of students with disabilities. Parents of students from all ethnic/racial backgrounds were invited to participate in the DAC. In addition to the findings from the many measures of academic achievement for the past three years, initial findings from the perception data gathered from the above indicated meetings was presented to the DAC in two meetings, one held January 26, 2017, and one to be held February 23, 2017. Attendees of the DAC were given a draft of the LCAP and the opportunity to make comments to the Superintendent. The Superintendent responded in writing to each comment from the committee on the LCAP. Administration at each of the sites invited parents and employee representatives to be on the committee.

The District presented the opportunity for parents of English Learners (EL) to review and comment on the LCAP in a meeting scheduled on March 23, 2017. The DELAC representatives were invited from the various English Language Advisory Committees (ELAC) at each of the District schools. In addition to the findings from the many measures of academic achievement for the past three years, initial findings from the perception data gathered from the above indicated meetings was presented. Parents were avtively involved in WASC Focus groups for the 2016/17 School Year. Parents are actively involved in PTSA, Sports Boosters and our Sonora Food Drive.

State Priority: Pupil Engagement
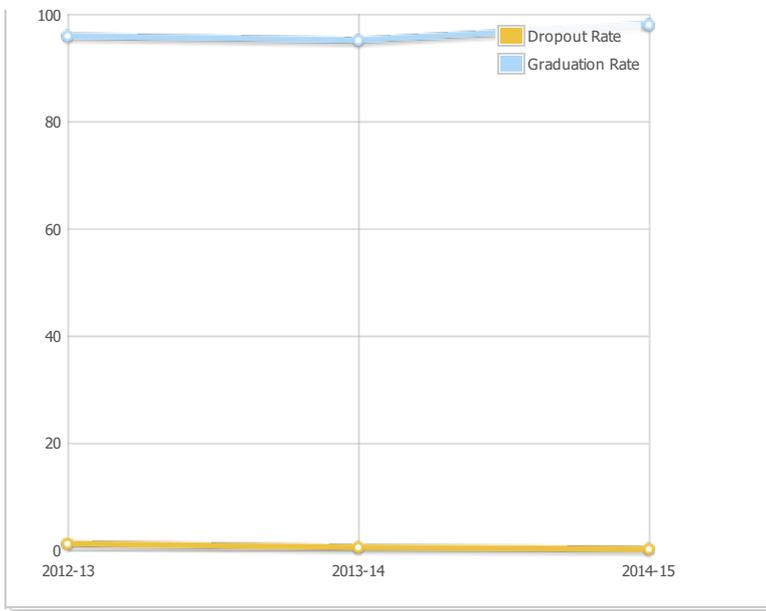
Last updated: 1/31/2017

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	1.2%	0.5%	0.2%	4.3%	3.5%	3.0%	11.4%	11.5%	10.7%
Graduation Rate	95.90	95.10	98.00	91.90	93.40	97.40	80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

| Student Group	School	District	State
All Students	96	93	85
Black or African American	80	83	77
American Indian or Alaska Native	0	83	75
Asian	90	99	99
Filipino	100	97	97
Hispanic or Latino	96	91	84
Native Hawaiian or Pacific Islander	0	67	85
White	99	96	87
Two or More Races	100	94	91
Socioeconomically Disadvantaged	96	90	77
English Learners	37	50	51
Students with Disabilities	75	78	68
Foster Youth	--	--	--

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

	School			District			State		
Rate	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.6	2.1	1.3	3.0	2.8	2.9	4.4	3.8	3.7
Expulsions	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1

Suspensions

Expulsions
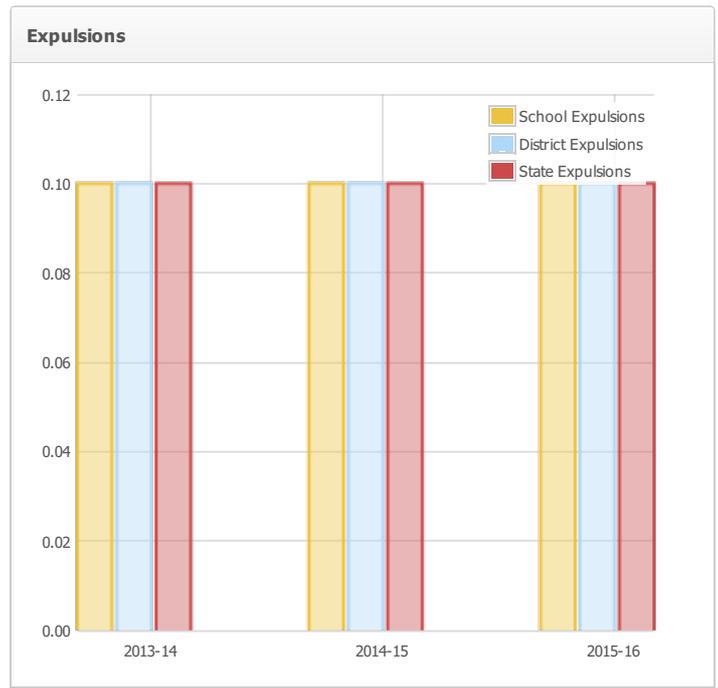
Last updated: 1/31/2017

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7%

Note: Cells with NA values do not require data.

Last updated: 1/31/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14 Average Class Size	Number of Classes * 1-22	23-32	33+	2014-15 Average Class Size	Number of Classes * 1-22	23-32	33+	2015-16 Average Class Size	Number of Classes * 1-22	23-32	33+
English	31.0	8	19	35	31.0	12	11	41	31.0	5	19	34
Mathematics	33.0	3	15	39	33.0	4	17	37	32.0	4	20	28
Science	32.0	2	20	19	34.0	3	8	28	30.0	9	20	23
Social Science	32.0	4	16	33	32.0	9	3	42	32.0	5	13	29

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/31/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.4	784.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	1.8	N/A
Social Worker	0.0	N/A
Nurse	0.6	N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist (non-teaching)	1.6	N/A
Other	1.0	N/A

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

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

Last updated: 1/31/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

| Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$8225.0	$1324.0	$6901.0	$87599.0
District	N/A	N/A	$7784.0	$91578.0
Percent Difference – School Site and District	--	--	-11.0%	-4.0%
State	N/A	N/A	$5677.0	$77824.0
Percent Difference – School Site and State	--	--	17.7%	11.0%

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

Last updated: 2/1/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$52,373	$46,184
Mid-Range Teacher Salary	$87,599	$75,179
Highest Teacher Salary	$106,734	$96,169
Average Principal Salary (Elementary)	$	$
Average Principal Salary (Middle)	$	$124,243
Average Principal Salary (High)	$130,273	$137,939
Superintendent Salary	$235,294	$217,637
Percent of Budget for Teacher Salaries	39.0%	35.0%
Percent of Budget for Administrative Salaries	8.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
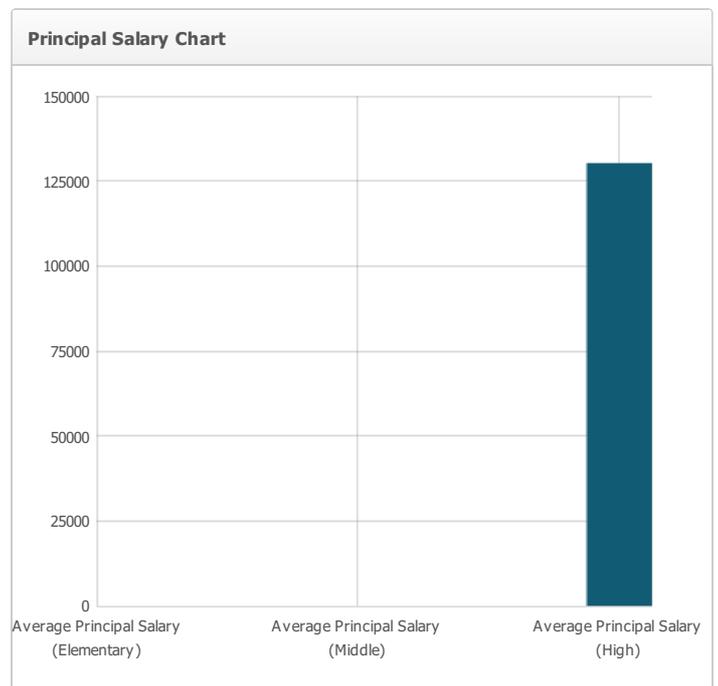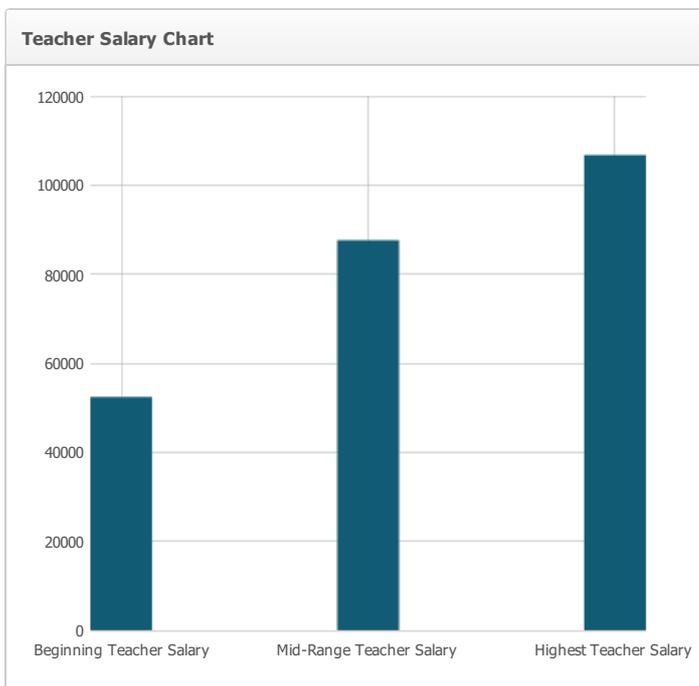
Last updated: 2/1/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	5	N/A
All Courses	13	31.5%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/31/2017

Professional Development

Adam Bailey is in his fourth year as principal of Sonora High School (SOHS). The administrative team includes four assistant principals. The Leadership Council consists of the department chairs, WASC focus group leaders, Title I/LEP Coordinator, program coordinators, and administrators. The School Site Council is also actively involved in the decision-making process at the school and membership includes teachers, classified staff members, students, parents, and the principal. The Raider Revolution Committee is composed of staff members from many departments of the school and helped to develop our new, directed system of support for at-risk students.

Parent participation at SOHS can be observed in almost every aspect of campus life. Parents are represented on the following District and school policy-making groups: School Site Council, DAC, WASC, Title I/ELL Advisory Committee, and Budget Study Committee. Booster clubs are also an important key to the success of the school.

SOHS offers students a comprehensive program in both the academic and co-curricular areas. Standards-based instruction and data-driven decision making are stressed. The school offers a wide range of subjects and programs to meet students' varying needs and interests. All students take the core curriculum to meet graduation requirements and to prepare them for the challenges of life beyond high school. Special programs exist for students with identified special needs (Special Education, Title I, English Language Development, iPaTh).

Academic courses that prepare students for admission to the University of California/California State University system, and most private universities are available to students who indicate that preference. International Baccalaureate, Advanced Placement (AP), and honors level courses are offered as part of the regular curriculum.

Army Junior Reserve Officers' Training Corps (JROTC) is available to all students. The cadets learn to follow and lead. The goal of JROTC is to build better and more productive citizens. Regional Occupational Program (ROP) classes are also offered for those students indicating a preference in pursuing a vocation directly upon graduating from high school. Guidance staff members work closely with students, parents, and instructional staff members to ensure that each student is enrolled in a course of study aligned with his/her individual career goals.

Staff members at SOHS are dedicated to fostering the intellectual, emotional, physical, and social growth of all students. Students are treated as valuable members of the learning community. Highly qualified staff members work to create an engaging and challenging curriculum – one designed to promote academic success for all students.

Staff members at SOHS believe that professional development is a critical component in maintaining a positive and enriching learning environment. Instructional staff members are involved in determining the focus of staff development as well as providing the leadership for various sessions. Staff members are also encouraged to participate in conferences/workshops, which provide the latest information, and trends, in technology and education.

A during the school day system of support was implemented for our students to begin the 15/16 school year. The program called the Raider Revolution was developed and voted on by our teaching staff to address the needs of at-risk students during the school day. Days are used to address the needs of staff members and review data generated from standardized tests. Funding is available from a number of sources to send staff members to workshops or conferences for purposes of professional development. The areas of concentration are technology assessment, critical thinking, reading and writing, and cultural awareness. The staff development plan addresses the key needs of staff members as determined by the staff development committee and data gathered from assessments.

All departments are committed to an awareness of the various learning styles of students. Staff development in recent years has highlighted aligning department curricula with State and District standards and frameworks, Specially Designed Academic Instruction in English, Google Apps for Education, and high quality instructional strategies based off of training in Direct Interactive Instruction.

Last updated: 1/31/2017