

Sonora Elementary School District School Accountability Report Card Reported Using Data from the 2019-20 School Year Published During 2020-21

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/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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Sonora Elementary School District
Street	830 Greenley Rd.
City, State, Zip	Sonora, CA 95370-5203
Phone Number	209.532.3159
Principal	Chris Boyles
Email Address	cboyles@sesk12.org
Website	www.ses.k12.ca.us
County-District-School (CDS) Code	55723716054910

Entity	Contact Information
District Name	Sonora Elementary School District
Phone Number	209.532.5491
Superintendent	John Baker
Email Address	jbaker@sesk12.org
Website	www.ses.k12.ca.us

School Description and Mission Statement (School Year 2020-21)

Sonora Elementary School Mission Statement: Mission Statement

We believe that the school experience should be safe, positive, and successful, while contributing to the physical, social, and mental well-being of the child.

We are committed to:

- Challenging all students to reach their full potential by encouraging natural curiosity and a love of learning
- Promoting character development that emphasizes responsibility, self-discipline, compassion, honesty, integrity, and respect
- Fostering parental involvement to maximize student success
- Providing a balanced educational program, which includes fine arts, technology and physical fitness
- Ensuring that staff has multiple opportunities for professional growth and development

Founded in 1855 during California’s Gold Rush, Sonora School has always been at the heart of our town’s culture and community. Located in the Sierra Nevada foothills, near Yosemite National Park, SES strives to build respect and appreciation for the natural world and our place in it. With a strong emphasis in the arts, science and technology, Sonora School has served as a model to schools across our region.

Since we are isolated from urban centers, effort is made to bring California’s rich culture to our students. Field trips, vital sports programs, the Bobcat Band, assemblies, elective programs, art exhibits, guest artists, guest scientists, Young Author’s Faire, special assemblies and Family Nights, Partners-In-Education programs all aim to help SES students realize their potential to succeed. Our current campus, which opened in 1974, neighbors the Tuolumne County Library, Adventist Health Center, Sonora Hills Retirement Community, and Tuolumne County Senior Citizen’s Center. Thus, our students have access to community involvement and support. Tuolumne County is very family-oriented with many activities for youth. Sonora School remains at the center of that community spirit with many generations of families having attended and worked at our school.

Sonora Elementary School has a wide spectrum of socio-economic diversity. Many parents are college-educated professionals or fully employed in service and product industry, but approximately 44.2% of our students participate in the free and reduced lunch program.

However, our school’s cultural ethnicity is much less diverse with 74% white non-Hispanic. Despite this, our school has a mission to help break cultural barriers, advance tolerance and respect for diversity.

Sonora Elementary serves students TK - 8 within the Sonora School District. Curriculum is focused on California State Content Standards. The school supports character development on a daily basis through consistent expectations for student behavior, its diverse literature selections, school assemblies, school activities and programs. We offer enrichment to students with art and music, with collaboration from the Tuolumne County Arts Council and a full time art and music teachers. The school promotes a positive school climate with the support of a full-time school counselor. During the 2019-20 school year, approximately 722 Transitional Kindergarten - 8th grade students were enrolled at Sonora Elementary School, with classes arranged on a traditional schedule and calendar. The educational program focuses on the development of reading, writing, spelling, mathematics, science, social studies, music, art, health education, various electives, and physical education, based on the California curriculum standards and frameworks.

Eligible students receive English language support, Title I reading and math, and GATE. For more information regarding these standards, visit the following websites:

State Frameworks: <http://www.cde.ca.gov/ci/cr/cf>

State Common Core Content Standards: <http://www.cde.ca.gov/re/cc>

Our staff is committed to teach and assess the state content standards while constantly searching for better methods, materials and ways of offering the best possible education for your children.

Student Enrollment by Grade Level (School Year 2019-20)

Grade Level	Number of Students
Kindergarten	86
Grade 1	80
Grade 2	71
Grade 3	78
Grade 4	74
Grade 5	82
Grade 6	84
Grade 7	75
Grade 8	92
Total Enrollment	722

Student Enrollment by Group (School Year 2019-20)

Student Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	2.3
Asian	2.7
Filipino	1.3
Hispanic or Latino	14.6
Native Hawaiian or Pacific Islander	0.4
White	74.9
Two or More Races	3.5
Socioeconomically Disadvantaged	46.9
English Learners	5.8
Students with Disabilities	11.1
Foster Youth	1.5
Homeless	3

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	37	38	40	40
Without Full Credential	1	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	1	1	1	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	1	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 9th, 2020

Sonora Elementary held a public hearing on September 9th, 2020 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders K-2 Adopted 2016 Benchmarks ELA 3-5 Adopted 2016 Houghton Mifflin Collections 6-8 Adopted 2016	Yes	0.0%
Mathematics	Pearson Envision 2.0 K-5 Adopted 2016 Houghton Mifflin/Larson Big Ideas Math 6-8 Adopted 2016	Yes	0.0%
Science	Delta Education Foss Adopted 2007 Prentice Hall/Pearson Adopted 2007 Houghton Mifflin Harcourt Adopted November of 2020	Yes	0.0%
History-Social Science	Studies Weekly K-5 Adopted 2018 History Alive- TCI 6-8 Adopted 2018	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Sonora Elementary was originally constructed in 1973 and is comprised of 47 classrooms, multipurpose room/cafeteria, library, staff lounge, and 3 playgrounds.

Cleaning Process: The principal works daily with the maintenance department which is comprised of 4 full-time maintenance workers to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. Maintenance and Repair District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation out of the Deferred Maintenance budget. The district participates in the State School Deferred Maintenance Program, which provides matching funds to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

In 2010-2011, the citizens of Sonora voted to approve a 7.8 million facilities bond. A portion of the bond was used to improve school facilities and the safety of the students. In the summer of 2011, the school completed a \$1.8 million parking lot/entry way project as part of the bond projects. In August 2016, the district spent close to \$1 million of the bond funds to modernize the A and C buildings. In the summer of 2017 the "B" building was completely modernized and the roofs on the "A", "B", "C", "D" and "M" building were replaced. The HVAC units on the "A", "B", "C", "D" and "H" building were also replaced. Building F was rebuilt after a fire in 2014. The construction of a two-story building was successfully accomplished in the summer of 2020. This building is currently housing two kindergartens and six primary grades.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

Year and month of the most recent FIT report: 11/4/20

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Good	

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.

**** In response to COVID-19, on March 19th, 2020, Governor Gavin Newsom executed a “stay home order” which resulted in shutting down all California Schools and canceling CAASPP. Thus, the District did not have any data to report in SARC****

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	54	N/A	54	N/A	50	N/A
Mathematics (grades 3-8 and 11)	45	N/A	45	N/A	39	N/A

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-20)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	492	N/A	N/A	N/A	N/A
Male	250	N/A	N/A	N/A	N/A
Female	242	N/A	N/A	N/A	N/A
Black or African American	--	--	--	--	--
American Indian or Alaska Native	7		N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	10	N/A	N/A	N/A	N/A
Filipino	10	N/A	N/A	N/A	N/A
Hispanic or Latino	77	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	2	N/A	N/A	N/A	N/A
White	360	N/A	N/A	N/A	N/A
Two or More Races	18	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	327	N/A	N/A	N/A	N/A
English Learners	34	N/A	N/A	N/A	N/A
Students with Disabilities	79	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services					
Foster Youth	9	N/A	N/A	N/A	N/A
Homeless	21	N/A	N/A	N/A	N/A

Note: Cells with N/A values = no available data

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-20)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	492	N/A	N/A	N/A	N/A
Male	250	N/A	N/A	N/A	N/A
Female	242	N/A	N/A	N/A	N/A
Black or African American	--	--	--	--	--
American Indian or Alaska Native	7	N/A	N/A	N/A	N/A
Asian	10	N/A	N/A	N/A	N/A
Filipino	10	N/A	N/A	N/A	N/A
Hispanic or Latino	77	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	2	N/A	N/A	N/A	N/A
White	360	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	18	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	327	N/A	N/A	N/A	N/A
English Learners	34	N/A	N/A	N/A	N/A
Students with Disabilities	79	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services					
Foster Youth	9	N/A	N/A	N/A	N/A
Homeless	21	N/A	N/A	N/A	N/A

Note: Cells with N/A values = no available data

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
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 = no available data

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-20)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Sonora Elementary School is very fortunate to have parental involvement in a variety of school programs. The parent organization known as Support Sonora School (SSS) works collaboratively with school staff to provide volunteer and financial support for school programs. Information about SSS may be found at <http://www.supportsonoraschool.org>. The school has a strong base of parent volunteers who participate in a variety of ways at our school. Parents are also welcome to volunteer in their child's classroom, participate on school committees such as the School Site Council, Support Sonora School Parent Organization. The school also benefits from several community partnerships (I.E., YES Partnership).

Contact Information

For more information about our school please contact the school office at 209-532-3159 or visit the school district website www.ses.k12.ca.us.

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

Rate	School 2017-18	School 2018-19	School 2019-20	District 2017-18	District 2018-19	District 2019-20	State 2017-18	State 2018-19	State 2019-20
Suspensions	7.2	7.8	N/A	7.2	7.8	N/A	3.5	3.5	N/A
Expulsions	0.2	0.8	N/A	0.2	0.8	N/A	0.1	0.1	N/A

School Safety Plan (School Year 2019-20)

Safety of students and staff is a primary concern of Sonora Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated by March 2020 by the School Site Council and might be viewed on our school's website at www.ses.k12.ca.us. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held at least twice a year.

Students are supervised before and after school by certificated staff, classified staff, and/or school principal. Classified staff supervise students during lunch. Certificated staff and classified staff help with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors must sign in at the school office and volunteers receive a training program.

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 (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	2	3	0	19	4	2	0	19	4	0	0
1	25	0	3	0	24	0	3	0	20	4	0	0
2	18	4	0	0	20	4	0	0	23	0	3	0
3	21	2	2	0	25	0	3	0	20	4	0	0
4	28	0	3	0	33	0	6	1	25	0	3	0
5	32	0	1	3	35	0	5	2	27	0	3	0
6	26	7	14	1	21	6	15	2	22	25	13	0
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2019-20)

Title	Ratio
Academic Counselors*	722.0

*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.

Student Support Services Staff (School Year 2019-20)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-20)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,298	\$2,465	\$7,465	\$67,431
District	N/A	N/A	\$7,465	\$67,431
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506	\$64,978
Percent Difference - School Site and State	N/A	N/A	-6.1%	+3.7%

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

The California Department of Education issued guidance to LEAs on August 1, 2019, regarding how to calculate school-level per-pupil expenditures that will be reported on 2019-20 report cards.

Types of Services Funded (Fiscal Year 2019-20)

In addition to general state funding, Sonora Elementary receives state and federal funding for the following categorical funds and other support programs:

Title I

EL Support

Special Education

Teacher and Administrative Salaries (Fiscal Year 2019-20)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,234	\$45,252
Mid-Range Teacher Salary	\$66,778	\$65,210
Highest Teacher Salary	\$89,283	\$84,472
Average Principal Salary (Elementary)	\$127,487	\$107,614
Average Principal Salary (Middle)	\$ -	\$112,242
Average Principal Salary (High)	\$ -	\$ -
Superintendent Salary	50% of 156,014 = \$78,007	\$124,686
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	5%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Opportunities for training and staff development are provided at both the County Office of Education and at Sonora Elementary School site to administrators, teachers, and classified staff. Faculty meets throughout the month to discuss curriculum, teaching strategies, and methodologies. Additionally, the district provided certificated staff with one student free day to in-service the teachers on reviewing the fundamental of Response to Intervention (Rti) in November of 2019 and two days to prepare their classrooms at the beginning of the school year.