

**Sonora Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17**

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Sonora Elementary School
Street	830 Greenley Rd.
City, State, Zip	Sonora, CA 95370-5203
Phone Number	209.532.3159
Principal	Chris Boyles
E-mail Address	cboyles@sesk12.org
Web Site	www.ses.k12.ca.us
CDS Code	55723716054910

District Contact Information	
District Name	Sonora Elementary School District
Phone Number	209.532.5491
Superintendent	Leigh Shampain
E-mail Address	lshampain@sesk12.org
Web Site	www.ses.k12.ca.us

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

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, "Heaven for Kids" Park (a community-built project), 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 48% of our students participate in the free and reduced lunch program. However, our school's cultural ethnicity is much less diverse with 79% 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 Central Sierra 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 2014-15 school year, approximately 680 Transitional Kindergraten - 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 2015-16)

Grade Level	Number of Students
Kindergarten	86
Grade 1	63
Grade 2	93
Grade 3	64
Grade 4	79
Grade 5	80
Grade 6	89
Grade 7	74
Grade 8	65
Total Enrollment	693

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.7
Asian	2.6
Filipino	1.4
Hispanic or Latino	17.5
Native Hawaiian or Pacific Islander	0
White	72.6
Two or More Races	3.8
Socioeconomically Disadvantaged	43.6
English Learners	6.2
Students with Disabilities	10.4
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	33	34	35	35
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	1	1	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	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.

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

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

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

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

Year and month in which data were collected: August 2016

Sonora Elementary held a public hearing on August 17, 2016 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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Delta Education Foss Adopted 2007 Prentice Hall/Pearson Adopted 2007	Yes	0.0%
History-Social Science	Glencoe/McGraw Adopted 2006 Pearson Scott Foresman Adopted 2006	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Sonora Elementary was originally constructed in 1973 and is comprised of 45 classrooms, 1 gym, 1 multipurpose room/cafeteria, 1 library, 1 staff lounge, 1 computer lab, and 3 playgrounds. Recent remodeling included modernizing two classroom portables. Cleaning Process: The principal works daily with the maintenance department which is comprised of 4 full-time 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. For the 2014-2015 school year the district allocated \$29,000 for deferred maintenance program. This represents .6% of the district's general fund budget.

In 2013, part of the school was destroyed by an arson fire. The "D" and "E" buildings had significant smoke damage and the "F" building was removed due to structural damage. During the summer of 2014 the "D" and "E" buildings were repaired and are again being used for classrooms. The "F" building was rebuilt during the 2014-15 school year and reopened in August 2015.

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. More school improvement projects using the remaining bond funds are planned for the summer of 2017.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 09/14/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 09/14/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: 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 Rating (Most Recent Year)

Year and month of the most recent FIT report: 09/14/2015				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	43	56	43	56	44	48
Mathematics	35	45	35	45	34	36

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.

CAASPP Test Results in ELA by Student Group
 Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	65	65	100.0	46.1
	4	87	86	98.8	54.6
	5	81	80	98.8	60.0
	6	88	88	100.0	51.1
	7	78	77	98.7	62.3
	8	65	65	100.0	58.5
Male	3	26	26	100.0	34.6
	4	40	40	100.0	55.0
	5	37	36	97.3	44.4
	6	50	50	100.0	48.0
	7	37	36	97.3	61.1
	8	30	30	100.0	46.7
Female	3	39	39	100.0	53.9
	4	47	46	97.9	54.4
	5	44	44	100.0	72.7
	6	38	38	100.0	55.3
	7	41	41	100.0	63.4
	8	35	35	100.0	68.6
Hispanic or Latino	4	17	17	100.0	29.4
	5	14	14	100.0	50.0
	6	18	18	100.0	38.9
	8	15	15	100.0	53.3
White	3	53	53	100.0	47.2
	4	65	64	98.5	60.9
	5	62	61	98.4	63.9
	6	61	61	100.0	50.8
	7	52	52	100.0	67.3
	8	45	45	100.0	57.8
Socioeconomically Disadvantaged	3	33	33	100.0	39.4
	4	37	37	100.0	32.4
	5	30	29	96.7	37.9
	6	34	34	100.0	23.5
	7	28	27	96.4	48.1
	8	31	31	100.0	45.2
Students with Disabilities	4	12	12	100.0	8.3
	5	12	12	100.0	8.3

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	66	66	100.0	49.2
	4	87	87	100.0	48.8
	5	81	80	98.8	41.3
	6	88	88	100.0	42.0
	7	78	77	98.7	48.7
	8	78	77	98.7	48.7
Male	3	27	27	100.0	46.1
	4	40	40	100.0	52.5
	5	37	36	97.3	41.7
	6	50	50	100.0	40.0
	7	37	36	97.3	51.4
	8	37	36	97.3	51.4
Female	3	39	39	100.0	51.3
	4	47	47	100.0	45.6
	5	44	44	100.0	40.9
	6	38	38	100.0	44.7
	7	41	41	100.0	46.3
	8	41	41	100.0	46.3
Hispanic or Latino	4	17	17	100.0	41.2
	5	14	14	100.0	14.3
	6	18	18	100.0	33.3
White	3	54	54	100.0	52.8
	4	65	65	100.0	51.6
	5	62	61	98.4	47.5
	6	61	61	100.0	39.3
	7	52	52	100.0	54.9
	8	52	52	100.0	54.9
Socioeconomically Disadvantaged	3	34	34	100.0	36.4
	4	37	37	100.0	32.4
	5	30	29	96.7	20.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	34	34	100.0	20.6
	7	28	27	96.4	26.9
	8	28	27	96.4	26.9
Students with Disabilities	4	12	12	100.0	16.7
	5	12	12	100.0	

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

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

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	78	79	72	78	79	72	60	56	54

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

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

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

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	149	145	97.3	71.7
Male	68	66	97.1	68.2
Female	81	79	97.5	74.7
Hispanic or Latino	29	29	100.0	55.2
White	110	106	96.4	75.5
Socioeconomically Disadvantaged	64	60	93.8	60.0
Students with Disabilities	22	21	95.5	47.6

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	6.2	8.8	62.5
7	10.7	28	52

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

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 English Language Advisory Committee, 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.

Contact Information

For more information about our school please contact the school office at 209-928-4291 or visit the school district website www.ses.k12.ca.us.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.3	5.6	6.6	6.9	5.6	6.6	4.4	3.8	3.7
Expulsions	6.9	0.1	0.4	0.3	0.1	0.4	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 in March 2016 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 once 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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2011-2012	
Year in Program Improvement*	Year 2	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25		4		23		3		20		4	
1	18	4			22		4		22		4	
2	21	2	2		20	3			20	4		
3	19	1	3		17	4	2		18	4		
4	32		3		28		3		28		3	
5	29		3		26		3		29		3	
6	30		2		30		3		27		3	
Other	28		4		29		4		28		5	

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: 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.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	.63	N/A
Library Media Services Staff (Paraprofessional)	.33	N/A
Psychologist		N/A
Social Worker		N/A
Nurse	.70	N/A
Speech/Language/Hearing Specialist	.33	N/A
Resource Specialist		N/A
Other		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.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7876	\$1809	\$6067	\$66,726
District	N/A	N/A	\$6067	\$59,354
Percent Difference: School Site and District	N/A	N/A	0.0	13.3
State	N/A	N/A	\$5,677	\$60,985
Percent Difference: School Site and State	N/A	N/A	13.4	12.8

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

Types of Services Funded (Fiscal Year 2015-16)

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

Title I

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,005	\$41,085
Mid-Range Teacher Salary	\$59,883	\$59,415
Highest Teacher Salary	\$80,853	\$75,998
Average Principal Salary (Elementary)	\$96,934	\$100,438
Average Principal Salary (Middle)		\$101,868
Average Principal Salary (High)		
Superintendent Salary	\$151,440	\$116,069
Percent of Budget for Teacher Salaries	42%	33%
Percent of Budget for Administrative Salaries	6%	7%

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

Professional Development (Most Recent Three Years)

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 two student free days to prepare their classrooms at the beginning of the school year.