

Sonora Elementary School District

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

School Name	Sonora 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
School Website	
County-District-School (CDS) Code	55723716054910

2021-22 District Contact Information

District Name	Sonora Elementary School District
Phone Number	209.532.5491
Superintendent	Tami Beall
Email Address	tbeall@sesk12.org
District Website Address	www.ses.k12.ca.us

2021-22 School Overview

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% 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.

2021-22 School Overview

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 2019-2020 school year, approximately 721 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	84
Grade 1	69
Grade 2	82
Grade 3	68
Grade 4	78
Grade 5	72
Grade 6	80
Grade 7	89
Grade 8	76
Total Enrollment	698

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51
Male	49
American Indian or Alaska Native	2
Asian	2.4
Black or African American	0.1
Filipino	1
Hispanic or Latino	17.6
Native Hawaiian or Pacific Islander	0.3
Two or More Races	3.9
White	72.1
English Learners	3.6
Foster Youth	1.1
Homeless	2.9
Socioeconomically Disadvantaged	43.7
Students with Disabilities	11

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	41
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	41

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

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

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

Sonora Elementary held a public hearing on August 9, 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.

Year and month in which the data were collected

August 9, 2019

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	Savvas Learning Co. 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 In the process of adopting new science curriculum	Yes	0.0%
History-Social Science	Studies Weekly K-5 Adopted 2018 History Alive - TCI 6-8 Adopted 2018	Yes	0.0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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 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 district completed the process of building a two-story classroom building, which houses two kindergarten and 6 primary classrooms.

Year and month of the most recent FIT report

09/30/19

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	474	455	95.99	4.01	49.23
Female	239	229	95.82	4.18	59.39
Male	235	226	96.17	3.83	38.94
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	91	85	93.41	6.59	44.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	21	95.45	4.55	71.43
White	337	325	96.44	3.56	49.23
English Learners	15	15	100	0	13.33
Foster Youth	--	--	--	--	--
Homeless	34	32	94.12	5.88	37.5
Military	0	0	0	0	0
Socioeconomically Disadvantaged	202	194	96.04	3.96	35.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	61	93.85	6.15	11.48

2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	474	454	95.78	4.22	30.46
Female	239	228	95.40	4.60	28.51
Male	235	226	96.17	3.83	32.44
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	91	85	93.41	6.59	28.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	21	95.45	4.55	38.10
White	337	324	96.14	3.86	30.65
English Learners	15	15	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	34	32	94.12	5.88	25.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	202	193	95.54	4.46	19.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	61	93.85	6.15	16.39

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

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

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

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

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

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

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	31.72	N/A	31.72	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	151	145	96.03	3.97	31.72
Female	76	73	96.05	3.95	35.62
Male	75	72	96.00	4.00	27.78
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	33	30	90.91	9.09	30.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	105	102	97.14	2.86	29.41
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	37.50
Military	0	0	0	0	0
Socioeconomically Disadvantaged	70	68	97.14	2.86	19.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	20	90.91	9.09	10.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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 or the Citizen Oversight Committee, which oversees school bond expenditures. The school also benefits from several community partnerships (I.E., YES Partnership). Covid had a significant impact on parental engagement for the 2021-2021 school year.

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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	773	749	216	28.8
Female	390	378	99	26.2
Male	383	371	117	31.5
American Indian or Alaska Native	14	14	6	42.9
Asian	18	18	2	11.1
Black or African American	1	1	0	0.0
Filipino	8	8	1	12.5
Hispanic or Latino	136	132	43	32.6
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	32	31	10	32.3
White	555	539	152	28.2
English Learners	30	30	2	6.7
Foster Youth	14	14	8	57.1
Homeless	26	26	12	46.2
Socioeconomically Disadvantaged	358	349	151	43.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	106	103	39	37.9

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	7.77	3.75	7.77	3.75	3.47	0.20
Expulsions	0.75	0.00	0.75	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	7.36	7.36	2.45
Expulsions	0.26	0.26	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.75	0.00
Female	0.51	0.00
Male	7.05	0.00
American Indian or Alaska Native	21.43	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.21	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	9.38	0.00
White	3.60	0.00
English Learners	0.00	0.00
Foster Youth	14.29	0.00
Homeless	7.69	0.00
Socioeconomically Disadvantaged	5.59	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.55	0.00

2021-22 School Safety Plan

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 2019 by the School Site Council and may 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

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	4	2	
1	24		3	
2	20	4		
3	25		3	
4	33		6	1
5	35		5	2
6	21	6	15	2

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	25	2	1	1
2	24		3	
3	20	3	1	
4	31		9	3
5	42		5	2
6	31	8	9	7

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	7		1
1	12	5	1	
2	11	8		
3	10	7		
4	16	9	5	
5	14	9	1	
6	23	13	12	5

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	872.5

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.8
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.3

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,469	\$3,564	\$7,904	\$78,921
District	N/A	N/A	\$7,904	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State			\$8,444	\$72,352
Percent Difference - School Site and State	N/A	N/A	-6.6	8.7

2020-21 Types of Services Funded

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

2019-20 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$47,265
Mid-Range Teacher Salary		\$69,813
Highest Teacher Salary		\$91,237
Average Principal Salary (Elementary)		\$113,466
Average Principal Salary (Middle)		\$115,186
Average Principal Salary (High)		\$0
Superintendent Salary		\$131,359
Percent of Budget for Teacher Salaries	37%	30%
Percent of Budget for Administrative Salaries	6%	7%

Professional Development

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 inservice the teachers on the new Social Studies curriculum and two days to prepare their classrooms at the beginning of the school year.

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

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

Sonora Elementary School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

2021-22 District Contact Information

District Name	Sonora Elementary School District
Phone Number	209.532.5491
Superintendent	Tami Beall
Email Address	tbeall@sesk12.org
District Website Address	www.ses.k12.ca.us

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	474	455	95.99	4.01	49.23
Female	239	229	95.82	4.18	59.39
Male	235	226	96.17	3.83	38.94
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	91	85	93.41	6.59	44.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	21	95.45	4.55	71.43
White	337	325	96.44	3.56	49.23
English Learners	15	15	100.00	0.00	13.33
Foster Youth	--	--	--	--	--
Homeless	34	32	94.12	5.88	37.50
Military	0	0	0	0	0
Socioeconomically Disadvantaged	202	194	96.04	3.96	35.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	61	93.85	6.15	11.48

2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	474	454	95.78	4.22	30.46
Female	239	228	95.40	4.60	28.51
Male	235	226	96.17	3.83	32.44
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	91	85	93.41	6.59	28.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	21	95.45	4.55	38.10
White	337	324	96.14		30.65
English Learners	15	15	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	34	32	94.12	5.88	25.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	202	193	95.54	4.46	19.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	61	93.85	6.15	16.39

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

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

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

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

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

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

