

Sonora High

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <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).

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 S Palm St.
La Habra, CA 90631-5735

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

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
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 2018—19)	
School Name	Sonora High
Street	401 S 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: 1/23/2019

School Description and Mission Statement (School Year 2018—19)

Sonora High School was originally built on forty-two acres on the eastern side of La Habra and opened to ninth and tenth graders in 1966, becoming a full, four-year senior high school in 1968. The school was initially planned to provide educational services to the families of 2,000 students, but as of the October 2018, California Basic Educational Data System (CBEDS) report, the school was serving approximately 1,820 students. The student population is 70.78% Hispanic, 17.34% White, 7.76% Asian, and 7.76% Other.

In fall of 2010, Sonora High School became a school-wide Title I Program. This designation continues today and provides greater opportunities to the entire at risk student body population. A critical aspect of the school-wide Title I Program designation is the consolidation of State and Federal Funding. As a comprehensive high school, Sonora 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 college/career post-secondary education. Special programs existed for students with identified special needs. Sonora also offers a variety of extracurricular activities for the student body, and students are encouraged to make a connection to the school that included co- and extra-curricular involvement in sports, student government and leadership, iPaTh, Agricultural Sciences, Digital Media Arts Academy, Medical Careers Academy, Army JROTC, Sports Medicine, and/or membership in some of the 30+ student clubs.

Sonora continues to focus on student achievement through a variety of curricular and programmatic initiatives funded by our District and LCAP. The school followed the "intervention" model, in which all students take college preparatory level courses, and students who needed remediation or further assistance were placed in an additional intervention class. This approach, taken throughout the last several years, has significantly reduced the negative effects of English class tracking and has allowed the school more scheduling flexibility for students. Also, intervention support classes were offered in mathematics and English Language Arts. Sonora administrators and faculty will continue to implement the research based instructional strategies that have effectively raised student achievement at SOHS while focusing on the data and needs of each and every student.

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

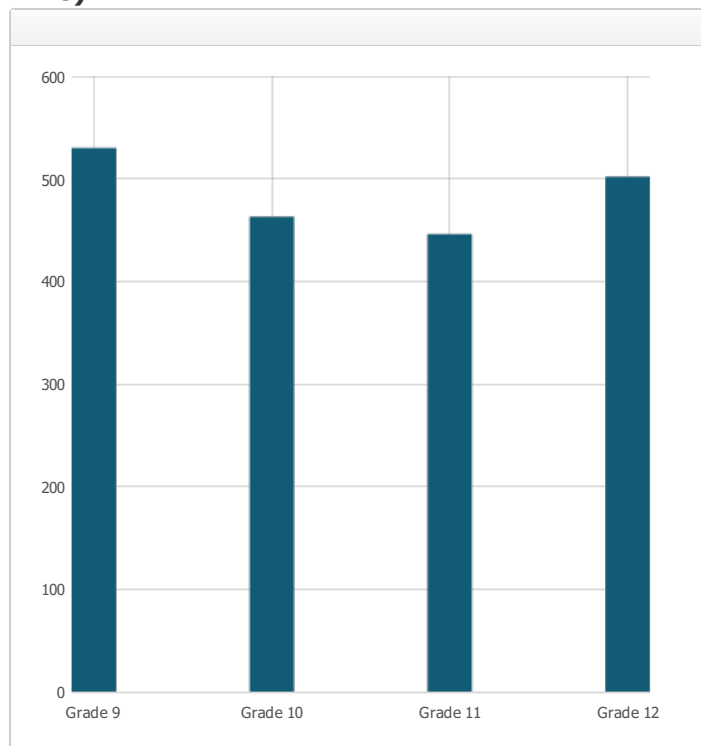
Providing the tools to access, evaluate and use information from a variety of technological sources

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

Last updated: 1/22/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 9	530
Grade 10	463
Grade 11	446
Grade 12	502
Total Enrollment	1941

*Last updated: 1/22/2019***Student Enrollment by Student Group (School Year 2017—18)**

Student Group	Percent of Total Enrollment
Black or African American	1.0 %
American Indian or Alaska Native	0.1 %
Asian	7.3 %
Filipino	1.5 %
Hispanic or Latino	68.9 %
Native Hawaiian or Pacific Islander	0.3 %
White	18.2 %
Two or More Races	2.7 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	51.8 %
English Learners	7.9 %
Students with Disabilities	9.0 %
Foster Youth	0.2 %

A. Conditions of Learning

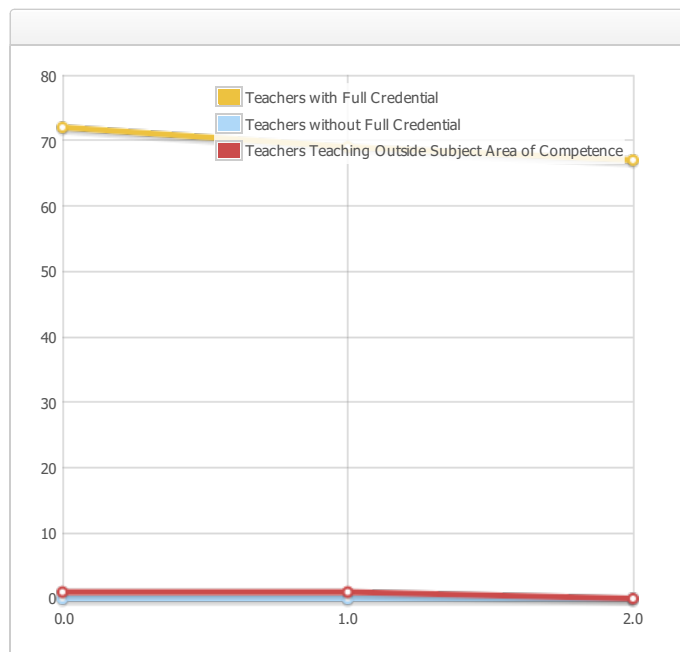
State Priority: Basic

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

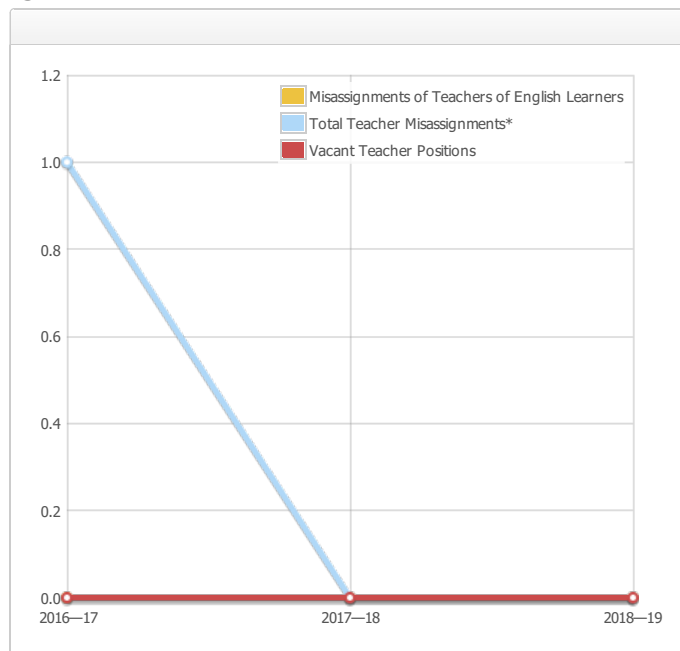
Teachers	School 2016 —17	School 2017 —18	School 2018 —19	District 2018— 19
With Full Credential	72	69	67	514
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	0	6



Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016— 17	2017— 18	2018— 19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	0	0
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: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

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: 1/15/2019

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.

The two marquee projects that are currently under way is an athletic complex that includes a gym with seating for approximately 2,000 students. There was also the construction of a Student Union facility, which is used for a common study area fully equipped with multiple charging stations.

Last updated: 1/22/2019

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, Sewer	Good	
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: 1/15/2019

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. 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); 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 ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	76.0%	76.0%	69.0%	62.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	41.0%	42.0%	44.0%	42.0%	37.0%	38.0%

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.

Note: 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.

Last updated: 1/23/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	421	418	99.29%	75.60%
Male	215	214	99.53%	69.63%
Female	206	204	99.03%	81.86%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	39	39	100.00%	89.74%
Filipino	--	--	--	
Hispanic or Latino	291	288	98.97%	70.49%
Native Hawaiian or Pacific Islander				
White	63	63	100.00%	85.71%
Two or More Races	18	18	100.00%	83.33%
Socioeconomically Disadvantaged	236	234	99.15%	66.24%
English Learners	52	51	98.08%	41.18%
Students with Disabilities	30	29	96.67%	37.93%
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/24/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	421	419	99.52%	42.00%
Male	215	215	100.00%	42.33%
Female	206	204	99.03%	41.67%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	39	39	100.00%	76.92%
Filipino	--	--	--	
Hispanic or Latino	291	289	99.31%	33.56%
Native Hawaiian or Pacific Islander				
White	63	63	100.00%	49.21%
Two or More Races	18	18	100.00%	55.56%
Socioeconomically Disadvantaged	236	235	99.58%	31.06%
English Learners	52	52	100.00%	17.31%
Students with Disabilities	30	29	96.67%	13.79%
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/24/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/24/2019

Career Technical Education (CTE) Programs (School Year 2017—18)

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 purpose of the Gaming and Digital Arts Program is to prepare students for job positions or higher institutions of learning in the areas of video game design, multimedia arts, animation, and other design positions. As seniors, each student will team up with students who dual enrolled in coding and in marketing to create a game that they will be able to submit a proposal to an area of business in the field of gaming.

Last updated: 1/22/2019

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	352
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	100.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.0%

Last updated: 1/23/2019

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	98.9%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	51.3%

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 2017—18)

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
9	18.1%	25.3%	34.2%

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: 1/24/2019

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

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 actively involved in WASC Focus groups for the 2016/17 School Year. Parents are actively involved in PTSA, Sports Boosters and our Sonora Food Drive.

Parent participation at Sonora High School was observable in 2017-18 in almost every aspect of campus life. Parents represented SOHS on the following district and school policy making groups: School Site Council, WASC focus groups, Title I/ EL Advisory Committee, Facility Needs Committee, and other budget committees. Booster clubs were also important factors to the success of the school. In 2010 AERIES along with the Google Suite of applications, including Google Classroom, was made available to parent s and guardians, enabling them to become more effective partners in their students' educations. By the end of 2010 all staff fully implemented ABI, making student information available to parents and guardians. Teachers continue to utilize AERIES Communication as a tool to inform parents of student s' academic progress.

State Priority: Pupil Engagement

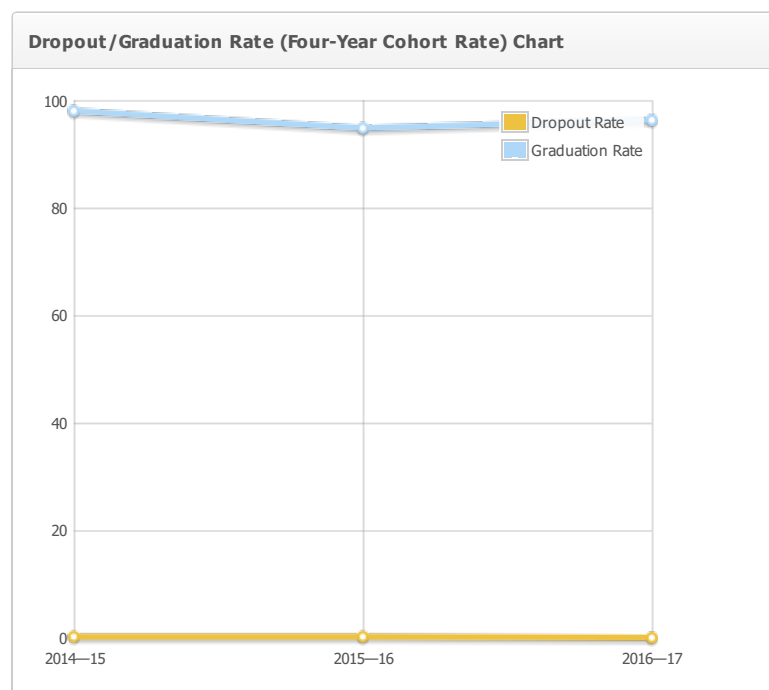
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.2%	0.2%	3.0%	3.0%	10.7%	9.7%
Graduation Rate	98.0%	94.8%	94.5%	94.4%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	2.5%	9.1%
Graduation Rate	96.3%	92.6%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/24/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	96.1%	92.6%	88.7%
Black or African American	83.3%	87.4%	82.2%
American Indian or Alaska Native	0.0%	100.0%	82.8%
Asian	92.7%	99.0%	94.9%
Filipino	100.0%	94.2%	93.5%
Hispanic or Latino	97.9%	90.1%	86.5%
Native Hawaiian or Pacific Islander	100.0%	84.6%	88.6%
White	93.3%	94.7%	92.1%
Two or More Races	90.0%	93.9%	91.2%
Socioeconomically Disadvantaged	98.0%	91.8%	88.6%
English Learners	100.0%	57.8%	56.7%
Students with Disabilities	65.2%	71.4%	67.1%
Foster Youth	66.7%	32.0%	74.1%

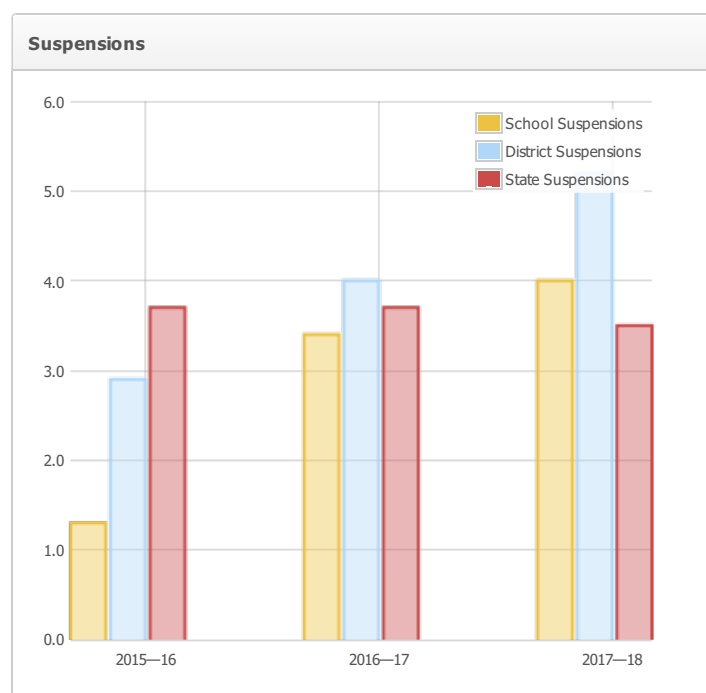
State Priority: School Climate

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	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	1.3%	3.4%	4.0%	2.9%	4.0%	5.2%	3.7%	3.7%	3.5%
Expulsions	0.1%	0.3%	0.3%	0.1%	0.2%	0.3%	0.1%	0.1%	0.1%



Last updated: 1/24/2019

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	30.0	7	24	31
Mathematics	32.0	6	16	35
Science	34.0	3	8	28
Social Science	31.0	7	10	37

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	28.0	14	21	32
Mathematics	32.0	3	31	24
Science	32.0	3	13	21
Social Science	31.0	7	13	34

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	28.0	17	17	35
Mathematics	33.0	5	16	36
Science	31.0	7	7	27
Social Science	32.0	4	15	33

* 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: 1/24/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.4	571.0
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	3.7	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	1.8	N/A
Other	0.0	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: 1/15/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7979.0	\$1165.0	\$6814.0	\$96555.0
District	N/A	N/A	\$9034.0	\$96307.0
Percent Difference – School Site and District	N/A	N/A	-25.0%	0.2%
State	N/A	N/A	\$6574.0	\$85815.0
Percent Difference – School Site and State	N/A	N/A	-4.0%	12.5%

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

Last updated: 1/15/2019

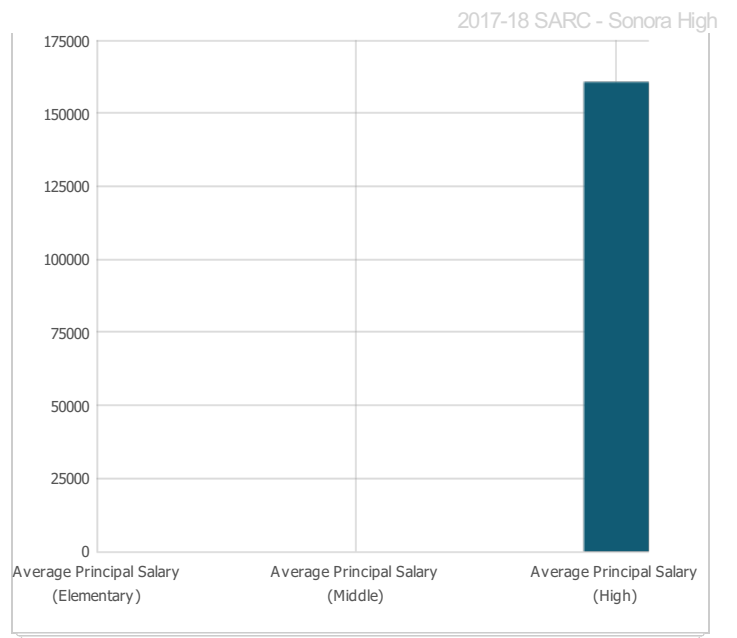
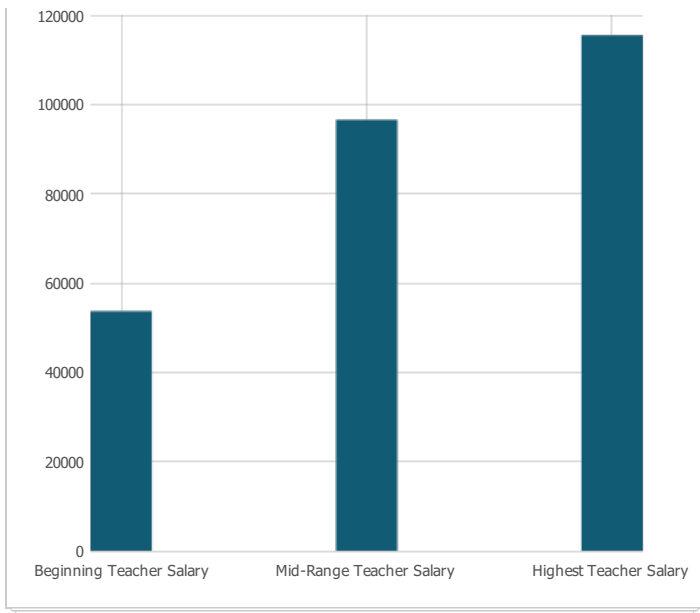
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,682	\$50,747
Mid-Range Teacher Salary	\$96,555	\$86,127
Highest Teacher Salary	\$115,496	\$106,915
Average Principal Salary (Elementary)	\$	--
Average Principal Salary (Middle)	\$	\$136,636
Average Principal Salary (High)	\$160,689	\$150,286
Superintendent Salary	\$253,235	\$238,058
Percent of Budget for Teacher Salaries	37.5%	34.0%
Percent of Budget for Administrative Salaries	6.6%	5.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/15/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	6	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	7	N/A
Social Science	12	N/A
All Courses	31	29.6%

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

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

Last updated: 1/24/2019

Professional Development

Adam Bailey is in his sixth 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 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.

Staff Development plan addresses the critical areas of need as determined through WASC document and data gathered through administrative walk-throughs. All departments are committed to cohesive collaboration in regards to the most effective instructional strategies for our students. Staff development has

highlighted the development of common formative assessments with a data analysis tool to focus collaborative discussions on the best instructional strategies for our students.

Last updated: 1/24/2019